CIOL | QUALIFICATIONS

Supporting and developing language professionals worldwide

Diploma in
Public Service Interpreting

Handbook for Candidates

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Preface

The Chartered Institute of Linguists (CIOL) serves the interests of professional linguists throughout the world and CIOL Qualifications – an associated charity of CIOL – is a respected awarding organisation recognised by Ofqual (Office of Qualifications and Examinations Regulation) delivering nationally accredited language qualifications.

Founded in 1910, the Institute now has around 7,100 Fellows, Members, Associate Members and Students. It aims to:

- serve the professional interests of its members
- set the professional standard for language practitioners
- be an authoritative and respected voice promoting the learning and use of languages
- provide advice to organisations engaged in the formulation of policy and strategy affecting languages in the UK

The Institute publishes a bi-monthly authoritative journal, *The Linguist*, and is actively involved in promoting languages as well as raising awareness of the importance and relevance of language knowledge and use through engagement with national and international projects.

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.

Linguists seeking recognition as an interpreter have been sitting the Diploma in Public Service Interpreting since 1989. Offering 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. It also 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.

Ann Carlisle
Chief Executive
Chartered Institute of Linguists
CIOL Qualifications

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Equal opportunities policy for examination candidates

CIOL Qualifcations takes into account all current legislation in relation to diversity, equality and inclusion and is committed to equality of access to its examinations for all candidates, regardless of gender, age, ethnic origin, nationality, creed, sexual orientation, marital status, employment status or disability.

CIOL Qualifications seeks to ensure that:

- the content and assessment of its examinations are non-discriminatory and are appropriate to the knowledge and skills specified;

- the style and language of its documentation is readily understood and does not reflect stereotyped or biased attitudes;

- all persons associated with the examinations follow fair and just processes and procedures. In the case of a query relating to this policy, candidates should contact the Head of Qualifications in writing.

Introduction

The Diploma in Public Service Interpreting (DPSI) is a CIOL Qualifications examination and is the successor to the Certificate in Community Interpreting (CCI).

Objective of the Diploma in Public Service Interpreting (DPSI)

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

The DPSI is mapped against the National Occupational Standards for Interpreting produced by CILT, the National Centre for Languages (now merged with CfBT).

The public service interpreter

In order to work reliably and effectively, public service interpreters must have:

➢ a good command of English and the other language, as they may need to act as interpreters for both English-speaking and non-English-speaking clients;

➢ a familiarity with, and objective understanding of, the cultures in question;

➢ competence in the relevant interpreting and translating techniques;

➢ an ability to function professionally in all situations;

➢ a commitment to the professional code of conduct and guide to good practice produced by the National Register of Public Service Interpreters;

➢ a sound knowledge of the structures, procedures and commonly used terminology of the professional areas in which they work;

➢ complete impartiality of attitude, speech and script.

Interpreters are often given little time to prepare for work in a given situation. They must therefore possess the requisite skills and information which will enable them to respond immediately and effectively to their clients' needs in a particular context.

Diploma in Public Service Interpreting and career development

Candidates who obtain the DPSI are entitled to:

➢ use the title DPSI after their name;

➢ apply for registration on the National Register of Public Service Interpreters subject to the current conditions. Interpreters on the National Register are required to abide by the code of conduct and are subject to a disciplinary procedure;

➢ apply for membership of the Chartered Institute of Linguists (MCIL) in accordance with the conditions of membership. Members of the Chartered Institute of Linguists are required to abide by the Chartered Institute of Linguist's Code of P r o f e s s i o n a l Conduct which is subject to a disciplinary committee.

Details of how to apply for registration on the National Register and for membership of the Chartered Institute of Linguists are sent to all successful candidates.

Availability of the DPSI

CIOL Qualifications strongly recommends that candidates attend a preparatory course, although it is not obligatory. Courses may vary in length depending upon the level and skills of the candidate.

The DPSI may be offered in English and any 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, please   contact   CIOL Qualifications   by   emailing   info@ciol.org.uk or   visit   www.ciol.org.uk. Languages which have previously been offered are listed as Appendix A of this publication.

Courses
CIOL Qualifications is an awarding organisation and does not run courses. Candidates are advised to contact CIOL for a list of examination centres running DPSI courses by emailing info@ciol.org.uk info@ciol.org.uk or visiting www.ciol.org.uk. Centres are required to register as approved centres on an annual basis.

Examination centres
Centres running courses that lead to the DPSI examination will also act as the examination centre for their candidates. CIOL Qualifications operates its own Open Centre in London which is open to candidates not following a course, to candidates who wish to re-sit a task and to candidates who have not been able to be accommodated by their own centre.

Further information is available from CIOLQ by email: info@ciol.org.uk and from [www.ciol.org.uk.](http://www.ciol.org.uk)

Level of the Diploma in Public Service Interpreting

The DPSI is at approximately first degree level in terms of the language skills required. This qualification has been accredited by Ofqual, the government's regulatory body, and included in the Qualifications and Credit Framework at Level 6.

Glossary

Consecutive interpreting	The source language speaker delivers the material in segments at a time. Once the speaker has completed a chunk of material and has stopped speaking, the interpreter provides an interpretation of what the speaker has just said.
Simultaneous interpreting	The interpreter provides an instant, contemporaneous interpretation of spoken material through electronic means. The interpreter sits in a soundproof booth and speaks the other language material into a microphone. The listeners receive the interpreted material through headphones.
Simultaneous (whispered) interpreting	Simultaneous (whispered) interpreting is similar to simultaneous interpreting in that the interpreter provides an instant, contemporaneous interpretation of spoken material. But whispered interpreting does not involve electronic means or technical equipment. Instead the interpreter sits alongside the other language user and whispers the interpretation at the same time as the source language user speaks.

The DPSI assesses consecutive and whispered interpreting.

EQUIVALENT UNITS AND EXEMPTIONS

EQUIVALENT UNITS

1. Diploma in Police Interpreting holders

The DPI has two units which are equivalent to units of the DPSI (Law).
Holders of the **full** DPI qualification who passed within 5 years prior to their applying for the DPSI can use their equivalent units together with units 01, 02 and 04 of the DPSI (Law) in order to gain that qualification. Please see table below:

Diploma in Police Interpreting			DPSI (Law)		
Unit	Ref No.	Credit value	Equivalent Unit	Ref. No.	Credit value
Unit 03: Provide a Sight Translation from English in a Police context	Y/505/8232	24	Unit 03: Provide a Sight Translation from English in the Public Services context of English, Scottish or Northern Irish Law.	D/602/2407	24
Unit 05: Translate from English in a Police context	D/505/9088	24	Unit 05: Translate from English in the Public Services context of English, Scottish or Northern Irish Law.	K/602/2443	24

2. DPSI (English Law) holders

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 5 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. 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.	M/602/2332	30	Unit 02: Interpret simultaneously – whispered – from English in a Police context	A/505/8224	24
Unit 03: Provide a Sight Translation from English in the Public Services context of English Law.	D/602/2407	24	Unit 03: Provide a Sight Translation from English in a Police context	Y/505/8232	24
Unit 05: Translate from English in the Public Services context of English Law.	K/602/2443	24	Unit 05: Translate from English in a Police context	D/505/9088	24

The examination

Pathways and languages

The Diploma in Public Service Interpreting examination is set within the five public service contexts 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 examination in a particular pathway or language (see Appendix "A" for a list of languages/pathways which have been set in previous years).

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

All units must be successfully completed within a five-year period for candidates to be awarded the DPSI. Successful candidates will be awarded the full diploma; candidates successful in one unit only will be awarded a unit certificate. DPSI candidates can take the units in any order. For full information on completion periods refer to the candidate regulations, copies of which are available by contacting CIOL Qualifications on info.dpsi@ciol.org.uk and from www.ciol.org.uk.

Examination format

The examination consists of five units.

All units test candidates' professional knowledge and vocabulary in their chosen pathway.

During the course of their professional activities, interpreters may be asked to use all of the skills which are assessed in this examination (see the section 'The public service interpreter in the Introduction). Therefore, in order to provide a realistic level of assessment, each of the tasks is set in a practical context.

The units are as follows:

Unit 01 (Level 6): Interpret consecutively and simultaneously (whispered) in the Public services

Unit 02 (Level 6): Provide a sight translation into English in the public services

Unit 03 (Level 6): Provide a sight translation from English in the public services

Unit 04 (Level 5): Translate into English in the public services

Unit 05 (Level 5): Translate from English in the public services

TQT (Total Qualification Time)

The Total Qualification Time (TQT) is the estimated amount of preparation time needed to complete the qualification. The TQT includes, Guided Learning Hours (GLH), private study time and assessment time.

Diploma in Police Interpreting Total Qualification Time (TQT)

Unit	Unit Title	Level	GLH	Private study	Assessment time	TQT	Credit Value
01	Interpret consecutively and simultaneously (whispered) in the Public Services context of English Law/Scottish Law/Northern Irish Law/Health/Local Government	6	22	99	40 minutes	122	12
02	Provide a Sight Translation into English in the Public Services context of English Law/Scottish Law/Northern Irish Law/Health/Local Government	6	13	59	10 minutes	72	7
03	Provide a Sight Translation from English in the Public Services context of English Law/Scottish Law/Northern Irish Law/Health/Local Government	6	13	59	10 minutes	72	7
04	Translate into English in the Public Services context of English Law/Scottish Law/Northern Irish Law/Health/Local Government	5	16	72	1 hr	89	9
05	Translate from English in the Public Services context of English Law/Scottish Law/Northern Irish Law/Health/Local Government	5	16	72	1 hour	89	9
	Total		80	360	3 hours	444	44

Structure of units

Oral units

All oral tasks will be recorded for moderation and quality assurance purposes. **Please note: candidates are not allowed to make their own recordings of the oral tasks.**

Unit 01: **Interpret consecutively and simultaneously (whispered) in the public services (approx. 30 minutes)**

1.1 The interpreting unit tests the basic linguistic and interpersonal skills needed, contextual knowledge, and the awareness of the role and responsibilities of the interpreter.

1.2 There are two different scenarios (part A and part B) set within a context defined by the chosen pathway, each lasting approximately 15 minutes. Each role play will contain a consecutive and a whispered interpreting section.

1.3 Candidates are asked to interpret between two individuals who do not understand or speak the other's language. One represents a public service user who is a native speaker of the other language and the other an English-speaking service provider.

1.4 Candidates will be alerted, at the appropriate time, that a switch in interpreting technique from consecutive to whispered and vice versa will be necessary.

1.5 Candidates may assume that they are interpreting for English language speakers who are used to working through an interpreter. The other language speaker will act the role of a member of the public who may or may not be used to working through an interpreter. Therefore, candidates have to take the initiative in asking speakers to repeat, clarify or reduce the length of speech if necessary (in the case of the consecutive interpreting sections), to alert speakers to a missed cultural inference or to point out that which may not have been fully understood although correctly interpreted.

1.6 Candidates are encouraged to take notes during the consecutive interpreting. Notes may be taken during the whispered interpreting but this is not always advisable.

1.7 Please note: candidates are not allowed to use dictionaries or glossaries.

1st Scenario (Part A)

1.8 Candidates will be assessed on their ability in consecutive interpreting from the other language into English and vice-versa and in whispered interpreting from the other language into English.

2nd Scenario (Part B)

1.9 Candidates will be assessed on their ability in consecutive interpreting from English into the other language and vice-versa and in whispered interpreting from English into the other language.

Unit 02: **Provide a sight translation into English in the public services (approx 10 minutes)**

2.1   The sight translation unit tests the basic linguistic skills and contextual knowledge needed to give an oral translation at sight.

2.2   Candidates are asked to give an oral translation at sight from the other language into English of a text equivalent to about 180 words of English when translated.

2.3   The source text will be of a formal nature which will require clear and precise translation.

2.4   Candidates are given 5 minutes to study the text and up to 5 minutes to produce an accurate and complete translation.

PLEASE NOTE
2.5   Candidates **are not** allowed to use dictionaries or glossaries.

2.6   Candidates **are not** allowed to take notes during the preparation time.

2.7   Candidates **are not** allowed to annotate or mark the text in any way.

2.8   Candidates **are not** allowed to remove the test paper from the examination room.

2.9   Candidates will be assessed on their ability to produce an accurate and complete oral translation of a text from the other language into English.

Unit 03: **Provide a sight translation from English in the public services (approx. 10 minutes)**

3.1   The sight translation unit tests the basic linguistic skills and contextual knowledge needed to give an oral translation at sight.

3.2   Candidates are asked to give an oral translation at sight of a text of approximately 180 words from English to the other language.

3.3   The source text will be of a formal nature which will require clear and precise translation.

3.4   Candidates are given 5 minutes to study the text and up to 5 minutes to produce an accurate and complete translation.

PLEASE NOTE
3.5   Candidates **are not** allowed to use dictionaries or glossaries.

3.6   Candidates **are not** allowed to take notes during the preparation time.

3.7   Candidates **are not** allowed to annotate or mark the text in any way.

3.8   Candidates **are not** allowed to remove the test paper from the examination room.

3.9   Candidates will be assessed on their ability to produce an accurate and complete oral translation of a text from English to the other language.

Written units

The written translation units test the candidates' ability to transfer content in a comprehensible and acceptable form from one language into another, according to the particular task requested.

Unit 04: **Translate into English in the public services (1 hour)**

4.1 Candidates are asked to give a written translation of a text of approximately 250 words from the other language into English.

4.2 The Candidate Brief will give details of the context, purpose and readership of each translation, thus determining the candidates' approach. The text will usually be of a formal nature.

4.3 Candidates **are** allowed to use dictionaries (hard copies only; no electronic dictionaries), glossaries and other reference material for these tasks. For details of permitted reference material please refer to page 36.

4.4 Candidates will be assessed on their ability to produce an accurate and complete written translation from the other language into English.

Unit 05: **Translate from English in the Public Services (1 hour)**

5.1 Candidates are asked to give a written translation of a text of approximately 250 words from English into the other language.

5.2 The Candidate Brief will give details of the context, purpose and readership of each translation, thus determining the candidates' approach. The text will usually be of a formal nature.

5.3 Candidates **are** allowed to use dictionaries (hard copies only; no electronic dictionaries), glossaries and other reference material for these tasks. For details of permitted reference material please refer to page 42.

5.4 Candidates will be assessed on their ability to produce an accurate and complete written translation from English into the other language. In languages with more than one script (eg Macedonian in Latin or Cyrillic script), only one script must be used.

Assessment criteria and mark sheets

Special notes:

Interpreting

During the whispered part of the role plays candidates must not interrupt the interlocutors except for the purpose of asking them to slow down or speak up. Requests for repetition or clarification are not acceptable during this part of the examination. Please note that interruptions during the whispered section are not normally acceptable and should be used in exceptional circumstances only. The oral examiner will mark the candidate down for any inappropriate interruptions.

Note-taking during the whispered interpreting part is optional, although not always advisable.

In their professional work interpreters must present themselves as competent professionals. In the examination, candidates should remember that they are being judged not only on their ability, but also consideration may be given as to how they present themselves. Inappropriate and unprofessional clothing, posture and attitude will give the wrong impression. In the context of the oral examination, candidates must present themselves as professional interpreters.

All units - alternative translations/interpretations

Candidates should note that it is not acceptable to provide several alternative translations for a term in the source text. In cases where candidates provide two (or more) alternative translations, thereby forcing the recipient to choose between them, they will be penalised as this is not acceptable translation or interpreting practice.

Where, as a result of this, the recipient cannot take appropriate action due to the confusion caused, it will be considered a fatal error and cause for a 'fail' result.

Assessment criteria for Unit 01
Unit 01: Interpret consecutively and simultaneously (whispered) in the public services

Accuracy of interpretation

The candidate (statements relate to the highest level of performance, Band A):
➢ conveys sense of original message with complete accuracy
➢ transfers all information without omissions, additions, distortions
➢ demonstrates complete competence in conveying verbal content and familiarity with subject matter

Delivery

The candidate (statements relate to the highest level of performance, Band A):
➢ demonstrates complete competence in languages
➢ switches effortlessly between languages
➢ interprets clearly and smoothly
➢ reflects tone, emotion and non-verbal signs appropriate to situation
➢ displays a courteous and confident manner
➢ remains unobtrusive and impartial
➢ handles intercultural references correctly
➢ displays good management strategies intervening appropriately and only when necessary to clarify or ask for repetition or to prevent breakdown of communication

Language use

The candidate (statements relate to the highest level of performance, Band A):
➢ demonstrates excellent command of grammar, syntax, vocabulary, specialist terminology with minimum paraphrasing
➢ chooses language and register entirely appropriate to situation
➢ has clear, distinct pronunciation
➢ has an accent which in no way affects ease of comprehension

A sample mark sheet is shown on the following page for Unit 01 together with the criterion statements.

DPSI Assessment criterion statements for Unit 01
Interpret consecutively and simultaneously (whispered) in the public services

	Accuracy	Delivery	Language Use
Band A	**Mark Range 10-12**	**Mark Range 10-12**	**Mark Range 10-12**
	The candidate: -conveys sense of original message with complete accuracy -transfers all information without omissions, additions, distortions -demonstrates complete competence in conveying verbal content and familiarity with subject matter	**The candidate:** -demonstrates complete competence in languages -switches effortlessly between languages -interprets clearly and smoothly -reflects tone, emotion and non-verbal signs appropriate to situation -displays a courteous and confident manner -remains unobtrusive and impartial -handles intercultural references correctly -displays good management strategies intervening appropriately and only when necessary to clarify or ask for repetition or to prevent breakdown of communication	**The candidate:** -demonstrates excellent command of grammar, syntax, vocabulary, specialist terminology, with minimum paraphrasing -chooses language and register entirely appropriate to situation -has clear, distinct pronunciation -has an accent which in no way affects ease of comprehension
Band B	**Mark Range 7-9**	**Mark Range 7-9**	**Mark Range 7-9**
	The candidate: -accurately conveys sense of original message -makes only one or two minor omissions/distortions not affecting correct transfer of information or complete comprehension	**The candidate:** -demonstrates good competence in languages -switches easily between languages -interprets for most part clearly and smoothly -reflects tone, emotion and non-verbal signals of interlocutors -displays a courteous and confident manner -remains unobtrusive and impartial -handles intercultural references correctly -intervenes justifiably and appropriately -makes occasional slip or sign of nervousness but not leading to communication problem	**The candidate:** -demonstrates good command of grammar, syntax, vocabulary, and specialist terminology -paraphrases in clear, concise way, where appropriate -chooses language, register largely appropriate to situation -has clear, distinct pronunciation -has an accent which in no way or only occasionally affects ease of comprehension
Band C	**Mark Range 4-6**	**Mark Range 4-6**	**Mark Range 4-6**
	The candidate: -adequately conveys sense of original message -makes no serious inaccuracies, omissions or distortions affecting comprehension or transfer of information	The candidate: -demonstrates adequate competence in languages -switches between languages without major problem -shows some confidence while interpreting -makes reasonable attempt to reflect suitable tone, emotion and demeanour -displays a manner, delivery and interventions, occasionally not completely appropriate, but not leading to irretrievable breakdown of communication	**The candidate:** -demonstrates adequate command of grammar, syntax, vocabulary and specialist terminology -keeps paraphrasing to acceptable level -may choose inappropriate language/register at times but not impairing overall transfer of information -may occasionally display faulty pronunciation or a pronounced accent but without impairing message
Band D	**Mark Range 1-3**	**Mark Range 1-3**	**Mark Range 1-3**
	The candidate: -does not, or only partially, convey sense of original message -makes serious inaccuracies, omissions, distortions affecting comprehension and transfer of information -demonstrates inadequate grasp of language and/or subject matter	**The candidate:** -demonstrates inadequate competence in languages -has problems switching between languages -lacks confidence and clarity -does not attempt to reflect tone, emotion relevant to situation -sounds flat and mechanical or too loud and overbearing -fails to apply suitable management strategies, where appropriate, e.g. asking for repetition/clarification -makes excessive requests for repetition/clarification	**The candidate:** -has inadequate command of grammar, syntax, vocabulary and specialist terminology -uses excessive and inaccurate paraphrasing which distorts meaning -uses register which prevents successful transfer of message -has a strong accent, intonation or stress patterns, making it difficult to understand meaning of message

Unit 01: Interpret consecutively and simultaneously (whispered) in the public services

CANDIDATE DETAILS

FULL CANDIDATE NUMBER (as written on registration card)	CENTRE NAME	LANGUAGE	PATHWAY

There are 3 categories of assessment (Accuracy, Delivery, Language Use) for each of the 3 aspects of interpreting being assessed. Each category has 4 bands (D, C, B, A) which are described in the Criterion Statements. Read the Statements for each category and allocate the number of marks you consider most appropriate to the candidate's performance in that category. Write your scores in the blank boxes, total and fill in the result and circle the overall grade. **You MUST also comment on the candidate's performance in the "COMMENTS" section.**

PLEASE COMMENT ON THE CANDIDATE'S PERFORMANCE IN THE COLUMN TO THE RIGHT *(giving examples overleaf)*:					COMMENTS:
Unit 01 Consecutive Interpreting – Other Language into English					
	BAND D Mark Range: 1-3	**BAND C** Mark Range: 4-6	**BAND B** Mark Range: 7-9	**BAND A** Mark Range: 10-12	
Accuracy:					
Delivery:					
Language Use:					
Unit 01: Whispered Interpreting – Other Language into English					
	BAND D Mark Range: 1-3	**BAND C** Mark Range: 4-6	**BAND B** Mark Range: 7-9	**BAND A** Mark Range: 10-12	
Accuracy:					
Delivery:					
Language Use:					
Unit 01: Consecutive Interpreting – English into Other Language					
	BAND D Mark Range: 1-3	**BAND C** Mark Range: 4-6	**BAND B** Mark Range: 7-9	**BAND A** Mark Range: 10-12	
Accuracy:					
Delivery:					
Language Use:					

Pass = A minimum of 36 marks with no fewer than 4 marks in each of the 9 categories **Merit =** A minimum of 63 marks with no fewer than 4 marks in each of the 9 categories **Distinction =** A minimum of 90 marks **Fail =** Fewer than 36 marks or fewer than 4 marks in any of the 9 categories					
Overall Grade (Please circle)	**FAIL**	**PASS**	**MERIT**	**DISTINCTION**	**TOTAL MARKS:**	
ORAL EXAMINER'S NAME & SIGNATURE: _ / _				**DATE:**	

Assessment criteria for Unit 02
Provide a sight translation into English in the public services (approx 10 minutes)

Completeness

The candidate (statements relate to the highest level of performance, Band A):
➢   demonstrates the ability to faultlessly and accurately convey the sense of the original message
➢   transfers all information without omissions, additions or distortions within the allotted time

Accuracy and appropriateness

The candidate (statements relate to the highest level of performance, Band A):
➢   demonstrates the ability to translate the passage with great accuracy and clarity, with appropriate paraphrasing, where necessary
➢   displays a very good knowledge/use of the language (including vocabulary/ specialist terminology, register and context)

Fluency and pronunciation:

The candidate (statements relate to the highest level of performance, Band A):
➢   demonstrates a very good command of the language
➢   delivers the translation fluently
➢   displays a very clear and distinct pronunciation and a good accent which facilitate comprehension

Please note that mark sheets for Units 02 and 03 are identical. A sample mark sheet is shown on the following page for Unit 02 together with the criterion statements.

DPSI Assessment criterion statements for Unit 02
Unit 02: Provide a sight translation into English in the public services

	Completeness	Accuracy/Appropriateness	Fluency/Pronunciation
Band A	**Mark Range 10-12**	**Mark Range 10-12**	**Mark Range 10-12**
	The candidate: -demonstrates the ability to faultlessly and accurately convey the sense of the original message -transfers all information without omissions, additions or distortions within the allotted time	The candidate: -demonstrates the ability to translate the passage with great accuracy and clarity, with appropriate paraphrasing where necessary -displays a very good knowledge/use of the language (including vocabulary/specialist terminology, register and context)	The candidate: -demonstrates a very good command of the language -delivers the translation fluently -displays a very clear and distinct pronunciation and a good accent which facilitate comprehension
Band B	**Mark Range 7-9**	**Mark Range 7-9**	**Mark Range 7-9**
	The candidate: -demonstrates the ability to accurately convey the sense of the original message -makes only a few minor slips which do not hamper comprehension	The candidate: -demonstrates the ability to translate the passage with satisfactory accuracy and clarity, with occasional paraphrasing where necessary -displays a good knowledge/use of the language (including vocabulary/specialist terminology, register and context)	The candidate: -demonstrates a good command of the language -delivers the translation fluently and accurately, apart from some minor lapses -displays for the most part a clear and distinct pronunciation and accent which make for ease of comprehension
Band C	**Mark Range 4-6**	**Mark Range 4-6**	**Mark Range 4-6**
	The candidate: -demonstrates the ability to adequately convey the sense of the original message -makes no serious omissions, inaccuracies, distortions in the transfer of information which will lead to misunderstandings	The candidate: -demonstrates an adequate ability to translate the passage accurately and clearly -keeps paraphrasing to an acceptable level without distorting the meaning -may make several errors but the intended meaning can be discerned without too much difficulty -displays adequate knowledge/use of vocabulary, specialist terminology, register and context	The candidate: -demonstrates an adequate command of the language -may display some faults and hesitation which may hamper the flow of the translation and faulty pronunciation and a pronounced accent may occasionally be present but these will not impede meaning
Band D	**Mark Range 1-3**	**Mark Range 1-3**	**Mark Range 1-3**
	The candidate: -demonstrates an inadequate grasp of the language and/or subject matter and does not, or only partially, convey the sense of the original message -makes serious omissions and/or distortions preventing comprehension	The candidate: -lacks the ability to translate the passage with sufficient accuracy/clarity -uses excessive and inaccurate paraphrasing, distorting the meaning -makes too many errors -produces translation not always coherent; intended meaning only partially conveyed -shows poor knowledge/use of vocabulary, specialist terminology, register and context	The candidate: -demonstrates an inadequate command of the language for the required task makes a considerable number of errors which hamper the flow -displays faulty pronunciation and/or a strong accent which make it difficult or impossible for the intended listener to discern the meaning

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Examiner's mark sheet – Unit 02

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

FULL CANDIDATE NUMBER AS WRITTEN ON REGISTRATION CARD	CENTRE NAME	LANGUAGE COMBINATION	PATHWAY

There are 3 categories of assessment (Completeness, Accuracy & Appropriateness, Fluency & Pronunciation) for each of the 3 aspects of translating being assessed. Each category has 4 bands (D, C, B, A) which are described in the Criterion Statements. Read the Statements for each category and allocate the number of marks you consider most appropriate to the candidate's performance in that category. Write your scores in the blank boxes, total and fill in the total marks and circle the overall grade. **You MUST also comment on the candidate's performance in the "COMMENTS" section.**

	COMMENTS:
1. Completeness	
BAND D / **BAND C** / **BAND B** / **BAND A** — Mark Range: 1-3 / 4-6 / 7-9 / 10-12 — **Enter Mark:**	
2. Accuracy & Appropriateness	
BAND D / **BAND C** / **BAND B** / **BAND A** — Mark Range: 1-3 / 4-6 / 7-9 / 10-12 — **Enter Mark:**	
3. Fluency & Pronunciation	
BAND D / **BAND C** / **BAND B** / **BAND A** — Mark Range: 1-3 / 4-6 / 7-9 / 10-12 — **Enter Mark:**	

Fail	=	Fewer than 12 marks or fewer than 4 marks in any category
Pass	=	A minimum of 12 marks with no fewer than 4 marks in each category Merit
	=	A minimum of 21 marks with no fewer than 4 marks in each category
Distinction	=	A minimum of 30 marks

Overall Grade (Please circle)	FAIL	PASS	MERIT	DISTINCTION	TOTAL MARKS:	

ORAL EXAMINER'S NAME & SIGNATURE:

_____ / _____   **DATE:** _____

Assessment criteria for Unit 04
Translate into English in the public services (1 hr)

Candidates are reminded that if they provide two (or more) alternative translations for a term, thereby forcing the reader to choose between them, they will be penalised as it is not acceptable translation or interpreting practice. Where, as a result of this, the reader cannot take appropriate action due to the confusion caused, it may be considered a fatal error and cause for a 'fail' result.

Accuracy and appropriacy of the translated text

The candidate (statements relate to the highest level of performance, Band A):
➢ conveys information with complete accuracy
➢ conveys all information without omissions, additions or distortions
➢ shows excellent use of vocabulary throughout
➢ uses excellent grammatical/syntactical constructions
➢ displays faultless spelling, accentuation/use of diacritics, faultless punctuation
➢ has excellent knowledge of specialist terminology with minimum paraphrasing

Cohesion, coherence and genre conventions

The candidate (statements relate to the highest level of performance, Band A):
➢ provides text which conforms fully to the conventions of the relevant genre
➢ uses cohesive devices which are completely appropriate
➢ provides text which facilitates a completely coherent reading

Effectiveness of communication

The candidate (statements relate to the highest level of performance, Band A):
➢ provides text which enables reader to act entirely appropriately on the basis of the translation
➢ displays excellent presentation and legibility
➢ displays excellent use of style and register
➢ shows excellent awareness of intercultural differences and handles these consistently well

Please note that mark sheets for Unit 04 and 05 are identical. A sample mark sheet is shown on the following pages for Unit 04 together with the criterion statements.

DPSI Assessment criterion statements for Unit 04
Unit 04: Translate into English in the public services

	ACCURACY/APPROPRIACY OF TRANSLATED TEXT	COHESION, COHERENCE & GENRE CONVENTIONS	EFFECTIVENESS OF COMMUNICATION
Band A	**Mark range 10-12**	**Mark Range 10-12**	**Mark Range 10-12**
	The candidate: • conveys information with complete accuracy • conveys all information without omissions, additions or distortions • shows excellent use of vocabulary throughout • uses excellent grammatical/syntactical constructions • displays faultless spelling, accentuation/use of diacritics, faultless punctuation • has excellent knowledge of specialist terminology with minimum paraphrasing	The candidate: • provides text which conforms fully to the conventions of the relevant genre • uses cohesive devices which are completely appropriate • provides text which facilitates a completely coherent reading	The candidate: • provides text which enables reader to act entirely appropriately on the basis of the translation • displays excellent presentation and legibility • displays excellent use of style and register • shows excellent awareness of intercultural differences and handles these consistently well
Band B	**Mark Range 7-9**	**Mark Range 7-9**	**Mark Range 7-9**
	The candidate: • conveys information accurately with only a few minor errors • transfers information without serious omissions or distortions • shows good use of vocabulary • uses sound grammatical/syntactical constructions • displays good spelling, careful accentuation/use of diacritics/punctuation • has good knowledge of specialist terminology, paraphrasing in clear, concise way where necessary	The candidate: • provides text which generally conforms well to the conventions of the relevant genre • makes generally good use of cohesive devices • provides text which facilitates generally a good coherent reading	The candidate: • provides text which enables reader to act appropriately on the basis of the translation • displays good presentation and legibility • displays good style and register with only minor errors • shows good awareness of intercultural differences and handles these well
Band C	**Mark Range 4-6**	**Mark Range 4-6**	**Mark Range 4-6**
	The candidate: • makes some inaccuracies but not leading to misunderstandings • adequately conveys content • makes minor omissions/distortions but not leading to misunderstandings • makes adequate use of vocabulary • uses adequate grammatical/syntactical constructions • displays no major faults in spelling, accentuation, diacritics, punctuation • has adequate knowledge of specialist terminology with paraphrasing kept to an acceptable level	The candidate: • provides text which conforms adequately to the conventions of the relevant genre • makes adequate use of cohesive devices • provides text which adequately facilitates a coherent reading	The candidate: • provides text which adequately enables reader to act appropriately on the basis of the translation • displays adequate presentation and legibility • displays adequate style and register • shows adequate awareness of intercultural differences an acceptable manner
Band D	**Mark Range 1-3**	**Mark Range 1-3**	**Mark Range 1-3**
	The candidate: • makes inaccuracies leading to misunderstandings • inadequately conveys content • makes serious omissions/distortions • has inadequate command of vocabulary • has inadequate knowledge of grammar and syntax • displays considerable number of technical faults: spelling, punctuation, accentuation, diacritics • has inadequate knowledge of specialist terminology and/or excessive and inaccurate paraphrasing	The candidate: • provides text which does not conform to the conventions of the relevant genre • uses inadequate cohesive devices • provides text which does not adequately facilitate a coherent reading	The candidate: • provides text unfit for the purpose of enabling reader to act on the basis of the translation • displays poor presentation and legibility • displays inappropriate style/register • shows lack of awareness of intercultural differences and handles these badly

DIPLOMA IN PUBLIC SERVICE INTERPRETING
WRITTEN MARK SHEET – UNIT 04: TRANSLATE INTO ENGLISH IN THE PUBLIC SERVICES

CENTRE NAME:	CANDIDATE NO.:	*For Office Use Only – Unit 04*		
		1st Marker	2nd Marker	Final
LANGUAGE COMBINATION: ENGLISH/	PATHWAY:	Moderated Result (where applicable)		

There are 3 categories of Assessment Criteria. Each category has 4 bands, D, C, B, A, which are described in the Criterion Statements. Read the Statements for each category and allocate
the number of marks you consider most appropriate to the candidate's performance in that category. Write your scores in the blank boxes, total the marks and circle the overall grade.

ASSESSMENT CRITERIA																
1. Accuracy & Appropriacy of Translated Text				2. Cohesion, Coherence & Genre Conventions				3. Effectiveness of Communication				Total Marks	Overall Grade (please circle)			
D	C	B	A	D	C	B	A	D	C	B	A					
1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12		F	P	M	D

Pass = A minimum of 12 marks with no fewer than 4 marks per category.   **Merit =** A minimum of 21 marks with no fewer than 4 marks per category.
Distinction = A minimum of 30 marks.   **Fail =** Fewer than 12 marks or fewer than 4 marks in any category.

EXAMINER'S NAME: EXAMINER'S SIGNATURE: DATE:

PLEASE ENSURE THAT YOU COMMENT ON THE CANDIDATE'S PERFORMANCE BELOW. IF YOU AWARD A FAIL GRADE, STATE THE REASON (please provide examples with explanations in English and continue on the next page if necessary).

1. Accuracy & Appropriacy of Translated Text	Comments:	Examples:
2. Cohesion, Coherence & Genre Conventions	Comments:	Examples:
3. Effectiveness of Communication	Comments:	Examples:

Procedures and topic areas

The following procedures and topic areas for each of the specialised pathways are intended to give an indication of subjects that **may** be used for examination purposes and are correct at the time of going to press.

Exam topics for the DPSI role plays are available to view on www.ciol.org.uk, prior to the exam (in early June).

The list is not exhaustive and no guarantee is given that a particular topic will be set as an examination subject.

Please note that scenarios can be taken from any of the listed topics, and that it is therefore not always possible to choose scenarios that are relevant for all language groups and cultures.

Legal pathway (England, Wales and Northern Ireland)

CRIMINAL ACTIVITY	Dishonesty Offences	*Theft*
		Robbery
		Burglary
		Fraud
		Making off without payment
		Blackmail
		Going equipped for stealing
		Handling stolen goods
		Deception
		Conspiracy to steal
		Computer misuse
		Vehicle taking (taking without consent – TWOC)
	Drugs	*Possession*
		Possession with intent to supply
	Public Order Offences	*Riot*
		Violent Disorder
		Affray
		Causing fear of violence
		Harassment, alarm or distress
		Firearms
		Offensive weapons
		Racially aggravated offences
		Obstructing the police
		Begging
	Sexual Offences	*Rape*
		Assault by penetration
		Sexual assault
		Sexual activity with a child
		Incest
		Child pornography
		Paedophilia
		Prostitution
		Exposure
		Sexual activity in public
	Road Traffic	*Causing death by dangerous driving*
		Causing death by careless driving
		Causing death by careless driving while unfit
		Dangerous driving
		Careless driving
		Excess alcohol offences
		Failing to provide a specimen for testing
		Driving while uninsured
		Driving without MOT
		Driving while disqualified
		Speeding offences

	Offences Against the Person	*Murder*
		Manslaughter
		Infanticide
		Kidnap
		Threats to kill
		Grievous bodily harm (GBH)
		Actual bodily harm (ABH)
		Aggravated assaults
		False imprisonment
		Racially aggravated offences
		Stalking
	Violence to Property	*Arson*
		Criminal damage
		Threats to destroy property
		Racially aggravated criminal damage

POLICE POWERS	Aliens Registration
	Arrest
	Access to legal advice
	Bail
	Caution
	Complaints
	Charges
	Court appearances
	Deaths in custody
	Detention periods
	DNA testing
	Domestic Disputes
	Excess Alcohol
	Finger printing
	ID parades
	Interpreters
	Interviews, taped
	Interviews on video
	Juveniles
	Lost and found property
	Mentally ill persons
	Missing persons
	Questioning
	Remands in custody
	Rights
	Road Traffic Accidents
	Searches
	Sudden Death Enquiry
	Taking of samples
	Warrants
	Witness statements

CRIMINAL COURTS	Magistrates Courts	*The lay bench*
		Bail applications
		Witness statements
		Newton Hearings
		Plea before venue (PBV)
		Pre-trial reviews
		Committals
		Remands
		Trial
		Plea in mitigation
		Sentences
	Youth Courts	*Criminal capacity*
		Child safety order
		Informality and privacy
		Sentencing powers
		Appeals
	Crown Courts	*Indictment*
		Plea & direction hearings (PDH)
		Arraignment
		Pleas
		Trial by jury
		Expert witnesses
		Character evidence
		Judge's summing-up
		Verdicts
		Pleas in mitigation
		Pre-sentence reports

COUNTY COURT	Family	*Legal aid*
		Parental responsibility
		Contact orders
		Welfare reports
		Local authority support
		Accommodating children
		Child protection
		Care orders
		Supervision orders
		Adoption
		Foster care
		Human Rights Issues
		Divorce
		Reconciliation
		Maintenance
	Housing	*Landlord & tenant*
		Leaseholds
		Covenants
		Breaches
		Obligations
		Rent arrears

		Possession/eviction orders
		Warrants of execution
		Protection from harassment
	Company Law	Company formation
		Memorandum of association
		Articles of association
		Third parties
		Financial structure
		Capital maintenance
		Corporate collapse
		Bankruptcy
		Receivers
	Consumer Law	Contracts
		The Sale of goods
		Fitness for purpose
		Fair Trading
		Consumer Protection
		Remedies
		Licences
		Small claims

		Employment	Contracts of Employment
TRIBUNALS			Self-employed persons
			Terms of the contract
			Discrimination
			Unfair dismissal
			Redundancy
			Remedies
		Immigration	Refugees
			Asylum
			Nationality
			Welfare
			Work permits
			Tribunals
			Appeals
			Deportations
		Social Security	Social welfare
			Economic security
			Family provision
			Social insurance
			Pensions
			Unemployment benefit
			Housing
			Education

Criminal Injuries Compensation Authority

PROBATION SERVICE	Criminal Court	*Pre-sentence reports*
		Recommendations
	Civil Court	*Family Court Welfare reports*
	Community based sentences	*Community Punishment Order*
		Community Rehabilitation Order
		Community Punishment and Rehabilitation Order Supervision
	Prisons & Young Offender Institutions (YOI)	*Life Licence*
		Parole Licence
	Supervision of prisoners	*Automatic conditional release*
		Curfews
		Discretionary conditional release
		Electronic tagging
		Monitoring
		Young offender licence
		Reoffending

Legal pathway (Scotland)

CRIMINAL ACTIVITY	Dishonesty Offences	*Theft*
		Robbery
		Theft by housebreaking
		Fraud
		Making off without payment
		Blackmail
		Going equipped for stealing
		Reset
		Deception
		Taking and driving away a car
	Drugs	*Possession*
		Possession with intent to supply
	Public Order Offences	*Breach of the peace*
		Perverting the course of justice
		Contempt of court
		Breach of a bail order
		ASBO
		Firearms
		Offensive weapons
		Owning a dangerous dog
		Racially aggravated offences
		Police assault
		Smoking in a regulated area
		Obstructing the police
	Sexual Offences	*Rape*
		Indecent assault
		Lewd and libidinous practices
		Shameless indecency
		Incest
		Sodomy
		Paedophilia
		Soliciting in a public place
	Road Traffic	*Causing death by dangerous driving*
		Causing death by careless driving
		Causing death by careless driving while unfit
		Dangerous driving
		Careless driving
		Failing to report an accident
		Reckless driving
		Excess alcohol offences
		Failing to provide a specimen for testing
		Driving without insurance
		Driving without MOT
		Driving while disqualified
		Speeding offences

	Offences Against the Person	*Murder*
		Manslaughter
		Kidnap
		Culpable homicide
		Grievous bodily harm (GBH)
		Actual bodily harm (ABH)
		Aggravated assault
		False imprisonment
	Violence to Property	*Wilful fireraising*
		Criminal damage
		Vandalism
		Malicious mischief

POLICE POWERS	Aliens Registration
	Arrest
	Access to legal advice
	Bail
	Caution
	Complaints
	Charges
	Court appearances
	Deaths in custody
	Detention periods
	DNA testing
	Domestic Disputes
	Excess Alcohol
	Finger printing
	ID parades
	Interpreters
	Interviews, taped
	Interviews on video
	Juveniles
	Lost and found property
	Mentally ill persons
	Missing persons
	Questioning
	Remands in custody
	Rights
	Road Traffic Accidents
	Searches
	Sudden Death Enquiry
	Taking of samples
	Warrants
	Witness statements

CRIMINAL COURTS	District court	Justice of the peace
		Summary procedure
	Sheriff court	Sheriff
		Solemn procedure
		Summary procedure
	High court	Solemn procedure
		Pleas: guilty, not guilty, plea in bar of trial
		Verdicts: guilty, not guilty, not proven
		Witness citations

CIVIL COURTS	Sheriff court	Summary cause or small claims actions
		Appeal from licensing boards
		Commercial actions (Glasgow sheriff court)
		Ordinary cause action
		Trusts and executrices, confirmation
		Company law
		Consumer law
	Court of session	Access
		Aliment
		Annulment
		Appeals from criminal/civil courts
		Appeals from certain tribunals
		Custody
		Delict
		Divorce
		Judicial review
		Reparation

TRIBUNALS	Employment	Contracts
		Industrial disputes
		Racial/sexual discrimination
		Unfair dismissal
	Immigration	
	Social Security	
	Child Support Agency appeal	
	Rent Assessment Panel	
	Inland Revenue Commissioners	

Licensing boards	
Objectives of the Board	Preventing crime and disorder
	Securing public safety
	Preventing public nuisance
	Protecting and improving public health
	Protecting children from harm

Criminal injuries compensation board

ADOPTION AND FOSTERING
Courts
Agencies
Care Commission
Scottish Social Services Council (SSSC)
Involving Young People in Decision-making

CHILDREN'S HEARING	Children's panel
	Referral
	Reporter

PROBATION SERVICE (social work department)	Pre-sentenced report	*Community service reports*
		Psychiatric report
		Social enquiry reports
	Community-based	*Community service order*
		Probation with special conditions sentences
	Supervision of prisoners	*Out on licence*
		Released on parole

Health pathway

PROCEDURES	Examination
	Diagnosis
	Assessment
	Treatment
	Management
	Monitoring
	Registration
	Prescription
	Referral
	Screening
	Health promotion
	History Taking

PRIMARY CARE	FHSA professionals	*Dentists*
		General practitioners
		Opticians/optometrists
		Pharmacists
	Health professionals & paramedics	*Community psychiatric nurses*
		District Nurses
		Family planning specialists
		Health visitors
		Macmillan nurses
		Midwives
		Nurse practitioners
		Occupational therapists
		Physiotherapists
		Podiatrists
		Speech & language therapists

ACUTE CARE	NHS trust hospitals/NHS hospitals without trust status	*Accident & emergency*
		Anaesthesia
		Cardiology
		Department of Medicine for the Elderly (DME)
		Endocrinology
		Ear/nose/throat (ENT)
		Gastroenterology
		Genito-urinary medicine (GUM)
		Gynaecology
		Neurology
		Obstetrics
		Oncology

ACUTE CARE cont.		*Ophthalmology*
		Orthopaedic
		Paediatric
		Plastic surgery
		Psychiatry
		Rheumatology
		STD (Sexually transmitted disease including AIDS)
		Urology
		Virology

OTHER	Complementary medicine
	Counselling
	Death/bereavement
	Hospice movement
	Drug dependency
	First aid
	Mental health act
	Palliative care
	Private Healthcare
	Social services interface with NHS
	Tropical medicine
	Travel clinics
	Victims of torture
	Well man/well women clinics

Local government pathway

The structure of local government in Scotland differs from that of England and Wales. In the examination for the local government pathway, Scottish nomenclature is shown between brackets < >. In the following procedures and topic areas, the same system is used.

COUNCIL STRUCTURES	
	Unitary authorities
	County councils
	<Local councils>
	Borough councils
	District councils
	City councils
	Parish councils
	Modernising local government
	Scrutiny
	Executive and Scrutiny model
	Elected mayors
	<Provost and Lord Provost>
	Greater London Assembly

CHIEF EXECUTIVE DEPARTMENT		
	Communication	*Equal opportunity policies*
		Ethnicity & gender policies
	Performance and Planning	*Economic development*
		Public consultation
		Best value
		Community forums
		Democratic functions
		E-Government
	Council meetings	
	Complaints	
	Police advisory committees	

PLANNING AND ADMINISTRATION		
	Small businesses	*Restaurants*
		Take-away shops
	Planning permission application	*Building alterations*
		Change of use
		Tree felling
		Advertisements
	Participation in planning	*Green belts*
		Listed buildings
		Conservation areas
	Building inspector approval application	
	Objections to planning proposals	
	Appeals to the planning committee	
	Public meetings	

COUNCIL SERVICES	Making a complaint
	Applying for licence
	Being assessed for benefits
	Electoral system: register of electors
	Ethnicity, gender and equal opportunities
	Local taxation

SOCIAL SERVICES <SOCIAL WORK DEPARTMENT>	Assessment interviews	*Emergency protection orders*
		Assessment orders
		Mental Health Act
		National Assistance Act
	Children	*Adoption and fostering*
		Registered child minders
		Physical/sexual abuse and neglect
		Income support and social fund
	Case conferences	*Child protection conferences*
	The elderly	*Residential accommodation*
		Respite schemes
		Day centres
		Home care assistants
		Dementia care
		<Area team social work>
	Counselling	*Debt counselling*
		Generic counselling
	People with disabilities	*Sensory and motor disorders*
		Learning disabilities
		Aids and adaptations
		Disability living allowance
	Signposting advice	*Welfare benefits*
	Mental Health	*Schizophrenia*
		Depression
		Drug and alcohol addiction
		Discharge from hospital
		Day centres
		Mediation
		Anti-social behaviour
		Community Care Act assessment
	Tribunals	*Mental health review tribunals*
		DSS benefit tribunal

COMMUNITY SERVICES	Leisure	*Entertainment*
		Leisure provision
		Play centres
		Museums
		Heritage
		Libraries
	Public transport	
	Voluntary groups	
	Grants aids	
	Community development	
	Play services	
	Community centres	

FINANCE & LOCAL TAXATION	Council Tax	*Council tax assessment*
		Council tax arrears
	Benefits	*Council tax benefits*
		Housing benefit
		Rent rebates
		Additional rights
		Voucher system
	Business Rates	

HOUSING	Eviction	*Notice to quit*
		Tenants harassment
	Homelessness	*Homeless persons act*
		Houses in multiple occupation
	Rent collection	*Debt recovery*
	Private landlords	*Shorthold and assured tenancies*
		Student and holiday lettings
		Lodgings
	Owner occupiers	*Designated defective housing*
		Repairs and improvements
	Applications for grants	*Repairs*
		Intermediary and improvement grants
	Public sector tenants	*Right to buy*
		Points system and waiting list
		Housing transfer applications
		Requesting repairs
	Rent tribunal applications	*Appeal procedures*
	Housing associations	*Housing needs*
	Tenants' complaints	*Noise*
		Racial and sexual harassment
		Domestic violence
		Dangerous dogs
		Nuisance
	Registered landlords	*Registered social landlords*

ENVIRONMENTAL HEALTH & PROTECTION	Direct services	*Dog and horse wardens*
		Noise abatement
		Environmental pollution
		Health and safety at work
		Refuse collection
		<Civic Government, Scotland Act>
		Pest control
		Food hygiene
		Communicable diseases
		Abandoned vehicles
		Street lighting and parks
		Road repairs
		Commercial waste disposed
		Food safety act
		Hackney carriages
	Licensing	*Alcohol licensing – Licensing Act 2003*
		Private hire
		Entertainment
		Hawkers
		Market traders
		Street trading

EDUCATION	National curriculum	*SATs*
		Key stages
	<National guidelines>	*<5-14 levels A-E>*
	Appeals	*Exclusions*
		School transfer appeals
	Advice	*Careers advice*
		Examination options
		Further education options
	Qualifications	*NVQs*
		GCSEs
		A-levels
		Access courses
		<Standard grade>
		<Highers>
		<Scotvec>
	Religious education	*Collective worship*
	Sex education	*Personal, Social and Health Education (PSHE), England / Personal and Social Education (PSE), Wales*
	Special education needs	*Statementing*
	Parent participation	*Choice of school*
		Electing parent governors
		Complaints by parents
		Annual parents meeting
		Parents evenings
		School trips
		Sports

		Social events
		<School boards>
	School discipline	*Bullying*
		Exclusion
		Truancy
	Health care in schools	*Head lice*
		Dental care
		Medical examinations
	Benefits	*Grant and benefit applications*
		Free school meals
		Clothing allowance
		Mandatory HE grants
		Student loans
		<Bursaries 16+>

General regulations

Candidate regulations

Candidates must read the Candidate regulations, which are available from CIOL Qualifications and can be downloaded from www.ciol.org.uk, or requested by email from info@ciol.org.uk. The regulations cover items such as refunds, registration, reasonable adjustments, appeals, IT, etc.

Availability of examinations

The full examinations are held twice a year – once in June and once in November. CIOL Qualifications will only run a given language or context pathway if a minimum number of candidates are reached in that pathway.

CIOL Qualifications operates its own assessment centre in London (known as the CIOLQ Open Centre, London) or candidates can elect to sit the examination at an approved regional centre. Full details of available centres can be found on www.ciol.org.uk

Fees

For information on fees, please contact CIOL Qualifications on info@ciol.org.uk or refer to www.ciol.org.uk – full details of all fees are contained within the DPSI section of the Qualifications page.

Registration procedure

For details on how to register please visit www.ciol.org.uk, where full details are contained within the DPSI section of the Qualifications page. Alternatively, refer to the Examination Candidate Regulations, copies of which can be obtained from info@ciol.org.uk or can be downloaded from www.ciol.org.uk.

Use of reference materials in the examination

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

Definitions

Dictionary	Any general bilingual or monolingual dictionary. Any specialised dictionary (**no** textbooks).
Glossaries	Any published glossary. Any wordbank 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

In order to sit any public examination, candidates are required to become a member of the Chartered Institute of Linguists. The required minimum grade of membership is IoLET Affiliate. Amongst other membership benefits, candidates will then gain access to up to three years' worth of Past Papers without charge within the Members Area of www.ciol.org.uk.

The Past Papers are kept within the Members' Area under 'Examination Preparation and Resources'.

Details of publications of use to centres and prospective candidates, including a suggested reading CIOL Qualifications list, may be downloaded from wwwc.ciol.org.uk, where you will also find information on past topics for all the tasks, and on the topics for the role plays for the coming session.

Quality assurance of examination material and results

CIOL Qualifications carries out routine monitoring and evaluation of its examination formats and examination material. The external Quality Standards Board meet regularly to review the examinations and appropriate research is commissioned and published. All CIOLQ examiners must meet the Code of Conduct requirements. Reliability of marking is assured through the training and continuous monitoring of examiners.

Membership of the Chartered Institute of Linguists

Holders of the CIOL Qualficaitons Diploma in Public Service Interpreting can automatically apply for Associate membership (ACIL) of the Chartered Institute of Linguists and may apply for Member (MCIL) or Fellow (FCIL) if they have enough professional experience. Details are sent to all successful candidates with their results.

The Chartered Institute of Linguists awards three grades of professional membership:

Fellow (FCIL) is the Chartered Institute's highest grade of membership and is reserved for linguists of advanced professional standing who can demonstrate a significant degree of professional achievement. Applicants will normally have at least ten years' work experience at a senior level using their foreign language skills, in addition to a relevant qualification. The ten years must be immediately prior to the date of admission.

Member (MCIL) requires at least three years' appropriate professional experience using their foreign language skills, in addition to a relevant qualification. The three years must be immediately prior to the date of admission.

Associate (ACIL) is normally for practicing linguists who have not yet gained the professional experience required for membership (MCIL). Applicants may be qualified linguists with at least one years' professional experience using their foreign language skills. The one year must be immediately prior to the date of admission.

Applicants for Fellow (FCIL) and Member (MCIL) who are language practitioners can also apply to become a **Chartered Linguist (CL).** Chartered status provides enhanced professional and public recognition and shows a commitment to Continuing Professional Development (CPD). Chartership requires at least five years' professional practice in one or more of the following fields; Translator, Interpreter, Educator, Language Specialist. The five years must be immediately prior to the date of application and applicants must still be in current professional practice.

The Chartered Institute of Linguists awards three grades of pre-professional membership:

Career Affiliate
Is available for anyone considering a career using their foreign language skills, even if this is not the main focus of their work.

IoLET Affiliate
Is for anyone preparing for one of CIOL Qualifications' professional qualifications, (Diploma in Translation, Diploma in Public Service Interpreting, or Diploma in Police Interpreting). <u>Anyone who wishes to register to undertake these studies and exams must apply for this grade of membership if they do not already hold one of the membership grades listed above.</u>

Student Affiliate is available for anyone currently working towards an appropriate degree or post graduate degree in a foreign language or specialism such as translation or interpreting. <u>This grade of membership is not available to anyone preparing for CIOLQ's professional qualifications.</u>

Members are entitled to join the Chartered Institute's societies and benefit from various membership services, including receiving the bi-monthly journal *The Linguist*. They are also bound by the Chartered Institute of Linguist's code of professional conduct in all their work involving languages. Full details may be obtained on application to the Membership Department.

FURTHER INFORMATION

Further information about the Diploma in Public Service Interpreting and CIOL Qualifications' other examinations may be obtained from www.ciol.org.uk or from:

CIOL Qualifications

7th Floor
167 Fleet Street
London EC4A 2EA
T: +44 (0)20 7940 3127/3137
E: info@ciol.org.uk

APPENDIX A

Languages offered

We are able to offer the following languages in the DPSI examinations (paired with English) in some or all of the available pathways. Please note that no guarantee is given that a particular language or pathway will be set for future examination sessions. Availability is dependent on the number of candidates registering for a specific language/pathway combination in any given year. Additional fees may apply if a language/pathway combination receives a very low number of candidates.

Albanian	Lithuanian
Amharic	Macedonian
Arabic (MSA)	Mandarin (Traditional or Simplified Script)
Armenian (Eastern)	Mirpuri/written Urdu
Armenian (Western)	Panjabi (Indian)
Bengali	Panjabi (Pakistani)/written Urdu
Bengali (Sylheti oral)	Pashto
Bulgarian	Polish
Croatian	Portuguese (Brazilian)
Cantonese (Traditional or Simplified Script)	Portuguese (European)
Czech Dari	Romanian
Dutch	Russian
Estonian Farsi	Serbian
French	Slovak
German	Slovene
Greek	Somali
Gujarati Hindi	Spanish
Hungarian	Swahili
Italian	Tagalog
Jamaican	Tamil
Japanese	Thai
Korean	Tigrinya
Kurdish (Sorani)	Turkish
Latvian	Ukrainian
	Urdu
	Vietnamese