

**IoL
EDUCATIONAL TRUST**

**DIPLOMA IN
PUBLIC SERVICE
INTERPRETING**

Effective 1994

Updated May 2007

This Handbook supersedes all previous editions. Candidates and teaching staff must ensure that they are working from the current edition of the Handbook. The IoL Educational Trust cannot be held responsible for any problems arising from use of an out-of-date version.

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PREFACE

The Diploma in Public Service Interpreting, the DPSI, has developed out of the Community Interpreter Project set up in 1983 in conjunction with the Nuffield Foundation. Out of this project came the Bilingual Skills Certificate and the Certificate in Community Interpreting (CCI). In 1994 it was decided to revise the syllabus of the CCI to reflect more closely the changing needs of people using or working with two or more languages in the public services. The name of the examination was changed to the Diploma in Public Service Interpreting to reflect its status as a professional qualification. The DPSI has been accredited by the Qualifications and Curriculum Authority (QCA) and included in the National Qualifications Framework at Level 6.

From small beginnings, the DPSI has grown considerably; this year again well over 1,000 candidates registered for the examination in many languages. Successful candidates are now eligible to apply to be listed on the National Register of Public Service Interpreters and for membership of the Chartered Institute of Linguists so long as all admissions criteria are met.

The DPSI is one of the highest public service interpreting qualifications in this country and confirms the position of the IoL Educational Trust as one of the most progressive and respected language examining bodies in the field.

The IoL Educational Trust is the examining arm of the Chartered Institute of Linguists which was granted chartered status in July 2005.

May 2007

John Hammond
Chief Executive
The Chartered Institute of Linguists

SPECIAL NOTE:

The IoL Educational Trust organises thousands of individual examinations every year. The vast majority proceeds without a hitch. However, there are occasionally one or two candidates who suffer unforeseen problems, such as an examiner falling ill on the day or scripts being lost in the post. In such circumstances the IoL Educational Trust always does its best to rectify such problems as soon as possible, but may have to make alternative arrangements, such as a resit at the next Diploma in Public Service Interpreting (DPSI) examination. The IoL Educational Trust will not be responsible for any consequential losses to candidates or Centres arising from such problems.

EQUAL OPPORTUNITIES POLICY FOR EXAMINATION CANDIDATES

The IoL Educational Trust is committed to equality of access to examinations. This commitment applies to all candidates, regardless of gender, age, racial origin, nationality, creed, sexual orientation, marital status, employment status or disability.

The IoL Educational Trust seeks to ensure that:

- the content and assessment of its examinations are non-discriminatory and are appropriate to the knowledge and skills specified
- the style and language of its documentation are readily understood and do not reflect stereotyped or biased attitudes
- its examiners and all associated with its examinations apply a fair and just process. In the case of a matter relating to this policy, candidates should contact in writing the Director of Examinations at the IoL Educational Trust.

INTRODUCTION

The Diploma in Public Service Interpreting (DPSI) is an IoL Educational Trust examination and is the successor to the Certificate in Community Interpreting (CCI).

OBJECTIVE OF THE DIPLOMA IN PUBLIC SERVICE INTERPRETING (DPSI)

The objective of the DPSI is to provide a nationally consistent standard of professionalism in interpreting in the context of the public services.

The DPSI is mapped against the National Standards for Interpreting produced by CILT, the National Centre for Languages.

THE PUBLIC SERVICE INTERPRETER

In order to work reliably and effectively, Public Service Interpreters must have:

- a good command of English and the Other Language, as they may need to act as interpreters for both English-speaking and non-English-speaking clients;
- a familiarity with, and objective understanding of, the cultures in question;
- competence in the relevant interpreting and translating techniques;
- an ability to function professionally in all situations;
- a commitment to the professional code of conduct and guide to good practice as laid down by the National Register of Public Service Interpreters
- a sound knowledge of the structures, procedures and commonly used terminology of the professional areas in which they work;
- complete impartiality of attitude, speech and script.

Interpreters are often given little time to prepare for work in a given situation. They must therefore possess the requisite skills and information which will enable them to respond immediately and effectively to their clients' needs in a particular context.

THE DIPLOMA IN PUBLIC SERVICE INTERPRETING AND CAREER DEVELOPMENT

Candidates who obtain the DPSI are entitled to:

- use the title DPSI after their name;
- apply for inclusion in the National Register of Public Service Interpreters subject to the current conditions. Interpreters on the National Register are required to abide by the code of conduct which is subject to a Disciplinary Procedure; and
- apply for Membership of the Chartered Institute of Linguists (MCIL) in accordance with the conditions of membership. Members of the Chartered Institute of Linguists are required to abide by the Chartered Institute of Linguists' code of conduct which is subject to a Disciplinary Committee.

Details of how to apply for inclusion on the National Register and for membership of the Chartered Institute of Linguists are sent to all successful candidates.

AVAILABILITY OF THE DPSI

The DPSI is available both to candidates attending courses in centres recognised by the IoL Educational Trust and external candidates. Regular attendance on a course of up to 150 contact hours is recommended. The DPSI may be offered in English and any language or major dialect which has a written form and is used by speech communities in Britain. The list of languages for which the DPSI is awarded in any one year is published in the spring of the preceding year. For availability of languages in a given session, please contact the IoL Educational Trust's Central Registration Dept. The languages which have previously been offered are listed as Appendix "A".

Courses

The IoL Educational Trust is an examinations board and does not run courses. Candidates are advised to contact the Trust's Central Registration Department for a list of examination centres running DPSI courses. Centres are required to register as approved centres on an annual basis.

Examination Centres

Centres running courses that lead to the DPSI examination will also act as the examination centre for their candidates. The Institute operates its own Open Centre in London which is open to candidates not following a course, to candidates who wish to re-sit a task or to candidates who have not been able to be accommodated by their own centre. A minimum number of candidates per language and option may be required for those wishing to sit the examination at the Open Centre, London.

Further information is available from the Central Registration Department at the IoL Educational Trust and the website.

LEVEL OF THE DIPLOMA IN PUBLIC SERVICE INTERPRETING

The DPSI is at approximately first degree level in terms of the language skills required. This qualification has been accredited by the Qualifications and Curriculum Authority (QCA), the government's regulatory body, and included in the National Qualifications Framework at Level 6.

GLOSSARY

- Consecutive interpreting** The source language speaker delivers the material in chunks at a time. Once the speaker has completed a chunk of material and s/he has stopped speaking, the interpreter provides an interpretation of what the speaker has just said.
- Simultaneous interpreting** The interpreter provides an instant, contemporaneous interpretation of spoken material through electronic means. The interpreter sits in a soundproof booth and speaks the Other Language material into a microphone. The listeners receive the interpreted material through headphones.
- Whispered interpreting** Whispered interpreting is similar to simultaneous interpreting in that the interpreter provides an instant, contemporaneous interpretation of spoken material. But whispered interpreting does not involve electronic means or technical equipment. Instead the interpreter sits alongside the Other Language user and whispers the interpretation at the same time as the source language user speaks. (Please note the term whispered interpreting is a recent introduction)

The DPSI assesses consecutive and whispered interpreting.

THE EXAMINATION

OPTIONS AND LANGUAGES

The Diploma in Public Service Interpreting examination is set within the four public service contexts of English Law, Scottish Law, Health and Local Government. Candidates must stipulate at the time of registration for the examination in which of these options they wish to be examined. Candidates are examined in English and **one** language, other than English. The IoL Educational Trust reserves the right not to set an examination in a particular option or language (see Appendix "A" for a list of languages/options which have been set in previous years).

Candidates are expected to be familiar with public service procedures and specialist vocabulary relating to the option chosen. These will be tested in all of the above tasks both in English and the Other Language.

All tasks of the examination must be successfully completed within a five year period for candidates to be awarded the DPSI. Candidates **must** initially sit all three units in one examination session but may resit Unit 01, or individual tasks in the case of Sight Translation and Written Translation, at later sessions if unsuccessful.

A November resit session will be available to candidates unsuccessful in the Written Translation.

EXAMINATION FORMAT

The examination consists of three units. Each unit contains two tasks.

All tasks test candidates' professional knowledge and vocabulary in their chosen option.

During the course of their professional activities, interpreters may be asked to use all of the skills which are assessed in this examination (see Introduction: **THE PUBLIC SERVICE INTERPRETER**). Therefore, in order to provide a realistic level of assessment, each of the tasks is set in a practical context.

The units and their tasks are as follows:

UNIT 01: CONSECUTIVE AND WHISPERED INTERPRETING

TASK 1A: Two-way consecutive interpreting and whispered interpreting from the
ROLE PLAY Other Language into English.

TASK 1B: Two-way consecutive interpreting and whispered interpreting from
ROLE PLAY English into the Other Language.

UNIT 02: SIGHT TRANSLATION INTO ENGLISH AND THE OTHER LANGUAGE

TASK 2A: Sight translation into English.

TASK 2B: Sight translation into the Other Language

UNIT 03: WRITTEN TRANSLATION INTO ENGLISH AND THE OTHER LANGUAGE

TASK 3A: Translation into English

TASK 3B: Translation into the Other Language

STRUCTURE OF UNITS

All oral tasks will be recorded on either audio or video tape for moderation and quality assurance purposes. Candidates **ARE NOT** allowed to make their own tape recordings of the oral tasks.

UNIT 01 (Approximately 30 minutes): INTERPRETING

- 1.1 The interpreting unit tests the basic linguistic and interpersonal skills needed, contextual knowledge, and the awareness of the role and responsibilities of the interpreter.

The Tasks

- 1.2 There are two tasks with different scenarios set within a context defined by the chosen option, each lasting approximately 15 minutes. Each task will consist of an interlinked consecutive and whispered interpreting test.
- 1.3 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.
- 1.4 In each task candidates will be alerted, at the appropriate time, that a switch in interpreting technique from consecutive to whispered and vice versa will be necessary.
- 1.5 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.
- 1.6 Candidates are encouraged to take notes during the consecutive interpreting. Notes may be taken during the whispered interpreting but this is not always advisable.

Task 1A

- 1.7 Candidates **ARE NOT** allowed to use dictionaries or glossaries
- 1.8 In Task 1A candidates will be assessed on their ability in consecutive interpreting from the Other Language into English and vice-versa and in whispered interpreting from the Other Language into English.

Task 1B

- 1.9 In Task 1B candidates will be assessed on their ability in consecutive interpreting from English into the Other Language and vice-versa and in whispered interpreting from English into the Other Language.

Recording

- 1.10 Both tasks will be recorded for moderation and quality assurance purposes. Candidates **ARE NOT** allowed to make their own tape recording of the tasks.

UNIT 02 (approx. 20 minutes): SIGHT TRANSLATION

- 2.1 The sight translation unit tests the basic linguistic skills and contextual knowledge needed to give an oral translation at sight.

The Tasks

- 2.2 There are two tasks each lasting 10 minutes.
- 2.3 Candidates are asked to give an oral translation at sight of a text of approximately 180 words from the Other Language into English and the equivalent length (bearing in mind differences in syntax, grammar and vocabulary) from English into the Other Language.
- 2.4 The source text will be of a formal nature which will require clear and precise translation.
- 2.5 Candidates are given 5 minutes to study the text and up to 5 minutes to produce an accurate and complete translation.
- 2.6 Candidates **ARE NOT** allowed to use dictionaries or glossaries.
- 2.7 Candidates **ARE NOT** allowed to take notes during the preparation time.
- 2.8 Candidates **ARE NOT** allowed to annotate or mark the text in any way.
- 2.9 Candidates **ARE NOT** allowed to remove the test paper from the examination room.

Task 2A

- 2.10 In Task 2A candidates will be assessed on their ability to produce an accurate and complete oral translation of a text from the Other Language into English.

Task 2B

- 2.11 In Task 2B candidates will be assessed on their ability to produce an accurate and complete oral translation of a text from English into the Other Language.

Recording

- 2.12 Both tasks will be recorded for moderation and quality assurance purposes. Candidates **ARE NOT** allowed to make their own tape recording of the tasks.

UNIT 03 (2 Hours): WRITTEN TRANSLATION

- 3.1 The written translation unit tests the candidates' ability to transfer content in a comprehensible and acceptable form from one language into another, according to the particular task requested.

The Tasks

- 3.2 The examination lasts two hours. Candidates are given both tasks at the beginning of the exam. It is recommended that candidates spend no more than one hour on each task.
- 3.3 Candidates are asked to give a written translation of a text of approximately 250 words from the Other Language into English and the equivalent length (bearing in mind differences of syntax, grammar and vocabulary) from English into the Other Language.
- 3.4 The brief for each task will give details of the context, purpose and readership of each translation, thus determining the candidates' approach. The text may be formal (e.g part of an information leaflet) or informal (e.g a letter).
- 3.5 Candidates **ARE** allowed to use dictionaries (hard copies only; no electronic dictionaries), glossaries and other reference material for these tasks. (For details of permitted reference material please refer to p.42.)

Task 3A

- 3.6 In Task 3A candidates will be assessed on their ability to produce an accurate and complete written translation from the Other Language into English.

Task 3B

- 3.7 In Task 3B candidates will be assessed on their ability to produce an accurate and complete written translation from English into the Other Language. In languages where more than one script can be used (e.g. Macedonian in Latin or Cyrillic script), only one script should be used.

ASSESSMENT CRITERIA & MARK SHEETS

SPECIAL NOTES

Interpreting:

During the whispered part of the role plays candidates must not interrupt the interlocutors except for the purpose of asking them to slow down or speak up. Requests for repetition or clarification are not acceptable during this part of the examination. Please note that interruptions during the whispered section are not normally acceptable and should be used in exceptional circumstances only. The oral examiner will mark the candidate down for any inappropriate interruptions.

Note-taking during the whispered interpreting part is optional, although not always advisable.

In their professional work interpreters must present themselves as competent professionals. In the examination, candidates should remember that they are being judged not only on their ability, but also consideration may be given as to how they present themselves. Inappropriate and unprofessional clothing, posture and attitude will give the wrong impression. In the context of the oral examination, candidates must present themselves as professional interpreters.

All tasks - Alternative Translations/Interpretations:

Candidates should note that it is not acceptable to provide several alternative translations for a term in the source text. In cases where candidates provide two (or more) alternative translations, thereby forcing the recipient to choose between them, they will be penalised as this is not acceptable translation or interpreting practice.

Where, as a result of this, the recipient cannot take appropriate action due to the confusion caused, it will be considered a fatal error and cause for a 'Fail' result.

ASSESSMENT CRITERIA FOR TASK 1 - INTERPRETING

Accuracy of Interpretation:

The Candidate (statements relate to the highest level of performance, Band A):

- conveys sense of original message with complete accuracy
- transfers all information without omissions, additions, distortions
- demonstrates complete competence in conveying verbal content and familiarity with subject matter

Delivery:

The Candidate (statements relate to the highest level of performance, Band A):

- demonstrates complete competence in languages
- switches effortlessly between languages
- interprets clearly and smoothly
- reflects tone, emotion and non-verbal signs appropriate to situation
- displays a courteous and confident manner
- remains unobtrusive and impartial
- handles intercultural references correctly
- displays good management strategies intervening appropriately and only when necessary to clarify or ask for repetition or prevent breakdown of communication

Language Use:

The Candidate (statements relate to the highest level of performance, Band A):

- demonstrates excellent command of grammar, syntax, vocabulary, specialist terminology with minimum paraphrasing
- chooses language and register entirely appropriate to situation
- has clear, distinct pronunciation
- has an accent which in no way affects ease of comprehension

Please note that mark sheets for Tasks 1A and 1B are identical. A sample mark sheet is shown for Task 1A together with the Criterion Statements.

DPSI ASSESSMENT CRITERION STATEMENTS FOR TASK 1-INTERPRETING

	Accuracy	Delivery	Language Use
Band A	Mark Range 10-12	Mark Range 10-12	Mark Range 10-12
	<p>The candidate:</p> <ul style="list-style-type: none"> -conveys sense of original message with complete accuracy -transfers all information without omissions, additions, distortions -demonstrates complete competence in conveying verbal content and familiarity with subject matter 	<p>The candidate:</p> <ul style="list-style-type: none"> -demonstrates complete competence in languages -switches effortlessly between languages -interprets clearly and smoothly -reflects tone, emotion and non-verbal signs appropriate to situation -displays a courteous and confident manner -remains unobtrusive and impartial -handles intercultural references correctly -displays good management strategies intervening appropriately and only when necessary to clarify or ask for repetition or prevent breakdown of communication 	<p>The candidate:</p> <ul style="list-style-type: none"> -demonstrates excellent command of grammar, syntax, vocabulary, specialist terminology, with minimum paraphrasing -chooses language and register entirely appropriate to situation -has clear, distinct pronunciation -has an accent which in no way affects ease of comprehension
Band B	Mark Range 7-9	Mark Range 7-9	Mark Range 7-9
	<p>The candidate:</p> <ul style="list-style-type: none"> -accurately conveys sense of original message -makes only one or two minor omissions/distortions not affecting correct transfer of information or complete comprehension 	<p>The candidate:</p> <ul style="list-style-type: none"> -demonstrates good competence in language -switches easily between languages -interprets for most part clearly and smoothly -reflects tone, emotion and non-verbal signals of interlocutors -displays a courteous and confident manner -remains unobtrusive and impartial -handles intercultural references correctly -intervenes justifiably and appropriately -makes occasional slip or sign of nervousness but not leading to communication problem 	<p>The candidate:</p> <ul style="list-style-type: none"> -demonstrates good command of grammar, syntax, vocabulary, and specialist terminology -paraphrases in clear, concise way, where appropriate -chooses language, register largely appropriate to situation -has clear, distinct pronunciation -has an accent which in no way or only occasionally affects ease of comprehension
Band C	Mark Range 4-6	Mark Range 4-6	Mark Range 4-6
	<p>The candidate:</p> <ul style="list-style-type: none"> -adequately conveys sense of original message -makes no serious inaccuracies, omissions or distortions affecting comprehension or transfer of information 	<p>The candidate:</p> <ul style="list-style-type: none"> -demonstrates adequate competence in language -switches between languages without major problem -shows some confidence while interpreting -makes reasonable attempt to reflect suitable tone, emotion and demeanour -displays a manner, delivery and interventions, occasionally not completely appropriate, but not leading to irretrievable breakdown of communication 	<p>The candidate:</p> <ul style="list-style-type: none"> -demonstrates adequate command of grammar, syntax, vocabulary and specialist terminology -keeps paraphrasing to acceptable level -may choose inappropriate language/register at times but not impairing overall transfer of information -may occasionally display faulty pronunciation or a pronounced accent but without impairing message
Band D	Mark Range 1-3	Mark Range 1-3	Mark Range 1-3
	<p>The candidate:</p> <ul style="list-style-type: none"> -does not, or only partially, convey sense of original message -makes serious inaccuracies, omissions, distortions affecting comprehension and transfer of information -demonstrates inadequate grasp of language and/or subject matter 	<p>The candidate:</p> <ul style="list-style-type: none"> -demonstrates inadequate competence in language -has problems switching between languages -lacks confidence and clarity -does not attempt to reflect tone, emotion relevant to situation -sounds flat and mechanical or too loud and overbearing -fails to apply suitable management strategies, where appropriate, e.g. asking for repetition/clarification -makes excessive requests for repetition/clarification 	<p>The candidate:</p> <ul style="list-style-type: none"> -has inadequate command of grammar, syntax, vocabulary and specialist terminology -uses excessive and inaccurate paraphrasing which distorts meaning -uses register which prevents successful transfer of message -has a strong accent, intonation or stress patterns, making it difficult to understand meaning of message

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EXAMINER'S MARKSHEET TASK 1A

CANDIDATE DETAILS

FULL CANDIDATE NUMBER AS WRITTEN ON REGISTRATION CARD	LANGUAGE	OPTION
DP/07/-----/-----		

There are 3 categories of assessment (Accuracy, Delivery, Language Use) for each of the 3 aspects of interpreting being assessed. Each category has 4 bands (D, C, B, A) which are described in the Criterion Statements. Read the Statements for each category and allocate the number of marks you consider most appropriate to the candidate's performance in that category. Write your scores in the blank boxes, total and fill in the result and circle the overall grade. You MUST also comment on the candidate's performance in the "COMMENTS" section.

PLEASE COMMENT ON THE CANDIDATE'S PERFORMANCE IN THE COLUMN TO THE RIGHT (<i>giving examples overleaf</i>):					COMMENTS:
<i>Task 1A: Consecutive Interpreting – Other Language into English</i>					
	BAND D Mark Range: 1-3	BAND C Mark Range: 4-6	BAND B Mark Range: 7-9	BAND A Mark Range: 10-12	
Accuracy:					
Delivery:					
Language Use:					
<i>Task 1A: Whispered Interpreting – Other Language into English</i>					
	BAND D Mark Range: 1-3	BAND C Mark Range: 4-6	BAND B Mark Range: 7-9	BAND A Mark Range: 10-12	
Accuracy:					
Delivery:					
Language Use:					
<i>Task 1A: Consecutive Interpreting – English into Other Language</i>					
	BAND D Mark Range: 1-3	BAND C Mark Range: 4-6	BAND B Mark Range: 7-9	BAND A Mark Range: 10-12	
Accuracy:					
Delivery:					
Language Use:					

Pass =	A minimum of 36 marks with no fewer than 4 marks in each of the 9 categories					
Merit =	A minimum of 63 marks with no fewer than 4 marks in each of the 9 categories					
Distinction =	A minimum of 90 marks					
Fail =	Fewer than 36 marks or fewer than 4 marks in any of the 9 categories					
RESULTS: (Please circle overall grade)	<table border="1"> <tr> <td>Total Marks:</td> <td>FAIL</td> <td>PASS</td> <td>MERIT</td> <td>DISTINCTION</td> </tr> </table>	Total Marks:	FAIL	PASS	MERIT	DISTINCTION
Total Marks:	FAIL	PASS	MERIT	DISTINCTION		

ASSESSMENT CRITERIA FOR TASK 2 - SIGHT TRANSLATION

Completeness:

The Candidate (statements relate to the highest level of performance, Band A):

- demonstrates the ability to faultlessly and accurately convey the sense of the original message
- transfers all information without omissions, additions or distortions within the allotted time

Accuracy and Appropriateness:

The Candidate (statements relate to the highest level of performance, Band A):

- demonstrates the ability to translate the passage with great accuracy and clarity, with appropriate paraphrasing, where necessary
- displays a very good knowledge/use of the language (including vocabulary/specialist terminology, register and context)

Fluency and Pronunciation:

The Candidate (statements relate to the highest level of performance, Band A):

- demonstrates a very good command of the language, and
- delivers the translation fluently
- displays a very clear and distinct pronunciation and a good accent which facilitate comprehension

Please note that mark sheets for Tasks 2A and 2B are identical. A sample mark sheet is shown for Task 2A together with the Criterion Statements.

DPSI ASSESSMENT CRITERION STATEMENTS FOR TASK 2 - SIGHT TRANSLATION

	Completeness	Accuracy/Appropriateness	Fluency/Pronunciation
Band A	Mark Range 10-12	Mark Range 10-12	Mark Range 10-12
	The candidate: -demonstrates the ability to faultlessly and accurately convey the sense of the original message -transfers all information without omissions, additions or distortions within the allotted time	The candidate: -demonstrates the ability to translate the passage with great accuracy and clarity, with appropriate paraphrasing, where necessary -displays a very good knowledge/use of the language (including vocabulary/specialist terminology, register and context)	The candidate: -demonstrates a very good command of the language, and -delivers the translation fluently -displays a very clear and distinct pronunciation and a good accent which facilitate comprehension
Band B	Mark Range 7-9	Mark Range 7-9	Mark Range 7-9
	The candidate: -demonstrates the ability to accurately convey the sense of the original message -makes only a few minor slips which do not hamper comprehension	The candidate: -demonstrates the ability to translate the passage with satisfactory accuracy and clarity, with occasional paraphrasing, where necessary -displays a good knowledge/use of the language (including vocabulary/specialist terminology, register and context)	The candidate: -demonstrates a good command of the language, and -delivers the translation fluently and accurately, apart from some minor lapses -displays for the most part a clear and distinct pronunciation and accent which make for ease of comprehension
Band C	Mark Range 4-6	Mark Range 4-6	Mark Range 4-6
	The candidate: -demonstrates the ability to adequately convey the sense of the original message -makes no serious omissions, inaccuracies, distortions in the transfer of information which will lead to misunderstandings	The candidate: -demonstrates an adequate ability to translate the passage accurately and clearly -keeps paraphrasing to an acceptable level without distorting the meaning -may make several errors but the intended meaning can be discerned without too much difficulty -displays adequate knowledge/use of vocabulary, specialist terminology, register and context	The candidate: -demonstrates an adequate command of the language -may display some faults and hesitation which may hamper the flow of the translation and faulty pronunciation and a pronounced accent may occasionally be present but these will not impede meaning
Band D	Mark Range 1-3	Mark Range 1-3	Mark Range 1-3
	The candidate: -demonstrates an inadequate grasp of the language and/or subject matter and does not, or only partially, convey the sense of the original message -makes serious omissions and/or distortions preventing comprehension	The candidate: -lacks the ability to translate the passage with sufficient accuracy/clarity -uses excessive and inaccurate paraphrasing, distorting the meaning -makes too many errors of all kinds -produces translation not always coherent; intended meaning only partially conveyed -shows poor knowledge/use of vocabulary, specialist terminology, register and context	The candidate: -demonstrates an inadequate command of the language for the required task makes a considerable number of errors which hamper the flow -displays faulty pronunciation and/or a strong accent which make it difficult or impossible for the intended listener to discern the meaning

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EXAMINER'S MARK SHEET – TASK 2A: ORAL SIGHT TRANSLATION INTO ENGLISH

CENTRE NAME & No.:	FULL CANDIDATE No. (i.e. including original centre No.): DP/07/ /	<i>For Office Use Only</i>	
LANGUAGE COMBINATION: ENGLISH/	OPTION:	TS1	TS2
WAS THE CANDIDATE KNOWN TO YOU PRIOR TO THE EXAMINATION? Please circle as appropriate.		YES / NO	

There are three categories of Assessment Criteria. Each category has 4 bands, D, C, B, A, which are described in the Criterion Statements. Read the Statements for each category and allocate the number of marks you consider most appropriate to the candidate's performance in that category. Write your scores in the blank boxes, total the marks and circle the overall grade. You MUST also comment on the candidate's performance in the "COMMENTS" section.

1. Completeness				Enter mark
<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	
1-3	4-6	7-9	10-12	
Comments:				
2. Accuracy & Appropriateness				Enter mark
<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	
1-3	4-6	7-9	10-12	
Comments:				
3. Fluency & Pronunciation				Enter mark
<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	
1-3	4-6	7-9	10-12	
Comments:				
Pass = A minimum of 12 marks with no fewer than 4 marks per category. Merit = A minimum of 21 marks with no fewer than 4 marks per category. Distinction = A minimum of 30 marks. Fail = Fewer than 12 marks or fewer than 4 marks in any category.			Overall Grade (please circle)	TOTAL MARKS
			F P M D	
EXAMINER'S NAME & SIGNATURE: _____ / _____			DATE: _____ /06/2007	

ASSESSMENT CRITERIA FOR TASK 3 - WRITTEN TRANSLATION

Candidates are reminded that if they provide two (or more) alternative translations for a term, thereby forcing the reader to choose between them, they will be penalised as it is not acceptable translation or interpreting practice. Where, as a result of this, the reader cannot take appropriate action due to the confusion caused, it may be considered a fatal error and cause for a 'Fail' result.

Accuracy and Appropriacy of the Translated Text:

The Candidate (statements relate to the highest level of performance, Band A):

- conveys information with complete accuracy
- conveys all information without omissions, additions or distortions
- shows excellent use of vocabulary throughout
- uses excellent grammatical/syntactical constructions
- displays faultless spelling, accentuation/use of diacritics, faultless punctuation
- has excellent knowledge of specialist terminology with minimum paraphrasing

Cohesion, Coherence and Genre Conventions:

The Candidate (statements relate to the highest level of performance, Band A):

- provides text which conforms fully to the conventions of the relevant genre
- uses cohesive devices which are completely appropriate
- provides text which facilitates a completely coherent reading

Effectiveness of Communication:

The Candidate (statements relate to the highest level of performance, Band A):

- provides text which enables reader to act entirely appropriately on the basis of the translation
- displays excellent presentation and legibility
- displays excellent use of style and register
- shows excellent awareness of intercultural differences and handles these consistently well

Please note that mark sheets for Tasks 3A and 3B are identical. A sample mark sheet is shown for Task 3A together with the Criterion Statements.

DPSI ASSESSMENT CRITERION STATEMENTS FOR UNIT 3 – WRITTEN TRANSLATION

	ACCURACY/APPROPRIACY OF TRANSLATED TEXT	COHESION, COHERENCE & GENRE CONVENTIONS	EFFECTIVENESS OF COMMUNICATION
Band A	Mark range 10-12	Mark Range 10-12	Mark Range 10-12
	<p>The candidate:</p> <ul style="list-style-type: none"> conveys information with complete accuracy conveys all information without omissions, additions or distortions shows excellent use of vocabulary throughout uses excellent grammatical/syntactical constructions displays faultless spelling, accentuation/use of diacritics, faultless punctuation has excellent knowledge of specialist terminology with minimum paraphrasing 	<p>The candidate:</p> <ul style="list-style-type: none"> provides text which conforms fully to the conventions of the relevant genre uses cohesive devices which are completely appropriate provides text which facilitates a completely coherent reading 	<p>The candidate:</p> <ul style="list-style-type: none"> provides text which enables reader to act entirely appropriately on the basis of the translation displays excellent presentation and legibility displays excellent use of style and register shows excellent awareness of intercultural differences and handles these consistently well
Band B	Mark Range 7-9	Mark Range 7-9	Mark Range 7-9
	<p>The candidate:</p> <ul style="list-style-type: none"> conveys information accurately with only few minor errors transfers information without serious omissions or distortions shows good use of vocabulary uses sound grammatical/syntactical constructions displays good spelling, careful accentuation/use of diacritics/punctuation has good knowledge of specialist terminology, paraphrasing in clear, concise way, where necessary 	<p>The candidate:</p> <ul style="list-style-type: none"> provides text which generally conforms well to the conventions of the relevant genre makes generally good use of cohesive devices provides text which facilitates generally a good coherent reading 	<p>The candidate:</p> <ul style="list-style-type: none"> provides text which enables reader to act appropriately on the basis of the translation displays good presentation and legibility displays good style and register with only minor errors shows good awareness of intercultural differences and handles these well
Band C	Mark Range 4-6	Mark Range 4-6	Mark Range 4-6
	<p>The candidate:</p> <ul style="list-style-type: none"> makes some inaccuracies but no misunderstandings adequately conveys content makes minor omissions/distortions but not leading to misunderstandings makes adequate use of vocabulary uses adequate grammatical/syntactical constructions displays no major faults in spelling, accentuation, diacritics, punctuation has adequate knowledge of specialist terminology with paraphrasing kept to an acceptable level 	<p>The candidate:</p> <ul style="list-style-type: none"> provides text which conforms adequately to the conventions of the relevant genre makes adequate use of cohesive devices provides text which adequately facilitates a coherent reading 	<p>The candidate:</p> <ul style="list-style-type: none"> provides text which adequately enables reader to act appropriately on the basis of the translation displays adequate presentation and legibility displays adequate style and register shows adequate awareness of intercultural differences, these in an acceptable manner
Band D	Mark Range 1-3	Mark Range 1-3	Mark Range 1-3
	<p>The candidate:</p> <ul style="list-style-type: none"> makes inaccuracies leading to misunderstandings inadequately conveys content makes serious omissions/distortions has inadequate command of vocabulary has inadequate knowledge of grammar and syntax displays considerable number of technical faults: spelling, punctuation, accentuation, diacritics has inadequate knowledge of specialist terminology and/or excessive and inaccurate paraphrasing 	<p>The candidate:</p> <ul style="list-style-type: none"> provides text which does not conform to the conventions of the relevant genre uses inadequate cohesive devices provides text which does not adequately facilitate a coherent reading 	<p>The candidate:</p> <ul style="list-style-type: none"> provides text unfit for the purpose of enabling reader to act on the basis of the translation displays poor presentation and legibility displays inappropriate style/register shows lack of awareness of intercultural differences and handles these badly

**IOL EDUCATIONAL TRUST
DIPLOMA IN PUBLIC SERVICE INTERPRETING 2007**

WRITTEN MARK SHEET – TASK 3A TRANSLATION INTO ENGLISH

CENTRE:	CENTRE NO.:	CANDIDATE NO.:	<i>For Office Use Only 3A</i>		
LANGUAGE COMBINATION: ENGLISH/		OPTION:	1st Mark	2nd Mark	Final

There are 3 categories of Assessment Criteria. Each category has 4 bands, D, C, B, A, which are described in the Criterion Statements. Read the Statements for each category and allocate the number of marks you consider most appropriate to the candidate's performance in that category. Write your scores in the blank boxes, total the marks and circle the overall grade.

ASSESSMENT CRITERIA																
1. Accuracy & Appropriacy of Translated Text				2. Cohesion, Coherence & Genre Conventions				3. Effectiveness of Communication				Total Marks	Overall Grade (please circle)			
D	C	B	A	D	C	B	A	D	C	B	A		F	P	M	D
1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12					

Pass = A minimum of 12 marks with no fewer than 4 marks per category.
 Distinction = A minimum of 30 marks.

Merit = A minimum of 21 marks with no fewer than 4 marks per category.
 Fail = Fewer than 12 marks or fewer than 4 marks in any one category.

EXAMINER'S NAME: _____ EXAMINER'S SIGNATURE: _____ DATE: _____

PLEASE ENSURE THAT YOU COMMENT ON THE CANDIDATE'S PERFORMANCE BELOW. IF YOU AWARD A FAIL GRADE, BRIEFLY STATE THE REASON (please give examples overleaf) .

1 ACCURACY & APPROPRIACY OF TRANSLATED TEXT	2 COHESION, COHERENCE & GENRE CONVENTIONS	3 EFFECTIVENESS OF COMMUNICATION

PROCEDURES AND TOPIC AREAS

The following procedures and topic areas for each of the specialised options 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.

Exam topics for the DPSI role plays are displayed on the IoL Educational Trust website, www.iol.org.uk, prior to the exam (in early June)

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.

LEGAL OPTION (England and Wales)

CRIMINAL ACTIVITY	Dishonesty Offences	<i>Theft</i>
		<i>Robbery</i>
		<i>Burglary</i>
		<i>Fraud</i>
		<i>Making off without payment</i>
		<i>Blackmail</i>
		<i>Going equipped for stealing</i>
		<i>Handling stolen goods</i>
		<i>Deception</i>
		<i>Conspiracy to steal</i>
		<i>Computer misuse</i>
		<i>Vehicle taking (Taking without consent – TWOC)</i>
	Drugs	<i>Possession</i>
		<i>Possession with intent to supply</i>
	Public Order Offences	<i>Riot</i>
		<i>Violent Disorder</i>
		<i>Affray</i>
		<i>Causing fear of violence</i>
		<i>Harassment, alarm or distress</i>
		<i>Firearms</i>
		<i>Offensive weapons</i>
		<i>Racially aggravated offences</i>
		<i>Obstructing the police</i>
		<i>Begging</i>
	Sexual Offences	<i>Rape</i>
		<i>Assault by penetration</i>
		<i>Sexual assault</i>
		<i>Sexual activity with a child</i>
		<i>Incest</i>
		<i>Child pornography</i>
		<i>Paedophilia</i>
		<i>Prostitution</i>
		<i>Exposure</i>
		<i>Sexual activity in public</i>
	Road Traffic	<i>Causing death by dangerous driving</i>
		<i>Causing death by careless driving</i>
		<i>Causing death by careless driving while unfit</i>
		<i>Dangerous driving</i>
		<i>Careless driving</i>
		<i>Excess alcohol offences</i>
		<i>Failing to provide a specimen for testing</i>
		<i>Driving while uninsured</i>
<i>Driving without MOT</i>		
<i>Driving while disqualified</i>		
<i>Speeding offences</i>		

	Offences Against the Person	<i>Murder</i>
		<i>Manslaughter</i>
		<i>Infanticide</i>
		<i>Kidnap</i>
		<i>Threats to kill</i>
		<i>Grievous bodily harm (GBH)</i>
		<i>Actual bodily harm (ABH)</i>
		<i>Aggravated assaults</i>
		<i>False imprisonment</i>
		<i>Racially aggravated offences</i>
		<i>Stalking</i>
	Violence to Property	<i>Arson</i>
		<i>Criminal damage</i>
		<i>Threats to destroy property</i>
		<i>Racially aggravated criminal damage</i>

POLICE POWERS	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	

CRIMINAL COURTS	Magistrates Courts	<i>The lay bench</i>
		<i>Bail applications</i>
		<i>Witness statements</i>
		<i>Newton Hearings</i>
		<i>Plea before venue (PBV)</i>
		<i>Pre-trial reviews</i>
		<i>Committals</i>
		<i>Remands</i>
		<i>Trial</i>
		<i>Plea in mitigation</i>
		<i>Sentences</i>
	Youth Courts	<i>Criminal capacity</i>
		<i>Child safety order</i>
		<i>Informality and privacy</i>
		<i>Sentencing powers</i>
		<i>Appeals</i>
	Crown Courts	<i>Indictment</i>
		<i>Plea & direction hearings (PDH)</i>
		<i>Arraignment</i>
		<i>Pleas</i>
		<i>Trial by jury</i>
<i>Expert witnesses</i>		
<i>Character evidence</i>		
<i>Judge's summing-up</i>		
<i>Verdicts</i>		
<i>Pleas in mitigation</i>		
<i>Pre-sentence reports</i>		

COUNTY COURT	Family	<i>Legal aid</i>
		<i>Parental responsibility</i>
		<i>Contact orders</i>
		<i>Welfare reports</i>
		<i>Local authority support</i>
		<i>Accommodating children</i>
		<i>Child protection</i>
		<i>Care orders</i>
		<i>Supervision orders</i>
		<i>Adoption</i>
		<i>Foster care</i>
		<i>Human Rights Issues</i>
		<i>Divorce</i>
		<i>Reconciliation</i>
		<i>Maintenance</i>
	Housing	<i>Landlord & tenant</i>
		<i>Leaseholds</i>
		<i>Covenants</i>
		<i>Breaches</i>
		<i>Obligations</i>

		<i>Rent arrears</i>
		<i>Possession/eviction orders</i>
		<i>Warrants of execution</i>
		<i>Protection from harassment</i>
	Company Law	<i>Company formation</i>
		<i>Memorandum of association</i>
		<i>Articles of association</i>
		<i>Third parties</i>
		<i>Financial structure</i>
		<i>Capital maintenance</i>
		<i>Corporate collapse</i>
		<i>Bankruptcy</i>
		<i>Receivers</i>
		Consumer Law
	<i>The Sale of goods</i>	
	<i>Fitness for purpose</i>	
	<i>Fair Trading</i>	
<i>Consumer Protection</i>		
<i>Remedies</i>		
<i>Licences</i>		
<i>Small claims</i>		

TRIBUNALS	Employment	<i>Contracts of Employment</i>
		<i>Self-employed persons</i>
		<i>Terms of the contract</i>
		<i>Discrimination</i>
		<i>Unfair dismissal</i>
		<i>Redundancy</i>
		<i>Remedies</i>
	Immigration	<i>Refugees</i>
		<i>Asylum</i>
		<i>Nationality</i>
		<i>Welfare</i>
		<i>Work permits</i>
		<i>Tribunals</i>
		<i>Appeals</i>
		<i>Deportations</i>
	Social Security	<i>Social welfare</i>
		<i>Economic security</i>
		<i>Family provision</i>
		<i>Social insurance</i>
		<i>Pensions</i>
		<i>Unemployment benefit</i>
		<i>Housing</i>
		<i>Education</i>

CRIMINAL INJURIES COMPENSATION BOARD

PROBATION SERVICE	Criminal Court	<i>Pre-sentence reports</i>
		<i>Recommendations</i>
	Civil Court	<i>Family Court Welfare reports</i>
	Community based sentences	<i>Community Punishment Order</i>
		<i>Community Rehabilitation Order</i>
		<i>Community Punishment and Rehabilitation Order Supervision</i>
	Prisons & Young Offender Institutions (YOI)	<i>Life Licence</i>
		<i>Parole Licence</i>
	Supervision of prisoners	<i>Automatic conditional release</i>
		<i>Curfews</i>
		<i>Discretionary conditional release</i>
		<i>Electronic tagging</i>
		<i>Monitoring</i>
		<i>Young offender licence</i>
		<i>Reoffending</i>

LEGAL OPTION (Scotland)

CRIMINAL ACTIVITY	Dishonesty Offences	<i>Theft</i>
		<i>Robbery</i>
		<i>Theft by housebreaking</i>
		<i>Fraud</i>
		<i>Making off without payment</i>
		<i>Blackmail</i>
		<i>Going equipped for stealing</i>
		<i>Reset</i>
		<i>Deception</i>
		<i>Taking and driving away a car</i>
	Drugs	<i>Possession</i>
		<i>Possession with intent to supply</i>
	Public Order Offences	<i>Breach of the peace</i>
		<i>Perverting the course of justice</i>
		<i>Contempt of court</i>
		<i>Breach of a bail order</i>
		<i>ASBO</i>
		<i>Firearms</i>
		<i>Offensive weapons</i>
		<i>Owning a dangerous dog</i>
		<i>Racially aggravated offences</i>
		<i>Police assault</i>
		<i>Smoking in a regulated area</i>
	<i>Obstructing the police</i>	
	Sexual Offences	<i>Rape</i>
		<i>Indecent assault</i>
		<i>Lewd and libidinous practices</i>
		<i>Shameless indecency</i>
		<i>Incest</i>
		<i>Sodomy</i>
		<i>Paedophilia</i>
		<i>Soliciting in a public place</i>
	Road Traffic	<i>Causing death by dangerous driving</i>
		<i>Causing death by careless driving</i>
		<i>Causing death by careless driving while unfit</i>
		<i>Dangerous driving</i>
		<i>Careless driving</i>
		<i>Failing to report an accident</i>
		<i>Reckless driving</i>
		<i>Excess alcohol offences</i>
		<i>Failing to provide a specimen for testing</i>
		<i>Driving without insurance</i>
<i>Driving without MOT</i>		
<i>Driving while disqualified</i>		
<i>Speeding offences</i>		

	Offences Against the Person	<i>Murder</i>
		<i>Manslaughter</i>
		<i>Kidnap</i>
		<i>Culpable homicide</i>
		<i>Grievous bodily harm (GBH)</i>
		<i>Actual bodily harm (ABH)</i>
		<i>Aggravated assault</i>
	<i>False imprisonment</i>	
	Violence to Property	<i>Wilful fireraising</i>
		<i>Criminal damage</i>
<i>Vandalism</i>		
		<i>Malicious mischief</i>

POLICE POWERS	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	

CRIMINAL COURTS	District court	<i>Justice of the peace</i>
		<i>Summary procedure</i>
	Sheriff court	<i>Sheriff</i>
		<i>Solemn procedure</i>
		<i>Summary procedure</i>
	High court	<i>Solemn procedure</i>
		<i>Pleas: guilty, not guilty, plea in bar of trial</i>
		<i>Verdicts: guilty, not guilty, not proven</i>
		<i>Witness citations</i>

CIVIL COURTS	Sheriff court	<i>Summary cause or small claims actions</i>
		<i>Appeal from licensing boards</i>
		<i>Commercial actions (Glasgow sheriff court)</i>
		<i>Ordinary cause action</i>
		<i>Trusts and executrices, confirmation</i>
		<i>Company law</i>
		<i>Consumer law</i>
	Court of session	<i>Access</i>
		<i>Aliment</i>
		<i>Annulment</i>
		<i>Appeals from criminal/civil courts</i>
		<i>Appeals from certain tribunals</i>
		<i>Custody</i>
		<i>Delict</i>
		<i>Divorce</i>
		<i>Judicial review</i>
		<i>Reparation</i>

TRIBUNALS	Employment	<i>Contracts</i>
		<i>Industrial disputes</i>
		<i>Racial/sexual discrimination</i>
		<i>Unfair dismissal</i>
	Immigration	
	Social Security	
	Child Support Agency appeal	
	Rent Assessment Panel	
	Inland Revenue Commissioners	

LICENSING BOARDS

Objectives of the Board	<i>Preventing crime and disorder</i>
	<i>Securing public safety</i>
	<i>Preventing public nuisance</i>
	<i>Protecting and improving public health</i>
	<i>Protecting children from harm</i>

CRIMINAL INJURIES COMPENSATION BOARD

ADOPTION AND FOSTERING

Courts

Agencies

Care Commission

Scottish Social Services Council (SSSC)

Involving Young People in Decision-making

CHILDREN'S HEARING	Children's panel
	Referral
	Reporter

PROBATION SERVICE <small>(social work department)</small>	Pre-sentenced report	<i>Community service reports</i>
		<i>Psychiatric report</i>
		<i>Social enquiry reports</i>
	Community-based	<i>Community service order</i>
		<i>Probation with special conditions sentences</i>
	Supervision of prisoners	<i>Out on licence</i>
		<i>Released on parole</i>

HEALTH OPTION

PROCEDURES	Examination
	Diagnosis
	Assessment
	Treatment
	Management
	Monitoring
	Registration
	Prescription
	Referral
	Screening
	Health promotion
	History Taking

PRIMARY CARE	FHSA professionals	<i>Dentists</i>
		<i>General practitioners</i>
		<i>Opticians/optometrists</i>
		<i>Pharmacists</i>
	Health professionals & paramedicals	<i>Community psychiatric nurses</i>
		<i>District Nurses</i>
		<i>Family planning specialists</i>
		<i>Health visitors</i>
		<i>Macmillan nurses</i>
		<i>Midwives</i>
		<i>Nurse practitioners</i>
		<i>Occupational therapists</i>
		<i>Physiotherapists</i>
		<i>Podiatrists</i>
<i>Speech & language therapists</i>		

ACUTE CARE	NHS trust hospitals/NHS hospitals without trust status	<i>Accident & emergency</i>
		<i>Anaesthesia</i>
		<i>Cardiology</i>
		<i>Department of Medicine for the Elderly (DME)</i>
		<i>Endocrinology</i>
		<i>Ear/nose/throat (ENT)</i>
		<i>Gastroenterology</i>
		<i>Genito-urinary medicine (GUM)</i>
		<i>Gynaecology</i>
		<i>Neurology</i>
		<i>Obstetrics</i>
		<i>Oncology</i>

ACUTE CARE cont.		<i>Ophthalmology</i>
		<i>Orthopaedic</i>
		<i>Paediatric</i>
		<i>Plastic surgery</i>
		<i>Psychiatry</i>
		<i>Rheumatology</i>
		<i>STD (Sexually transmitted disease including AIDS)</i>
		<i>Urology</i>
	<i>Virology</i>	

OTHER	Complementary medicine
	Counselling
	Death/bereavement
	Hospice movement
	Drug dependency
	First aid
	Mental health act
	Palliative care
	Private Healthcare
	Social services interface with NHS
	Tropical medicine
	Travel clinics
	Victims of torture
	Well man/well women clinics

LOCAL GOVERNMENT OPTION

The structure of Local Government in Scotland differs from that of England and Wales. In the examination for the Local Government option, Scottish nomenclature is shown between brackets < >. In the following Procedures and Topic Areas, the same system is used.

COUNCIL STRUCTURES	Unitary authorities
	County councils
	<Local councils>
	Borough councils
	District councils
	City councils
	Parish councils
	Modernising local government
	Scrutiny
	Executive and Scrutiny model
	Elected mayors
	<Provost and Lord Provost>
	Greater London Assembly

CHIEF EXECUTIVE DEPARTMENT	Communication	<i>Equal opportunity policies</i>
		<i>Ethnicity & gender policies</i>
	Performance and Planning	<i>Economic development</i>
		<i>Public consultation</i>
		<i>Best value</i>
		<i>Community forums</i>
		<i>Democratic functions</i>
		<i>E-Government</i>
	Council meetings	
	Complaints	
	Police advisory committees	

PLANNING AND ADMINISTRATION	Small businesses	<i>Restaurants</i>
		<i>Take-away shops</i>
	Planning permission application	<i>Building alterations</i>
		<i>Change of use</i>
		<i>Tree felling</i>
		<i>Advertisements</i>
	Participation in planning	<i>Green belts</i>
		<i>Listed buildings</i>
		<i>Conservation areas</i>
	Building inspector approval application	
	Objections to planning proposals	
	Appeals to the planning committee	
	Public meetings	

COUNCIL SERVICES	Making a complaint
	Applying for licence
	Being assessed for benefits
	Electoral system: register of electors
	Ethnicity, gender and equal opportunities
	Local taxation

SOCIAL SERVICES <SOCIAL WORK DEPARTMENT>	Assessment interviews	<i>Emergency protection orders</i>
		<i>Assessment orders</i>
		<i>Mental Health Act</i>
		<i>National Assistance Act</i>
	Children	<i>Adoption and fostering</i>
		<i>Registered child minders</i>
		<i>Physical/sexual abuse and neglect</i>
		<i>Income support and social fund</i>
	Case conferences	<i>Child protection conferences</i>
	The elderly	<i>Residential accommodation</i>
		<i>Respite schemes</i>
		<i>Day centres</i>
		<i>Home care assistants</i>
		<i>Dementia care</i>
		<i><Area team social work></i>
	Counselling	<i>Debt counselling</i>
		<i>Genetic counselling</i>
	People with disabilities	<i>Sensory and motor disorders</i>
		<i>Learning disabilities</i>
		<i>Aids and adaptations</i>
		<i>Disability living allowance</i>
	Signposting advice	<i>Welfare benefits</i>
	Mental Health	<i>Schizophrenia</i>
		<i>Depression</i>
		<i>Drug and alcohol addiction</i>
		<i>Discharge from hospital</i>
		<i>Day centres</i>
		<i>Mediation</i>
<i>Anti-social behaviour</i>		
<i>Community Care Act assessment</i>		
Tribunals	<i>Mental health review tribunals</i>	
	<i>DSS benefit tribunal</i>	

COMMUNITY SERVICES	Leisure	<i>Entertainment</i>
		<i>Leisure provision</i>
		<i>Play centres</i>
		<i>Museums</i>
		<i>Heritage</i>
		<i>Libraries</i>
	Public transport	
	Voluntary groups	
	Grants aids	
	Community development	
	Play services	
	Community centres	

FINANCE & LOCAL TAXATION	Council Tax	<i>Council tax assessment</i>
		<i>Council tax arrears</i>
	Benefits	<i>Council tax benefits</i>
		<i>Housing benefit</i>
		<i>Rent rebates</i>
		<i>Additional rights</i>
		<i>Voucher system</i>
	Business Rates	

HOUSING	Eviction	<i>Notice to quit</i>
		<i>Tenants harassment</i>
	Homelessness	<i>Homeless persons act</i>
		<i>Houses in multiple occupation</i>
	Rent collection	<i>Debt recovery</i>
	Private landlords	<i>Shorthold and assured tenancies</i>
		<i>Student and holiday lettings</i>
		<i>Lodgings</i>
	Owner occupiers	<i>Designated defective housing</i>
		<i>Repairs and improvements</i>
	Applications for grants	<i>Repairs</i>
		<i>Intermediary and improvement grants</i>
	Public sector tenants	<i>Right to buy</i>
		<i>Points system and waiting list</i>
		<i>Housing transfer applications</i>
		<i>Requesting repairs</i>
	Rent tribunal applications	<i>Appeal procedures</i>
	Housing associations	<i>Housing needs</i>
	Tenants' complaints	<i>Noise</i>
		<i>Racial and sexual harassment</i>
<i>Domestic violence</i>		
<i>Dangerous dogs</i>		
<i>Nuisance</i>		
Registered landlords	<i>Registered social landlords</i>	

ENVIRONMENTAL HEALTH & PROTECTION	Direct services	<i>Dog and horse wardens</i>
		<i>Noise abatement</i>
		<i>Environmental pollution</i>
		<i>Health and safety at work</i>
		<i>Refuse collection</i>
		<i><Civic Government, Scotland Act></i>
		<i>Pest control</i>
		<i>Food hygiene</i>
		<i>Communicable diseases</i>
		<i>Abandoned vehicles</i>
		<i>Street lighting and parks</i>
		<i>Road repairs</i>
		<i>Commercial waste disposed</i>
		<i>Food safety act</i>
	<i>Hackney carriages</i>	
	Licensing	<i>Alcohol licensing – Licensing Act 2003</i>
		<i>Private hire</i>
		<i>Entertainment</i>
		<i>Hawkers</i>
		<i>Market traders</i>
<i>Street trading</i>		

EDUCATION	National curriculum	<i>SATs</i>
		<i>Key stages</i>
	<i><National guidelines></i>	<i><5-14 levels A-E></i>
	Appeals	<i>Exclusions</i>
		<i>School transfer appeals</i>
	Advice	<i>Careers advice</i>
		<i>Examination options</i>
		<i>Further education options</i>
	Qualifications	<i>NVQs</i>
		<i>GCSEs</i>
		<i>A-levels</i>
		<i>Access courses</i>
		<i><Standard grade></i>
		<i><Highers></i>
	<i><Scotvec></i>	
	Religious education	<i>Collective worship</i>
	Sex education	<i>Section 28</i>
	Special education needs	<i>Statementing</i>
	Parent participation	<i>Choice of school</i>
		<i>Electing parent governors</i>
		<i>Complaints by parents</i>
		<i>Annual parents meeting</i>
		<i>Parents evenings</i>
		<i>School trips</i>
	<i>Sports</i>	

		<i>Social events</i>
		<i><School boards></i>
School discipline		<i>Bullying</i>
		<i>Exclusion</i>
		<i>Truancy</i>
Health care in schools		<i>Head lice</i>
		<i>Dental care</i>
		<i>Medical examinations</i>
Benefits		<i>Grant and benefit applications</i>
		<i>Free school meals</i>
		<i>Clothing allowance</i>
		<i>Mandatory HE grants</i>
		<i>Student loans</i>
		<i><Bursaries 16+></i>

MENTAL HEALTH ADD-ON

The Mental Health add-on for the Diploma in Public Service Interpreting (DPSI) is open to all existing holders of the full DPSI in any option. The add-on consists of Unit 01 (Interpreting) and Unit 02 (Sight Translation) only. Scottish nomenclature is shown between brackets < >. For an introduction to this add-on, together with a book list, please see our website.

Interpreter Requirements	“At Risk” Groups	<i>Refugees, Asylum Seekers</i>
		<i>English as a second language</i>
		<i>Migrant Population</i>

The Interpreter’s Role and Boundaries	Varying titles for interpreters in this field	<i>Interpreter</i>
		<i>Linkworker</i>
		<i>Bilingual/multilingual worker</i>
	Use of unqualified Other Language speakers	<i>Untrained interpreters</i>
		<i>Professionals</i>
		<i>Family members, friends</i>
	Interpreting versus other roles	<i>Professional</i>
		<i>Advocacy (various models)</i>
	Situational dynamics	<i>Triadic dynamics</i>
		<i>3-way communication</i>
		<i>Power dynamics</i>
		<i>Interpreter Continuity / Rotation</i>
		<i>Briefing, De-briefing</i>
		<i>Expectations (collusion, fraternising)</i>
	Health and Safety Issues	<i>Interpreter’s Personal Safety</i>
		<i>Positioning</i>
		<i>Voice Control</i>
		<i>Body Language, eye contact</i>
		<i>Barriers</i>
		<i>Training, support, supervision</i>
Ethics	<i>NRPSI Code of Conduct</i>	
	<i>Codes of Conduct – Mental Health Act etc</i>	
	<i><Mental Health (Care and Treatment)(Scotland) Act 2003></i>	
	<i>Confidentiality</i>	

Mental Health/ Mental Illness	Definitions	<i>Mental Health</i>
		<i>Mental Illness</i>
		<i>Psychiatry</i>
		<i>Psychology</i>

Mental Health Categories	Neurotic Disorders	<i>Stress</i>
		<i>Anxiety</i>
		<i>Depression</i>
		<i>Eating Disorders</i>
		<i>Phobias</i>
	Psychopathic Disorders	<i>Schizophrenia</i>
		<i>Paranoia</i>
		<i>Personality Disorder</i>
	Organic Disorders	<i>Dementia</i>
		<i>Alzheimers</i>
Substance Misuse	<i>Drugs</i>	

Legislation	Mental Health Act / Mental Health (Care & Treatment) (Scotland) Act 2003	<i>Assessment</i>
		<i>Sectioning</i>
	Human Rights Act etc	
	Equality & Diversity (various aspects)	<i>Race</i>
		<i>Culture</i>
		<i>Ethnicity</i>
		<i>Age</i>
		<i>Gender</i>
	<i>Disability</i>	

Professionals	General	<i>GP</i>
		<i>Psychiatrist</i>
		<i>Approved Social Workers (ASW)</i>
		<i>Community Mental Health Teams</i>
		<i>Mental Health Act Commissioner</i>
		<i>Psychologist</i>
		<i>Psychotherapist</i>
		<i>Counsellors</i>
		<i>Other Therapists e.g. Cognitive Behaviour Therapist</i>
		<i>Police (section 135 & 136)</i>
	Other Providers	<i>Voluntary Organisations</i>
		<i>Community Organisations</i>
		<i>Traditional Healers</i>

Diagnosis	Signs & Symptoms	<i>Loss of Appetite</i>
		<i>Disturbed Sleeping Patterns</i>
		<i>Unreasonable Behaviour</i>
		<i>Irrational Responses</i>
		<i>Psychosomatic Symptom</i>
	Assessment	<i>Full Physical Medical</i>
		<i>Mental Health Assessment</i>
		<i>Environmental Assessment</i>

Treatments	Medical Treatment	<i>Electro-convulsive Therapy (ECT)</i>
		<i>Side-effects</i>
	Procedures	
	Talking Therapies	
	Alternative Treatments	

Services & Departments	In-Patient	<i>Residential</i>
		<i>Adults</i>
		<i>Older Age</i>
		<i>Acute</i>
		<i>Chronic</i>
	Out-Patient	
	Day Care	
	Community Care	
Outreach Services		
Language in Mental Health	Terminology	<i>Medical Terminology</i>
		<i>Phrases & Expressions</i>
	Language Barrier	<i>Learning Difficulties (e.g Mental Age)</i>
	Children in Mental Health	

PRISON SERVICE ADD-ON

The Prison Service add-on for the Diploma in Public Service Interpreting (DPSI) is open to all existing holders of the full DPSI Law Option. The add-on consists of Unit 01 (Interpreting) and Unit 02 (Sight Translation) only. Scottish nomenclature is shown between brackets < >. For an introduction to this add-on, together with information on the first pilot, please see our website.

Outlining the Prison Service	The Development of the Prison Service		
	Principles of the Prison Service		
	Prison Staff hierarchy	<i>Titles</i>	
		<i>Organisational Structure</i>	
	<i>Roles</i>		
Prison Life	Categories of Prisoners		
	Prisoner Reception		
	A Typical Prison Day		
Prison Procedures	Incentives and Earned Privileges Scheme (IEPS)		
	Offences Against Discipline	<i>Prison Rule 51 (25 offences)</i> < <i>Prison Rule 113 (27 offences)</i> >	
		<i>Laying the Charge (48 hrs)</i>	
	Adjudication	<i>Placing a Prisoner on Report</i>	
		<i>Loss of Association/Privileges</i>	
		<i>Stoppage of Earnings</i>	
<i>Loss of Remission etc.</i>			
Partnerships			
Establishment Structure	Roles of Those Working in the Prison Service	<i>Governor</i>	
		<i>Prison Officers</i>	
		<i>OSGs (Operational Support Grades)</i>	
		<i>Non-operational staff within prison</i>	
Prison Officer Entry Level Training (POELT) <Custodial Care SVQ Learning Programme (CCSLP)>	Structure of the Training and the Development of Interpersonal Skills		
	Diversity Awareness	<i>Issues Surrounding Diversity and Race</i>	
	Substance Misuse		
	Public Protection		
	Visits		
	Communicable Diseases		
	Mental Health Awareness		
	Self Harm and Suicide		
	Violence Reduction		
	C & R and the "Use of Force"		
	<Custodial Care Level III Award (CCLIII)>		
	POELT Course Evaluation		
Introduction to	Physical security aids	<i>Handcuffs</i>	

the "3 Elements of Security"		<i>Escort Chains and Other Restraints</i>	
		<i>CCTV</i>	
		<i>Metal Detectors etc.</i>	
	Procedural Security		<i>Body Searching Methods</i>
			<i>Accommodation Fabric Checks</i>
			<i>Procedures for Conducting Searches</i>
			<i>Escorting</i>
			<i>Radio Procedures (Security, Accuracy, Discipline)</i>
			<i>Roll checks</i>
			<i>Locking and Unlocking</i>
			<i>Key Checks</i>
	Dynamic Security	<i>Staff Guidelines</i>	
	Security Response Levels to Terrorist Threats	<i>Normal</i>	
		<i>Heightened</i>	
		<i>Exceptional</i>	
	Searches	<i>Rub Down Searches</i>	
		<i>Full Searches (also Strip Search)</i>	
		<i>Cell Searches</i>	
<i>Vehicle Searches</i>			
Unauthorised Articles			

Incident Situation	(Pre Incident)	
	(Post Incident)	<i>Area Fire</i>
		<i>Assault, Murder</i>
		<i>Cell Fire, Area Fire</i>
		<i>Escape Over Wall</i>
		<i>Exercise Yard</i>
		<i>Fight</i>
		<i>Hostage</i>
		<i>Hostage on the Move</i>
		<i>Passive Demonstration</i>
		<i>Person Hanging</i>
		<i>Prisoner Escape</i>
		<i>Prisoner Missing</i>
		<i>Riot</i>
<i>Rooftop Protests</i>		

		<i>Suicide/Self-harm</i>
		<i>Suspect Package</i>
		<i>Tool Missing</i>
		<i>Weapon Find</i>
	Incident Command Structure	
Prison Visit	Prison Visit Debrief	

GENERAL REGULATIONS

AVAILABILITY OF EXAMINATIONS

The full examinations are held once a year in June. There will be a re-sit session for the Written Translation only in November. The IoL Educational Trust operates its own assessment centre in London (known as the IoL Educational Trust Open Centre, London).

FEES

For information on fees, please contact the Central Registration Department at the IoL Educational Trust.

CANDIDATE REGULATIONS:

A copy of the above is available from the Central Registration Department. This covers items such as Refunds, Registration, Reasonable Adjustments, Appeals, IT, etc.

PAST PAPERS AND OTHER EXAMINATION LITERATURE

Copies of past examination papers and details of publications of use to centres and prospective candidates, including a suggested Reading List, are available from:

PWP FS Print and Design, tel: 01992 503821, fax: 01992 584912, e-mail: pastpapers@pwpfs.com.
An order form is also available from the Central Registration Department or from the website: www.iol.org.uk. The website also contains information on past topics for all the tasks, and on the topics for the role plays for the coming session.

USE OF REFERENCE MATERIALS IN THE EXAMINATION

Candidates **ARE** allowed to use dictionaries, glossaries and any other reference material in the written examination, Tasks 3A and 3B.

Definitions

DICTIONARY - Any general bilingual or monolingual dictionary. Any specialised dictionary (NO textbooks).

GLOSSARIES - Any published glossary. Any wordbank produced by candidates (must be in hard copy format capable of being examined by invigilators).

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. The use of encyclopedias is allowed.

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

CERTIFICATION

The DPSI will be awarded to candidates who attain a Pass in all tasks in all three units. Merit and Distinction grades will be awarded for units where candidates attain the required number of marks.

LETTERS OF CREDIT, UNIT CERTIFICATES AND RESITS

Candidates who fail one or both tasks of Unit 01 must re-sit the whole unit. Candidates who fail one task of Unit 02 or 03 will be issued with a Letter of Credit detailing the task in which they were successful.

Candidates successful in both tasks of a unit but not in the examination overall will be issued with a Unit Certificate detailing in which unit(s) they were successful. The full examination must be completed successfully within a five year period (see below).

In order to re-sit any part of the DPSI examination, prospective candidates must supply a copy of their Unit Certificate to the IoL Educational Trust as proof that they are eligible to sit only a part of the examination.

Candidates who successfully re-sit all previously failed units or tasks will be eligible to receive a Diploma.

Candidates who fail to complete and pass all tasks within a five-year period are obliged to re-sit the entire examination if they wish to gain a Diploma.

RETENTION OF SCRIPTS

Examination scripts and tape recordings remain at all times the property of the IoL Educational Trust and are not returned to candidates in any circumstances.

PRIZES

Each year the IoL Educational Trust awards a number of prizes to individual candidates, or a group of candidates, who have excelled in their examination.

The prizes awarded for the Diploma in Public Service Interpreting are as follows:

<i>The Corsellis Cup:</i>	For the candidate who achieved the best results in the Health Option of the Diploma in Public Service Interpreting examination
<i>The Nuffield Trophy:</i>	For the Centre with the best overall results in the Diploma in Public Service Interpreting examination
<i>The Jaffar Hamid Cup:</i>	For the candidate who achieved the best results in the Local Government Option of the Diploma in Public Service Interpreting examination
<i>The Susan Tolman Award:</i>	For the candidate who achieved the best results in the Law Option of the Diploma in Public Service Interpreting examination
<i>The Susan Tolman CPD Prize:</i>	For the candidate who achieved the best overall result in the Diploma in Public Service Interpreting examination

QUALITY ASSURANCE OF EXAMINATION MATERIAL AND RESULTS

The IoL Educational Trust carries out routine monitoring and evaluation of its examination formats and examination material. The external Quality Assurance Panel and Examinations Review Board meet regularly to review the examinations and appropriate research is commissioned and published. All IoL Educational Trust examiners must meet the Code of Conduct requirements. Reliability of marking is assured through the training and continuous monitoring of examiners.

Recording of Oral Tasks

All oral tasks will be recorded on either audio or video tape for moderation and quality assurance purposes. Candidates **ARE NOT** allowed to make their own tape recordings of the oral tasks.

APPEALS PROCEDURES

In the first instance, please refer to the Candidate Regulations, copies of which can be obtained from the Central Registration Department.

The IoL Educational Trust has a formal Appeals Procedure.

Candidates who achieve a Fail result in an IoL Educational Trust examination may, within four weeks of receiving notification of their results, follow one of two courses of action.

1. The candidate can commission a re-mark of the failed paper. A second examiner using the same assessment criteria but who had no involvement in the original marking will re-mark the paper and, if the fail result is upheld, provide feedback on the candidate's performance. The candidate will be notified of the result of the re-mark within six weeks after the closing date for receipt of re-mark requests.

The candidate cannot appeal against the result of the re-mark.

2. The candidate can appeal against the result on the grounds of procedural irregularity, e.g. very disruptive examination conditions, a major error in the examination paper etc. The candidate must provide substantive proof of such irregularity having taken place within four weeks of the examination. The Appeals Panel of the IoL Educational Trust's external Examinations Review Board will hear such appeals. The decision of the Appeals Panel will be given to the candidate within six weeks of the appeal being lodged. A system of independent review exists for unresolved appeals.

Please note that re-marks cannot be commissioned of papers which have been passed. The Trust will not, under any circumstances, discuss individual results on the telephone.

MEMBERSHIP OF THE CHARTERED INSTITUTE OF LINGUISTS

Holders of the Diploma in Public Service Interpreting may apply for Membership of the Chartered Institute of Linguists. Details are sent to all successful candidates with their results.

The Chartered Institute of Linguists awards three grades of professional membership:

Fellowship is the Chartered Institute's highest grade and is reserved for linguists who can demonstrate a significant degree of professional achievement.

Membership requires three years' appropriate experience, in addition to a relevant qualification. One of the three years must be immediately prior to the date of admission.

Associateship is the normal grade for linguists who have not yet gained the professional experience required for membership. Applicants may be recently qualified linguists whose skills in language are useful in their work but are not primary or essential requirements.

There is, in addition, the unqualified grade of *Registered Student*.

Members are entitled to join the Chartered Institute's societies and benefit from various membership services, including receiving the bi-monthly journal *The Linguist*. They are also bound by the Chartered Institute of Linguists' code of professional conduct in all their work involving languages. Full details may be obtained on application to the Membership Secretary.

FURTHER INFORMATION

Further information about the Diploma in Public Service Interpreting and the IoL Educational Trust's other Examinations may be obtained from the website:
[http:// www.iol.org.uk](http://www.iol.org.uk)

or directly from:

**Central Registration Department
IoL Educational Trust
Saxon House
48 Southwark Street
London SE1 1UN
Tel: 020 7940 3163
Fax: 020 7940 3124
E-mail: exams.crd@iol.org.uk**

LANGUAGES OFFERED

The following languages have been offered in the DIPLOMA IN PUBLIC SERVICE INTERPRETING examinations to date (paired with English) and in the options stated. Please note that no guarantee is given that a particular language or option will be set for future examination sessions. Availability is dependent on the number of candidates registering for a specific language/option combination in any given year.

Albanian	English Law/Scottish Law/Health/Local Government
Amharic	Health
Arabic (MSA)	English Law/Scottish Law/Health/Local Government
Arabic (North African Maghreb oral)	English Law/Scottish Law/Health/Local Government
Armenian (Eastern)	English Law
Armenian (Western)	English Law
Bengali*	English Law/Health/Local Government
Bulgarian	English Law
Croatian	English Law/Health
Cantonese (Traditional or Simplified Script)	English Law/Scottish Law/Health/Local Government
Czech	English Law/Scottish Law/Health/Local Government
Dari	English Law/Health/Local Government
Dutch	English Law/Scottish Law/Health
Estonian	
Farsi	English Law/Scottish Law/Health/Local Government
French	English Law/Scottish Law/Health/Local Government
German	English Law/Scottish Law/Health/Local Government
Greek	English Law/Health/Local Government
Gujarati	English Law/Scottish Law/Health/Local Government
Hindi	English Law/Scottish Law/Health/Local Government
Hungarian	English Law
Italian	English Law/Scottish Law/Health/Local Government
Jamaican	
Japanese	English Law/Scottish Law/Health/Local Government
Kurdish-Sorani	English Law/Scottish Law/Health/Local Government
Latvian	English Law/Scottish Law
Lithuanian	English Law/Scottish Law/Health
Macedonian	Health
Mandarin (Traditional or Simplified Script)	English Law/Scottish Law/Health/Local Government
Panjabi	English Law/Health/Local Government
Pashto	English Law/Local Government
Polish	English Law/Scottish Law/Health/Local Government
Portuguese (Brazilian)	English Law/Scottish Law/Health/Local Government
Portuguese (European)	English Law/Scottish Law/Health/Local Government
Romanian	English Law/Scottish Law/Health
Russian	English Law/Scottish Law/Health/Local Government
Serbian	English Law/Health/Local Government

Slovak	English Law
Slovene	
Somali	English Law/Scottish Law/Health/Local Government
Spanish	English Law/Scottish Law/Health/Local Government
Swahili	English Law/Scottish Law/Health/Local Government
Tamil	English Law/Local Government
Thai	English Law
Tigrinya	Local Government
Turkish	English Law/Scottish Law/Health/Local Government
Ukrainian	
Urdu**	English Law/Scottish Law/Health/Local Government
Vietnamese	English Law/Health/Local Government

*Bengali was also offered with spoken Sylheti.

**Urdu was also offered with spoken Mirpuri and spoken Panjabi