

## Extended Extraordinary Regulatory Framework

### Ascentis Level 3 Certificate in Community Interpreting (600/2872/5) (Minimum credits of full qualification 16)

Currently there is a requirement for the unit: **Interpret Two Way (A/503/4537)** (4 credits at Level 3) to be completed face-to-face with all participants in the same room.

Page 28 of specification includes an aim of the unit to “develop the confidence and interpersonal skills to effectively manage the communication between two different language speakers.”

**Risk:** This qualification is a ‘Licence to Practise’ qualification. If this unit is not completed appropriately, it could mean that a learner does not possess the skills required by a Community Interpreter, or does not meet the standards set by professional bodies.

#### Permitted adaptation under the EERF

If a learner is unable to complete this qualification due to not being able to take part in a face-to-face assessment due to coronavirus restrictions, we will permit the assessment of this unit via an online video calling / conferencing platform, with participants in separate places.

This should only be as a last resort and when all other units of the qualification have been completed.

*Centres should make every effort to offer the opportunity of face-to-face experience of this task to every learner. It is fundamental to the role of an interpreter in the community to be able to support someone in person, in the same room. Centres may use online platforms to practise some of the skills and thereby minimise contact time in Centres if necessary, but ultimately the skills are best demonstrated in person.*

**This adaptation is available until 31<sup>st</sup> July 2021 to support learners who otherwise would not be able to complete the qualification by that date due to coronavirus restrictions.**

#### Conditions

1. The session **MUST** be recorded.
2. There must be internal verification of 100% of assessments carried out in this way.
3. Assessors must make it clear to learners that they must fulfil all of the AC, including:

*AC 4.4 Demonstrate appropriate social and interpersonal skills throughout all stages of the interpreting assignment, whilst maintaining professional boundaries appropriate to the specific service*

In order to demonstrate these skills, learners must not read out from pre-prepared scripts.

4. Centres must teach learners how to interact and support others online comfortably using the chosen platform and facilitate appropriate opportunities to practise so that learners less familiar with the technology are not disadvantaged.
5. The standard requirements for an assessor with the relevant expertise in the languages of the Interpret Two Way unit (as per the specification) should be applied.
6. The recordings must be stored securely and made available to the EQA upon request / at verification.

## **PLEASE NOTE:**

Evidence for Unit 3 Supporting Interpreting through sight translation can be incorporated into the Interpret Two-Way face-to-face interpreting session by selection of a text that will include opportunities to demonstrate the following ACs:

AC 2.1 The ability of the learner to use appropriate language and register

AC 2.2 Accurately translate terminology and concepts

AC 2.3 Reflect register, language and tone

AC 2.4 Deliver the sight translation with confidence and fluency

AC 3.1 Paraphrase complex terms

AC 3.2 Check and clarify any uncertainty of meaning.

If Centres can only carry out tasks including the sight translation via an online platform, the learner must still demonstrate all these skills.

**If it is necessary for a Centre to use this adaptation, they must email [qualityassurance@ascentis.co.uk](mailto:qualityassurance@ascentis.co.uk) in advance, to provide information relating to the specific circumstances that have prevented face-to-face assessment.**

### **Rationale:**

This qualification is highly regarded in the sector and it is considered a 'Licence to Practise'.

We have to ensure that it is being delivered and assessed to the same consistent standards nationally.

In general terms, we would have to assure ourselves and Ofqual that all learners would have the same opportunities and be neither advantaged nor disadvantaged by any adaptations.