Qualification Specification

Signature Level 6 Diploma in Sign Language Interpreting and Translation (RQF)

603/5484/7

Dec 2019 – August 2020

Qualification aim

Qualification aim

The Signature Level 6 Diploma in Sign Language Interpreting and Translation (RQF) qualification aims to provide aspiring signed language interpreters and translators with the essential knowledge, understanding and skills for a career in the signed language interpreting and translation professions.

The theoretical model underpinning the structure of this qualification is based on a multimodal understanding of the translation process, which is defined as either 'interlingual' (across languages) or 'intralingual' (within the same language), and as either 'intermodal' (across modalities) or 'intramodal' (within the same modality).

This theoretical model informs the following definitions for the areas of practice, called 'streams', covered by this qualification:

Terminology used in this qualification	Example language combination	Area of practice	Language direction	Modality direction
Stream 1 Spoken <> signed interpreting	English <> BSL	Spoken L1 <> signed L2	Interlingual	Intermodal
Stream 2 Signed <> signed interpreting	BSL <> ASL	Signed L1 <> signed L2	Interlingual	Intramodal
Steam 3 Relay interpreting	BSL <> BSL	Signed L1 <> Signed L1M	Intralingual	Intramodal
Stream 4 Written <> signed translation	BSL <> English	Signed L1 <> written L2	Interlingual	Intermodal

Qualification structure

This qualification is designed to give the candidate the flexibility to specialise in 1 or more of the 4 areas of practice covered by this qualification.

The learning objectives and assessment criteria that make up this qualification are based on the National Occupational Standards for interpreting (CFAINT) and translation (CFAPTra) (Instructus 2017).

The qualification is in 2 parts. In order to complete this qualification, candidates must complete Part 1 **and** at least one stream in Part 2.

Part 1 – Theories and principles in interpreting and translation

Part 1 covers the underpinning theories and principles of interpreting and translation. It is mandatory for all candidates.

Learning outcomes:

1) Analyse and evaluate key theories and principles in interpreting and translation
2) Maintain skills and systems for interpreting and translation tasks
3) Prepare for interpreting and translation assignments
4) Plan and implement continuous professional development

Candidates must successfully complete Part 1 before moving on to Part 2.

Part 2 – Undertake professional interpreting and translation assignments

Part 2 covers the practical skills required for professional interpreting and translating and is divided into four areas of practice, called ‘streams’. Candidates have the option to specialise in 1 or more streams.

Stream 1: Interpret between a spoken and a signed language (Optional)

Stream 2: Interpret between two signed languages (Optional)

Stream 3: Interpret within the same signed language (Optional)

Stream 4: Translate between a written and a signed language (Optional)

Learning outcomes for all streams:

1) Carry out interpreting tasks as a professional interpreter
2) Work as part of a team of professional interpreters and translators
3) Use technology effectively to perform remote interpreting assignments
4) Carry out translation tasks as a professional translator
5) Evaluate performance as a professional interpreter or translator

Candidates who wish to specialise in more than 1 stream are required to undertake assessments in all the chosen streams. For example, a candidate who wishes to specialise in signed <> signed language interpreting and in written <> signed language translation must complete the required assessments for both streams.

Total Qualification Time

Guided learning hours	Additional study hours	Total Qualification Time	Credit value at Level 6
500	500	1000	100

Candidates will demonstrate knowledge and skills against the assessment criteria by undertaking assessments relating Part 1 and Part 2 (relevant to their chosen stream).

Candidates must complete **all** the assessments for each of their language combinations.

For example, if a candidate has the language combinations English <> BSL and English <> ASL, the candidate must complete all of the assessments for the spoken <> signed interpreting stream twice: once in English <> BSL language combination and once in English <> ASL language combination.

Part	Type	Stream	Guided learning hours	Additional study hours	Total learning time
Part 1	Mandatory	Theories and principles of interpreting and translation	200	200	400
Part 2	Optional (choose at least 1 stream)	**Stream 1** Interpret between a spoken and signed language	300	300	600
		Stream 2 Interpret between two signed languages	300	300	600
		Stream 3 Interpret within the same signed language (relay interpreting)	300	300	600
		Stream 4 Translate between a written and a signed language	300	300	600

Qualification Objective

This qualification is suitable for people who are either currently working within the field of signed language interpreting and translation or are aspiring towards a career as a professional signed language interpreter or translator.

At the end of the qualification candidates will be able to:

- Demonstrate good practice in their area of professional activity
- Demonstrate their ability to carry out interpreting or translation assignments to a professional standard
- Be fully aware of the role of the professional interpreter or translator and the principles of professional practice
- Evaluate and reflect on performance
- Promote personal and professional development

Essential Requirements

Language competence requirements

Candidates must be able to demonstrate a particular level of competence in their first language (L1) and second language (L2) or modified first language (L1M).

Language 1 (L1)	The candidate's first language (L1) is normally the candidate's first or preferred language. It is the language the candidate can use and understand best, and in which they can most easily express complex language. The candidate must be able to demonstrate competence in the first language at Level 6 of the Regulated Qualifications Framework (C2 of the CEFR, Mastery Grades 16-17 on the Language Ladder or 8.0 IELTS score).
Language 2 (L2)	The candidate's second language (L2) is a language of which he/she has an excellent understanding and command, but it is not a first or preferred language. The candidate must be able to demonstrate competence in the second language at Level 6 of the Regulated Qualifications Framework (C1 of the CEFR, Proficiency Grades 13-15 on the Language Ladder or 7.0 IELTS score).
Modified Language 1 (L1M)	The candidate's modified language 1 (L1M) is a modified or enhanced form of the first language, if the candidate is interpreting within the same signed language. The candidate must be able to demonstrate competence in the modified first language at Level 6 of the Regulated Qualifications Framework (C2 of the CEFR, Proficiency Grades 13-15 on the Language Ladder or 7.0 IELTS score).

It is the responsibility of the centre to ensure that the above language requirements have been met before accepting a candidate for this qualification. For more information about qualification levels, please visit:

https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels

Language combinations

This qualification is available in the following language combinations:

Stream	Translation process	L1	L2
Stream 1 Interpret between a spoken and a signed language (spoken <> signed interpreting)	Interlingual, intermodal	English or Welsh	BSL or ISL
Stream 2 Interpret between two signed languages (signed <> signed interpreting)	Interlingual, intramodal	BSL or ISL	Any other signed language
Stream 3 Interpret within the same signed language (relay interpreting)	Intralingual, intramodal	BSL or ISL	Modified BSL or ISL
Stream 4 Translate between a written and a signed language (written <> signed translation)	Interlingual, intermodal	BSL or ISL	English or Welsh

Centre resources

Centres wishing to offer this qualification should ensure there are sufficient resources and expertise to support delivery of the programme to the expected number of candidates. Taught sessions should be delivered in an identified room. A range of appropriate audio-visual aids, likely to be required for the sessions, should be available. Centres must ensure that candidates have access to resources that are appropriate for the Level 6 nature of this qualification. **Centres may be visited by Signature at any time.**

Centre staffing

Centres should nominate a suitably qualified programme manager and delivery team. The members of the delivery team who teach on behalf of the centre should have the following qualifications and experience:

- A recognised teaching qualification (e.g. DET or PGCE)
- A recognised assessing qualification (e.g. A1 Assessor)
- A recognised sign language interpreting or translation qualification
- Current Registration with a recognised Regulatory body for Interpreters and/or Translators.
- Sufficient teaching experience to deliver the course safely
- Current and sufficient experience of interpreting or translation practice
- Current knowledge of issues relating to the interpreting and translation industry and to the Deaf community

Support provided to candidates during the course

As part of the induction process, candidates should be given information about the course content, the assessment methods for this qualification and information on reasonable adjustments. Candidates should also be given information on guided learning hours, on-going support, information on tutorials and the range of teaching materials that will be available to support learning.

All candidates should be assessed on their understanding and command of both L1 and L2 (e.g. BSL and English) prior to starting the course.

Further guidance on the Signature Level 6 Diploma in Sign Language Interpreting (RQF) is available in the Support Pack for Teachers and Students on the My Signature.

Progression

On successful completion of the Signature Level 6 Diploma in Sign Language Interpreting and Translating qualification, candidates will be eligible to apply for Registration with a recognised Regulatory body for Interpreters and/or Translators.

QUALIFICATION CONTENT

Part 1 – Theories and Principles of Interpreting and Translation

Learning outcomes:

LO1 Analyse and evaluate key theories and principles in interpreting and translation

LO2 Maintain skills and systems for interpreting and translation tasks

LO3 Prepare for interpreting and translation assignments

LO4 Plan and implement continuous professional development

Assessment criteria:

Learning outcomes The candidate will:	**Assessment criteria** The candidate must:
1. Analyse and evaluate key theories and principles in interpreting and translation	1. Analyse and evaluate key theories and principles relating to preparing for interpreting/translation assignments 1.1. Assess the degree of difficulty of an interpreting/translation assignment with reference to own skills, level of competence and the needs of service users 1.2. Evaluate a wide range of sources of general and specialist information to assist with assignments 1.3. Describe a wide range of ways to research and verify general and domain-specific terminology and language protocols 1.4. Analyse the role of interpersonal skills to build and maintain good communication with clients, translation companies and colleagues 2. Analyse and evaluate key theories and principles relating to performing interpreting/translation assignments 2.1. Critically analyse a wide range of strategies to achieve effective translation, such as accuracy, equivalence and faithfulness, variation between the source and target language register, and the transfer of culture-specific references

	2.2. Evaluate a wide range of strategies to manage communication if it breaks down 2.3. Critically analyse theories of modes of interpreting and translation (e.g. consecutive and simultaneous), including the role of note-taking 2.4. Critically analyse the role of the interpreter/translator with reference to the principles of professional practice, codes of conduct, legislation and legal requirements, and ethical models 3. Analyse and evaluate key theories and principles relating to professional development and quality assurance 3.1. Evaluate a range of quality assurance processes and procedures, such as checking, revising and reviewing translations and obtaining feedback 3.2. Describe ways to keep up-to-date with the working languages and cultures 3.3. Identify the support available for physical, emotional and personal wellbeing and evaluate its effectiveness for developing emotional intelligence 3.4. Evaluate a range of continuing professional development activities to support self evaluation and to improve professional performance and knowledge
2. Maintain skills and systems for interpreting and translating tasks	1. Maintain up-to-date knowledge of the working languages and cultures 2. Maintain and develop ability to translate/interpret to a professional standard 3. Make effective use of relevant software and equipment for translating/interpreting 4. Ensure the security and confidentiality of electronic equipment, client documents and translated/interpreted texts 5. Implement quality assurance systems to monitor the effectiveness of the work 6. Seek advice from other translators/interpreters and subject specialists to clarify terminological and other queries 7. Liaise effectively with clients, translation companies and colleagues 8. Maintain administrative systems to handle business aspects, such as invoicing, payment, insurance and marketing systems

3. Prepare for interpreting and translation assignments	1. Assess own ability to undertake, and prepare effectively for, interpreting/translation assignments 1.1. Advise the client in a professional and timely manner of the decision to accept or decline the interpreting assignment, based on assessment of own skills, competence, availability and conditions of engagement 1.2. Assess own level of skills and competence to professionally deliver the interpreting/translation assignment in line with ethical considerations, relevant codes of conduct and legal requirements 1.3. Establish the context of the interpreting/translation assignment, including the timeline for completion, the need for equipment, the positioning of the service users and interpreter, and the format of the target text (if relevant) 1.4. Identify the subject matter, purpose and scope of the interpreting/translation assignment, seeking clarification where necessary 1.5. Review and agree the terms and conditions of engagement for the interpreting/translation assignment, clarifying any queries and concerns with the relevant parties 1.6. Evaluate the degree of complexity and sensitivity of the interpreting/translation assignment, including potential conflicts of interest and the likely expectations of the service users 1.7. Assess the language and translation skills required for the interpreting/translation assignment, such as any specialist or domain-specific knowledge and any possible cultural differences or language needs 1.8. Determine the mode of interpreting or translation to be used (e.g. consecutive or simultaneous) 1.9. Compile and update a glossary of terms including domain-specific language 2. Plan for interpreting/translation assignments as part of a team of interpreters/translators 2.1. Negotiate and agree with colleague interpreters/translators how the interpreting assignment will be most effectively carried out in terms of: a) allocating the work in the most effective way, the working order and breaks b) the need and arrangements for equipment

	c) how any peer support will be provided during co- or team-working assignments d) collaborating with colleague interpreters/translators to carry out preparation and research e) making efficient use of resources 2.2. Agree appropriate alternative ways of working with colleague interpreters/translators in case of last minute changes 2.3. Check that the physical work environment supports effective co- or team-working and agree any adjustments with colleague interpreters/translators, if necessary
4. Plan and implement continuous professional development	1. Adapt own working practice in light of trends, developments and good practice in the interpreting/translation industry 2. Create a professional development plan to address any gaps in knowledge, skills and competence, seeking support from others 3. Evaluate the impact of professional development on own interpreting/translation practice and undertake further development or changes where necessary 4. Identify and undertake relevant opportunities to develop knowledge and skills, including formal and informal development activities to support continuous professional development 5. Obtain regular, objective and valid feedback and advice on own professional practice and development from those who are in a position to provide it 6. Set professional development goals and priorities to measure, evaluate and monitor progress and achievement against his/her professional development plan 7. Update and revise his/her professional development plan in line with progress made

Relevance to the National Occupational Standards for interpreting and translation

LO1 Analyse and evaluate key theories and principles in interpreting and translation	CFAINT01 K&S 1-6 CFAINT02 K&S 1-10 CFAINT03 K&S 1-16 CFAINT04 K&S 1-16 CFAPTra1 K&S 1-13 CFAPTra2 K&S 1-9 CFAPTra3 K&S 1-11
LO2 Maintain skills and systems for interpreting and translation tasks	CFAINT01 K&S 1-6 CFAPTra1 PC 1-11, K&S 1-13

LO3 Prepare for interpreting and translation assignments	CFAINT01 PC 1-5, K&S 1-6 CFAINT02 PC 1-7, K&S 1-10 CFAINT08 PC 2-5, K&S 1-6 CFAPTra2 PC 1-9, K&S 1-9
LO4 Plan and implement continuous professional development	CFAINT05 PC 10-20, K&S 1-13 CFAPTra4.2 PC 1-8, K&S 1-5

Assessment specification for Part 1

Please read this specification in accordance with the Signature Assessment Regulations/General Regulations, available on the Signature website: https://www.signature.org.uk/qualification-specifications.

Assessment title	Requirements	Assessment method	Learning outcome
1. Essay	3,000 words (or 30 minutes structured BSL) (including in-text citations and excluding reference list) • Essay titles will be set by Signature, based on the content of Part 1 • Candidates will have 14 days to complete and submit the essay/BSL to Signature for external marking • Must draw upon references from the wider interpreting and translation studies literature • Must take a critical approach to discussing interpreting and translation issues • Essay/BSL will be graded Pass, Merit or Distinction based on the Marking Criteria for Essays on page 39 • Pass = 50%, Merit = 60% and Distinction = 70% • Candidates may complete the essay in written English or BSL	Written/signed product – externally assessed	LO1
2. Business plan	• Should follow a standard business plan format (template available in teacher and student support pack), detailing systems and	Written product – internally assessed (externally moderated)	LO2

	processes in place to do business • Business plan should include details about how to find and budget for professional development opportunities • Must be completed in written English		
3. Glossary	• Glossary must relate to a specific domain or subject area (e.g. legal system) • Glossary should include as a minimum: source language term, source language definition, target language term and target language definition • Candidate may use specialist glossary software (e.g. Termbase or Excel) • Minimum 10 glossary items, which should demonstrate in-depth research into the subject area	Written product – internally assessed (externally moderated)	LO2 LO3
4. Preparing for interpreting and translation assignments	• Total of 3x samples from the following: o 1-way interpreting L2>L1 o 1-way interpreting L1>L2 o 2-way interpreting o Consecutive translation o Sight translation • Evidence must show preparation of both interpreting and translation assignments • At least 1 sample to show planning for co/team-working situations • Minimum 2,000 words (or 20 minutes structured BSL) for each sample • Must draw upon references from the wider interpreting and translation studies literature • May be completed in written English or BSL	Written/signed product – internally assessed (externally moderated)	LO3
5. Professional Development Plan	• Must demonstrate professional development	Written product – internally	LO4

	over a minimum 6 month period • Written development plan should show specific learning points • The candidate should evidence the learning through reflective journals • Must be completed in written English	assessed (externally moderated)	

Part 2 - Undertake professional interpreting and translation assignments

Part 2 provides candidates with the opportunity to specialise in 1 or more of the 4 areas of practice, called 'streams'. Candidates must complete **all** assessments relating to their chosen stream:

Stream 1: Interpret between a spoken and a signed language (Optional)

Stream 2: Interpret between two signed languages (Optional)

Stream 3: Interpret within the same signed language (Optional)

Stream 4: Translate between a written and a signed language (Optional)

Learning outcomes:

LO1: Carry out interpreting tasks as a professional interpreter

LO2: Work as part of a team of professional interpreters and translators

LO3: Use technology effectively to perform remote interpreting assignments

LO4: Carry out translation tasks as a professional translator

LO5: Evaluate performance as a professional interpreter or translator

Assessment criteria:

Learning outcomes The candidate will:	**Assessment criteria** The candidate must:
1. Carry out interpreting tasks as a professional interpreter	1. Explain the role of the professional interpreter 2. Check that the physical environment supports effective interpreting, personal safety and comfort, requesting adjustments if necessary 3. If relevant, confirm the relationships between and with participants according to established protocols 4. Establish communication expectations with participants to facilitate effective interpreting

	5. Interpret accurately the meaning of a sustained interaction between the source and target languages, reflecting: a) register, tone and speed of production as expressed through verbal and non-verbal communication b) social and cultural nuances c) role and relationship with the target language participants d) the flow of communication between the participants 6. Interpret in the appropriate mode (e.g. consecutive or simultaneous) 7. Interpret factual information, concepts and opinions 8. Interpret complex language including domain specific terminology 9. Take notes during consecutive interpreting 10. Monitor the effectiveness of interpreting throughout the assignment and address any problems and issues that may arise without compromising the quality of the interpreting 11. Monitor the interpreting process to identify when it is necessary to seek assistance or withdraw from the interpreting assignment, and act accordingly, clearly communicating with relevant parties, as appropriate 12. Provide information to, and seek feedback from, the relevant parties post assignment, as appropriate 13. Assess whether post assignment support is required for physical, emotional and personal wellbeing and access post assignment support, where available 14. Ensure own conduct is in line with ethical considerations, relevant codes of conduct and relevant legal requirements
2. Work as part of a team of professional interpreters and translators	3. Follow agreed co/team-working arrangements and make efficient use of resources 4. Provide support to, and make effective use of support from, colleague interpreters throughout the assignment 5. Inform the appropriate colleague interpreter(s) promptly of any difficulties in meeting responsibilities 6. Make appropriate suggestions to improve the effectiveness of future co/team-working interpreting assignments 7. Behave consistently with ethical considerations, relevant codes of conduct and legal requirements

	8. Reflect on and evaluate the effectiveness of the co/team-working activities with colleague interpreters after the assignment
3. Use technology effectively to perform remote interpreting assignments	1. Assess whether remote interpreting is appropriate for the assignment, discussing alternative arrangements with the relevant parties if not 2. Assess own competence, skills and ability to perform remote interpreting effectively 3. Prepare, set up and check technology and equipment before the interpreting assignment begins 4. Consult the relevant person to deal with any set up and technical problems, if necessary 5. Assess the work environment and check that the environment and equipment supports effective remote interpreting, personal safety, comfort and confidentiality, making adjustments if necessary 6. Interpret in a manner appropriate to the technology and equipment being used 7. Carry out introductions and declare presence 8. Explain the process of remote interpreting and any specific conditions for participants 9. Monitor the interpreting technology and equipment for audibility and visibility with participants, making adjustments if necessary 10. Follow the agreed process in the event of a technological and equipment breakdown
4. Carry out translation tasks as a professional translator	1. Produce a translation that accurately reflects the overall meaning and function of the source text in the target language 2. Determine and assess the feasibility of the mode of translation to be used (e.g. consecutive, simultaneous or sight), considering the constraints of the assignment 3. Produce a translation that reflects the source text in terms of: 3.1. type and purpose of the text 3.2. register, attitude and tone 3.3. concepts, facts and opinions 3.4. cultural conventions and style 3.5. the role and relationship of the writer with the intended readership

	4. Demonstrate that the translation meets the client's specification, such as domain and localisation requirements, and the required closeness of the translation to the original text 5. Manage the expectations and priorities of the client by: 5.1. completing translation tasks within the timescales agreed 5.2. communicating regularly and alerting the client to any queries or difficulties 5.3. making adjustments to the task if the brief changes 5.4. informing relevant parties if the requested mode of translation (e.g. consecutive, simultaneous or sight) is not possible, so that alternative arrangements can be considered 6. Identify that any omissions, additions and errors are minor and do not significantly affect the meaning of the translated text 7. Identify when to ask colleagues to review work 8. Check and revise the translation before it is sent to the client, or inform the client if this has not taken place 9. Produce translator's notes where applicable 10. Maintain conduct consistent with the principles of professional practice and the code of conduct of the relevant professional body
5. Evaluate performance as a professional interpreter	1. Reflect on and evaluate own preparation and planning for interpreting/translation assignments 2. Reflect on and evaluate own ability to maintain and enhance skills and systems needed to carry out professional interpreting/translation tasks 3. Reflect on and evaluate how well the interpreting/translation assignment was delivered and managed 4. Review how accurately the meaning of the source language message was expressed in the target language 5. Evaluate the target language in terms of: a. appropriateness of the language, grammar and style used b. improvements to the accuracy of the text, grammatical errors, omissions and additions c. how well the needs of the client and intended audience of the text were met

	6. Evaluate the current and future requirements of own role and professional practice as an interpreter/translator, identifying any gaps in knowledge and skills 7. Ask for, reflect on and make use of feedback, support and advice from others 8. Use feedback from self and others to produce an analysis of own strengths and weaknesses and to identify ways to improve own performance as a professional translator 9. Reflect on and evaluate own professional practice and behaviour using relevant ethical models 10. Reflect on the perspective of the participants, where relevant

Relevance to the National Occupational Standards for interpreting and translation

LO1	Carry out interpreting tasks as a professional interpreter	CFAINT03 PC 1-17, K&S 1-16 CFAINT04 PC 1-19, K&S 1-16 CFAINT09 PC 6, 12, 13, 15
LO2	Work as part of a team of professional interpreters	CFAINT08 PC 6-12, K&S 1-6
LO3	Use technology effectively to perform remote interpreting assignments	CFAINT09 PC 1-5, 7-11; K&S 1-9 CFAINT03 PC 12-13 CFAINT04 PC 14-15
LO4	Carry out translation tasks as a professional translator	CFAPTra3 PC 1-12, K&S 1-11 CFAINT06 PC 1-10, K&S 1-13 CFAINT07 PC 1-14, K&S 1-13
LO5	Evaluate performance as a professional interpreter or translator	CFAPTra4.1 PC 1-6, K&S 1-5 CFAINT05 PC 1-9; K&S 1-9 CFAINT09 PC 14

Assessment specification

Please read this specification in accordance with the Signature Assessment Regulations/ General Regulations, available on the Signature website): https://www.signature.org.uk/qualification-specifications

Centres should register candidates in their chosen stream (e.g. spoken <> signed interpreting) and in their chosen language combination (e.g. English <> BSL). Candidates must then complete all of the assessments relating to their chosen stream, and in their chosen language combination, in order to be awarded the full qualification. Please note the available language combinations on page 5.

Candidates are required to demonstrate their competence in both interpreting and translation.

<table>
<tr><td></td><td colspan="4">Stream</td></tr>
<tr><td></td><td>Stream 1
Spoken <> signed interpreting</td><td>Stream 2
Signed <> signed interpreting</td><td>Stream 3
Relay interpreting</td><td>Stream 4
Written <> signed translation</td></tr>
<tr><td rowspan="4">Interpreting</td><td colspan="4">One-way consecutive interpreting (LO1, LO5)</td></tr>
<tr><td colspan="4">One-way simultaneous interpreting (LO1, LO2, LO5)</td></tr>
<tr><td colspan="3">Two-way face-to-face interpreting (LO1, LO2, LO5)</td><td></td></tr>
<tr><td colspan="3">Two-way remote interpreting (LO1, LO3, LO5)</td><td></td></tr>
<tr><td rowspan="3">Translation</td><td colspan="3">Sight translation (written to signed) (LO4)</td><td></td></tr>
<tr><td colspan="3">Immediate translation (signed to written) (LO4)</td><td></td></tr>
<tr><td colspan="3"></td><td>Translation (LO4, LO5)</td></tr>
</table>

Topics

Candidates must demonstrate interpreting and translation evidence across at least 4 of the following topics:

1. Community and local government
2. Conference
3. Education
4. Employment and business
5. Family and social services
6. Health
7. Legal
8. Media and performance

NB: Candidates should take undertake interpreting and translation assignments in line with relevant professional codes of conduct. Candidates are advised to refer to guidance from regulators about suitable domains for trainee interpreters.

Generating evidence of interpreting work

The best possible form of evidence is produced in the workplace. Assessors may wish to observe the candidate carrying out interpreting tasks in the workplace, or this evidence may be recorded.

In cases where recording or observation of real evidence in the workplace is impossible, simulated assignments are acceptable provided that they mirror the potential or actual workplace environment. Evidence of rehearsed, construed or scripted interactions is not acceptable.

Assessment methods

Candidates will track their completion of assessments, and monitor their achievement of assessment criteria, through a Candidate Record Booklet (INTRA6).

The assessor may use a range of assessment methods to evidence the candidate's performance against the assessment criteria, such as:

- Live observations
- Filmed clips
- Written/signed essays and coursework
- Record of discussions
- Observation reports from authorised professionals

Stream 1: Interpret between a spoken and signed language (spoken<>signed interpreting) – Optional

	Assessment title	**Assessment method**	**LO**
1	One-way consecutive interpreting (with notes) L2>L1 and critical analysis	Live observation or filmed clip – internally assessed (externally moderated) Written/signed product – internally assessed	LO1 LO5
2	One-way consecutive interpreting (with notes) L1>L2 and critical analysis	Live observation or filmed clip – internally assessed (externally moderated) Written/signed product – internally assessed	LO1 LO5
3	One-way simultaneous interpreting L2>L1 and critical analysis	Live observation or filmed clip – internally assessed (externally moderated) Written product/signed – internally assessed	LO1 LO5
4	One-way simultaneous interpreting working in a team of 2 or more interpreters L1>L2 and critical analysis	Live observation or filmed clip – internally assessed (externally moderated)	LO1 LO2 LO5

		Written/signed product – internally assessed	
5	Two-way face-to-face simultaneous interpreting working in a team of 2 interpreters and critical analysis	Live observation or filmed clip – internally assessed (externally moderated) Written/signed product/ – internally assessed	LO1 LO2 LO5
6	Two-way remote consecutive interpreting (with notes) and critical analysis	Live observation or filmed clip – internally assessed (externally moderated) Written/signed product – internally assessed	LO1 LO3 LO5
7	One-way simultaneous interpreting L2>L1	Filmed clip – externally assessed	LO1
8	One-way simultaneous interpreting L1>L2	Filmed clip – externally assessed	LO1
9	Two-way face-to-face simultaneous interpreting	Filmed clip – externally assessed	LO1
10	Two-way remote consecutive interpreting (with notes)	Filmed clip – externally assessed Facilitated by Signature	LO1 LO3
11	Sight translation (written English to live BSL)	Filmed clip – externally assessed	LO4
12	Immediate translation (fixed BSL to written English)	Written product – externally assessed	LO4

Stream 2: Interpret between two signed languages (signed<>signed interpreting) – Optional

	Assessment title	**Assessment method**	**LO**
1	One-way consecutive interpreting (with notes) L2>L1 and critical analysis	Live observation or filmed clip – internally assessed (externally moderated) Written product – internally assessed	LO1 LO5
2	One-way consecutive interpreting (with notes) L1>L2 and critical analysis	Live observation or filmed clip – internally assessed (externally moderated) Written product – internally assessed	LO1 LO5
3	One-way simultaneous interpreting L2>L1 and critical analysis	Live observation or filmed clip – internally assessed (externally moderated) Written product – internally assessed	LO1 LO5
4	One-way simultaneous interpreting working in a team of 2 or more interpreters L1>L2 and critical analysis	Live observation or filmed clip – internally assessed (externally moderated)	LO1 LO2 LO5

		Written product – internally assessed	
5	Two-way face-to-face consecutive interpreting (with notes) and critical analysis	Live observation or filmed clip – internally assessed (externally moderated) Written product – internally assessed	LO1 LO5
6	Two-way remote consecutive interpreting (with notes) and critical analysis	Live observation or filmed clip – internally assessed (externally moderated) Written product – internally assessed	LO1 LO3 LO5
7	One-way consecutive interpreting L2>L1	Filmed clip – externally assessed	LO1
8	One-way simultaneous interpreting L1>L2	Filmed clip – externally assessed	LO1
9	Two-way face-to-face consecutive interpreting	Filmed clip – externally assessed	LO1
10	Two-way remote consecutive interpreting	Filmed clip – externally assessed facilitated by Signature	LO1 LO3
11	Sight translation (written English to live L2)	Filmed clip – externally assessed	LO4
12	Immediate translation (fixed L2 to written English)	Written product – externally assessed	LO4

Stream 3: Interpret within the same signed language (relay interpreting) – Optional

	Assessment title	Assessment method	LO
1	One-way consecutive interpreting L1M>L1 and critical analysis	Live observation or filmed clip – internally assessed (externally moderated) Written product – internally assessed	LO1 LO5
2	One-way simultaneous interpreting working with another interpreter L1>L1M and critical analysis	Live observation or filmed clip – internally assessed (externally moderated) Written product – internally assessed	LO1 LO2 LO5
3	Two-way face-to-face consecutive interpreting and critical analysis	Live observation or filmed clip – internally assessed (externally moderated) Written product – internally assessed	LO1 LO5
4	Two-way face-to-face consecutive interpreting working in a team of 2 interpreters and critical analysis	Live observation or filmed clip – internally assessed (externally moderated) Written product – internally assessed	LO1 LO2 LO5
5	Two-way face-to-face consecutive interpreting (with notes) and critical analysis	Live observation or filmed clip – internally assessed (externally moderated) Written product – internally assessed	LO1 LO5
6	Two-way remote consecutive interpreting (with notes) and critical analysis	Live observation or filmed clip – internally assessed (externally moderated) Written product – internally assessed	LO1 LO3 LO5
7	One-way consecutive interpreting L1M>L1	Filmed clip – externally assessed	LO1
8	Two-way face-to-face consecutive interpreting	Filmed clip – externally assessed	LO1
9	Two-way face-to-face consecutive interpreting (with notes)	Filmed clip – externally assessed	LO1
10	Two-way remote consecutive interpreting	Filmed clip – externally assessed facilitated by signature	LO1 LO3
11	Sight translation (written English to live modified BSL)	Filmed clip – externally assessed	LO4
12	Immediate translation (fixed modified BSL to written English)	Written product – externally assessed	LO4

Stream 4: Translate between a written and a signed language (written<>signed translation) – optional

	Assessment title	Assessment method	LO
1	Translation L2>L1 (text translation) and critical analysis	Live observation or filmed clip – internally assessed (externally moderated) Written product – internally assessed	LO4 LO5
2	Translation L2>L1 (pre-recorded in-vision clip) and critical analysis	Live observation or filmed clip – internally assessed (externally moderated) Written product – internally assessed	LO4 LO5
3	Translation L2>L1 (extended text translation) and critical analysis	Live observation or filmed clip – internally assessed (externally moderated) Written product – internally assessed	LO4 LO5
4	Translation L1>L2 (subtitling and transcription) and critical analysis	Live observation or filmed clip – internally assessed (externally moderated) Written product – internally assessed	LO4 LO5
5	Consecutive interpreting L2>L1 (conference) and critical analysis	Live observation or filmed clip – internally assessed (externally moderated) Written product – internally assessed	LO1 LO5
6	Simultaneous interpreting L2>L1 (conference or live broadcast) working with other interpreters and critical analysis	Live observation or filmed clip – internally assessed (externally moderated) Written product – internally assessed	LO1 LO2 LO5
7	Simultaneous interpreting L2>L1 (live broadcast)	Filmed clip – externally assessed	LO1
8	Simultaneous interpreting L2>L1 (live broadcast)	Filmed clip – externally assessed	LO1
9	Translation L2>L1 (text translation)	Filmed clip – externally assessed	LO4
10	Translation L2>L1 (text translation)		LO4
11	Sight translation (written English to live BSL)	Filmed clip – externally assessed.	LO4
12	Immediate translation (fixed BSL to written English)	Filmed clip – externally assessed	LO4

Assessments 1 to 6 – Internal assessments

Assessments 1 to 6 will form a portfolio of evidence demonstrating the candidate's ability to interpret or translate between the candidate's L1 and L2 (or L1M).

- Minimum 15 minutes for each piece of evidence (no maximum)
- The candidate must use notes for one-way consecutive interpreting
- Evidence must include evidence of sustained one-way interpreting or translating (at least
- 10 minutes of interpreting without any breaks)
- Assessor Mark Sheet must be completed by a qualified assessor for all internal
- assessments and kept in the candidate's portfolio
- Evidence can be live observed or filmed and will be internally assessed at the centre by qualified assessors. The portfolio of evidence will be externally moderated by Signature
- All live observations must be filmed for external moderation purposes
- Candidates may choose their own topics for assessments 1 to 6, based on the topics in this qualification and with guidance from their teacher
- Interpreting and translation evidence must cover at least 4 different topics (from the list of domains in this qualification)
- Assessments 1 to 6 should be carried out as formative assessments throughout the course
- The candidate must complete and pass assessments 1 to 6 before taking the external assessments 7 to 12
- Evidence of real or simulated assignments are acceptable
- Candidates may not use the same participant more than twice
- All assessment criteria must be covered at least once across all 6 internal assessments
- (CAR form to be completed and kept in candidate's portfolio)

The candidate is also required to complete a critical analysis of interpreting or translation performance for each of the internal assessments. These must be included in the portfolio.

- Minimum 2000 words (or 20 minutes) for each critical analysis (including in-text citations, excluding reference list)
- Critical analysis must draw upon references from the wider interpreting and translation studies literature
- Candidate must cover the assessment criteria in Learning Outcome 5 (evaluate
- performance as a professional interpreter or translator)
- Critical analysis may be completed in either written English or BSL
- Assessor Mark Sheet must be completed by a qualified assessor for all internal
- assessments and kept in the candidate's portfolio

Assessments 7 to 12 – External assessments

Assessments 7 to 12 will be filmed and externally marked by Signature assessors.
Assessments 7 to 12 should be carried out as summative assessments at the end of the course.

External assessments are graded Pass, Merit and Distinction.

Pass: 50%
Merit: 60%
Distinction: 70%

The assessment specifications for assessments 7 to 10 depend on the chosen stream.

Assessments 7 to 9 – Streams 1 to 3

Assessments 7 to 9 ask the candidate to demonstrate competence in one-way simultaneous and consecutive interpreting (in both language directions), two-way face-to-face interpreting and two-way remote interpreting.

- Signature will provide the centre with a scenario based on one of the domains in this qualification, 14 days before the assessment date
- The centre is responsible for sourcing, engaging and preparing the L1 and L2 participants
- The candidate may begin preparing for the assessment 14 days before the assessment
- date
- The interpreting assignment must be a minimum of 15 minutes and a maximum of 16 minutes. The assessor will stop marking after 16 minutes.

Assessments 7 to 9 are marked against the Marking Criteria for Interpreting (LO1) on page 35.

Assessment 10 – Streams 1 to 3

Assessment 10 tests the candidate's ability to manage remote interpreting assignments when interpreting two-way.

- The centre will book a date and time with Signature for the assessment.
- The candidate will interpret a conversation between 1 deaf and 1 hearing service user remotely, using appropriate video conferencing software.
- The candidate will receive preparation information about the assignment 14 days in advance.
- Signature will provide the deaf and hearing participants for the assessment.
- The interpreting assignment will be recorded and externally marked by Signature.

Assessment 10 is marked against the Marking Criteria for Interpreting (LO1) on page 35.

Assessments 7 and 8 – Stream 4

Assessments 7 and 8 in stream 4 require the candidate to produce a signed translation of a live written source text, such as a live broadcast, podcast or conference.

- Signature will provide the centre with the written source text, based on one of the domains in this qualification
- The source text will be approximately 1500 words in length
- The candidate will be notified of the subject content of the assessment 7 days before the assessment date, and will have 7 days to prepare for the assessment
- The candidate may not see the source text until on the day of the assessment
- The candidate will translate the source text from an autocue. The signed translation will be filmed and sent to Signature for external marking

Assessments 7 and 8 are marked against the Marking Criteria for Interpreting (LO1) on page 35.

Assessment 9 and 10 – Stream 4

Assessments 9 and 10 in stream 4 require the candidate to produce a signed translation of a written source text, such as a book, policy or website.

- Signature will provide the centre with the source text to be translated, based on one of the domains in this qualifications

- The written source text will be approximately 1500 words in length
- The candidate will have 7 days with the source text to prepare the translation
- The candidate will film the signed translation under exam conditions, which will be video recorded and sent to Signature for external marking
- The candidate will have up to 1 hour to record the translation
-

Assessments 9 and 10 are marked against the Marking Criteria for Translation (LO4) on page 40.

Assessments 11 and 12 – Streams 1 to 4

Assessments 11 and 12 test the candidate's ability to produce sight translations of signed and written texts. The candidate must produce a signed translation of a written English source text and a written translation of a BSL video-recorded source text.

- Signature will provide the written and signed source texts to be translated on the day of the assessment
- The source text will be 500 words or 5 minutes in length
- Candidates will have 30 minutes to prepare
- Candidates will have up to 1 hour to produce their written or signed translation
- The written translation may be hand written or typed
- The signed translation must be video recorded (no participant is necessary)
- The centre must send the written and signed translations to Signature to be externally marked

Assessments 11 and 12 are marked against the Marking Criteria for Sight Translation on page 39.

External Marking Criteria for Essays

0-30%	• The work fails to provide a competent description of the topic, and falls far short of a competent discussion. • It is poorly structured and has no coherent argument. • The style and presentation are so poor as to seriously impair communication and there is no evidence that the conventions of academic writing have been understood.
30-39%	• The work is almost wholly descriptive. It displays no awareness at all of theoretical or critical ideas. • It displays some potential to move from description to discussion of the topic and to structure a basic argument derived from this descriptive approach but it fails to achieve this in clearly identifiable respects. • The style and presentation are poor. There is little evidence that the conventions of academic writing have been understood, but communication is maintained.
40-49%	• The work provides a superficial discussion of the topic but remains predominantly descriptive. • It demonstrates a basic grasp of the topic but is lacking in critical or analytical insight in general. • It reveals a very limited awareness of theoretical or critical ideas such as those learned on the core course units, and no attempt is made to use such ideas in practice. • An identifiable argument is discernible but this is poorly and inconsistently sustained. • The style and presentation exhibit a large number of errors but there is some evidence that the conventions of academic writing have been understood.

50-59%	• The work demonstrates a reasonable understanding of the topic and can discuss it competently even if it is not able to develop complex ideas in relation to this topic. • There is an awareness of critical or theoretical ideas, accompanied by limited attempts to use them in practice. • The approach is generally unambitious, but a coherently structured argument is in place and there is an awareness of relevant secondary literature. • The work exhibits a certain number of errors of style and presentation but an adherence to the conventions of academic writing is predominant.
60-69%	• The work demonstrates thorough understanding of the topic, and provides a good discussion of it with appropriate examples. • The work shows an awareness of critical or theoretical ideas, supported by a sustained ability to use these ideas relevantly in critical practice. • The argument will be clearly structured and the student has begun to develop new ideas on the texts or objects of study, revealing an ability to critically evaluate existing research in the area. • There are few errors in style and presentation and the work demonstrates that the conventions of academic writing have been fully understood.
70-79%	• The work demonstrates a sophisticated grasp of the topic, supporting critical analysis with pertinent examples. • An in depth awareness of critical or theoretical ideas is relevantly applied in critical practice. • The work is based on wide reading in a range of source materials and shows clear originality. • The work goes well beyond the mere exposition of ideas, providing a consistently sustained and lucid argument. • It demonstrates the ability to critically evaluate existing research on the object of study in a confident, directed manner. • There are no substantial or recurrent errors in style and presentation and the work demonstrates that the conventions of academic writing have been fully understood.
80-100%	• The work shows extensive knowledge of both the topic and the academic contexts in which it is applied. • A complex, original and relevant application of critical or theoretical ideas is demonstrated in critical practice. • There is clear evidence of an ability to critically evaluate existing research on the object of study as the basis for identifying and defining new fields of research. • The work demonstrates considerable originality. • The style and presentation are virtually faultless.

External Marking Criteria for Interpreting

0-30%	• The interpretation is extremely poorly structured and delivered in an incoherent manner. • There are severe problems in comprehension and rendition of the interlocutors' interventions with communication between interlocutors breaking down as a result of distortion, high frequency of omissions and a number of incoherent statements. • There is no attempt to establish contact with the audience and clear difficulty in deciphering notes. • The student requests excessive clarification of basic concepts or terms, indicating a lack of comprehension of the source text.

	• Severe difficulty is experienced in implementing consecutive interpreting and time lag techniques. • There is no attempt to facilitate communication between interlocutors. • No evidence is provided of successful application of interpreting conventions in the particular language and cultural pair, nor conventions pertaining to interaction in the specific domain. • Style, register and delivery are so poor as to seriously impair communication and there is no evidence that the principles of interpreting have been understood.
30-39%	• The interpretation of interlocutors' interventions consists of little more than a list of statements with very little attempt made to establish links between these and reproduce any kind of coherent argument. • There is very little attempt made to establish contact with the audience. • There is evidence of repeated omission and significant distortion of source text meaning by inversion or addition. • Sustained difficulty is experienced in implementing consecutive interpreting and time lag techniques. • The candidate displays some potential to facilitate communication between interlocutors but fails to achieve this in clearly identifiable respects. • There is very little attempt made to apply conventions related to interpreting in the particular language and cultural pair, or conventions pertaining to interaction in the specific domain. • Style, register and delivery are poor with obvious interference from the source language and there is little evidence that the principles and the purpose of interpreting have been understood, although communication is maintained.
40-49%	• The interpretation provides the basic content of the interventions but fails to render speaker intention satisfactorily. • Audience contact is established but not continuously exploited. • The interpretation operates on a rather superficial level and there is interference from the source text on syntax and idiomatic expression. • There are recurring problems in implementing consecutive interpreting and time lag techniques. • There is some evidence of facilitation of communication between interlocutors but this is not continuously exploited. • There is some effort made to apply conventions related to interpreting in the particular language and cultural pair, or conventions pertaining to interaction in the specific domain. • There is some hesitation and backtracking and no evidence of interpreting strategies being employed. • Style, register and delivery exhibit a large number of weaknesses but there is some evidence that the principles of interpreting have been understood.
50-59%	• The public service interpretation demonstrates a reasonable understanding and rendition of most primary arguments and some basic secondary arguments in the interventions. • Audience contact is established and maintained. • There is evidence of omission of detail and/or addition but no significant distortion of argument structure. • Minor problems only are encountered in implementing consecutive interpreting and time lag techniques. • There is evidence of facilitation of communication between interlocutors and of strategies such as paraphrase being employed successfully. • There is an identifiable effort made to apply conventions related to interpreting in the particular language and cultural pair, or conventions pertaining to interaction in the specific domain.

	• The interpretation exhibits a certain number of slips of style, register and delivery but an adherence to the principles of interpreting is predominant.
60-69%	• The interpretation reproduces the overall structure of the original interventions by rendering all primary arguments and most secondary arguments. • Audience contact is good. • The candidate is able to identify and reproduce rhetorical devices and speaker intention. • Consecutive interpreting and time lag techniques are implemented fairly successfully throughout, with only the odd slip in either section. • There are good examples of facilitation of communication between interlocutors and of strategies such as use of contextual knowledge being employed successfully. • There is clear evidence of conventions related to interpreting in the particular language and cultural pair and conventions pertaining to interaction in the specific domain being applied. • There are only a few slips in style, register and delivery and the candidate's performance demonstrates that the principles of interpreting have been fully understood.
70-79%	• The interpretation clearly renders all primary and secondary arguments and shows a high level of awareness of contextual factors. • The ability to identify and reproduce speaker intention in a sophisticated manner is also displayed. • Consecutive interpreting and time lag techniques are implemented very well. • Audience contact is established and exploited well with targeted use of notes. • There are some very good examples of facilitation of communication between interlocutors and of more advanced strategies such as cultural explicitation being employed successfully. • There is clear evidence of a sophisticated knowledge of conventions related to interpreting in the particular language and cultural pair and conventions pertaining to interaction in the specific domain. • There are no substantial or recurrent errors in style, register and delivery and the interpretation demonstrates that the principles of interpreting have been fully understood.
80-100%	• The interpretation shows sophisticated analytical and rhetorical skills. • All levels of argumentation and information hierarchy present in the speech are rendered in the interpretation. • Speaker intention and rhetorical effect are identified and interpreted with a high degree of sensitivity towards cultural and situational factors. • Consecutive interpreting and time lag techniques are implemented to a professional standard. • There are some excellent examples of facilitation of communication between interlocutors and of advanced strategies being employed. • There is sustained evidence of a sophisticated knowledge of conventions related to interpreting in the particular language and cultural pair and conventions pertaining to interaction in the specific domain. Prosody is used in an exemplary way for rhetorical effect and style, and register and delivery are virtually faultless in both languages. • The interpretation is a prime example of the principles, techniques and devices of interpreting in practice.

External Marking Criteria for Sight/Immediate Translation

0-30%	• The sight translation is extremely poorly structured and delivered in an incoherent manner. • Primary arguments in the source text are omitted in the target text and there is severe distortion of source text argumentation in the translation. • The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles of sight translation have been understood.
30-39%	• The sight translation consists of a list of statements with very little attempt made to establish links between these and reproduce any kind of argument structure. • There is evidence of repeated omission of basic elements and significant distortion of source text meaning by inversion or addition. • The sight translation displays some potential to move towards a simple rendering of the topic and to reconstitute the basic argument of the source text but it fails to achieve this in clearly identifiable respects. • Style and presentation are poor with obvious interference from the source language and there is little evidence that the principles and the purpose of sight translation have been understood, but communication does not break down completely.
40-49%	• The sight translation provides a basic summary of the source text but fails to render the argumentation structure and information hierarchy satisfactorily. • The sight translation lacks explicit links of logical argument and operates on a rather superficial level. • There is some hesitation and backtracking • Style and presentation exhibit a large number of weaknesses but there is some evidence that the principles of sight translation have been understood.
50-59%	• The sight translation demonstrates a reasonable understanding and rendition of most primary arguments and some basic secondary arguments. • There is evidence of omission of detail and/or addition but no significant distortion of argument • The sight translation exhibits a certain number of slips of style and presentation but an adherence to the principles of sight translation is predominant.
60-69%	• The sight translation reproduces the overall structure of the original by rendering all primary arguments and most secondary arguments. • There are only a few slips in style and presentation. • The candidate is able to identify and reproduce rhetorical devices such as climatic structure or repetition. • The interpretation demonstrates that the principles of sight translation have been fully understood.
70-79%	• The sight translation clearly renders all primary and secondary arguments and shows a high level of awareness of context. • The ability to identify and reproduce sophisticated structuring and rhetorical devices is also displayed. • There are no substantial or recurrent errors in style and presentation and the interpretation demonstrates that the principles of sight translation have been fully understood.
80-100%	• The sight translation shows sophisticated analytical and rhetorical skills. • All levels of argumentation and information hierarchy present in the speech are rendered in the interpretation.

	• The intention and rhetorical effect are identified and translated in the target language with a high degree of sensitivity towards cultural and situational factors. • Prosody is used in an exemplary way for rhetorical effect and style and presentation are virtually faultless. • The interpretation is a prime example of the principles, techniques and devices of sight translation in practice.

External Marking Criteria for Translation

0-30%	• The translation is of a quality that would be deemed simply unacceptable by the target readership or client specified in the commissioning instructions. • Overall, the quality is so poor as to seriously impair comprehension of the translated text. • The target text demonstrates an extremely poor understanding of the source text. • It contains pervasive and important errors or omissions in rendering the basic source text meaning, as well as fundamental flaws of cohesion and coherence such that its sense and structures are often not easily comprehensible. • The target text completely fails to meet minimum standards of presentation and/or comply with the translation brief.
30-39%	• The translation is of a quality that would be deemed inadequate and unusable by the target readership or client specified in the commissioning instructions. • The target text demonstrates poor understanding of the source text. • It contains a large number of important errors or omissions in rendering the basic source text meaning, as well as flaws of cohesion and coherence such that its sense and structures are often not easily comprehensible. • Overall, the translation shows little grasp of the subject matter and of the technical terminology at hand. • The target text clearly fails to meet minimum standards of presentation and/or comply with the translation brief.
40-49%	• The translation is of a quality that would not be deemed acceptable by the target readership or client specified in the commissioning instructions. • To bring it to professional standard would require more editing and re-filming/rewriting than would be acceptable in a professional context. • The target text demonstrates fair understanding of the source text but it contains a number of misunderstandings and/or mistranslations in rendering the basic source text meaning, as well as instances of inappropriate expression at the different levels of linguistic organisation in the target language. • There is evidence of rudimentary familiarity with the subject matter and basic mastery of the technical terminology at hand. • The target text narrowly fails to meet minimum standards of presentation and/or to comply with the translation brief.
50-59%	• The translation is of a quality that would be deemed acceptable and usable by the target readership or client specified in the commissioning instructions, although some editing and revision would be required to bring it to professional standard. • The target text demonstrates generally good understanding of the source text but contains occasional distortions and/or unexplained omissions in rendering the basic source text meaning, and constitutes a generally acceptable piece of discourse in the target language, despite occasional

	instances of inappropriate expression (where the source text was fully idiomatic and coherent). • There is evidence of adequate familiarity with the subject matter and satisfactory mastery of the technical terminology at hand. • The target text adheres to acceptable standards of presentation, and the requirements of the translation brief have mostly been complied with.
60-69%	• The translation is of a quality that would be deemed good by the target readership or client specified in the commissioning instructions and would require minor editing to be published/used in a professional context. • The target text shows a good level of comprehension and accuracy in rendering source text meaning (including nuances and register), with few or no unexplained omissions. • The target text constitutes a generally satisfactory piece of discourse in the target language, with very minor instances of inappropriate expression. • The target text shows a good command of the subject matter and technical terminology at hand. • The target text shows an appropriate level of mastery in the presentation and layout of the text, and the requirements of the translation brief have been fully complied with.
70-79%	• The target text shows a very high level of comprehension and accuracy in rendering the source text meaning, with no unexplained omissions • The target text presents no noticeable shortcomings and is a fully appropriate piece of discourse in the target language. • The target text shows excellent command of the subject matter and technical terminology at hand. • The target text shows outstanding mastery of presentation standards, and the requirements of the translation brief have been fully complied with.
80-100%	• The translation is of a quality that would be deemed excellent by the target readership or client specified in the commissioning instructions and could be used/published in a professional context with no editing. • The target text is flawless in all respects and provides evidence of in-depth familiarity with the subject matter and technical terminology at hand. • Presentation standards and the requirements of the translation brief have been fully adhered to.

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