
Qualification Specification

CIOL Qualifications Level 6 Diploma in Police Interpreting



Qualification Number: 601/2129/4

Version August 2020

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Introduction

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

The CIOL Qualifications Level 6 Diploma in Police Interpreting (DPI) replaced the Metropolitan Police Test which ran from 1977-2013.

The Diploma in Police Interpreting is a professional qualification for those who work, or would like to work, as interpreters for Police forces in England, Wales and Northern Ireland. It is an Ofqual regulated, nationally recognised qualification and the skills are specific to a police interpreter.

The Diploma in Police Interpreting qualifies holders to interpret in a wide range of police and criminal justice contexts. With its focus on the environment and contexts of policing, it provides candidates with evidence of their skills and provides reassurance to both users and providers of police and related services that the quality of interpretation provided by qualified holders of the diploma is of the highest professional standard.

Regulation

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

CIOLQ Recognition Number RN5145.

Qualification Information

Qualification purpose

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

1. It gives confidence to users of police and similar services living in communities where English is the second language.
2. It provides evidence of specialist skills and gives reassurance to both users and providers of police and related services that the quality of interpretation is of the highest professional standard.
3. Successful candidates can apply for registration on the National Register of Public Service Interpreters.

Qualification objective

The objective of the Diploma in Police Interpreting (DPI) is to provide a nationally consistent standard of professionalism in Police interpreting, as well as to make a language qualification available to providers or consumers of police services and other related domains which recognises oral and written competence in English and another language used by speech communities in Britain, and practical interpreting skills in a police and court based context.

Qualification structure

| | |
|---------------------------------------|--|
| Qualification title | CIOL Qualifications Level 6 Diploma in Police Interpreting |
| Qualification number (QN) | 601/2129/4 |
| Total Qualification Time (TQT) | 440 |
| Guided Learning Hours (GLH) | 80 (hrs) |
| Level | 6 |
| Credits | 44 |
| Core units | Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 |
| Assessment | Oral and Written |
| Unit grading | Distinction Merit Pass |

Achieving this qualification

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

| Units | Level | TUT | GLH | Credit Value |
|---|-------|------------|-----------|--------------|
| Unit 01 – Interpret consecutively two-way in a Police context and take a Police Statement | 6 | 120 | 22 | 12 |
| Unit 02 – Interpret simultaneously-whispered-from English in a Police context | 6 | 70 | 13 | 7 |
| Unit 03 – Provide a Sight Translation from English in a Police context | 6 | 70 | 13 | 7 |
| Unit 04 – Translate from English in a Police context | 5 | 90 | 16 | 9 |
| Unit 05 – Translate from English in a Police context | 5 | 90 | 16 | 9 |
| Total | | 440 | 80 | 44 |

During the course of their professional activities, interpreters may be asked to use all of the skills which are assessed in this examination. Therefore, in order to provide a realistic level of assessment, each of the tasks is set in a practical context.

Unit assessment requirements

UNIT 01 – Role play and statement taking task

UNIT 02 – Simultaneous interpretation from English

UNIT 03 – Sight translation from English

UNIT 04 – Written translation into English

UNIT 05 – Written translation from English

Rules of Combination (RoC)

All units are mandatory and to achieve this qualification the candidate must pass all 5 units.

Partial and full achievement of this qualification

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

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

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

Regulated Qualifications Framework (RQF)

The Diploma in Police Interpreting is registered on the Regulated Qualifications Framework (RQF) at Level 6.

Equivalencies

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

Holders of the full DPI qualification who passed within 3 years prior to them 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, providing it is in the same language. 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 | 7 | Unit 03: Provide a Sight Translation from English in the Public Services context of English, Scottish or Northern Irish Law | D/602/2407 | 7 |
| Unit 05: Translate from English in a Police context | D/505/9088 | 9 | Unit 05: Translate from English in the Public Services context of English, Scottish or Northern Irish Law | K/602/2443 | 9 |

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 3 years prior to their applying for the DPI can use their equivalent units together with units 01 and 04 of the DPI to gain the DPI qualification, providing it is in the same language. Please see table below:

| Diploma in Police Interpreting | | | DPSI (Law) | | |
|---|------------|--------------|--|------------|--------------|
| 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 | 12 | Unit 02: Interpret simultaneously (whispered) from English in a Police context | A/505/8224 | 7 |
| Unit 03: Provide a Sight Translation from English in the Public Services context of English Law | D/602/2407 | 7 | Unit 03: Provide a Sight Translation from English in a Police context | Y/505/8232 | 7 |
| Unit 05: Translate from English in the Public Services context of English Law | K/602/2443 | 9 | Unit 05: Translate from English in a Police context | D/505/9088 | 9 |

Equivalencies should be applied for at the time of registration. Please contact info.dpi@ciol.org.uk for more information.

Entry requirement

This qualification is for Candidates aged 18+.

Recommended level of linguistic proficiency and pre-requisites

The level of linguistic proficiency expected is that of the National Language Standard Level 5, first degree level. Candidates entering for the DPI 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 police procedures and specialist police vocabulary. These will be tested in all of the examination tasks both in English and the Other Language.

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

Progression

The Diploma in Police Interpreting qualifies successful candidates to apply for:

- registration on the List of Metropolitan Police Interpreters (Metropolitan Police Service)
- registration on the National Register of Public Service Interpreters (NRPSI)
- membership of Chartered Institute of Linguists.

Successful candidates progress into:

- interpreting work with the National Crime Agency and also with UK Visas and Immigration
- work in courts through the Ministry of Justice (MoJ) Framework Agreement
- work in public service interpreting through the Crown Commercial Service Language Services Framework Agreement.

Unit information

The exam consists of five units – three oral and two written. The Diploma in Police Interpreting examines interpretation and translation skills in a police context.

Availability of the Diploma in Police Interpreting

The exam can be taken in the United Kingdom (UK) only. The CIOLQ Open Centre in London accepts candidates who have not attended a course or cannot find a centre locally.

Language

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

To date, the qualification has been offered in the following languages, paired with English:

Albanian, Amharic, Arabic, Bengali, Bulgarian, Cantonese, Croatian, Czech, Dari, Dutch, Farsi, French, German, Greek, Gujarati, Hindi, Hungarian, Italian, Japanese, Korean, Kurdish (Sorani), Latvian, Lithuanian, Mandarin, Mongolian, Nepalese, Panjabi (Indian), Panjabi (Pakistani), Pashto, Polish, Portuguese (European), Portuguese (Brazilian), Romanian, Russian, Serbian, Slovak, Somali, Spanish, Swahili, Sylheti, Tagalog, Tamil, Thai, Tigrinya, Turkish, Ukrainian, Urdu, Vietnamese.

Recognition of Prior Learning (RPL)

CIOL Qualifications do not operate RPL for this qualification.

Assessment

Focus

The Diploma in Police Interpreting exam is set within a police context, candidates are assessed in consecutive and simultaneous interpreting as well as in sight translation. Their translation skills are also tested.

Candidates should be familiar with and able to use the concepts and language appropriate to the main police services.

Assessment grading

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

Unit format

The unit format is as follows:

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

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

Total Unit Time (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 learn – details the knowledge and skills a learner will 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 suggested curriculum coverage required to achieve the learning outcomes and assessment criteria.

Assessment marking criteria – set out the level descriptors for the units.

Units

Unit 01: Interpret consecutively two-way in a Police context and take a Police statement

| | |
|-----------------------------------|-----|
| Core unit | |
| Level: | 6 |
| Unit Guided Learning Hours (GLH): | 22 |
| Total Unit Time (TUT): | 120 |
| Credit value: | 12 |
| Unit purpose and aim | |

About the unit

Police interpreting plays an important role within police forces, without it a successful police interview would not take place and the quality of an investigation could be compromised. Police interpreters help to remove obstacles to justice, facilitating victims, suspects, or witnesses of crime to communicate.

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

What you will learn

In this unit you will develop skills in interpreting consecutively in a police interview between a Police Officer who only speaks English and a suspect who only speaks the Other Language; taking suspect statements in another language, whilst interpreting it into English.

Learning Outcomes

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

| BAND | LO1: Accuracy, completeness, coherence | LO2: Interpretation delivery | LO3: Vocabulary, grammar, pronunciation |
|----------|--|---|---|
| A | Mark Range 10-12 | Mark Range 10-12 | Mark Range 10-12 |
| | <p>The Candidate:</p> <ul style="list-style-type: none"> 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 | <p>The Candidate:</p> <ul style="list-style-type: none"> demonstrates complete competence in language switches effortlessly between languages interprets clearly and smoothly reflects tone, emotion and non-verbal signs appropriate to situation displays courteous and confident manner and 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 prevent breakdown of communication | <p>The Candidate:</p> <ul style="list-style-type: none"> 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 accent which in no way affects ease of comprehension |
| B | Mark Range 7-9 | Mark Range 7-9 | Mark Range 7-9 |
| | <p>The Candidate:</p> <ul style="list-style-type: none"> accurately conveys sense of original message makes only one or two minor omissions/distortions not affecting correct transfer of information or complete comprehension | <p>The Candidate:</p> <ul style="list-style-type: none"> demonstrates adequate competence in language switches between languages without major problem shows some confidence while interpreting makes reasonable attempt to reflect suitable tone, emotion and demeanour displays manner, delivery and interventions, occasionally not completely appropriate, but not leading to irretrievable breakdown of communication | <p>The Candidate:</p> <ul style="list-style-type: none"> 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 accent which in no way or only occasionally affects ease of comprehension |
| C | Mark Range 4-6 | Mark Range 4-6 | Mark Range 4-6 |
| | <p>The Candidate:</p> <ul style="list-style-type: none"> adequately conveys sense of original message makes no serious inaccuracies, omissions or distortions affecting comprehension or transfer of information | <p>The Candidate:</p> <ul style="list-style-type: none"> demonstrates adequate competence in language switches between languages without major problem shows some confidence while interpreting makes reasonable attempt to reflect suitable tone, emotion and demeanour displays manner, delivery and interventions, occasionally not completely appropriate, but not leading to irretrievable breakdown of communication | <p>The Candidate:</p> <ul style="list-style-type: none"> 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 evidence faulty pronunciation, pronounced accent but without impairing message |
| D | Mark Range 0-3 | Mark Range 0-3 | Mark Range 0-3 |
| | <p>The Candidate:</p> <ul style="list-style-type: none"> 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 | <p>The Candidate:</p> <ul style="list-style-type: none"> demonstrates inadequate competence in language 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 | <p>The Candidate:</p> <ul style="list-style-type: none"> 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 strong accent, intonation, stress patterns, making it difficult to understand meaning of message |

Unit 02: Interpret simultaneously-whispered-from English in a Police context

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

About the unit

The ability to provide instant, contemporaneous interpretation of spoken material is necessary in many police situations and court settings. Simultaneous interpreting services help to remove obstacles to justice facilitating victims, suspect, or witnesses of crime.

This unit focuses on testing basic linguistic and interpersonal skills and the contextual knowledge required to provide simultaneous interpretation out of English.

What you will learn

In this unit you will develop skills to interpret simultaneously – whispered – from English in a police context.

Learning Outcomes

- LO1: Be able to simultaneously interpret from English with accuracy, completeness and coherence
- LO2: Be able to deliver the interpretation into another language smoothly and clearly, in whispered form, switching easily between languages with competence
- LO3: Be able to interpret from English into another language using appropriate vocabulary, grammar and pronunciation

| BAND | LO1: Accuracy, completeness, coherence | LO2: Interpretation delivery | LO3: Vocabulary, grammar, pronunciation |
|----------|--|---|---|
| A | Mark Range 10-12 | Mark Range 10-12 | Mark Range 10-12 |
| | <p>The Candidate:</p> <ul style="list-style-type: none"> 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 | <p>The Candidate:</p> <ul style="list-style-type: none"> demonstrates complete competence in language switches effortlessly between languages interprets clearly and smoothly reflects tone, emotion and non-verbal signs appropriate to situation displays courteous and confident manner and 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 prevent breakdown of communication | <p>The Candidate:</p> <ul style="list-style-type: none"> 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 accent which in no way affects ease of comprehension |
| B | Mark Range 7-9 | Mark Range 7-9 | Mark Range 7-9 |
| | <p>The Candidate:</p> <ul style="list-style-type: none"> accurately conveys sense of original message makes only one or two minor omissions/distortions not affecting correct transfer of information or complete comprehension | <p>The Candidate:</p> <ul style="list-style-type: none"> demonstrates adequate competence in language switches between languages without major problem shows some confidence while interpreting makes reasonable attempt to reflect suitable tone, emotion and demeanour displays manner, delivery and interventions, occasionally not completely appropriate, but not leading to irretrievable breakdown of communication | <p>The Candidate:</p> <ul style="list-style-type: none"> 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 accent which in no way or only occasionally affects ease of comprehension |
| C | Mark Range 4-6 | Mark Range 4-6 | Mark Range 4-6 |
| | <p>The Candidate:</p> <ul style="list-style-type: none"> adequately conveys sense of original message makes no serious inaccuracies, omissions or distortions affecting comprehension or transfer of information | <p>The Candidate:</p> <ul style="list-style-type: none"> demonstrates adequate competence in language switches between languages without major problem shows some confidence while interpreting makes reasonable attempt to reflect suitable tone, emotion and demeanour displays manner, delivery and interventions, occasionally not completely appropriate, but not leading to irretrievable breakdown of communication | <p>The Candidate:</p> <ul style="list-style-type: none"> 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 evidence faulty pronunciation, pronounced accent but without impairing message |
| D | Mark Range 0-3 | Mark Range 0-3 | Mark Range 0-3 |
| | <p>The Candidate:</p> <ul style="list-style-type: none"> 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 | <p>The Candidate:</p> <ul style="list-style-type: none"> demonstrates inadequate competence in language 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 | <p>The Candidate:</p> <ul style="list-style-type: none"> 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 strong accent, intonation, stress patterns, making it difficult to understand meaning of message |

Unit 03: Provide a Sight Translation from English in a Police context

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

About the unit

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

What you will learn

You will deliver clear and precise oral translation at sight of a written text of a formal nature from English into another language for a non-English speaking audience; taking appropriate action based on the translated document.

Learning Outcomes

- LO1: Be able to convey the sense of the original message accurately without omissions or distortions
- LO2: Be able to translate at sight the passage with accuracy and clarity, with appropriate paraphrasing, where necessary
- LO3: Be able to demonstrate good language use and deliver the translation fluently with a good accent and clear pronunciation

| BAND | LO1: Completeness | LO2: Accuracy/Appropriateness | LO3: Language Use |
|------|--|---|---|
| A | Mark Range 10-12 | Mark Range 10-12 | Mark Range 10-12 |
| | The Candidate: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. |
| B | Mark Range 7-9 | Mark Range 7-9 | Mark Range 7-9 |
| | The Candidate: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> demonstrates the ability to translate the passage with satisfactory accuracy and clarity with occasion paraphrasing, where necessary. displays a good knowledge/use of the language (including vocabulary/specialist terminology, register and context). | The Candidate: <ul style="list-style-type: none"> 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 makes ease of comprehension. |
| C | Mark Range 4-6 | Mark Range 4-6 | Mark Range 4-6 |
| | The Candidate: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> shows adequate command of the language. may evidence 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 the meaning. |
| D | Mark Range 0-3 | Mark Range 0-3 | Mark Range 0-3 |
| | The Candidate: <ul style="list-style-type: none"> demonstrates an inadequate grasp of the language and/or subject matter and does not, or only partially conveys the sense of the original message. makes serious omissions and/or distortions preventing comprehension. | The Candidate: <ul style="list-style-type: none"> lacks the ability to translate the passage with sufficient accuracy/clarity. uses excessive and inaccurate paraphrasing, distorting the meaning. makes too many errors of all kinds. produces translation not always coherent; intended meaning only partially conveyed. shows poor knowledge/use of vocabulary | The Candidate: <ul style="list-style-type: none"> demonstrates an inadequate command of the language for the required task, makes a considerable number of errors which hamper the flow of the translation. evidence faulty pronunciation and/or a strong accent which makes it difficult or impossible for the intended listener to discern the meaning. |

Unit 04: Translate a Police statement into English

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

About the unit

Everyday police officers take statements from victims, offenders or witnesses, many of whom are non-English speakers. By translating their statements into English, translators help ensure that justice is carried out fairly. Without good translation skills successful police interviews would not take place and the quality of an investigation could be compromised.

What you will learn

You will produce a translation from your native language into English, from a text of a semi-formal nature such as a victim or witness statement, enabling the police to take appropriate action based on the translated document.

Learning Outcomes

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

| BAND | LO1: Accuracy/Appropriateness of translated text | LO2: Organisation of text | LO3: Effectiveness of Communication |
|------|---|---|--|
| A | Mark Range 10-12 | Mark Range 10-12 | Mark Range 10-12 |
| | <p>The Candidate:</p> <ul style="list-style-type: none"> conveys information with complete accuracy, without omissions, additions or distortions. uses excellent grammatical/syntactical constructions. displays faultless spelling, accentuation/use of diacritics, faultless punctuation. displays excellent use of style and register. has excellent use of vocabulary and knowledge of specialist terminology with minimum paraphrasing. | <p>The Candidate:</p> <ul style="list-style-type: none"> provides text which reads like authentic text written in target language. conveys original message with complete coherence. displays excellent sentence structure and linkages. | <p>The Candidate:</p> <ul style="list-style-type: none"> provides text entirely suitable for intended purpose. conveys meaning fully and accurately to intended reader. displays excellent presentation and legibility. shows excellent awareness of intercultural differences and expresses these well. |
| B | Mark Range 7-9 | Mark Range 7-9 | Mark Range 7-9 |
| | <p>The Candidate:</p> <ul style="list-style-type: none"> conveys information accurately with only few minor errors. transfers information without serious omissions or distortions. uses sound grammatical / syntactical constructions. displays good spelling, careful accentuation/use of diacritics/punctuation. displays good style and register with only minor errors. has good use of vocabular and knowledge of specialist terminology, paraphrasing in clear, concise way, where necessary. | <p>The Candidate:</p> <ul style="list-style-type: none"> provides text which reads fluently with structure of original well conveyed conveys message with good overall coherence. displays sentence structure and linkages appropriate to target language. | <p>The Candidate:</p> <ul style="list-style-type: none"> provides text well suited to purpose conveys meaning well to intended reader displays good presentation and legibility shows good awareness of intercultural differences and handles these well. |
| C | Mark Range 4-6 | Mark Range 4-6 | Mark Range 4-6 |
| | <p>The Candidate:</p> <ul style="list-style-type: none"> makes some inaccuracies but no misunderstandings, adequately conveys content. makes minor omissions/distortions but not leading to misunderstandings. uses adequate grammatical/syntactical constructions. displays no major faults in spelling, accentuation, diacritics and punctuation. displays adequate style and register. has adequate use of vocabulary and knowledge of specialist terminology with paraphrasing kept to an acceptable level. | <p>The Candidate:</p> <ul style="list-style-type: none"> provides text which adequately reflects structure of original. conveys message with good overall coherence. displays sentence structure adequate for conveying message. | <p>The Candidate:</p> <ul style="list-style-type: none"> provides text adequate for intended purpose. conveys meaning adequately to intended reader. displays adequate presentation and legibility. shows adequate awareness of intercultural differences, handling these in an acceptable manner. |
| D | Mark Range 0-3 | Mark Range 0-3 | Mark Range 0-3 |
| | <p>The Candidate:</p> <ul style="list-style-type: none"> makes inaccuracies leading to misunderstandings. inadequately conveys content, with serious omissions/distortions. has inadequate knowledge of grammar and syntax. makes considerable number of technical faults: spelling, punctuation, accentuation, diacritics. displays inappropriate style/register. has inadequate command of vocabulary and knowledge of specialist terminology and/or excessive and inaccurate paraphrasing. | <p>The Candidate:</p> <ul style="list-style-type: none"> provides text which does not reflect structure of original. provides text which is not coherent. displays faulty sentence structure or one too close to other language. | <p>The Candidate:</p> <ul style="list-style-type: none"> provides text unfit for purpose. conveys meaning inadequately to intended reader. displays poor presentation and legibility. shows lack of awareness of intercultural differences and expresses these badly. |

Unit 05: Translate from English in a Police context

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

About the unit

Today linguists have a critical role to play in helping the police to investigate serious crimes and to inform the vulnerable of their rights. By translating specialist texts, linguists show that they can tackle various formal texts helping the most vulnerable to understand police and judicial process.

What you will learn

You will be able to produce translation from English into your target language from a text of a formal nature such as bulletin or brochure. You will demonstrate ability to transfer content into a comprehensible and acceptable form.

Learning Outcomes

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

| BAND | LO1: Accuracy/Appropriateness of translated text | LO2: Organisation of text | LO3: Effectiveness of Communication |
|------|---|---|--|
| A | Mark Range 10-12 | Mark Range 10-12 | Mark Range 10-12 |
| | <p>The Candidate:</p> <ul style="list-style-type: none"> conveys information with complete accuracy, without omissions, additions or distortions. uses excellent grammatical/syntactical constructions. displays faultless spelling, accentuation/use of diacritics, faultless punctuation. displays excellent use of style and register. has excellent use of vocabulary and knowledge of specialist terminology with minimum paraphrasing. | <p>The Candidate:</p> <ul style="list-style-type: none"> provides text which reads like authentic text written in target language. conveys original message with complete coherence. displays excellent sentence structure and linkages. | <p>The Candidate:</p> <ul style="list-style-type: none"> provides text entirely suitable for intended purpose. conveys meaning fully and accurately to intended reader. displays excellent presentation and legibility. shows excellent awareness of intercultural differences and expresses these well. |
| B | Mark Range 7-9 | Mark Range 7-9 | Mark Range 7-9 |
| | <p>The Candidate:</p> <ul style="list-style-type: none"> conveys information accurately with only few minor errors. transfers information without serious omissions or distortions. uses sound grammatical / syntactical constructions. displays good spelling, careful accentuation/use of diacritics/punctuation. displays good style and register with only minor errors. has good use of vocabular and knowledge of specialist terminology, paraphrasing in clear, concise way, where necessary. | <p>The Candidate:</p> <ul style="list-style-type: none"> provides text which reads fluently with structure of original well conveyed conveys message with good overall coherence. displays sentence structure and linkages appropriate to target language. | <p>The Candidate:</p> <ul style="list-style-type: none"> provides text well suited to purpose conveys meaning well to intended reader displays good presentation and legibility shows good awareness of intercultural differences and handles these well. |
| C | Mark Range 4-6 | Mark Range 4-6 | Mark Range 4-6 |
| | <p>The Candidate:</p> <ul style="list-style-type: none"> makes some inaccuracies but no misunderstandings, adequately conveys content. makes minor omissions/distortions but not leading to misunderstandings. uses adequate grammatical/syntactical constructions. displays no major faults in spelling, accentuation, diacritics and punctuation. displays adequate style and register. has adequate use of vocabulary and knowledge of specialist terminology with paraphrasing kept to an acceptable level. | <p>The Candidate:</p> <ul style="list-style-type: none"> provides text which adequately reflects structure of original. conveys message with good overall coherence. displays sentence structure adequate for conveying message. | <p>The Candidate:</p> <ul style="list-style-type: none"> provides text adequate for intended purpose. conveys meaning adequately to intended reader. displays adequate presentation and legibility. shows adequate awareness of intercultural differences, handling these in an acceptable manner. |
| D | Mark Range 0-3 | Mark Range 0-3 | Mark Range 0-3 |
| | <p>The Candidate:</p> <ul style="list-style-type: none"> makes inaccuracies leading to misunderstandings. inadequately conveys content, with serious omissions/distortions. has inadequate knowledge of grammar and syntax. makes considerable number of technical faults: spelling, punctuation, accentuation, diacritics. displays inappropriate style/register. has inadequate command of vocabulary and knowledge of specialist terminology and/or excessive and inaccurate paraphrasing. | <p>The Candidate:</p> <ul style="list-style-type: none"> provides text which does not reflect structure of original. provides text which is not coherent. displays faulty sentence structure or one too close to other language. | <p>The Candidate:</p> <ul style="list-style-type: none"> provides text unfit for purpose. conveys meaning inadequately to intended reader. displays poor presentation and legibility. shows lack of awareness of intercultural differences and expresses these badly. |

Exam resources

Use of reference materials in the examination.

Candidates **are** allowed to use dictionaries, glossaries in the written examination unit 05.

Definitions

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

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

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

Past Papers and other examination literature.

A sample paper order form is also available from CIOL by emailing info.dpi@ciol.org.uk or may be downloaded from www.ciol.org.uk. An English only sample paper is available to download from our website.