



INTERNATIONAL
SCHOOL OF LINGUISTS

**Diploma in Public
Service Interpreting
Learner Handbook**



DPSI Qualification Handbook Contents

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WELCOME AND INTRODUCTION

Welcome to the International School of Linguists (ISL).

This handbook is designed to help you throughout your programme with us. It provides a general introduction and guide to the DPSI exam and covers matters such as the exam structure, topics that may be covered, policies etc.

We aim to make the handbook as accurate as possible, but you will need to consult it in conjunction with other documents. If there is anything in the handbook you do not understand please consult a member of ISL staff.

Good luck with your studies!

Pam Kaur, Centre Manager, ISL

Useful Contacts

Pam Kaur ISL Accreditation Manager	pam.kaur@islinguists.com Tel: 0203 475 7771
Website	www.islinguists.com
Email address	info@islinguists.com

Diploma in Public Service Interpreting (DPSI)

The Diploma in Public Service Interpreting (DPSI) Ofqual Accreditation Number: 603/2014/X is accredited by Training Qualifications UK. The DPSI is mapped against the National Occupational Standards for Interpreting.

Diploma in Public Service Interpreting and Career Development

Candidates who obtain the DPSI are entitled to use the title DPSI after their name.

National Register of Public Service Interpreters

The NRPSI accept the DPSI exam based qualification as a valid qualification for registration on the National Register of Public Service Interpreters.

Availability of the DPSI

ISL strongly recommends that candidates attend a preparatory course, although it is not obligatory. Courses may vary in length depending upon the level and skills of the candidate. There are various providers who offer DPSI preparatory courses.

Examinations

Some examinations may be held remotely; however, for some languages we may have physical examination centres at various locations in the UK. Further information is available from ISL by emailing: info@islinguists.com.

Level of the Diploma in Public Service Interpreting

The DPSI is the equivalent of the second year of a degree in terms of the language skills required. This qualification is on the Ofqual database and is also included in the Regulated Qualification Framework (RQF) at Level 6.

Glossary

Consecutive Interpreting	The source language speaker delivers the material in segments at a time. The speaker will pause after a segment to allow an interpreter to interpret what has been said in the target language before continuing.
Simultaneous Interpreting	The interpreter provides an instant, contemporaneous interpretation of spoken communication. So this can happen either side by side where the interpreter 'whispers' the interpretation to the listener(s) or via electronic means where the interpreter sits in a booth and speaks the other language material into a microphone. The listeners receive the interpreted material through headphones.

EQUIVALENT UNITS AND EXEMPTIONS

Diploma in Public Service Interpreting (DPSI) (English Law) Holders

The following units in the IOLET (Institute of Linguists Educational Trust) DPSI are equivalent to units of the TQUK Level 6 DPSI:

TQUK DPSI Units			Equivalent IOLET DPSI Unit		
Unit No	Title	Credits	Unit No	Title	Credits

01	Interpret simultaneously and consecutively to and from English in legal, police and immigration contexts.	9	01	Interpret consecutively and simultaneously (whispered) in the Public Services context of English Law.	12
02	Provide a sight translation to English in legal, police and immigration contexts.	9	02	Provide a Sight Translation to English in the Public Services context of English Law.	7
03	Provide a sight translation from English in legal, police and immigration contexts.	9	03	Provide a Sight Translation from English in the Public Services context of English Law.	7
04	Provide a draft written translation to English in legal, police and immigration contexts.	9	04	Translate to English in the Public Services context of English Law.	9
05	Provide a draft written translation from English in legal, police and immigration contexts.	9	05	Translate from English in the Public Services context of English Law.	9

Please note that there will be an additional charge for certification costs if you have a successful application for Recognition of Prior Learning/Exemption.

THE EXAMINATION

Languages

Candidates are examined in English and their chosen native language other than English.

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

All units must be successfully completed within a five year period for candidates to be awarded the DPSI. The five year period applies from the date that the candidate received the first unit certificate. Successful candidates will be awarded the full diploma. Candidates who are only successful in part of the units will be awarded unit certification. DPSI candidates can take the units in any order. If ISL is unable to provide a required re-sit examination during the five year completion period, the timeframe will be extended until the first available session.

Examination Format

The examination consists of five units.

All units will test candidates' professional knowledge and vocabulary in police, immigration and law. The candidates' practical interpreting skills will be assessed in the examination.

Therefore, in order to provide a realistic level of assessment, each of the tasks is set in a practical context. The units are as follows:

Unit 01: Interpret simultaneously and consecutively to and from English in legal, police and immigration contexts

Unit 02: Provide a sight translation to English in legal, police and immigration contexts

Unit 03: Provide a sight translation from English in legal, police and immigration contexts

Unit 04: Provide a draft written translation to English in legal, police and immigration contexts

Unit 05: Provide a draft written translation from English in legal, police and immigration contexts

Total Qualification Time

The Total Qualification Time (TQT) is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of Guided Learning Hours (GLH) and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 450 hours.

Unit No.	Title	Unit Ref.	Level	Guided Learning Hours	Contribution to TQT	Credit Value
01	Interpret simultaneously and consecutively to and from English in legal, police and immigration contexts	A/615/9094	6	16	90	9
02	Provide a sight translation to English in legal, police and immigration contexts	F/615/9095	6	16	90	9
03	Provide a sight translation from English in legal, police and immigration contexts	J/615/9096	6	16	90	9
04	Provide a draft written translation to English in legal, police and immigration contexts	L/615/9097	6	16	90	9
05	Provide a draft written translation from English in legal, police and	R/615/9098	6	16	90	9

	immigration contexts					
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THE STRUCTURE OF UNITS

Oral Units

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

Unit 01: Interpret simultaneously and consecutively to and from English in legal, police and immigration contexts

(approx. 30 minutes)

- The interpreting unit tests the basic linguistic and interpersonal skills needed, contextual knowledge, and the awareness of the role and responsibilities of the interpreter.
- There are two different scenarios (part A and part B) set within legal, police and immigration contexts.
- Candidates are asked to interpret between two individuals who do not understand or speak the other's language. One represents a public service user who is a native speaker of the other language and the other an English-speaking service provider.
- Candidates may assume that they are interpreting for English language speakers who are used to working through an interpreter. The other language speaker will act the role of a member of the public who may or may not be used to working through an interpreter. Therefore, candidates have to take the initiative in asking speakers to repeat, clarify or reduce the length of speech if necessary (in the case of the consecutive interpreting sections), to alert speakers to a missed cultural inference or to point out that which may not have been fully understood although correctly interpreted.
- Candidates are encouraged to take notes during the consecutive interpreting.
- Notes may be taken during the simultaneous interpreting but this is not always advisable.

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

Unit 02: Provide a sight translation to English in legal, police and immigration contexts

(approx. 10 minutes)

- The sight translation unit tests the basic linguistic skills and contextual knowledge needed to give an oral translation at sight.
- Candidates are asked to give an oral translation at sight from the other language into English.
- The source text will be of a formal nature which will require clear and precise translation.
- Candidates are given 5 minutes to study the text and up to 5 minutes to produce an accurate and complete translation.
- Candidates are allowed to use paper-based dictionaries or glossaries, as long as they are declared prior to the examination.
- Candidates are allowed to take notes during the preparation time.
- Candidates are allowed to annotate or mark the text in any way.
- Candidates are not allowed to remove the test paper from the examination room.
- Candidates will be assessed on their ability to produce an accurate and complete oral translation of a text from the other language into English.

Unit 03: Provide a sight translation from English in legal, police and immigration contexts

(approx. 10 minutes)

- The sight translation unit tests the basic linguistic skills and contextual knowledge needed to give an oral translation at sight.
- Candidates are asked to give an oral translation at sight from English into the other language.
- The source text will be of a formal nature which will require clear and precise translation.

- Candidates are given 5 minutes to study the text and up to 5 minutes to produce an accurate and complete translation.
- Candidates are allowed to use paper-based dictionaries or glossaries, as long as they are declared prior to the examination.
- Candidates are allowed to take notes during the preparation time.
- Candidates are allowed to annotate or mark the text in any way.
- Candidates are not allowed to remove the test paper from the examination room.
- Candidates will be assessed on their ability to produce an accurate and complete oral translation of a text from English into the other language.

Written Units

The written translation units test the candidates' ability to transfer content in a comprehensible and acceptable form to and from English in legal, police and immigration contexts.

Unit 04: Provide a draft written translation to English in legal, police and immigration contexts

(approx. 60 mins)

- Candidates are asked to give a written translation of text from the chosen other language into English.
- The source text will be of a formal nature which will require clear and precise draft written translation.
- Candidates will be assessed on their ability to produce an accurate and complete written translation from the other language into English.
- Candidates are allowed to use dictionaries (hard copies only; no electronic dictionaries), glossaries and other reference material for these tasks. Please refer to the permitted reference material section below.

Unit 05: Provide a draft written translation from English in legal, police and immigration contexts

(approx. 60 mins)

- Candidates are asked to give a written translation of text from English into the chosen other language.
- The source text will be of a formal nature which will require clear and precise draft written translation.
- Candidates will be assessed on their ability to produce an accurate and complete written translation from English into the other language.
- Candidates are allowed to use dictionaries (hard copies only; no electronic dictionaries), glossaries and other reference material for these tasks. Please refer to the permitted reference material section below.

Use of Reference Materials in the Examination

Candidates are allowed to use paper based dictionaries, glossaries and any other reference material in the written examination.

Definitions

Dictionary	Any general bilingual or specialised dictionary.
Glossaries	Any published glossaries/glossaries produced by candidates. These must be in hard copy format only.
Other Reference Material	Reference material in particular for languages which are poor in dictionaries, either bilingual or monolingual. This does not include course material supplied by tutors.
Electronic dictionaries and devices for storing information in any form whatsoever are not allowed.	

QUALIFICATION STANDARDS

Unit 1

Title:	Interpret simultaneously and consecutively to and from English in legal, police and immigration contexts		
Level:	6		
Credit value:	9		
Guided learning hours:	16		
Learning outcomes	Assessment criteria		
The learner will:	The learner can:		
1. Interpret the meaning expressed by users who are communicating with each other across two languages while interpreting consecutively in legal, police and immigration contexts	1.1	Act in an ethical manner, not discriminating or showing bias	
	1.2	Use correct interpreting mode and techniques	
	1.3	Make effective and safe use of technology	
	1.4	Ensure strategies are in place to manage difficulties and terminology that may arise in an assignment	
	1.5	Demonstrate competence in both languages: <ul style="list-style-type: none"> - accurately interpret the meaning of the communication - interpret without adding anything to or omitting anything from the message - repair mistakes - question/check meaning where necessary - take notes during the assignment including symbols - accurately interpret factual information, concepts and opinions - pronounce words clearly and accurately - interpret without allowing accent to effect ease of understanding by either party 	

		1.6	Demonstrate cultural awareness related to each language
2.	Reflect the flow of communication between users communicating with each other across two languages while interpreting consecutively in legal, police and immigration contexts	2.1	<p>Demonstrate language ability is at correct level for both languages:</p> <ul style="list-style-type: none"> - reflect the register, tone, intonation, emotion and speed of the original message - reflect any intention, attitude, irony, sarcasm or innuendo - reflect non-verbal communication of both parties - interpret precisely, fluently and confidently in both languages - naturally switch between both languages - show confidence in both languages - use correct sentence structure - demonstrate excellent command of grammar, syntax and vocabulary - control the session, take action if communication breaks down or the conduct of either party prevents effective interpreting
		2.2	Use language and paraphrasing to convey the meaning of complex or unique terminology and phrases
		2.3	Interpret complex language, specialist terminology and jargon
		2.4	Demonstrate competence and knowledge in the subject matter
3.	Interpret the meaning expressed by users who are communicating with each other across two languages while interpreting simultaneously in legal, police and immigration contexts	3.1	Act in an ethical manner, not discriminating or showing bias
		3.2	Competently use correct interpreting mode and techniques
		3.3	Make effective and safe use of technology
		3.4	Ensure strategies are in place to manage difficulties and terminology that may arise in an assignment
		3.5	Demonstrate competence in both languages:

		<ul style="list-style-type: none"> - interpret the meaning of the communication - interpret without adding anything to or omitting anything from the message - repair mistakes - question/check meaning where necessary - take effective notes during the assignment including symbols - interpret factual information, concepts and opinions - pronounce words clearly and accurately - interpret without allowing accent to affect ease of understanding by either party 	
	3.6	Demonstrate cultural awareness related to each language	
4.	Reflect the flow of communication between users communicating with each other across two languages while interpreting simultaneously in legal, police and immigration contexts	4.1	<p>Demonstrate language ability is at correct level for both languages:</p> <ul style="list-style-type: none"> - reflect the register, tone, intonation, emotion and speed of the original message - reflect any intention, attitude, irony, sarcasm or innuendo - reflect non-verbal communication of both parties - interpret precisely, fluently and confidently in both languages - naturally switch between both languages - show confidence in both languages - use correct sentence structure - demonstrate excellent command of grammar, syntax and vocabulary - control the session, take action if communication breaks down or the conduct of either party prevents effective interpreting

	4.2	Use language and paraphrasing to convey the meaning of complex or unique terminology and phrases
	4.3	Interpret complex language, specialist terminology and jargon
	4.4	Demonstrate competence and knowledge in the subject matter

Unit 2

Title:	Provide a sight translation to English in legal, police and immigration contexts		
Level:	6		
Credit value:	9		
Guided learning hours:	16		
Learning outcomes	Assessment criteria		
The learner will:	The learner can:		
1. Translate the meaning of a document during sight translation to English in legal, police and immigration contexts	1.1	Act in an ethical manner, not discriminating or showing bias	
	1.2	Use correct sight translation techniques	
	1.3	Make effective and safe use of technology where appropriate	
	1.4	Ensure strategies are in place to manage difficulties and terminology that may arise in an assignment	
	1.5	Demonstrate competence in the target language: <ul style="list-style-type: none"> - interpret the meaning of the communication - avoid adding or omitting anything to the original message - repair mistakes - question/check meaning where necessary - translate factual information, concepts and opinions 	

		<ul style="list-style-type: none"> - pronounce words clearly and accurately - not allow accent to affect ease of understanding by either party
2. Reflect the flow of a communication during a sight translation to English in legal, police and immigration contexts	2.1	<p>Demonstrate language ability is at correct level for both languages:</p> <ul style="list-style-type: none"> - reflect the register, tone, intonation and speed of the original message - reflect any intention, attitude, irony, sarcasm or innuendo from the original message - interpret precisely, fluently and confidently in target language - use the correct sentence structure - demonstrate excellent command of grammar, syntax and vocabulary - use language and paraphrasing to convey the meaning of complex or unique terminology and phrases - interpret complex language, specialist terminology and jargon
	2.2	Demonstrate competence and knowledge in the subject matter

Unit 3

Title:	Provide a sight translation from English in legal, police and immigration contexts	
Level:	6	
Credit value:	9	
Guided learning hours:	16	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Translate the meaning of a document during sight translation	1.1	Act in an ethical manner, not discriminating or showing bias

from English in legal, police and immigration contexts	1.2	Use correct sight translation techniques	
	1.3	Make effective and safe use of technology where appropriate	
	1.4	Ensures strategies are in place to manage difficulties and terminology that may arise in an assignment	
	1.5	Demonstrate competence in the target language: <ul style="list-style-type: none"> - interpret the meaning of the communication - avoid adding or omitting anything to the original message - repair mistakes - question/check meaning where necessary - translate factual information, concepts and opinions - pronounce words clearly and accurately - not allow accent to affect ease of understanding by either party 	
2.	Reflect the flow of a communication during a sight translation from English in legal, police and immigration contexts	2.1	Demonstrate language ability is at correct level for both languages: <ul style="list-style-type: none"> - reflect the register, tone, intonation and speed of the original message - reflect any intention, attitude, irony, sarcasm or innuendo from the original message - interpret precisely, fluently and confidently in target language - use the correct sentence structure - demonstrate excellent command of grammar, syntax and vocabulary - use language and paraphrasing to convey the meaning of complex or unique terminology and phrases - interpret complex language, specialist terminology and jargon

	2.2	Demonstrate competence and knowledge in the subject matter
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Unit 4

Title:	Provide a draft written translation to English in legal, police and immigration contexts	
Level:	6	
Credit value:	9	
Guided learning hours:	16	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Translate the meaning of a document during draft written translation to English in legal, police and immigration contexts	1.1	Demonstrate the application of source material for work situations
	1.2	Produce a draft written translation which reflects the meaning and content of the original document including idiomatic phrases and cultural inferences but is not necessarily of publishable standard
	1.3	Produce a draft written translation that enables the reader to understand the content and to take the appropriate actions
	1.4	Ensure strategies are in place to manage difficulties and terminology that may arise in an assignment
	1.5.	Demonstrate competence in both languages: <ul style="list-style-type: none"> - translate the meaning of the original document - provide a translation that does not add or omit anything from the original message - reflect the register, style and tone of the original document - reflect any intention, attitude, irony, sarcasm or innuendo

		<ul style="list-style-type: none"> - question/check any uncertainty of meaning with the user to whom the document belongs - translate factual information, concepts and opinions - produce a readable and legible text - reflect meaning across the two languages, including idiomatic phrases and cultural inferences
	1.6	Produce a draft written translation that conforms to the conventions of the content
	1.7	Produce a draft written translation that demonstrates cultural awareness
2.	Be able to apply a complex range of vocabulary and technical language appropriate to legal, police and immigration contexts	<p>2.1 Demonstrate language ability is at correct level for both languages:</p> <ul style="list-style-type: none"> - use correct sentence structure - demonstrate excellent command of grammar, syntax, spelling and punctuation <p>2.2 Paraphrase the meaning of complex terms and phrases, if the direct equivalent in the target language is not known</p> <p>2.3 Translate complex language, specialist terminology and jargon</p>

Unit 5

Title:	Provide a draft written translation from English in legal, police and immigration contexts
Level:	6
Credit value:	9
Guided learning hours:	16
Learning outcomes	Assessment criteria
The learner will:	The learner can:

1.	Translate the meaning of a document during draft written translation from English in legal, police and immigration contexts	1.1	Demonstrate the application of source material for work situations
		1.2	Produce a draft – not necessarily of publishable standard – written translation which reflects the meaning and content of the original document including idiomatic phrases and cultural inferences
		1.3	Produce a draft written translation that enables the reader to understand the content and take the appropriate actions
		1.4	Ensure strategies are in place to manage difficulties and terminology that may arise in an assignment
		1.5.	Demonstrate competence in both languages: <ul style="list-style-type: none"> - translate the meaning of the original document - provide a translation that does not add or omit anything from the original message - reflect the register, style and tone of the original document - reflect any intention, attitude, irony, sarcasm or innuendo - question/check any uncertainty of meaning with the user to whom the document belongs - translate factual information, concepts and opinions - produce a readable and legible text - reflect meaning across the two languages, including idiomatic phrases and cultural inferences
		1.6	Produce a draft written translation that conforms to the conventions of the content
		1.7	Produce a draft written translation that demonstrates cultural awareness
2.	Be able to apply a complex range of vocabulary and technical	2.1	Demonstrate language ability is at correct level for both languages:

language appropriate to legal, police and immigration contexts		<ul style="list-style-type: none"> - use correct sentence structure - demonstrate excellent command of grammar, syntax, spelling and punctuation
	2.2	Paraphrase the meaning of complex terms and phrases, if the direct equivalent in the target language is not known
	2.3	Translate complex language, specialist terminology and jargon

OBSERVATION DOCUMENTS

The DPSI exam will be marked on the scoring matrices on the next 5 pages:

Interpret simultaneously and consecutively to and from English in legal, police and immigration contexts

Skill	Expert	Competent	Minimum Expected	Below minimum	Communication	0%	Overall Total	0%	
Score	10	8	6	0	Technique	0%			
	Language	0%							
Description	<i>Demonstrates complete mastery of subject matter, interpreting skills and behaviours</i>	<i>Demonstrates competence of subject, skills and behaviours with maximum of three minor errors</i>	<i>Demonstrates passable subject knowledge and ability with no major errors</i>	<i>Makes Serious errors or omissions. Clearly does not have full understanding of subject</i>	Score	Comments			
Communication	Interprets exact meaning of the message	Interprets meaning of the message with only one or two minor errors	Adequate interpretation of message meaning	Partial or no interpretation of message meaning					
	Does not add to or leave anything out	One or two minor omissions or additions	No serious omissions or additions	One or more serious omissions or additions					
	Does not change the message	Remains impartial	Remains impartial	No impartiality					
	Remains impartial and interprets message in entirety (faithfully)	Message not 100% faithful but the overall meaning is not altered	Overall meaning of message is not altered	Meaning of message is altered					
Technique	Demonstrates perfect competence in both languages	Demonstrates good competence in both languages	Demonstrates adequate competence in both languages	Inadequate competence in either language					
	Reflects tone and intonation perfectly	Reflects tone and intonation most of the time	Tone and intonation does not have a detrimental effect on the interpreting	Tone and intonation is incorrect and inappropriate					
	Accurately reflects non-verbal communication	Reflects non-verbal communication most of the time	Attempts to reflect non-verbal communication most of the time	No attempt to reflect or inaccurate portrayal of non-verbal communication					
	Is totally professional and confident	Is mainly professional and confident	Professional and confident on occasions	Unprofessional or not confident					
	Controls the session and intervenes or asks for repetition when necessary	Reasonable controls of the session – mainly intervenes or asks for repetition when necessary	Does not always intervene or asks for repetition when necessary but this is not detrimental to the session	No attempt at intervention or requests for repetition when needed					
	Facilitates the flow of the conversation	Mainly facilitates flow of the conversation	Does not allow a complete breakdown in communication	Allows a complete breakdown in communication					
	Uses Note taking techniques flawlessly	Takes adequate notes	Inadequate notes but no detriment to session	Inadequate notes with detriment to session					
Language	Native use of grammar in both languages	Near native use of grammar in both languages	Adequate use of grammar in both languages	Inadequate use of grammar in either language					
	Vocabulary and terminology is entirely accurate and appropriate	Vocabulary and terminology is mainly accurate and appropriate	Vocabulary and terminology is sufficient to get main points across	Vocabulary and terminology is insufficient to interpret message					
	Language register (formality) is appropriate to conversation	Language register (formality) is mainly appropriate to conversation	Language register (formality) is sometimes inappropriate but doesn't cause communication breakdown	Language register (formality) is inappropriate and impacts on message					
	Naturally switches between languages	Easily switches between languages	Switches between languages without causing major issues	Struggles to switch between languages					
	Uses paraphrasing only when absolutely necessary and appropriate	Uses paraphrasing where appropriate	Does not use too much paraphrasing	Overuse of paraphrasing garbles message					
	Consistently easy to understand in both languages	Easy to understand in both languages the majority of the time	Difficult to understand at times but gets the message across	Difficult to understand meaning the message does not get across					
	Pronunciation is clear and accurate	Pronunciation is clear and accurate	Pronunciation faulty but not to the detriment of the message	Pronunciation faulty and has a detrimental effect on the message					

Skill	Expert	Competent	Minimum Expected	Below minimum	Communication	0%	Overall Total	0%	
Score	10	8	6	0	Technique	0%			
Score					Language	0%			
Description	<i>Demonstrates complete mastery of subject matter, interpreting skills and behaviours</i>	<i>Demonstrates competence of subject, skills and behaviours with maximum of three minor errors</i>	<i>Demonstrates passable subject knowledge and ability with no major errors</i>	<i>Makes Serious errors or omissions. Clearly does not have full understanding of subject</i>	Score		Comments		
Communication	Translates the exact meaning of the original message	Translates meaning of the message with only one or two minor errors	Adequate translation of message meaning	Partial or no translation of message meaning					
	Does not add to or leave anything out and repairs mistakes	One or two minor omissions or additions, repairs mistakes	No serious omissions or additions, repairs serious mistakes	One or more serious omissions or additions, does not repair mistakes					
Technique	Demonstrates perfect competence in target language	Demonstrates good competence in target languages	Demonstrates adequate competence in target language	Inadequate competence in target language					
	Translates fluently with no long pauses, mistakes or gaps in delivery	Translates fluently with only one or two pauses, mistakes or gaps	No major pauses, mistakes or gaps that impact negatively on the message	Major pauses, mistakes or gaps that impact negatively on the message					
	Accent does not have any impact on how easy the message is to understand	Accent makes understanding one or two words in the message difficult	Accent causes difficulty understanding the message but passable	Accent makes large parts of message unintelligible					
Language	Vocabulary and terminology is entirely accurate and appropriate	Vocabulary and terminology is mainly accurate and appropriate	Vocabulary and terminology is sufficient to get main points across	Vocabulary and terminology is insufficient to interpret message					
	Language register (formality) reflects original text	Language register (formality) mainly reflects original text	Language register (formality) does not reflect original text but not detrimental to original message	Language register (formality) is inappropriate and impacts on message					
	Uses paraphrasing only when absolutely necessary and appropriate	Uses paraphrasing where appropriate	Does not use too much paraphrasing	Overuse of paraphrasing garbles message					
	Easy to understand in target language	Easy to understand in target language the majority of the time	Difficult to understand at times but gets the message across	Difficult to understand meaning the message does not get across					
	Pronunciation is at native standard	Near native standard with only one or two mispronunciations	No major mispronunciations	Major mispronunciations that make the message difficult to understand					

Skill	Expert	Competent	Minimum Expected	Below minimum	Communication	0%	Overall Total	0%	
Score	10	8	6	0	Technique	0%			
Score					Language	0%			
Description	<i>Demonstrates complete mastery of subject matter, interpreting skills and behaviours</i>	<i>Demonstrates competence of subject, skills and behaviours with maximum of three minor errors</i>	<i>Demonstrates passable subject knowledge and ability with no major errors</i>	<i>Makes Serious errors or omissions. Clearly does not have full understanding of subject</i>	Score		Comments		
Communication	Translates the exact meaning of the original message	Translates meaning of the message with only one or two minor errors	Adequate translation of message meaning	Partial or no translation of message meaning					
	Does not add to or leave anything out and repairs mistakes	One or two minor omissions or additions, repairs mistakes	No serious omissions or additions, repairs serious mistakes	One or more serious omissions or additions, does not repair mistakes					
Technique	Demonstrates perfect competence in target language	Demonstrates good competence in target languages	Demonstrates adequate competence in target language	Inadequate competence in target language					
	Translates fluently with no long pauses, mistakes or gaps in delivery	Translates fluently with only one or two pauses, mistakes or gaps	No major pauses, mistakes or gaps that impact negatively on the message	Major pauses, mistakes or gaps that impact negatively on the message					
	Accent does not have any impact on how easy the message is to understand	Accent makes understanding one or two words in the message difficult	Accent causes difficulty understanding the message but passable	Accent makes large parts of message unintelligible					
Language	Vocabulary and terminology is entirely accurate and appropriate	Vocabulary and terminology is mainly accurate and appropriate	Vocabulary and terminology is sufficient to get main points across	Vocabulary and terminology is insufficient to interpret message					
	Language register (formality) reflects original text	Language register (formality) mainly reflects original text	Language register (formality) does not reflect original text but not detrimental to original message	Language register (formality) is inappropriate and impacts on message					
	Uses paraphrasing only when absolutely necessary and appropriate	Uses paraphrasing where appropriate	Does not use too much paraphrasing	Overuse of paraphrasing garbles message					
	Easy to understand in target language	Easy to understand in target language the majority of the time	Difficult to understand at times but gets the message across	Difficult to understand meaning the message does not get across					
	Pronunciation is at native standard	Near native standard with only one or two mispronunciations	No major mispronunciations	Major mispronunciations that make the message difficult to understand					

Skill		Expert	Competent	Minimum Expected	Below minimum	Quality	0%	Overall Total	0%	
Score		10	8	6	0	Technique and Language	0%			
Description	Criteria	<i>Demonstrates complete mastery of subject matter, interpreting skills and behaviours</i>	<i>Demonstrates competence of subject, skills and behaviours with maximum of three minor errors</i>	<i>Demonstrates passable subject knowledge and ability with no major errors</i>	<i>Makes Serious errors or omissions. Clearly does not have full understanding of subject</i>	Score	Comments			
Quality	Accuracy	Interprets exact meaning of the source text	Interprets meaning of the source text with only one or two minor errors	Adequate interpretation of source text meaning	Partial or no interpretation of message meaning					
	Additions/ omissions	Does not add to or leave anything out	One or two minor omissions or additions	No serious omissions or additions	One or more serious omissions or additions					
	Facts	Accurately interpreted factual information, concepts and opinions	Interpreted factual information, concepts and opinions most of the time	Inaccurate interpretation of factual information, concepts or opinions with no detriment on the message	Inaccurate interpretation of facts, concepts and opinions changing the message					
	Grammar	Native use of grammar and vocabulary	Near native use of grammar and vocabulary	Adequate use of grammar and vocabulary	Inadequate use of grammar and vocabulary					
	Spelling	Perfect use of spelling, punctuation, words and accentuation.	Good use of spelling, punctuation, words and accentuation with only two or three minor errors.	A number of small minor errors with spelling, punctuation, words or accentuation.	A large number of errors with spelling, punctuation, words and accentuation.					
	Vocabulary/ terminology	Vocabulary and terminology is entirely accurate and appropriate including paraphrasing	Vocabulary and terminology is mainly accurate and appropriate including paraphrasing	Vocabulary and terminology is sufficient to get main points across	Vocabulary and terminology is insufficient to interpret message					
	Questioning	Always questions / checks any uncertainty of meaning	n/a	n/a	Does not question / check any uncertainty of meaning to the detriment of the message					
Technique and Language	Formation	Paragraph formation, word order and sentence formation is excellent	Paragraph formation, word order and sentence formation is good	Paragraph formation, word order and sentence formation is adequate	Paragraph formation, word order and sentence formation is inadequate					
	Impact	Translation allows audience to take wholly appropriate actions	Translation allows audience to take appropriate actions	Translation allows audience to take actions leading to the correct result	Translation does not allow audience to take appropriate actions					
	Legibility	Translation can be read perfectly and is perfectly set out	Majority of translation is readable and well set out	Translation can be read adequately and is adequately set out	Translation unreadable and/or set out badly causing confusion					
	Style	Accurately reflected the language used, register, style and tone of the original document	Reflects the language used, register, style and tone voice in original most of the time	Language, register, style and tone not always used but does not have a detrimental effect on the message	Language, register, style and tone is incorrect and/or inappropriate					
	Conventions	Translation conforms to the conventions of the original message	Translation mainly conforms to the conventions of the original message	Translation conforms to the conventions of the original message adequately	Translation does not conform to the conventions of the original message					
	Reflection	Accurately reflected any intention, attitude, irony, sarcasm or innuendo	Reflects intention, attitude, irony, sarcasm or innuendo in original most of the time	Intention, attitude, irony, sarcasm or innuendo not always reflected but with no detriment on the message	Intention, attitude, irony, sarcasm or innuendo incorrect and/or inappropriate to detriment of the message					
	Cultural Inferences	Always makes allowances for cultural differences and idiomatic phrases where appropriate	Makes allowances for cultural differences and idiomatic phrases most of the time	Rarely makes allowances for cultural differences and idiomatic phrases but with minimal impact on the message	Rarely makes allowances for cultural differences or idiomatic phrases with detriment to the message					

Skill		Expert	Competent	Minimum Expected	Below minimum			Quality	0%	Overall Total	0%		
Score		10	8	6	0			Technique and Language	0%				
Description	Criteria	<i>Demonstrates complete mastery of subject matter, interpreting skills and behaviours</i>	<i>Demonstrates competence of subject, skills and behaviours with maximum of three minor errors</i>	<i>Demonstrates passable subject knowledge and ability with no major errors</i>	<i>Makes Serious errors or omissions. Clearly does not have full understanding of subject</i>	Score	Comments						
Quality	Accuracy	Interprets exact meaning of the source text	Interprets meaning of the source text with only one or two minor errors	Adequate interpretation of source text meaning	Partial or no interpretation of message meaning								
	Additions/ omissions	Does not add to or leave anything out	One or two minor omissions or additions	No serious omissions or additions	One or more serious omissions or additions								
	Facts	Accurately interpreted factual information, concepts and opinions	Interpreted factual information, concepts and opinions most of the time	Inaccurate interpretation of factual information, concepts or opinions with no detriment on the message	Inaccurate interpretation of facts, concepts and opinions changing the message								
	Grammar	Native use of grammar and vocabulary	Near native use of grammar and vocabulary	Adequate use of grammar and vocabulary	Inadequate use of grammar and vocabulary								
	Spelling	Perfect use of spelling, punctuation, words and accentuation.	Good use of spelling, punctuation, words and accentuation with only two or three minor errors.	A number of small minor errors with spelling, punctuation, words or accentuation.	A large number of errors with spelling, punctuation, words and accentuation.								
	Vocabulary/ terminology	Vocabulary and terminology is entirely accurate and appropriate including paraphrasing	Vocabulary and terminology is mainly accurate and appropriate including paraphrasing	Vocabulary and terminology is sufficient to get main points across	Vocabulary and terminology is insufficient to interpret message								
	Questioning	Always questions / checks any uncertainty of meaning	n/a	n/a	Does not question / check any uncertainty of meaning to the detriment of the message								
Technique and Language	Formation	Paragraph formation, word order and sentence formation is excellent	Paragraph formation, word order and sentence formation is good	Paragraph formation, word order and sentence formation is adequate	Paragraph formation, word order and sentence formation is inadequate								
	Impact	Translation allows audience to take wholly appropriate actions	Translation allows audience to take appropriate actions	Translation allows audience to take actions leading to the correct result	Translation does not allow audience to take appropriate actions								
	Legibility	Translation can be read perfectly and is perfectly set out	Majority of translation is readable and well set out	Translation can be read adequately and is adequately set out	Translation unreadable and/or set out badly causing confusion								
	Style	Accurately reflected the language used, register, style and tone of the original document	Reflects the language used, register, style and tone voice in original most of the time	Language, register, style and tone not always used but does not have a detrimental effect on the message	Language, register, style and tone is incorrect and/or inappropriate								
	Conventions	Translation conforms to the conventions of the original message	Translation mainly conforms to the conventions of the original message	Translation conforms to the conventions of the original message adequately	Translation does not conform to the conventions of the original message								
	Reflection	Accurately reflected any intention, attitude, irony, sarcasm or innuendo	Reflects intention, attitude, irony, sarcasm or innuendo in original most of the time	Intention, attitude, irony, sarcasm or innuendo not always reflected but with no detriment on the message	Intention, attitude, irony, sarcasm or innuendo incorrect and/or inappropriate to detriment of the message								
	Cultural Inferences	Always makes allowances for cultural differences and idiomatic phrases where appropriate	Makes allowances for cultural differences and idiomatic phrases most of the time	Rarely makes allowances for cultural differences and idiomatic phrases but with minimal impact on the message	Rarely makes allowances for cultural differences or idiomatic phrases with detriment to the message								

PROCEDURES AND TOPIC AREAS

The following procedures and topic areas are intended to give an indication of subjects that may be used for examination purposes and are correct at the time of going to press. The list is not exhaustive and no guarantee is given that a particular topic will be set as an examination subject. Please note that scenarios can be taken from any of the listed topics, and that it is therefore not always possible to choose scenarios that are relevant for all language groups and cultures.

Police Interpreting

- Police Non-Equivalents
- Police Ranks and Insignia
- Proper Names
- Police Spelling
- English Rights and Entitlements
- The Police Caution
- Police Force Weapons
- The Custody Suite
- PACE
- ADVOK
- Motorway Terms
- Fixed Penalties
- Legal Adverbs
- Charging
- Types of Crime:
 - Actual bodily harm (ABH)
 - Affray
 - Aggravated assaults
 - Arson
 - Assault by penetration
 - Begging
 - Blackmail
 - Burglary
 - Careless driving
 - Causing death by careless driving
 - Causing death by careless driving while unfit
 - Causing death by dangerous driving
 - Causing fear of violence, harassment, alarm or distress
 - Child pornography
 - Computer misuse
 - Criminal damage
 - Dangerous driving
 - Deception Conspiracy to steal
 - Driving while disqualified
 - Driving while uninsured
 - Driving without MOT
 - Drugs possession
 - Excess alcohol offences
 - Exposure
 - Failing to provide a specimen for testing
 - False imprisonment
 - Firearms
 - Fraud
 - Going equipped for stealing

- Grievous bodily harm (GBH)
 - Handling stolen goods
 - Incest
 - Infanticide
 - Kidnap
 - Making off without payment
 - Manslaughter
 - Murder
 - Obstructing the police
 - Offensive weapons
 - Paedophilia
 - Possession with intent to supply
 - Prostitution
 - Public Order Offences
 - Racially aggravated criminal damage
 - Racially aggravated offences
 - Rape
 - Riot
 - Robbery
 - Sexual activity in public
 - Sexual activity with a child
 - Sexual assault
 - Sexual Offences
 - Speeding offences
 - Stalking
 - Theft
 - Threats to destroy property
 - Threats to kill
 - Vehicle taking (taking without consent – TWOC)
 - Violence to property
 - Violent disorder
- Aliens Registration
 - Arrest
 - Access to legal advice
 - Bail
 - Caution
 - Complaints
 - Charges
 - Court appearances
 - Deaths in custody
 - Detention periods
 - DNA testing
 - Domestic Disputes
 - Excess Alcohol
 - Finger printing
 - ID parades
 - Interpreters interviews
 - Taped Interviews on video
 - Juveniles
 - Lost and found property
 - Mentally ill persons
 - Missing persons
 - Questioning

- Remands in custody
- Rights
- Road Traffic Accidents
- Searches
- Sudden Death Enquiry
- Taking of samples
- Warrants
- Witness statements

Court Interpreting

- Court hierarchy
- Barrister's Opening Address
- Different Courts
 - Criminal
 - Magistrates
 - Youth
 - Crown
 - County
 - Family
 - Housing
 - Company
 - Consumer
 - Tribunals
 - Employment
 - Immigration
 - Social Security
- The lay bench
- Bail applications
- Witness statements
- Newton Hearings
- Plea before venue (PBV)
- Pre-trial reviews
- Committals
- Remands
- Trial
- Plea in mitigation
- Sentences
- Criminal capacity
- Child safety order
- Informality and privacy
- Sentencing powers
- Appeals
- Indictment
- Plea & direction hearings (PDH)
- Arraignment Pleas
 - Trial by jury
 - Expert witnesses
 - Character evidence
 - Judge's summing-up
 - Verdicts
 - Pleas in mitigation
 - Pre-sentence reports
 - Legal aid

- Parental responsibility
- Contact orders
- Welfare reports
- Local authority support
- Accommodating children
- Child protection
- Care orders
- Supervision orders
- Adoption
- Foster care
- Human Rights Issues
- Divorce Reconciliation
- Maintenance
- Landlords & tenants
- Leaseholds
- Covenants
- Breaches
- Obligations
- Rent arrears
- Possession/eviction orders
- Warrants of execution
- Protection from harassment
- Company formation
- Memorandum of association
- Articles of association
- Third parties
- Financial structure
- Capital maintenance
- Corporate collapse
- Bankruptcy
- Receivers
- Contracts
- The Sale of goods
- Fitness for purpose
- Fair Trading
- Licences
- Consumer Protection
- Remedies
- Small claims
- Contracts of Employment
- Self-employed persons
- Terms of the contract
- Discrimination
- Unfair dismissal
- Redundancy
- Remedies
- Social welfare
- Economic security
- Family provision
- Social insurance
- Pensions
- Unemployment benefit
- Housing
- Education

- Legal Professionals
- Hearings
- Sentencing
- Bail
- Court Order & Injunction
- The oath
- Refugees and Asylum
- The Asylum Screening Process
- The Asylum Interview
- Crime Group
- The interpreter role; registration, asylum screening interview, substantive/asylum interview, other interviews, crime group
- Interpreting for Minors
- Home Office Interpreter Procedure
- Home Office Expectations and Challenges
- Welfare
- Work Permits
- Deportations
- Tribunals
- Appeals

Interpreting in the Prison/Probation Service

- Prison Service
- Probation Service
- Types of Probation Orders
- Pre-Sentence Reports
- Prison information for families
- Prisoner arrival
- Probation Officer home visit
- Alternative Sentencing
- Pre-sentence reports
- Recommendations
- Family Court Welfare reports
- Community Punishment Order
- Community Rehabilitation Order
- Community Punishment and Rehabilitation Order Supervision
- Life Licence
- Parole Licence
- Automatic conditional release
- Curfews
- Discretionary conditional release
- Electronic tagging
- Monitoring
- Young offender licence
- Reoffending

DPSI Sample Papers

Below is an example of a potential consecutive and simultaneous interpreting script:

Probation Worker	Probationer
Hello there, My name is..... and I am a probation worker. Can you please take a seat?	
	Yes ok. I don't understand why I had to come for this appointment today. I'm not feeling too good could we have it another day?
Don't worry I will explain my role and also give you further details about why you have been called in for a meeting today. First of all, can you tell me your full name and could you please confirm you date of birth?	
	Its <i>(insert a name here.....)</i> . I was born on the 19 th October 1991. Why do you want my date of birth, are you going to send me a birthday card?
Thank you for that information. We have to ask these questions to ensure that we have the correct information. I believe that you have just been to court this morning, is that correct?	
	Yes but I don't think the judge liked me because he kept giving me funny looks. I think he said that I have to work for free and that I have to have a meeting with a probation worker.
So do you understand what this means?	
	Well no not really. Look do I really have to have this meeting can't we rearrange it for another time?
<i>(Student to Simultaneously interpret this section)</i>	

<p>Unfortunately, it is in your best interest to have this meeting.</p> <p>I need to advise you of your duties so that you are not in breach of the court order. If you fail to comply with the court order then the matter could be referred back to court. So the quicker we get through the questions the quicker you will be able to leave.</p> <p>My job is to ensure that you understand the court order, your duties as well as the consequences for failing to comply with it. I understand from the Crown Prosecution Service papers that you took a car without the owner's consent and drove it into someone's garden wall and failed to report the accident.</p>	
	Yes but I didn't knock anyone over

Sight Translation

Below is a sample of a potential sight translation:

Appeal:

An offender can appeal against conviction and/or sentence. The prosecution can only appeal against sentence and only in very limited circumstances.

An offender may be released after sentence until the appeal is heard if a Judge approves what is called interim liberation. Victim Information and Advice will let you know if this happens.

If an appeal is made in the case that affects you, VIA will let you know. We will also send you a copy of the VIA leaflet *Information about appeals* which explains more.

Assessment Process

You will need to achieve a minimum of 60% to pass the exam. However, you will also need to score a minimum of 60% in each of the disciplines (there are three disciplines in the oral and sight translation assessments and two disciplines in the written assessment) to pass the exam. For example, on the consecutive interpreting and simultaneous interpreting score sheet you will need a minimum of 60% for all three of the communication, technique and language disciplines. Lower than 60% in any of these three areas will result in an automatic fail overall.

Timescales for Assessment of Exams

We aim to provide written results within two calendar months from the date of the assessment. You will receive a breakdown of the results along with feedback on the development areas that we recommend you address in preparation for future exams and/or interpreting assignments.

POLICIES

Health and Safety Statement

ISL regards the promotion of Health and Safety measures as a mutual objective for both management and employees at all levels and is committed to ensuring high standards of Health and Safety. It is the policy of ISL to maintain these standards by continually reviewing its operations against developing legislation and codes of practice.

ISL recognises its responsibilities relative to Health, Safety and Welfare at work in accordance with the Health and Safety at Work Act 1974, all other relevant Health and Safety legislation. ISL is committed to the development of high standards of Safety, Health and Welfare at work and will actively promote this through its operations and initiatives.

All ISL training and support sessions contain a health and safety element. Associate assessors and tutors are responsible for ensuring that where appropriate this training is also being provided and recorded by employers.

Internal Quality Assurance Staff are responsible for ensuring that training materials meet the required standard.

All learners joining an ISL programme will receive a period of induction training. This will include a Health and Safety element. At induction the learner will receive information and instruction which will provide a broad base and specific occupational awareness of their Health and Safety responsibilities.

Safeguarding Statement

We believe that the welfare and well-being of all our learners including young people and adults should be of paramount importance.

We aim to create an environment where learners and staff feel safe and protected where they are listened to and their views respected.

All ISL staff have a responsibility in relation to safeguarding, in promoting the welfare of young people and for ensuring that they are protected from harm and to follow organisational policies and procedures.

ISL will actively work with relevant statutory, governmental and voluntary agencies that also have responsibility for safeguarding to ensure the best needs of the learners are met.

We will respect the decisions made by young people about their own safety and wellbeing unless this is in conflict with our statutory duties.

We will work in partnership with parents or carers where necessary but in any conflict between the needs of the child or young person and those of parents/carers or professionals, the needs of the young person will always come first.

Equality and Diversity Statement for Examination Candidates

ISL undertakes to comply with the requirements of equalities legislation in force at the time and to ensure that it has systems in place to ensure that it does not discriminate against any member, employee or candidate either directly or indirectly. ISL is committed to creating equality of access to the examinations for all the learners,

irrespective of gender, age, ethnic origin, disability, gender orientation, religious beliefs, age, sexual orientation, culture class; economic circumstances or any other disadvantage.

ISL will ensure that:

- the contents and assessment of examinations are non-discriminatory and are appropriate to the knowledge and skills required.
- the style and language of ISL documentation is readily understood and does not reflect stereotyped or biased attitudes.
- all persons associated with the examinations follow fair and just processes and procedures.

Reasonable Adjustments and Special Considerations

ISL is committed to fair and equal assessment of its programmes. We expect all learners to have equal and fair access to all the assessments we provide.

Therefore, we recognise that in some cases there will be a need for some learners to have access to a range of arrangements, which meet their individual needs and provide fair access to the assessments they are undertaking. This could include:

- Learners who have a permanent disability or specific learning needs
- Learners who have a temporary disability, medical condition or learning needs
- Learners who are indisposed at the time of assessment

The provision for reasonable adjustments and special consideration arrangements is made to ensure that learners receive fair recognition of their achievement whilst maintaining the equity, validity and reliability of the assessment. In this way these arrangements make valid provision for learners without making assessment easier for learners.

Learners requiring access to fair assessment can gain these in the following ways:

- Through reasonable adjustments
- Through special considerations

Reasonable Adjustments

A reasonable adjustment is defined as an action that will reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage during assessment.

Reasonable adjustments must not affect the integrity of the assessment, but may involve:

- Making changes for individuals to the standard assessment arrangements, for example allowing learners extra time to complete the assessment
- Adapting assessment materials, such as providing materials in Braille for those with visual impairments
- Providing access facilitators during assessment, such as sign language interpreter or a reader
- Re-organising the assessment room, such as removing visual stimuli for an autistic learner.

The use of a reasonable adjustment will not be taken into consideration during the assessment of a learner's work.

Every request for a reasonable adjustment to the assessment will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment.

Special Considerations

Special considerations are different to reasonable adjustments as they apply to a temporary illness or adverse circumstance that could affect the candidate's performance. This could be taken into account before, during or after the assessment. ISL will consider applications for special considerations based on the information provided on a case by case basis.

Reasonable Adjustments for Learners

ISL is committed to ensuring that learners are given fair access to assessment. Below are examples of adjustments that could be made for learners with particular disabilities and/or learning difficulties. The examples are not exhaustive and are for illustrative purposes only:

COGNITION AND LEARNING NEEDS

(e.g. general and/or specific learning difficulties)

- Supervised rest breaks
- Extra time
- A practical assistant
- A computer reader or a reader
- A word processor
- A scribe
- A prompter
- Coloured overlays
- Coloured/enlarge papers
- Modified language papers (only if applicable)

Communication and Interaction needs

(e.g. Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN))

While it is not envisaged that the ISL qualifications programme will encounter these needs the following will be applied on a case by case basis.

- Supervised rest breaks
- Extra time
- A computer reader or a reader
- A word processor
- A scribe
- Modified language papers (only if applicable)

Sensory and Physical Needs

(e.g. Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD), Vision Impairment (VI))

- Supervised rest breaks
- Extra time
- A computer reader or a reader
- A word processor
- A scribe
- A live speaker
- A sign language interpreter
- A practical assistant
- Braille papers, modified enlarged and/or modified language papers

Social, Mental and Emotional Needs

(e.g. Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Conditions)

- Supervised rest breaks
- Extra time
- A practical assistant
- Separate invigilation
- Alternative site arrangement
- A computer reader or a reader
- A word processor
- A scribe
- A prompter

Use of Individuals to Facilitate Assessments

Where a person is appointed to facilitate an access arrangement e.g.

- A practical assistant
- A reader
- A scribe
- A live speaker

S/he is responsible to the teacher. The person appointed will not be the learner's teacher, friend or peer.

The teacher will make sure that the person appointed is appropriately trained and understands the rules of the particular access arrangement they are facilitating.

Candidates who require reasonable adjustments must inform ISL at the time of registration and complete the Reasonable Adjustments form, specifying in detail what provision is requested. All such applications must be accompanied by:

- supporting evidence, such as a copy of a medical or professional statement, or a psychologist's report, which includes recommendations

Complaints and Appeals Procedure

The complaints and concerns procedure is divided into three stages; the first, informal stage encourages candidates to seek resolution of their concerns with the ISL team in the first instance.

The complaint should include the following information:

- Your full name and contact details
- List the points that you are appealing and give dates/times, if applicable
- Provide an explanation for each point, as to why you disagree with it
- Explain what you would like ISL to do to resolve the complaint

The complaint should be sent to info@islinguists.com. Please entitle the subject heading 'Complaint'.

Candidates who are not satisfied with the outcome of their Stage 1 appeal can next appeal to the Internal Quality Assurer or Centre Manager.

This appeal must be in writing, but need not repeat the detail provided at Stage 1 as all the documentation used at Stage 1 will be passed to the Internal Quality Assurer/Centre Manager.

If a candidate wishes to appeal/complain, the complaint should be lodged with the Internal Quality Assurer/Centre Manager within 10 working days of Stage 1 of the Complaints and Appeals.

Before proceeding to Stage 3, the candidate must have exhausted (all) the internal appeals procedures of the centre.

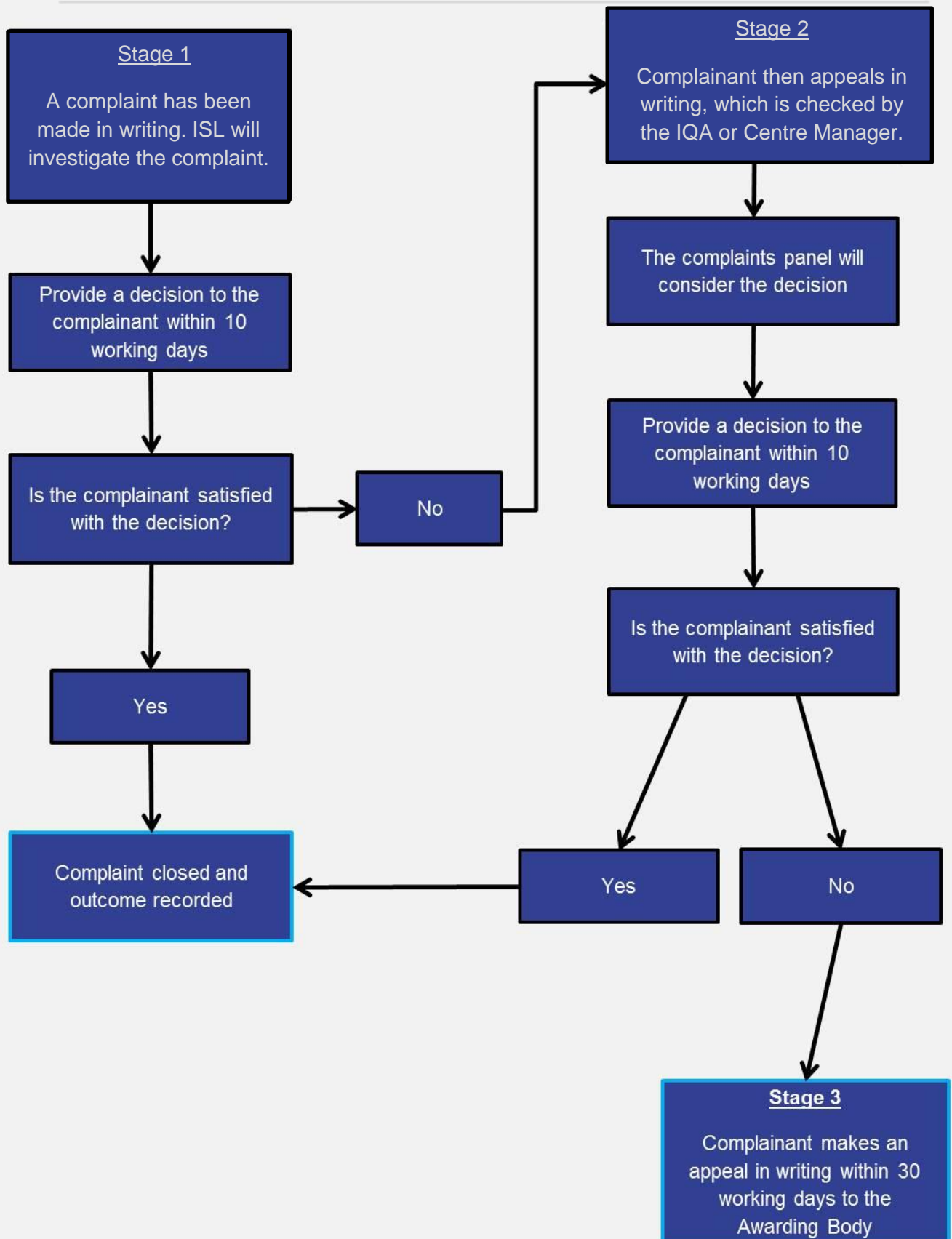
Candidates who are not satisfied with the outcome of Stage 2 of the appeals procedure may then proceed to Stage 3.

This appeal must be writing to the awarding body within 30 working days clearly stating the grounds for appeal and all the evidence needed for the awarding body to investigate and form a judgement. Candidates must provide evidence that they have first appealed to their centre.

You can expect ISL to:

- Provide a complaints procedure which is clear and accessible and follows the principle of natural justice, and which complies with national guidelines
- Provide informal and formal advice if you feel you have cause for complaint
- Deal with a complaint fairly, privately, without fear of recrimination, and in a timely manner

Complaints and Appeals Procedure



Data Protection and Privacy Protection Statement

The General Data Protection Regulation (GDPR) forms part of the data protection regime in the UK, together with the new Data Protection Act 2018 (DPA 2018). ISL abide by the seven Data Protection Principles set out in the GDPR, which regulates the use of personal data, irrespective of whether this is processed automatically, electronically or as part of a manual system. ISL need to:

1. Process personal data fairly and lawfully and, in particular, not process data unless the consent of data subjects is obtained;
2. Obtain data only for specified and lawful purposes and not further process data in any manner incompatible with those purposes;
3. Only hold data which is adequate, relevant and not excessive in relation to the purpose for which it is held;
4. Ensure that personal data is accurate and where necessary, kept up to date;
5. Hold data for no longer than is necessary;
6. Process data in accordance with the rights of data subjects under the Act;
7. Take appropriate security measures to prevent unauthorised or unlawful processing of personal data and against accidental loss or destruction of or damage to personal data;

The 2018 Act covers both:

- a) data held on equipment that can automatically process information in response to instructions; and
- b) data held as part of manual filing systems.

In terms of ISL, this definition covers data held on:

- All types of computer, e.g. operational databases, marketing databases and the ISL website;
- Email and the Internet;
- Any structured filing system in which data is held, whether in electronic form or on paper.

All ISL team members are responsible for ensuring that the principles of the Data Protection Act are adhered to in those areas of ISL to which the Act relates. Any data subject who believes that ISL are processing data of which they are the subject (e.g. customer, client or service provider) is entitled under the Act to submit a written subject access request asking for details of all information about them that is held. ISL is then obliged to provide this information within 40 days of the request in a written, intelligible format.

Refunds Policy

Candidates unable to sit the examination due to personal ill health may apply to be considered for a transfer of 100% of their examination fee, in the form of a credit note, valid for the next available examination session. The credit note has no alternative cash value. To apply for a credit note, candidates must submit a current certificate from a qualified medical practitioner to info@islinguists.com no later than two weeks after the examination date. In the absence of any such proof, candidates are liable to forfeit the full examination fee.

Cancellation of the Examination by Candidates

Examination fees are non-transferable and non-refundable in the event of a cancellation made by the candidate within less than 14 days of the examination date. Cancellations made before 14 days of the examination date will be eligible for a transfer of 50% of their examination fee, in the form of a credit note, valid for booking the next examination session. The credit note has no alternative cash value.

Examination Retake Fees

Candidates that fail an exam and wish to rebook another exam will be entitled to a 10% discount if they book it within 4 weeks of receiving the examination result.

Examination Completion Timeframe

Candidates have a five year timeframe to complete all parts of an examination. The five year full examination completion period applies from the date that the candidate first year that a candidate receives a unit certificate.

If ISL is unable to provide a required re-sit examination during the five year completion period, the timeframe will be extended until the first available session.

Candidate Details

Candidates are responsible for ensuring that all the information given to ISL is correct. Examination results and certificates will only be issued in the name stated on the application form. ISL must be notified, in writing, of any change of address, name or other contact details at the first available opportunity prior to results or certificates being released.

Quality Assurance

ISL undertake regular standardisation activities to ensure that the assessments are consistent and valid judgments are made against the qualification specification. The examiners are also supported with any training and continuous professional development required to enhance their performance as examiners. The awarding body TQUK also undertake External Quality Assurance activities to monitor the quality and standards of the assessments.

Feedback

Your feedback is important to us and assists in ensuring that our services meet your needs. We use feedback from students to contribute to our continuous improvement processes so we are always striving to do better. We also love to hear what we are doing well and how your course has helped you. If you have any suggestions, comments or concerns that you would like to share with us, please let us know. You will also be asked to complete an Evaluation Form at the end of your course, but you may also be contacted throughout the duration of the course.

Comments and Compliments

If you would like to make a comment or compliment about your learning experience or the service you have received which you may not have included on the evaluation form, please email ISL at info@islinguists.com.