

**IoL EDUCATIONAL TRUST
(IoLET)**

**DIPLOMA IN
PUBLIC SERVICE INTERPRETING**

HANDBOOK FOR CANDIDATES

Effective 1994

Updated August 2010

This Handbook supersedes all previous editions. Candidates and teaching staff must ensure that they are working from the current edition of the Handbook. The IoLET cannot be held responsible for any problems arising from use of an out-of-date version.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 (DPSI) developed out of the Community Interpreter Project which was 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 Office of Qualifications and Examinations Regulation (Ofqual) and is included in the Qualifications and Credit Framework at Level 6.

From small beginnings, the DPSI has grown considerably; with around 1,000 candidates registering for the examination in many languages per year. Successful candidates are now eligible to apply to register 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 level public service interpreting qualifications in this country and confirms the position of the IoL Educational Trust (IoLET) as one of the most progressive and respected language examining bodies in the field.

The IoLET is a recognised awarding organisation and is the associated charity of the Chartered Institute of Linguists, which was granted chartered status in July 2005.

August 2010

John Hammond
Chief Executive
The Chartered Institute of Linguists

SPECIAL NOTE:

The IoLET 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 IoLET 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 IoLET will not be responsible for any consequential losses to candidates or centres arising from such problems.

EQUAL OPPORTUNITIES POLICY FOR EXAMINATION CANDIDATES

The IoLET takes into account all current legislation in relation to diversity and equality. IoLET is committed to equality of access to its examinations for all candidates, regardless of gender, age, ethnic origin, nationality, creed, sexual orientation, marital status, employment status or disability.

The IoLET 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 IoLET 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. In the case of a query relating to this policy, candidates should contact the Director of Examinations at the IoLET in writing.

INTRODUCTION

The Diploma in Public Service Interpreting (DPSI) is an IoLET 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 Occupational 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 produced 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 registration on 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 and are subject to a Disciplinary Procedure
- 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 registration on the National Register and for membership of the Chartered Institute of Linguists are sent to all successful candidates.

AVAILABILITY OF THE DPSI

IoLET 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.

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 IoLET's Central Registration Department or refer to the CloL's website on www.iol.org.uk. The languages which have previously been offered are listed as Appendix "A" of this publication.

Courses

The IoLET is an awarding organisation and does not run courses. Candidates are advised to contact the IoLET's Central Registration Department for a list of examination centres running DPSI courses or refer to the CloL's website. 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 IoLET 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 and to candidates who have not been able to be accommodated by their own centre.

Further information is available from the Central Registration Department at the IoLET 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 Ofqual, the government's regulatory body, and included in the Qualifications and Credit Framework at Level 6.

GLOSSARY

Consecutive Interpreting The source language speaker delivers the material in segments at a time. Once the speaker has completed a chunk of material and 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.

Simultaneous (Whispered) Interpreting Simultaneous (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.

The DPSI assesses consecutive and whispered interpreting.

THE EXAMINATION

PATHWAYS 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 pathways (formerly known as 'options') they wish to be examined. Candidates are examined in English and **one** language, other than English. The IoLET reserves the right not to set an examination in a particular pathway or language (see Appendix "A" for a list of languages/pathways which have been set in previous years).

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

All Units must be successfully completed within a five year period for candidates to be awarded the DPSI. Successful candidates will be awarded the full Diploma; candidates successful in one Unit only will be awarded a Unit Certificate. DPSI candidates can take the Units in any order. For full information on completion periods refer to the Candidate Regulations, copies of which are available from the Central Registration Department and can also be downloaded from the CIoL's website: www.iol.org.uk.

EXAMINATION FORMAT

The examination consists of five Units.

All Units test candidates' professional knowledge and vocabulary in their chosen pathway.

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 are as follows:

- UNIT 01 (Level 6): Interpret Consecutively and Simultaneously (Whispered) in the Public Services**
- UNIT 02 (Level 6): Provide a Sight Translation into English in the Public Services**
- UNIT 03 (Level 6): Provide a Sight Translation from English in the Public Services**
- UNIT 04 (Level 5): Translate into English in the Public Services**
- UNIT 05 (Level 5): Translate from English in the Public Services**

STRUCTURE OF UNITS

ORAL UNITS:

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

UNIT 01: Interpret Consecutively and Simultaneously (Whispered) in the Public Services (approx. 30 minutes)

- 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.
- 1.2 There are two different scenarios (part A and part B) set within a context defined by the chosen pathway, each lasting approximately 15 minutes. Each role play will contain a consecutive and a whispered interpreting section.
- 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 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.
- 1.7 Candidates **ARE NOT** allowed to use dictionaries or glossaries.

1st Scenario (Part A)

- 1.8 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.

2nd Scenario (Part B)

- 1.9 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.

**UNIT 02: Provide a Sight Translation into English in the Public Services
(approx. 10 minutes)**

- 2.1 The sight translation unit tests the basic linguistic skills and contextual knowledge needed to give an oral translation at sight.
- 2.2 Candidates are asked to give an oral translation at sight from the Other Language into English of a text equivalent to about 180 words of English when translated.
- 2.3 The source text will be of a formal nature which will require clear and precise translation.
- 2.4 Candidates are given 5 minutes to study the text and up to 5 minutes to produce an accurate and complete translation.
- 2.5 Candidates **ARE NOT** allowed to use dictionaries or glossaries.
- 2.6 Candidates **ARE NOT** allowed to take notes during the preparation time.
- 2.7 Candidates **ARE NOT** allowed to annotate or mark the text in any way.
- 2.8 Candidates **ARE NOT** allowed to remove the test paper from the examination room.
- 2.9 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 the Public Services
(approx. 10 minutes)**

- 3.1 The sight translation unit tests the basic linguistic skills and contextual knowledge needed to give an oral translation at sight.
- 3.2 Candidates are asked to give an oral translation at sight of a text of approximately 180 words from English to the Other Language.
- 3.3 The source text will be of a formal nature which will require clear and precise translation.
- 3.4 Candidates are given 5 minutes to study the text and up to 5 minutes to produce an accurate and complete translation.
- 3.5 Candidates **ARE NOT** allowed to use dictionaries or glossaries.
- 3.6 Candidates **ARE NOT** allowed to take notes during the preparation time.
- 3.7 Candidates **ARE NOT** allowed to annotate or mark the text in any way.
- 3.8 Candidates **ARE NOT** allowed to remove the test paper from the examination room.
- 3.9 Candidates will be assessed on their ability to produce an accurate and complete oral translation of a text from English to the Other Language.

WRITTEN UNITS:

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

UNIT 04: Translate into English in the Public Services (1 Hour)

- 4.1 Candidates are asked to give a written translation of a text of approximately 250 words from the Other Language into English.
- 4.2 The Candidate Brief will give details of the context, purpose and readership of each translation, thus determining the candidates' approach. The text will usually be of a formal nature.
- 4.3 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).
- 4.4 Candidates will be assessed on their ability to produce an accurate and complete written translation from the Other Language into English.

UNIT 05: Translate from English in the Public Services (1 Hour)

- 5.1 Candidates are asked to give a written translation of a text of approximately 250 words from the Other Language into English.
- 5.2 The Candidate Brief will give details of the context, purpose and readership of each translation, thus determining the candidates' approach. The text will usually be of a formal nature.
- 5.3 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.)
- 5.4 Candidates will be assessed on their ability to produce an accurate and complete written translation from English into the Other Language. In languages with more than one script (eg Macedonian in Latin or Cyrillic script), only one script must 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 Units - 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 UNIT 01

Unit 01: Interpret Consecutively and Simultaneously (Whispered) in the Public Services

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 to 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

A sample mark sheet is shown for Unit 01 together with the Criterion Statements.

DPSI ASSESSMENT CRITERION STATEMENTS FOR UNIT 01
Interpret Consecutively and Simultaneously (Whispered) in the Public Services

	Accuracy	Delivery	Language Use
Band A	Mark Range 10-12	Mark Range 10-12	Mark Range 10-12
	<p>The candidate: -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>	<p>The candidate: -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 to prevent breakdown of communication</p>	<p>The candidate: -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</p>
Band B	Mark Range 7-9	Mark Range 7-9	Mark Range 7-9
	<p>The candidate: -accurately conveys sense of original message -makes only one or two minor omissions/distortions not affecting correct transfer of information or complete comprehension</p>	<p>The candidate: -demonstrates good competence in languages -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>	<p>The candidate: -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</p>
Band C	Mark Range 4-6	Mark Range 4-6	Mark Range 4-6
	<p>The candidate: -adequately conveys sense of original message -makes no serious inaccuracies, omissions or distortions affecting comprehension or transfer of information</p>	<p>The candidate: -demonstrates adequate competence in languages -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>	<p>The candidate: -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</p>
Band D	Mark Range 1-3	Mark Range 1-3	Mark Range 1-3
	<p>The candidate: -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>	<p>The candidate: -demonstrates inadequate competence in languages -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, eg asking for repetition/clarification -makes excessive requests for repetition/clarification</p>	<p>The candidate: -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</p>

EXAMINER'S MARKSHEET UNIT 01 – PART A

Unit 01: Interpret Consecutively and Simultaneously (Whispered) in the Public Services

CANDIDATE DETAILS

FULL CANDIDATE NUMBER (as written on registration card)	CENTRE NAME	LANGUAGE	PATHWAY

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 (giving examples overleaf):					COMMENTS:
Unit 01 Consecutive Interpreting – Other Language into English					
	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:					
Unit 01: Whispered Interpreting – Other Language into English					
	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:					
Unit 01: Consecutive Interpreting – English into Other Language					
	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

Overall Grade (Please circle)	FAIL	PASS	MERIT	DISTINCTION	TOTAL MARKS:	
ORAL EXAMINER'S NAME & SIGNATURE: _____ / _____					DATE:	

ASSESSMENT CRITERIA FOR UNIT 02

Provide a Sight Translation into English In the Public Services

(Approx. 10 minutes)

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
- delivers the translation fluently
- displays a very clear and distinct pronunciation and a good accent which facilitate comprehension

Please note that mark sheets for Units 02 and 03 are identical. A sample mark sheet is shown for Unit 02 together with the Criterion Statements.

DPSI ASSESSMENT CRITERION STATEMENTS FOR UNIT 02
Unit 02: Provide a Sight Translation into English In the Public Services

	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 -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 -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 -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

EXAMINER'S MARK SHEET – Unit 02

Unit 02: Provide a Sight Translation into English In the Public Services

FULL CANDIDATE NUMBER AS WRITTEN ON REGISTRATION CARD	CENTRE NAME	LANGUAGE COMBINATION	PATHWAY

There are 3 categories of assessment (Completeness, Accuracy & Appropriateness, Fluency & Pronunciation) for each of the 3 aspects of translating 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 total marks and circle the overall grade. **You MUST also comment on the candidate's performance in the "COMMENTS" section.**

				COMMENTS:	
1. Completeness					
BAND D	BAND C	BAND B	BAND A		
<u>Mark Range:</u> 1-3	<u>Mark Range:</u> 4-6	<u>Mark Range:</u> 7-9	<u>Mark Range:</u> 10-12		
Enter Mark:					
2. Accuracy & Appropriateness					
BAND D	BAND C	BAND B	BAND A		
<u>Mark Range:</u> 1-3	<u>Mark Range:</u> 4-6	<u>Mark Range:</u> 7-9	<u>Mark Range:</u> 10-12		
Enter Mark:					
3. Fluency & Pronunciation					
BAND D	BAND C	BAND B	BAND A		
<u>Mark Range:</u> 1-3	<u>Mark Range:</u> 4-6	<u>Mark Range:</u> 7-9	<u>Mark Range:</u> 10-12		
Enter Mark:					

Fail	=	Fewer than 12 marks or fewer than 4 marks in any category
Pass	=	A minimum of 12 marks with no fewer than 4 marks in each category
Merit	=	A minimum of 21 marks with no fewer than 4 marks in each category
Distinction	=	A minimum of 30 marks

Overall Grade (Please circle)	FAIL	PASS	MERIT	DISTINCTION	TOTAL MARKS:	
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ORAL EXAMINER'S NAME & SIGNATURE: _____ / _____	DATE: _____/06/2010
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ASSESSMENT CRITERIA FOR UNIT 04

Translate into English in the Public Services

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 Unit 04 and 05 are identical. A sample mark sheet is shown for Unit 04 together with the Criterion Statements.

DPSI ASSESSMENT CRITERION STATEMENTS FOR UNIT 04

Unit 04: Translate into English in the Public Services

	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
	The candidate: <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 	The candidate: <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 	The candidate: <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
	The candidate: <ul style="list-style-type: none"> conveys information accurately with only a 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 	The candidate: <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 	The candidate: <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
	The candidate: <ul style="list-style-type: none"> makes some inaccuracies but not leading to 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 	The candidate: <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 	The candidate: <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 an acceptable manner
Band D	Mark Range 1-3	Mark Range 1-3	Mark Range 1-3
	The candidate: <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 	The candidate: <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 	The candidate: <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
WRITTEN MARK SHEET – UNIT 04: TRANSLATE INTO ENGLISH IN THE PUBLIC SERVICES**

CENTRE NAME:	CANDIDATE NO.:	<i>For Office Use Only – Unit 04</i>		
		1st Marker	2nd Marker	Final
LANGUAGE COMBINATION: ENGLISH/	PATHWAY:			
		Moderated Result (where applicable)		

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 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, STATE THE REASON (please provide examples with explanations in English and continue on the next page if necessary).

1. Accuracy & Appropriacy of Translated Text	Comments:	Examples:
2. Cohesion, Coherence & Genre Conventions	Comments:	Examples:
3. Effectiveness of Communication	Comments:	Examples:

PROCEDURES AND TOPIC AREAS

The following procedures and topic areas for each of the specialised pathways 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 CloL's 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 PATHWAY (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 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>
	Consumer Law	<i>Receivers</i>
		<i>Contracts</i>
		<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 PATHWAY (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 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 (social work department)

Pre-sentenced report

Community service reports

Psychiatric report

Social enquiry reports

Community-based

Community service order

Probation with special conditions sentences

Supervision of prisoners

Out on licence

Released on parole

HEALTH PATHWAY

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 PATHWAY

The structure of Local Government in Scotland differs from that of England and Wales. In the examination for the Local Government pathway, 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>
	<National guidelines>	<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>	

ADD-ONS

Additional pathways (Add-ons) are open to all existing holders of the full DPSI in other pathways. The add-ons consist of the Oral Units (01 – 03) and are available for 'Mental Health' and 'Prison'.

For further information please refer to the CloL's website.

GENERAL REGULATIONS

CANDIDATE REGULATIONS

All candidates must read the Candidate Regulations, which are available from the Central Registration Department and can also be downloaded from the CloL's website. The regulations cover items such as Refunds, Registration, Reasonable Adjustments, Appeals, IT, etc.

AVAILABILITY OF EXAMINATIONS

The full examinations are held once a year in June. A session for the Written Units only is held in November. The IoLET operates its own assessment centre in London (known as the IoLET Open Centre, London).

FEES

For information on fees, please contact the Central Registration Department at the IoLET or refer to the CloL's website.

REGISTRATION PROCEDURE

For details on the Registration Procedure please refer to the relevant section in the Examination Candidate Regulations, copies of which are available from the Central Registration Department and can also be downloaded from the CloL's website: www.iol.org.uk.

USE OF REFERENCE MATERIALS IN THE EXAMINATION

Candidates **ARE** allowed to use dictionaries, glossaries and any other reference material in the written examination, Units 04 & 05

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 encyclopaedias 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.*

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 469927, fax: 01992 469848, 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.

QUALITY ASSURANCE OF EXAMINATION MATERIAL AND RESULTS

The IoLET 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 IoLET examiners must meet the Code of Conduct requirements. Reliability of marking is assured through the training and continuous monitoring of examiners.

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.

Student membership is also available for those currently enrolled on an appropriate course of study.

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 Department.

FURTHER INFORMATION

Further information about the Diploma in Public Service Interpreting and the IoLET's other examinations may be obtained from the website: 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 some or all of the available pathways. Please note that no guarantee is given that a particular language or pathway will be set for future examination sessions. Availability is dependent on the number of candidates registering for a specific language/pathway combination in any given year.

Albanian	Latvian
Amharic	Lithuanian
Arabic (MSA)	Macedonian
Arabic (North African Maghreb oral) (discontinued)	Mandarin (Traditional or Simplified Script)
Armenian (Eastern)	Panjabi (Indian)
Armenian (Western)	Panjabi (Pakistani)/written Urdu
Bengali	Pashto
Bengali (Sylheti oral)	Polish
Bulgarian	Portuguese (Brazilian)
Croatian	Portuguese (European)
Cantonese (Traditional or Simplified Script)	Romanian
Czech	Russian
Dari	Serbian
Dutch	Slovak
Estonian	Slovene
Farsi	Somali
French	Spanish
German	Swahili
Greek	Tamil
Gujarati	Thai
Hindi	Tigrinya
Hungarian	Turkish
Italian	Ukrainian
Jamaican	Urdu
Japanese	Urdu (Mirpuri oral)
Kurdish (Sorani)	Vietnamese