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## Qualification Specification

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CIOL Qualifications Level 6

Diploma in Public Service Interpreting (DPSI)



Qualification Number 501/1250/8

September 2025

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## Introduction

CIOL Qualifications (CIOLQ) serves professional linguists by providing the gold standard in professional accreditation for translators and interpreters - qualifications which are recognised widely in both the UK and around the world. Our qualifications additionally enable other linguists (who may have a different primary role but who use their language(s) regularly in their professional work) to demonstrate their abilities.

The CIOL Qualifications Level 6 Diploma in Public Service Interpreting (DPSI) was first introduced in 1989 and demonstrates the Chartered Institute of Linguist (CIOL)'s commitment to language training for the workplace.

Linguists seeking recognition as an interpreter can take the DPSI in two different pathways: Law or Health.

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 an interpretation delivered by a qualified Diploma holder will meet the highest professional standards.

## Regulation

The award is recognised by the Office of Qualifications and Examinations Regulation (Ofqual), the Council for Curriculum, Examinations and Assessment (CCEA) and Qualifications 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 workplace-based context, particularly within the public services
- Successful DPSI candidates can apply for registration on the National Register of Public Service Interpreters (NRPSI)

### Qualification size

The words Award, Certificate and Diploma indicate the size of a given qualification insofar as expected hours of study, but do not equate to their quality or complexity.

- Awards are usually qualifications with up to 120 hours of study required
- Certificates are usually qualifications that require between 130 and 370 hours of study
- Diplomas are usually qualifications that require more than 370 hours of study

This qualification is classed as a Diploma as the Total Qualification Time (TQT) in expected hours of study is 440 hours.

| Types of Recommended Preparation Activity                                    | TQT | GLH |
|--|-----|-----|
| Independent learning without supervision                                     | ✓   | ✗   |
| Vocabulary/grammar development, revision and practice                        | ✓   | ✗   |
| Past paper study and question practice                                       | ✓   | ✗   |
| Independent E-assessment practice  | ✓   | ✗   |
| Traditional classroom learning supervised by a lecturer, supervisor or tutor | ✓   | ✓   |
| One-to-one or group tutorials  | ✓   | ✓   |
| Invigilated or supervised practice examinations or formative assessments     | ✓   | ✓   |
| Assessor-observed practice or assessments                                    | ✓   | ✓   |
| Real-time E-assessment with an assessor or invigilator                       | ✓   | ✓   |

### Qualification objective

The objective of the CIOL Qualifications Level 6 Diploma in Public Service Interpreting (DPSI) is to provide a nationally consistent standard of professionalism in interpreting in the context of 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 the 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 hours minimum   |
| <b>Guided Learning Hours (GLH):</b>   | 80 hours  |
| <b>Level</b>                          | 6   |
| <b>Credits</b>                        | 44  |
| <b>Core Units</b>                     | Unit 01<br>Unit 02<br>Unit 03<br>Unit 04<br>Unit 05                                     |
| <b>Assessment</b>                     | Oral and written, externally set and externally marked assessment<br><b>Online only</b> |
| <b>Unit grading</b>                   | Distinction<br>Merit<br>Pass  |

| Units and pathways  | Mandatory core or option | Level    | TUT (TUT Which, combined, forms the TQT) | Credit Value | GLH (Includes assessment time) |
|---|--------------------------|----------|--|--------------|--------------------------------|
| Unit 01 – Interpret consecutively and simultaneously in the Public Services context of: Law (H/650/5815), Health (M/602/2332) | Core                     | 6        | 120                                      | 12           | 22                             |
| Unit 02 – Provide a sight translation into English in the Public Services context of: Law (D/650/5813), Health (T/602/2395)   | Core                     | 6        | 70                                       | 7            | 13                             |
| Unit 03 – Provide a sight translation from English in the Public Services context of: Law (F/650/5814), Health (D/602/2410)   | Core                     | 6        | 70                                       | 7            | 13                             |
| Unit 04 – Translate into English in the Public Services context of: Law (Y/650/5811), Health (A/602/2432)                     | Core                     | 5        | 90                                       | 9            | 16                             |
| Unit 05 – Translate from English in the Public Services context of: Law (A/650/5812), Health (K/602/2443)                     | Core                     | 5        | 90                                       | 9            | 16                             |
| <b>Total</b>  |                          | <b>6</b> | <b>440</b>                               | <b>44</b>    | <b>80</b>                      |

## Rules of Combination (RoC)

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

Candidates may take the units in any order.

## Partial and full achievement of this qualification

All units that comprise this qualification must be successfully completed within a three-year period for candidates to be awarded the full qualification.

The three-year full Qualification Completion Timeframe (QCT) applies from the first session where a candidate receives a unit certificate. The year in which this first unit is passed is classed as Year One. Accordingly, once a candidate has received a ‘pass’ in any unit, they have the opportunity in any remaining sessions within that year (Year One) and the following two complete years (Year Two and Year Three) to successfully complete all outstanding parts of the qualification.

Candidates successful in all five units will be awarded a PDF electronic qualification certificate (eCert) by email at the end of the exam session cycle.

## Regulated Qualifications Framework (RQF)

The DPSI is registered on the UK’s Regulated Qualifications Framework (RQF) at Level 6, and the complexity and level of linguistic skill demanded is in line with the Ofqual RQF level descriptors.

| Level | Knowledge descriptor (the holder...)   | Skills descriptor (the holder can...)   |
|-------|--|---|
| L6    | <p>Has advanced practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors.</p> <p>Can critically analyse, interpret and evaluate complex information, concepts and ideas.</p> | <p>Determine, refine, adapt and use appropriate methods and advanced cognitive and practical skills to address problems that have limited definition and involve many interacting factors.</p> <p>Evaluate actions, methods and results and their implications.</p> |

## Equivalencies

This vocational qualification is roughly equivalent in level to a:

- Degree apprenticeship
- Ordinary degree with honours
- Graduate certificate
- Graduate diploma
- CEFR language proficiency C1 level

The DPSI (English Law) previously had three units which were equivalent to units of the CIOL Qualifications Level 6 Diploma in Police Interpreting.

Please note that the DPI has now been withdrawn and is no longer available for new or existing candidates. The final exam dates for existing candidates were June 2023 and June 2024.

**Further details on equivalencies can be found by contacting:** [info.dpsi@ciol.org.uk](mailto:info.dpsi@ciol.org.uk)

## Recognition of Prior Learning (RPL) and Exemptions

CIOL Qualifications does not operate RPL for this qualification.

## Entry Requirement

This qualification is available to candidates aged 18+.

## Recommended level of linguistic proficiency and pre-requisites

There are no set pre-requisites; however, you are strongly advised to ensure prior to registering that your level of linguistic attainment in the source language is at the very least equivalent to a good honours degree, and that you are familiar with any and all relevant cultural background.

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 any procedures and specialist vocabulary relating to their chosen pathway – Law or Health. These will be tested in all of the exam tasks, both in English and the Other Language.

## Progression

The CIOL Qualifications Level 6 Diploma in Public Service Interpreting (DPSI) qualifies successful candidates to apply for:

- Registration on the National Register of Public Service Interpreters (NRPSI)
- Work in public service interpreting through the Crown Commercial Service Language Services Framework Agreement
- Membership of the Chartered Institute of Linguists (CIOL)
- Further study at a higher level (Level 7)

## Availability of the Qualification

The DPSI assessments can only be taken online via our Virtual Centre.

No other mode of assessment will be permitted or accommodated.

## Training delivery and preparation

Please be advised that we do not offer preparatory courses. Our role as an Awarding Organisation is limited to conducting exams and awarding qualifications.

However, there are external providers who offer some preparatory courses for our qualifications, whom you can contact regarding course fees, dates, duration, format etc. For further details, please check the course providers page here: <https://www.ciol.org.uk/courses>.

We additionally do not specify mode(s) for training delivery or preparation. However, it is advised that candidates should follow a preparation course for this qualification to afford themselves the best chance for successful achievement.

The Guided Learning Hours (GLH) hours reflect the flexibility of approach which may comprise independent study, face to face, blended or e-Learning.

## Languages

CIOL Qualifications offers the DPSI qualification in a broad range of languages and at all times ensures consistency in level and standards across all languages.

CIOL Qualifications reserves the right not to set an exam in a particular pathway or language. The ultimate availability of any language is dependent on demand.

## Assessment

### Focus

The qualification consists of five units. The unit exams test candidate knowledge and vocabulary in both English and the chosen Other Language. To provide a realistic level of assessment, each of the units is set in a practical context.

The exams are set within a work-related context in the two public services areas of Law and Health. Candidates must stipulate when registering which of these pathways they wish to be examined in.

Candidates are examined in English and one language other than English (the Other 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 the Other Language outside their home and family in work-related areas.

### Assessment Grading

If successfully completed, each unit attracts an individual Pass, Merit or Distinction grading, but the DPSI 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. The credit value is equal to the Total Qualification Time (TQT) divided by ten and rounded to the nearest whole number.

**Total Unit Time (TUT)** – 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 demonstrate** – details the knowledge and skills a candidate should cover.

**Learning outcomes** – set out what a learner 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 the suggested curriculum coverage required to achieve the learning outcomes and assessment criteria.

**Assessment marking criteria** – sets out the level descriptors for the units.

## Units

### Unit 01: Interpret consecutively and simultaneously in the Public Services

Core unit

|                                   |           |
|-----------------------------------|-----------|
| Level:                            | 6         |
| Unit Guided Learning Hours (GLH): | 22 hours  |
| Total Unit Time (TUT):            | 120 hours |
| Credit value:                     | 12        |

### About the unit

Public service interpreting plays an important role in a range of different situations, where a high level of concentration and the ability to deal with sensitive issues are expected and essential. Other important aspects of public service interpreting are ensuring effective communication and a high level of accuracy within the transfer of spoken information between English and the 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 the accurate and complete transfer of spoken information - for example, when assisting medical professionals, social workers, legal representatives and/or welfare officers.

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

### What you will demonstrate

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

### Learning Outcomes

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

| BAND               | LO1 – Accuracy, Completeness, Coherence   | LO2 – Delivery, Competence  | LO3 – Use of Vocabulary, Grammar and Pronunciation  |
|--------------------|---|---|---|
| <b>Distinction</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>conveys the sense of the original message with complete accuracy</li> <li>transfers all information without omissions, additions or distortions</li> <li>transfers all information coherently with logical flow and clear connections</li> <li>demonstrates complete competence in conveying verbal content and comprehensive familiarity with subject matter</li> </ul>  | The candidate: <ul style="list-style-type: none"> <li>demonstrates complete competence in both languages with fluency and precision</li> <li>switches effortlessly between languages with seamless transitions</li> <li>interprets clearly and smoothly with natural flow and rhythm</li> <li>reflects tone, emotion and non-verbal signs accurately and appropriately to the situation</li> <li>displays a courteous and confident manner, remains completely unobtrusive and impartial throughout</li> <li>handles intercultural references correctly with cultural sensitivity and accuracy</li> <li>displays excellent management strategies, intervening appropriately and only when necessary to clarify, ask for repetition, or prevent breakdown of communication</li> <li>maintains composure and professionalism consistently</li> </ul>  | The candidate: <ul style="list-style-type: none"> <li>demonstrates excellent command of grammar, syntax, vocabulary, and specialist terminology in both languages with minimal paraphrasing</li> <li>chooses language and register entirely appropriate to the situation and context</li> <li>has a clear, distinct pronunciation with natural intonations and stress patterns</li> <li>has an accent which in no way affects ease of comprehension for any listener</li> <li>demonstrates complete mastery of linguistic nuances and idiomatic expressions</li> </ul>                              |
| <b>Merit</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 the sense of the original message</li> <li>makes only one or two minor omissions and/or distortions that do not impede correct transfer of information or complete comprehension</li> <li>transfers most information coherently with generally logical flow</li> <li>demonstrates good competence in conveying verbal content and solid familiarity with subject matter</li> </ul>   | The candidate: <ul style="list-style-type: none"> <li>demonstrates good competence in both languages with generally fluent delivery</li> <li>switches easily between languages and interprets, for the most part, clearly and smoothly</li> <li>reflects tone, emotion and non-verbal signals of interlocutors appropriately most of the time</li> <li>displays a courteous and confident manner, remains unobtrusive and impartial with minor lapses</li> <li>handles intercultural references correctly in most instances</li> <li>intervenes justifiably and appropriately with good timing</li> <li>makes occasional slips or shows signs of nervousness, but not leading to communication problems</li> <li>demonstrates good management strategies overall</li> </ul>   | The candidate: <ul style="list-style-type: none"> <li>demonstrates good command of grammar, syntax, vocabulary, and specialist terminology in both languages</li> <li>paraphrases in a clear, concise way, where appropriate, maintaining accuracy of meaning</li> <li>chooses language and register largely appropriate to the situation with only minor lapses</li> <li>has clear, distinct pronunciation with generally natural intonation and stress patterns</li> <li>has an accent which in no way or only occasionally affects ease of comprehension</li> </ul>                              |
| <b>Pass</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>adequately conveys the sense of the original message (captures main ideas with reasonable accuracy)</li> <li>makes some minor omissions and/or distortions but no serious inaccuracies affecting overall comprehension or transfer of core information</li> <li>transfers information with basic coherence, though some connections may be unclear</li> <li>demonstrates satisfactory competence in conveying verbal content and basic familiarity with subject matter</li> </ul> | The candidate: <ul style="list-style-type: none"> <li>demonstrates adequate competence in both languages with reasonable fluency despite some hesitation</li> <li>switches between languages without major problems, though transitions may occasionally be less smooth</li> <li>shows some confidence while interpreting, though delivery may be somewhat uneven</li> <li>makes reasonable attempts to reflect appropriate tone, emotion and demeanour, achieving this most of the time</li> <li>displays generally appropriate manner and delivery, with occasional interventions that may not be completely optimal but do not cause irretrievable breakdown of communication</li> <li>handles most intercultural references adequately, though may miss some nuances</li> </ul>   | The candidate: <ul style="list-style-type: none"> <li>demonstrates adequate command of grammar, syntax, vocabulary and specialist terminology in both languages, though with some limitations</li> <li>keeps paraphrasing to an acceptable level, generally maintaining the core meaning</li> <li>may choose inappropriate language/register at times, but does not impair the overall transfer of information</li> <li>may occasionally evidence faulty pronunciation or a pronounced accent, but without significantly impairing the message</li> </ul>   |
| <b>Fail</b>        | <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>does not, or only partially, convey the sense of the original message</li> <li>makes serious inaccuracies, omissions, or distortions that significantly impede comprehension and transfer of information</li> <li>transfers information incoherently with poor logical flow and unclear connections</li> <li>demonstrates inadequate competence in conveying verbal content and insufficient familiarity with subject matter</li> </ul>   | The candidate: <ul style="list-style-type: none"> <li>demonstrates inadequate competence in one or both languages with frequent errors and poor fluency</li> <li>has significant problems switching between languages, with hesitant and awkward transitions</li> <li>lacks confidence and clarity in delivery, with frequent breakdowns in communication flow</li> <li>does not attempt to reflect tone or emotion relevant to the situation or does so inappropriately</li> <li>sounds flat and mechanical, or too loud and overbearing, failing to maintain an appropriate professional manner</li> <li>fails to handle intercultural references correctly, showing lack of cultural awareness</li> <li>fails to apply suitable management strategies, where appropriate (e.g., not asking for repetition/clarification when needed) OR makes excessive requests for repetition/clarification that disrupt communication flow</li> </ul> | The candidate: <ul style="list-style-type: none"> <li>has an inadequate command of grammar, syntax, vocabulary and specialist terminology in one or both languages</li> <li>uses excessive and inaccurate paraphrasing, which distorts meaning</li> <li>uses register which is consistently inappropriate and prevents successful transfer of the message</li> <li>has a strong accent, poor intonation or incorrect stress patterns, making it difficult to understand the meaning of the message</li> <li>shows lack of control over basic language elements that impede communication</li> </ul> |

## Unit 02: Provide a sight translation into English in the Public Services

|                                   |          |
|-----------------------------------|----------|
| Core unit                         |          |
| Level:                            | 6        |
| Unit Guided Learning Hours (GLH): | 13 hours |
| Total Unit Time (TUT):            | 70 hours |
| Credit value:                     | 7        |

### 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 the needs of victims, suspects, or patients. This unit focuses on testing basic linguistic skills and the 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 the oral transfer of written information, for example, when reading an official document to someone, such as a witness statement, court order, medical report or clinical letter.

### What you will demonstrate

In this unit you will demonstrate your ability to deliver a clear and precise oral sight translation from the Other Language into English, when a formal written text is presented, so that an English-speaking audience can take appropriate action based on the translated document.

### Learning Outcomes

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

| BAND               | LO1 - Completeness  | LO2 – Accuracy and Appropriateness  | LO3 – Fluency and Pronunciation   |
|--------------------|---|---|---|
| <b>Distinction</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>transfers all information without omissions, additions or distortions within the allotted time</li> <li>maintains perfect coherence and logical flow throughout the translation</li> <li>demonstrates complete mastery in both source and target languages with comprehensive understanding of subject matter</li> <li>handles all cultural and contextual nuances with precision</li> </ul>  | The candidate: <ul style="list-style-type: none"> <li>demonstrates the ability to translate the passage with exceptional accuracy and clarity, with appropriate and minimal paraphrasing where necessary</li> <li>displays excellent mastery and use of both languages (including vocabulary, specialist terminology, register and context)</li> <li>maintains perfect coherence throughout the translation with seamless flow</li> </ul>   | The candidate: <ul style="list-style-type: none"> <li>demonstrates complete mastery of the target language</li> <li>displays very clear and distinct pronunciation with natural intonation and stress patterns, and an excellent accent, which enhances comprehension</li> <li>maintains consistent pace and flow throughout the delivery</li> <li>demonstrates complete confidence and professional composure in oral presentation</li> </ul>  |
| <b>Merit</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>transfers all information nearly faultlessly, within the allotted time</li> <li>maintains good coherence and logical flow throughout most of the translation</li> <li>demonstrates good mastery in both the source and target languages with solid understanding of subject matter</li> <li>handles most cultural and contextual nuances appropriately</li> </ul>   | The candidate: <ul style="list-style-type: none"> <li>demonstrates the ability to translate the passage with good accuracy and clarity, with appropriate and occasional paraphrasing where necessary</li> <li>displays a good mastery and use of both languages (including vocabulary, specialist terminology, register and context)</li> <li>maintains good coherence throughout most of the translation with generally smooth flow</li> </ul>   | The candidate: <ul style="list-style-type: none"> <li>demonstrates a good mastery of the target language</li> <li>displays, for the most part, clear and distinct pronunciation with generally appropriate intonation and stress patterns, and an accent which does not affect ease of comprehension</li> <li>maintains good pace and flow throughout most of the delivery</li> <li>demonstrates good confidence and professional composure in oral presentation with occasional minor hesitations</li> </ul>   |
| <b>Pass</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>transfers all information adequately within the allotted time with no serious omissions, inaccuracies or distortions which will lead to misunderstandings</li> <li>maintains basic coherence and logical flow, though some connections may be unclear</li> <li>demonstrates an adequate mastery in both source and target languages with basic understanding of subject matter</li> <li>handles most cultural and contextual references adequately, though may miss some nuances</li> </ul> | The candidate: <ul style="list-style-type: none"> <li>demonstrates an adequate ability to translate the passage with reasonable accuracy and clarity, with an acceptable level of paraphrasing</li> <li>may make several errors, but the intended meaning can be discerned without too much difficulty</li> <li>displays an adequate mastery and use of both languages (including vocabulary, specialist terminology, register and context)</li> <li>demonstrates adequate coherence throughout most of the translation with generally acceptable flow</li> </ul>   | The candidate: <ul style="list-style-type: none"> <li>demonstrates adequate mastery of the target language</li> <li>may display some faults and hesitation which may hamper the flow of the translation but do not prevent overall comprehension</li> <li>may occasionally display faulty pronunciation and/or a pronounced accent, but these do not significantly impede meaning or listener comprehension</li> <li>demonstrates satisfactory confidence and professional composure in oral presentation despite some visible hesitations or uncertainties</li> </ul>  |
| <b>Fail</b>        | <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>demonstrates an inadequate grasp of language skills and insufficient understanding of the subject matter</li> <li>makes serious omissions and/or distortions, preventing comprehension and successful transfer of information</li> <li>produces incoherent translation with poor logical flow and unclear connections</li> <li>fails to handle cultural and contextual references appropriately, leading to significant misunderstandings</li> </ul>  | The candidate: <ul style="list-style-type: none"> <li>lacks the ability to translate the passage with sufficient accuracy and clarity</li> <li>uses excessive and inaccurate paraphrasing, which significantly distorts the meaning</li> <li>makes too many errors that impede comprehension</li> <li>produces a translation which is not coherent, and/or one within which the intended meaning is only partially conveyed</li> <li>displays poor grasp and use of both languages (including vocabulary, specialist terminology, register and context)</li> <li>displays inadequate understanding of linguistic nuances and cultural references</li> </ul> | The candidate: <ul style="list-style-type: none"> <li>demonstrates an inadequate command of the target language</li> <li>makes a considerable number of errors, which significantly hamper the flow of the translation and impede comprehension</li> <li>displays faulty pronunciation and/or a strong accent, which makes it difficult or impossible for the intended listener to discern the meaning</li> <li>fails to maintain appropriate pace and flow, with frequent breakdowns in delivery</li> <li>demonstrates poor confidence and professional composure in oral presentation, showing significant nervousness or uncertainty that affects performance</li> </ul> |

### Unit 03: Provide a sight translation from English in the Public Services

|                                   |          |
|-----------------------------------|----------|
| Core unit                         |          |
| Level:                            | 6        |
| Unit Guided Learning Hours (GLH): | 13 hours |
| Total Unit Time (TUT):            | 70 hours |
| Credit value:                     | 7        |

#### 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 the needs of 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 the oral transfer of written information, for example, when reading an official document to someone, such as a witness statement, court order, medical report or clinical letter.

#### What you will demonstrate

In this unit you will demonstrate your ability to deliver a clear and precise oral sight translation from English into the Other Language, when a formal written text is presented, so that an Other Language-speaking audience can take appropriate action based on the translated document.

#### Learning Outcomes

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

| BAND               | LO1 - Completeness  | LO2 – Accuracy and Appropriateness  | LO3 – Fluency and Pronunciation   |
|--------------------|---|---|---|
| <b>Distinction</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>transfers all information without omissions, additions or distortions within the allotted time</li> <li>maintains perfect coherence and logical flow throughout the translation</li> <li>demonstrates complete mastery in both source and target languages with comprehensive understanding of subject matter</li> <li>handles all cultural and contextual nuances with precision</li> </ul>  | The candidate: <ul style="list-style-type: none"> <li>demonstrates the ability to translate the passage with exceptional accuracy and clarity, with appropriate and minimal paraphrasing where necessary</li> <li>displays excellent mastery and use of both languages (including vocabulary, specialist terminology, register and context)</li> <li>maintains perfect coherence throughout the translation with seamless flow</li> </ul>   | The candidate: <ul style="list-style-type: none"> <li>demonstrates complete mastery of the target language</li> <li>displays very clear and distinct pronunciation with natural intonation and stress patterns, and an excellent accent, which enhances comprehension</li> <li>maintains consistent pace and flow throughout the delivery</li> <li>demonstrates complete confidence and professional composure in oral presentation</li> </ul>  |
| <b>Merit</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>transfers all information nearly faultlessly, within the allotted time</li> <li>maintains good coherence and logical flow throughout most of the translation</li> <li>demonstrates good mastery in both the source and target languages with solid understanding of subject matter</li> <li>handles most cultural and contextual nuances appropriately</li> </ul>   | The candidate: <ul style="list-style-type: none"> <li>demonstrates the ability to translate the passage with good accuracy and clarity, with appropriate and occasional paraphrasing where necessary</li> <li>displays a good mastery and use of both languages (including vocabulary, specialist terminology, register and context)</li> <li>maintains good coherence throughout most of the translation with generally smooth flow</li> </ul>   | The candidate: <ul style="list-style-type: none"> <li>demonstrates a good mastery of the target language</li> <li>displays, for the most part, clear and distinct pronunciation with generally appropriate intonation and stress patterns, and an accent which does not affect ease of comprehension</li> <li>maintains good pace and flow throughout most of the delivery</li> <li>demonstrates good confidence and professional composure in oral presentation with occasional minor hesitations</li> </ul>   |
| <b>Pass</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>transfers all information adequately within the allotted time with no serious omissions, inaccuracies or distortions which will lead to misunderstandings</li> <li>maintains basic coherence and logical flow, though some connections may be unclear</li> <li>demonstrates an adequate mastery in both source and target languages with basic understanding of subject matter</li> <li>handles most cultural and contextual references adequately, though may miss some nuances</li> </ul> | The candidate: <ul style="list-style-type: none"> <li>demonstrates an adequate ability to translate the passage with reasonable accuracy and clarity, with an acceptable level of paraphrasing</li> <li>may make several errors, but the intended meaning can be discerned without too much difficulty</li> <li>displays an adequate mastery and use of both languages (including vocabulary, specialist terminology, register and context)</li> <li>demonstrates adequate coherence throughout most of the translation with generally acceptable flow</li> </ul>   | The candidate: <ul style="list-style-type: none"> <li>demonstrates adequate mastery of the target language</li> <li>may display some faults and hesitation which may hamper the flow of the translation but do not prevent overall comprehension</li> <li>may occasionally display faulty pronunciation and/or a pronounced accent, but these do not significantly impede meaning or listener comprehension</li> <li>demonstrates satisfactory confidence and professional composure in oral presentation despite some visible hesitations or uncertainties</li> </ul>  |
| <b>Fail</b>        | <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>demonstrates an inadequate grasp of language skills and insufficient understanding of the subject matter</li> <li>makes serious omissions and/or distortions, preventing comprehension and successful transfer of information</li> <li>produces incoherent translation with poor logical flow and unclear connections</li> <li>fails to handle cultural and contextual references appropriately, leading to significant misunderstandings</li> </ul>  | The candidate: <ul style="list-style-type: none"> <li>lacks the ability to translate the passage with sufficient accuracy and clarity</li> <li>uses excessive and inaccurate paraphrasing, which significantly distorts the meaning</li> <li>makes too many errors that impede comprehension</li> <li>produces a translation which is not coherent, and/or one within which the intended meaning is only partially conveyed</li> <li>displays poor grasp and use of both languages (including vocabulary, specialist terminology, register and context)</li> <li>displays inadequate understanding of linguistic nuances and cultural references</li> </ul> | The candidate: <ul style="list-style-type: none"> <li>demonstrates an inadequate command of the target language</li> <li>makes a considerable number of errors, which significantly hamper the flow of the translation and impede comprehension</li> <li>displays faulty pronunciation and/or a strong accent, which makes it difficult or impossible for the intended listener to discern the meaning</li> <li>fails to maintain appropriate pace and flow, with frequent breakdowns in delivery</li> <li>demonstrates poor confidence and professional composure in oral presentation, showing significant nervousness or uncertainty that affects performance</li> </ul> |

## Unit 04: Translate into English in the Public Services

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

### About the unit

Today, more than ever, linguists have a critical role to play in helping the public services to reach the most vulnerable members of society and to inform them of their rights. Public service translation requires a high standard of written language transfer, and an understanding of any relevant 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 a candidate's ability to transfer content from the Other Language into English, within the context of a given public services area. This is an important skill that provides reassurance to employers, public bodies and those benefiting from such services, according to the particular task requested.

### What you will demonstrate

In this unit you will demonstrate your ability to produce a translation from the Other Language into English, from a text of a semi-formal nature, such as a regulatory piece, instructions or official correspondence, enabling an English audience to take appropriate action based on the translated document.

### Learning Outcomes

- LO1: Be able to produce an accurate translation of the source text without omissions, additions or distortions
- LO2: Be able to produce a translation which conveys the original message with cohesion, coherence, appropriate sentence structures and genre conventions
- LO3: Be able to provide a well-presented text suitable for the intended purpose, displaying a good awareness of any intercultural differences

| BAND               | LO1 – Accuracy   | LO2 – Cohesion, Coherence, Sentence Structures, Genre   | LO3 – Intended Purpose, Intercultural Awareness   |
|--------------------|--|---|---|
| <b>Distinction</b> | <b>Mark Range 10-12</b>  | <b>Mark Range 10-12</b>   | <b>Mark Range 10-12</b>   |
|                    | <p>The candidate:</p> <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 with precise word choices</li> <li>uses excellent grammatical and syntactical constructions with sophisticated language structures</li> <li>displays faultless spelling, accentuation/use of diacritics and punctuation throughout</li> <li>has excellent mastery of specialist terminology with minimal paraphrasing</li> </ul>   | <p>The candidate:</p> <ul style="list-style-type: none"> <li>provides text which conforms fully to the conventions of the relevant genre with sophisticated understanding</li> <li>uses cohesive devices which are completely appropriate and varied, creating seamless connections between ideas</li> <li>employs excellent sentence structures with varied length and complexity that enhance readability</li> <li>provides text which facilitates a completely coherent reading with logical flow and natural progression</li> </ul> | <p>The candidate:</p> <ul style="list-style-type: none"> <li>provides text which enables the reader to act entirely appropriately on the basis of the translation with complete confidence</li> <li>displays excellent use of style and register, perfectly matched to purpose and audience</li> <li>shows excellent awareness of intercultural differences and handles these consistently and sensitively throughout</li> <li>demonstrates complete understanding of cultural context and nuances</li> </ul>   |
| <b>Merit</b>       | <b>Mark Range 7-9</b>  | <b>Mark Range 7-9</b>   | <b>Mark Range 7-9</b>   |
|                    | <p>The candidate:</p> <ul style="list-style-type: none"> <li>conveys information accurately with only a few minor errors and without serious omissions or distortions</li> <li>shows good use of vocabulary with generally appropriate word choices</li> <li>uses sound grammatical and syntactical constructions with well-formed language structures</li> <li>displays good spelling, careful accentuation/use of diacritics/ and punctuation with minimal errors</li> <li>has good mastery of specialist terminology, paraphrasing in a clear, concise way where necessary</li> </ul>   | <p>The candidate:</p> <ul style="list-style-type: none"> <li>provides text which generally conforms well to the conventions of the relevant genre with good understanding</li> <li>makes generally good use of cohesive devices with mostly appropriate connections between ideas</li> <li>employs good sentence structures with reasonable variety that support readability</li> <li>provides text which generally facilitates good, coherent reading with mostly logical flow</li> </ul>  | <p>The candidate:</p> <ul style="list-style-type: none"> <li>provides text which enables the reader to act appropriately on the basis of the translation with good confidence</li> <li>displays good style and register with only minor errors that do not affect appropriateness</li> <li>shows good awareness of intercultural differences and handles these well in most instances</li> <li>demonstrates solid understanding of cultural context and nuances with occasional minor lapses</li> </ul>   |
| <b>Pass</b>        | <b>Mark Range 4-6</b>  | <b>Mark Range 4-6</b>   | <b>Mark Range 4-6</b>   |
|                    | <p>The candidate:</p> <ul style="list-style-type: none"> <li>conveys information adequately with only minor omissions, additions or distortions</li> <li>makes some inaccuracies, but without leading to significant misunderstandings</li> <li>shows adequate use of vocabulary with generally appropriate word choices</li> <li>uses adequate grammatical and syntactical constructions, though some may be basic or awkward</li> <li>displays no major faults in spelling, accentuation, diacritics or punctuation, though minor errors may be present</li> <li>has adequate mastery of specialist terminology and keeps paraphrasing to an acceptable level</li> </ul> | <p>The candidate:</p> <ul style="list-style-type: none"> <li>provides text which conforms adequately to the conventions of the relevant genre with basic understanding</li> <li>makes adequate use of cohesive devices, though connections may sometimes be basic or repetitive</li> <li>employs adequate sentence structures with some variety, though may occasionally be awkward or unclear</li> <li>provides text which adequately facilitates coherent reading, though some logical connections may be unclear</li> </ul>          | <p>The candidate:</p> <ul style="list-style-type: none"> <li>provides text which adequately enables the reader to act appropriately on the basis of the translation, though some minor uncertainties may exist</li> <li>displays adequate style and register, generally appropriate to purpose and audience</li> <li>shows adequate awareness of intercultural differences and handles these in an acceptable manner</li> <li>demonstrates basic understanding of cultural context and nuances, though may miss some subtleties</li> </ul>  |
| <b>Fail</b>        | <b>Mark Range 0-3</b>  | <b>Mark Range 0-3</b>   | <b>Mark Range 0-3</b>   |
|                    | <p>The candidate:</p> <ul style="list-style-type: none"> <li>inadequately conveys content, and/or makes serious omissions and/or distortions that compromise meaning</li> <li>makes inaccuracies leading to misunderstandings</li> <li>has inadequate mastery of vocabulary, grammar and syntax with frequent errors throughout</li> <li>displays a considerable number of technical faults (including, but not limited to) spelling, punctuation, accentuation and diacritics</li> <li>has an inadequate mastery of specialist terminology and/or employs excessive and inaccurate paraphrasing</li> </ul>  | <p>The candidate:</p> <ul style="list-style-type: none"> <li>provides text which does not conform to the conventions of the relevant genre, showing poor understanding</li> <li>uses inadequate cohesive devices with poor or inappropriate connections between ideas</li> <li>employs poor sentence structures with little variety, often unclear or grammatically flawed</li> <li>provides text which does not adequately facilitate coherent reading, with illogical flow and unclear progression</li> </ul>                         | <p>The candidate:</p> <ul style="list-style-type: none"> <li>provides text which is unfit for the purpose of enabling the reader to act appropriately on the basis of the translation</li> <li>displays inappropriate style and/or register that undermines the translation's effectiveness</li> <li>shows lack of awareness of intercultural differences and handles these badly or inappropriately</li> <li>demonstrates poor understanding of cultural context and nuances, leading to cultural misunderstandings</li> <li>produces translation that fails to serve its communicative purpose in the target culture</li> </ul> |

## Unit 05: Translate from English in the Public Services

Core unit

|                                   |          |
|-----------------------------------|----------|
| Level:                            | 5        |
| Unit Guided Learning Hours (GLH): | 16 hours |
| Total Unit Time (TUT):            | 90 hours |
| Credit value:                     | 9        |

### About the unit

Today, more than ever, linguists have a critical role to play in helping the public services to reach the most vulnerable members of society and to inform them of their rights. Public service translation requires a high standard of written language transfer, and an understanding of any relevant 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 a candidate's ability to transfer content from English into the Other Language, within the context of a given public services area. This is an important skill that provides reassurance to employers, public bodies and those benefiting from such services, according to the particular task requested.

### What you will demonstrate

In this unit you will demonstrate your ability to produce a translation from English into your target language from a text of a semi-formal nature, such as a regulatory piece, instructions or official correspondence, enabling an Other Language audience to take appropriate action based on the translated document.

### Learning Outcomes

- LO1: Be able to produce an accurate translation of the source text without omissions, additions or distortions
- LO2: Be able to produce a translation which conveys the original message with cohesion, coherence, appropriate sentence structures and genre conventions
- LO3: Be able to produce a well-presented text suitable for the intended purpose, displaying a good awareness of any intercultural differences

| BAND               | LO1 – Accuracy  | LO2 – Cohesion, Coherence, Sentence Structures, Genre  | LO3 – Intended Purpose, Intercultural Awareness  |
|--------------------|---|--|--|
| <b>Distinction</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>conveys information with complete accuracy without omissions, additions or distortions</li> <li>shows excellent use of vocabulary throughout with precise word choices</li> <li>uses excellent grammatical and syntactical constructions with sophisticated language structures</li> <li>displays faultless spelling, accentuation/use of diacritics, and punctuation throughout</li> <li>has excellent mastery of specialist terminology with minimal paraphrasing</li> </ul>  | The candidate: <ul style="list-style-type: none"> <li>provides text which conforms fully to the conventions of the relevant genre with sophisticated understanding</li> <li>uses cohesive devices which are completely appropriate and varied, creating seamless connections between ideas</li> <li>employs excellent sentence structures with varied length and complexity that enhance readability</li> <li>provides text which facilitates a completely coherent reading with logical flow and natural progression</li> </ul> | The candidate: <ul style="list-style-type: none"> <li>provides text which enables the reader to act entirely appropriately on the basis of the translation with complete confidence</li> <li>displays excellent use of style and register, perfectly matched to purpose and audience</li> <li>shows excellent awareness of intercultural differences and handles these consistently and sensitively throughout</li> <li>demonstrates complete understanding of cultural context and nuances</li> </ul>   |
| <b>Merit</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 and without serious omissions or distortions</li> <li>shows good use of vocabulary with generally appropriate word choices</li> <li>uses sound grammatical and syntactical constructions with well-formed language structures</li> <li>displays good spelling, careful accentuation/use of diacritics/ and punctuation with minimal errors</li> <li>has good mastery of specialist terminology, paraphrasing in a 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 with good understanding</li> <li>makes generally good use of cohesive devices with mostly appropriate connections between ideas</li> <li>employs good sentence structures with reasonable variety that support readability</li> <li>provides text which generally facilitates good, coherent reading with mostly logical flow</li> </ul>  | The candidate: <ul style="list-style-type: none"> <li>provides text which enables the reader to act appropriately on the basis of the translation with good confidence</li> <li>displays good style and register with only minor errors that do not affect appropriateness</li> <li>shows good awareness of intercultural differences and handles these well in most instances</li> <li>demonstrates solid understanding of cultural context and nuances with occasional minor lapses</li> </ul>   |
| <b>Pass</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>conveys information adequately with only minor omissions, additions or distortions</li> <li>makes some inaccuracies, but without leading to significant misunderstandings</li> <li>shows adequate use of vocabulary with generally appropriate word choices</li> <li>uses adequate grammatical and syntactical constructions, though some may be basic or awkward</li> <li>displays no major faults in spelling, accentuation, diacritics or punctuation, though minor errors may be present</li> <li>has adequate mastery of specialist terminology and keeps paraphrasing 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 with basic understanding</li> <li>makes adequate use of cohesive devices, though connections may sometimes be basic or repetitive</li> <li>employs adequate sentence structures with some variety, though may occasionally be awkward or unclear</li> <li>provides text which adequately facilitates coherent reading, though some logical connections may be unclear</li> </ul>          | The candidate: <ul style="list-style-type: none"> <li>provides text which adequately enables the reader to act appropriately on the basis of the translation, though some minor uncertainties may exist</li> <li>displays adequate style and register, generally appropriate to purpose and audience</li> <li>shows adequate awareness of intercultural differences and handles these in an acceptable manner</li> <li>demonstrates basic understanding of cultural context and nuances, though may miss some subtleties</li> </ul>  |
| <b>Fail</b>        | <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>inadequately conveys content, and/or makes serious omissions and/or distortions that compromise meaning</li> <li>makes inaccuracies leading to misunderstandings</li> <li>has inadequate mastery of vocabulary, grammar and syntax with frequent errors throughout</li> <li>displays a considerable number of technical faults (including, but not limited to) spelling, punctuation, accentuation and diacritics</li> <li>has an inadequate mastery of specialist terminology and/or employs 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, showing poor understanding</li> <li>uses inadequate cohesive devices with poor or inappropriate connections between ideas</li> <li>employs poor sentence structures with little variety, often unclear or grammatically flawed</li> <li>provides text which does not adequately facilitate coherent reading, with illogical flow and unclear progression</li> </ul>                         | The candidate: <ul style="list-style-type: none"> <li>provides text which is unfit for the purpose of enabling the reader to act appropriately on the basis of the translation</li> <li>displays inappropriate style and/or register that undermines the translation's effectiveness</li> <li>shows lack of awareness of intercultural differences and handles these badly or inappropriately</li> <li>demonstrates poor understanding of cultural context and nuances, leading to cultural misunderstandings</li> <li>produces translation that fails to serve its communicative purpose in the target culture</li> </ul> |

## Mandatory equipment and system requirements

Requirements are specified in the CIOL Qualifications Candidate Guide to Remotely Delivered Exams, which candidates are advised to read and understand before their assessment.

## Exam resources

Candidates are allowed to use dictionaries, glossaries and any other reference materials in the written exams (Unit 04 and Unit 05).

## Definitions

|                        |   |
|------------------------|---|
| <b>Dictionary</b>      | Any general bilingual or monolingual dictionary. Any specialised dictionary <b>(no textbooks)</b> .                                   |
| <b>Glossaries</b>      | Any published glossary. Any word bank produced by candidates (must be in hard copy format capable of being examined by invigilators). |
| <b>Other reference</b> | Reference materials such as encyclopedias are allowed. This does not include course materials supplied by tutors.                     |

All of the above may be used in **hard copy format only**. Electronic dictionaries, resources and/or devices for storing information in any form whatsoever, or which are capable of accessing the internet, are not allowed.

## Past papers and other exam literature

A past paper order form may be downloaded from our website [CIOL Qualifications Level 6 Diploma in Public Service Interpreting \(DPSI\) | CIOL \(Chartered Institute of Linguists\)](#) or requested by email to [info.dpsi@ciol.org.uk](mailto:info.dpsi@ciol.org.uk)

A sample Law paper in English is also available on the website for download.