

SEG Awards Level 2 Award in Preparation for Work in Community Interpreting

601/0490/9

About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards have an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

The [Skills and Education Group Awards](#) website provides access to a wide variety of information.

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Specification Code

The specification code is A9948-02.

Issue	Date	Details of change
1.5	07/01/20	Qualification Guide published in new format
1.6	30/11/21	Update of introduction and logo

1.7	21/07/22	New qualification review date
1.8	06/09/23	Amendment to Unit Codes
1.9	18/06/25	Review date amended to 30/06/2027 and Qualification Guide updated to new branding
1.10	22/05/26	Review date amended to 30/06/2030 and Qualification Guide updated to new branding

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.



Qualification Summary

Qualification Title:	
Qualification Purpose	Nationally recognised qualification designed to provide learners with underpinning knowledge, skills and techniques in community interpreting.
Age Range	Pre 16 <input type="checkbox"/> 16-18 <input checked="" type="checkbox"/> 18+ <input checked="" type="checkbox"/> 19+ <input checked="" type="checkbox"/>
Regulation	The above qualification(s) is/are regulated by Ofqual
Assessment	<ul style="list-style-type: none"> > Internal assessment > Internal and external moderation
Type of Funding Available	See FaLA (Find a Learning Aim)
Grading	<p>Pass/Fail</p> <p>To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed.</p>
Operational Start Date	01/08/2013
Review Date	30/06/2030
Operational End Date	
Certification End Date	
Guided Learning (GL)	48 hours
Total Qualification Time (TQT)	60 hours
Credit Value	6
Skills and Education Group Awards Sector	Skills for Life and Work
Regulator Sector	12.2 Other Languages, Literature and Culture
Support from Trade Associations	



Introduction

The SEG Awards Level 2 Award in Preparation for Work in Community Interpreting is a nationally recognised qualification designed to provide learners with underpinning knowledge, skills and techniques in community interpreting.

Pre-requisites

There are no formal entry requirements for this qualification. Learners **must** have a good level of English as their first language, appropriate academic skills and a recent experience of community interpreting.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: SEG Awards Level 2 Award in Preparation for Work in Community Interpreting

To achieve this qualification learners **must** achieve 6 credits from the two mandatory units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group Minimum Credit Target – 6				
Understanding Community Interpreting	D/505/3145	2	3	24
Community Interpreting Practice	H/505/3146	2	3	24

Aim

The Award is suitable for learners who:

- > Wish to gain knowledge and skills of community interpreting including the role of codes of practice
- > Learn about the settings where interpreters may be required to work
- > Do not feel ready or able to commit to a longer qualification
- > Wish to gain confidence in interpreting, presentation and communication skills
- > Learn how to critically understand and assess their own performance

Learners will be able to put interpreting skills into practice in a community setting.

Target Group

This qualification is appropriate for use in the following age ranges:

- > 16-18
- > 18+
- > 19+

The SEG Awards Level 2 Award in Preparation for Work in Community Interpreting is for learners who are interested in community interpreting work in a voluntary or paid capacity in a range of settings, including housing, education, social care, welfare benefits, immigration and health.

Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres **must** take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Resources

Skills and Education Group Awards provides the following additional resources for this qualification:

- > Purpose Statement
- > Learner Unit Achievement Checklist
- Indicative Content

Practice Assessment Material

Skills and Education Group Awards confirm that there are no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

This qualification is not available in an apprenticeship and is not specifically designed to lead directly to employment. However, it will support learners who are moving towards a career in community interpreting, which may increase their prospects of gaining employment in the future.

This qualification prepares people for further training that is required to work as a community interpreter and does not in itself qualify holders to be community interpreters. To be a fully qualified interpreter, learners **must** progress to the Level 6 Diploma in Public Service Interpreting (DPSI), which is required for work as an interpreter.

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres **must**, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

Skills and Education Group Awards require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) **must** be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Unit Details

CIL2U1 – Community Interpreting Practice	
Unit Reference	H/505/3146
Level	2
Credit Value	3
Guided Learning (GL)	24 hours
Unit Summary	This unit has four learning outcomes.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.1)
The learner will	The learner can
1. Be able to carry out preparation and planning before an interpreting assignment	1.1 Select and use methods of information gathering for an interpreting assignment 1.2 Give examples of specialist terminology used in this context
2. Be able to use interpreting skills in an interpreting situation	2.1 Use interpreting procedure (e.g., pre-interview briefing, introductions, explanation of role, post-interview debriefing) 2.2 Use interpreting skills to: <ul style="list-style-type: none"> > introduce client confidentiality and impartiality > check language match has been met > use appropriate tone, manner and non-verbal skill 2.3 Give examples of ways to prevent misunderstandings
3. Be able to sight translate terminology and/or jargon used in service contexts	3.1 Identify and sight translate a range of terms used in some of the following services:

		<ul style="list-style-type: none"> > housing > education > social services > welfare benefits > immigration > health > any other context
4. Be able to identify areas for own development	4.1	Describe own strengths and areas for development

CIL2U2 – Understanding Community Interpreting

Unit Reference	H/505/3146	
Level	2	
Credit Value	3	
Guided Learning (GL)	24 hours	
Unit Summary	This unit has four learning outcomes.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Understand the settings for community interpreting	1.1	Describe settings in which a community interpreter may operate in
	1.2	Describe the kinds of tasks a community interpreter may have to undertake within a chosen setting
2. Understand the ethical context for community interpreting	2.1	Assess, in a community interpreting situation, the importance of: <ul style="list-style-type: none"> > impartiality and > confidentiality
	2.2	Give a range of potential challenges (e.g. linguistic, social or cultural) in a community interpreting setting
	2.3	Describe ways of overcoming a chosen challenge
3. Understand the community interpreting role	3.1	Describe how professional, or other codes of practice, apply to community interpreting
	3.2	Describe the roles and responsibilities of a community interpreter

4. Understand the importance of preparation and planning for community interpreting	4.1	Describe the information areas for a community interpreting assignment (e.g. organisation's context and clients)
	4.2	Define the function of one of the following services: housing, education, social services, health and immigration
	4.3	Describe the use of a bi-lingual glossary for an interpreting assignment

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- > **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- > **Exemption** - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
 - > Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.
 - > It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
 - > Where past certification only provides evidence that could be considered for exemption of part of a unit, learners **must** be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- > **Credit Transfer** – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred **must** share the same learning outcomes and assessment criteria along with the same unit number. Assessors **must** ensure that they review and verify the evidence through sight of:
 - > Original certificates OR
 - > Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- > **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit **must** have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from skillsandeducationgroupawards.co.uk/for-centres

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- > Face-to-face meeting with a tutor
- > Telephone conversation with a tutor
- > Instant messaging with a tutor
- > Taking part in a live webinar
- > Classroom-based instruction
- > Supervised work
- > Taking part in a supervised or invigilated formative assessment
- > The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- > Researching a topic and writing a report
- > Watching an instructional online video at home/e-learning
- > Watching a recorded webinar
- > Compiling a portfolio in preparation for assessment
- > Completing an unsupervised practical activity or work
- > Rehearsing a presentation away from the classroom
- > Practising skills unsupervised
- > Requesting guidance via email – will not guarantee an immediate response.