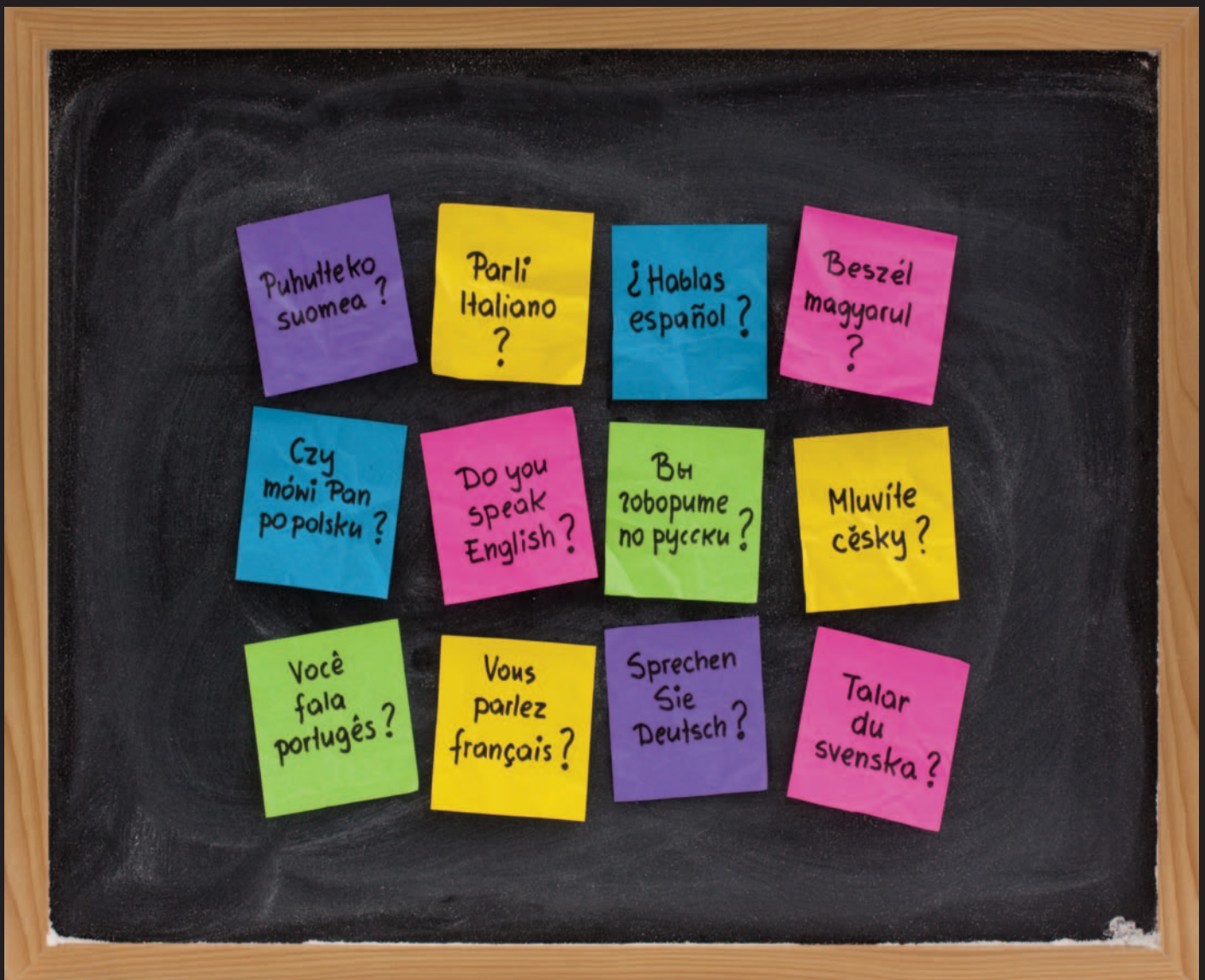


11 Examinations News

CHARTERED INSTITUTE OF LINGUISTS
IoL EDUCATIONAL TRUST



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Talk to Us

If you would like to contribute to the annual IoLET Newsletter, we accept submissions of articles, images, puzzles and language related trivia.

Please bear in mind though that we only publish once a year so, if your piece is time sensitive, you can submit copy for inclusion in the 'Latest News' section of our website instead.

In both instances, please contact Sarah Heaps via her email address:

sarah.heaps@iol.org.uk

Submissions are accepted on a purely voluntary basis only and IoLET reserve editorial control over inclusion and content of all submitted material.

Disclaimer

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Although great care has been taken in the compilation and production of this Newsletter, IoLET cannot, in any circumstances, accept responsibility for errors, omissions or advice given in this publication.

Becoming an Examination Centre

All prospective Examination Centres must comply with guidelines which can be found in the Information Guide of the Centre Registration Pack. Once an application to become a Centre has been received, the IoLET will consider granting Examination Centre status. Successful applicants will be allocated a Centre number which should be quoted on all future correspondence.

If any details on the Examination Centre registration form change, please notify the Central Registration Department. To find out more about becoming a Centre, contact our Central Registration Department via **exams.crd@iol.org.uk** to request a Centre Registration Pack.

Find a Tutor

Finding competent language tutors can be difficult and is one of the main challenges for Course Providers when developing new courses.

IoLET is able to offer free advertising space on our website to Examination Centres searching for tutors of any of our examinations.

Advertising specifications can be found in the advertising section of our website.

Please direct any email enquiries to: **ads@iol.org.uk**

Career Fairs and Events

We are always happy to arrange representation of the Chartered Institute of Linguists at careers fairs and other language related events.

We are also able to publicise events in the events and latest news sections of our website. Contact **ads@iol.org.uk** for further information or to book an advert.

Director of Examinations' Update

Continuity gives us roots; change gives us branches, letting us stretch and grow and reach new heights. (Pauline R. Kezer)

The main body of the Trust's work is the administration of examinations in bilingual skills, public service interpreting and translation. But we also operate in a wider context. For the challenge of providing trained and qualified public service interpreters is shared worldwide and we receive a steady stream of visitors from overseas involved in setting up or developing their own system of public service interpreters. We welcome these opportunities to share information and best practice. Recently, the Trust has been privileged to be involved in a project funded by the European Union entitled 'Building Mutual Trust: A Framework Project for Implementing EU Common Standards in Legal Interpreting and Translating'. The project has included the design of training courses, training materials and training the trainer courses.

Our marketing effort has expanded to include attendance at events not only attended by our examination candidates but also at careers events, where school children can see where languages can take them. The Certificate in Bilingual Skills, (CBS) is a vocational alternative to A levels, and we have our first group of candidates taking the Sports and Leisure option in May.

We welcomed the Customised Assessments Department, part of the former Language Services Ltd, into the Trust in September 2010. We are benefiting from their expertise in this area which complements the mix of individualised external

moderation, joint certification and Unit exemptions that we offer universities and other institutions both in the UK and overseas.

Looking ahead, I think it important that we deliver the best possible service for candidates wishing to take our core examinations whilst seeking out opportunities for new partnerships and products. One of the advantages of being a small Awarding Organisation is that we can respond quickly to new ideas: the challenge, which we meet eagerly, is to ensure that our core activities continue to be delivered to the highest possible standards at the same time.

Hilary Maxwell-Hyslop
Director of Examinations

Examiner Manager Update

Over the last four years the Examiner Section of the IoL Educational Trust has been constantly reviewing the way in which we operate so as to ensure that Oral Assessors (Examiners and Interlocutors) benefit from the most comprehensive training that is available.

It is always very important to ensure that we set and maintain levels of consistency and that we continue to improve our standards and quality of provision. Last year we concentrated on raising the profile of Oral Examiners with every Oral Examiner involved in the 2010 DPSI attending a refresher training session. Here we looked at the way Oral Examiners assess and mark candidates, introduced a new guide to marking and report writing and provided clear concise advice on how to fulfil assessor roles effectively and efficiently. We also went 'back to basics' and provided extensive training in using the Assessment Criterion statements so that by the end of each session every

Oral Examiner fully understood the process of examining.

I am confident that we successfully achieved our aims in standardising our Oral Examiners through consistency of assessment. Judging by the feedback we received I am pleased to report that the Oral Examiners felt the same.

At the end of each DPSI examination week all Oral Assessors are asked to complete a feedback questionnaire which covers various different aspects of the examination. Based on the information provided we are able to measure the Candidates' overall performance; the quality of the Examination material; the condition of Examination Centres and the efficiency of the administration and organisation of the examination.

We are also able to gauge the opinion of the Assessors about the training materials provided and any particularly beneficial aspects of the training. We were also able to ascertain if any sections of the training were not covered well. The information provided enables us to analyse the training provision and flag up any key areas which need improvement for the next sessions.

As always, I remain grateful to everyone who works so hard to ensure the success of the DPSI examinations. The Oral Assessors and the Examination Consultants (ECs) fulfil their responsibilities in a highly efficient and professional manner.

I also extend thanks to the Examination Centres' staff whose overall organisation received a great many accolades from the Oral Assessors. Congratulations!

And finally, thank you to all the DPSI Candidates who have entered for this year's examinations. I wish all of you every success and hope that you find the experience a positive and rewarding one.

Daryl Lucas
Examiner Manager

Diploma in Public Service Interpreting (DPSI)

The inclusion of the DPSI on the Qualifications Credit Framework is now completed. Whilst the format of the individual Units has remained unchanged, the Unit titles are new. Please see our website for full details on changes to both CBS and DPSI.

Candidates can take the Units in any order and combination. Instead of a Letter of Credit, each Unit passed is separately certificated. The qualification is awarded when all the Units have been passed within the five-year period.

Level of Units

The overall level of the DPSI remains at Level 6 (first degree). However, the two written Units are now at Level 5. This change mainly manifests itself in a slight reduction of technical vocabulary in both texts, which allows the candidates to demonstrate their written skills without having to spend excessive time on retrieving specialised terminology. The oral Units remain at Level 6, and the technical load for the oral Units is unchanged.

The 'Prison Service' and 'Mental Health' Pathways (previously called 'Options') are still available. Candidates have to sit the oral units only, the syllabus/topic list can be found on our website at http://www.iol.org.uk/qualifications/exams_dpsi.asp under 'Add-ons'. Any Centres who are interested in preparing candidates for this option should contact us.

DPSI Handbook for Candidates

An updated version of the DPSI Handbook for candidates can be downloaded free of charge as a

pdf file from the CIOL website (see 'Diploma in Public Service Interpreting (DPSI) Materials & Publications' or purchased as a bound hardcopy from PWP FS Print and Design via the Examinations Material Order form on the CIOL website.

Information and Publications on the Website

Please remember that there is a large number of reference materials for both CBS and DPSI available on the Institute's website (www.iol.org.uk) including:

- Handbook for Candidates
- Entry Card
- Language List
- Course Centres
- Exam Fees & Dates
- Candidate Regulations
- Chief Moderator's Reports
- Written Markers' Reports
- Selection of Sample Papers
- DPSI Preparation Seminar
- DPSI Role Play Topics
- FAQs: 1. Translation tasks (Unit 3) & 2. Fatal Errors
- General Links & Resources
- Interpreting Bibliography (Updated)

Further information relating to specific languages and subject areas may be found under Examinations: DPSI Resources

If you know of any useful language-related websites not yet included in the list, that may be helpful for candidates preparing for either examination, please share them with us! (ulrike.heinze@iol.org.uk).

Certificate in Bilingual Skills

The Certificate in Bilingual Skills has been reviewed and revised. There is a change of Unit titles following its inclusion on the Qualifications and Credit Framework, and for 2011 it is ready to run in the new slimmed-

down version containing 2 instead of 4 written units. For the first time candidates have been able to choose between two variants of the CBS: the standard Public Services paper and the new Sports & Leisure variant. We hope that the change will prove popular and that candidates will enjoy the tasks. For more details on the CBS, including new unit titles, revised format and a sample paper containing tasks for both variants, please see the CIOL website.

Customised CBS Topics

We are continuing to offer customised CBS papers on demand and are at the moment in discussion with some organisations regarding a possible adaptation of tasks for their workplace or education needs. Another variant we are considering currently is health-sector related. It would be interesting to hear from interested parties who feel there may be demand for this.

If you are interested in the provision of a customised exam paper at QCF Level 3 (approx. equivalent to A-level), please contact the CBS Examination Manager via email to: ulrike.heinze@iol.org.uk.

Range of CBS Languages 2011

The Trust offers the same range of languages for the Certificate in Bilingual Skills Examinations 2011 as for the Diploma in Public Service Interpreting (see DPSI Languages 2011 on the CIOL website). Please note that any DPSI 'Core' and 'Demand' categories will not apply to the CBS. Examination papers will be set when a candidate entry has been received. In future setting of examination papers may be

subject to a minimum entry of 3 candidates per language in order to make the exam cost-effective.

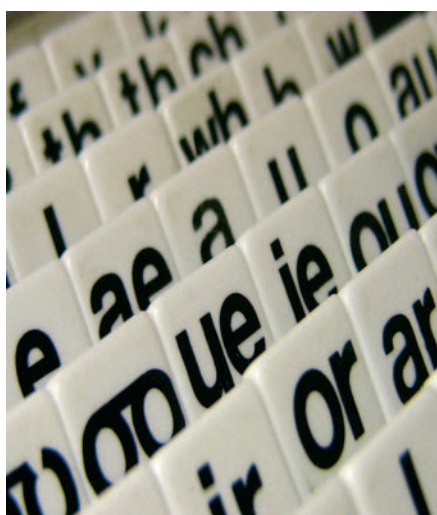
If the Institute is unable to locate adequately qualified examiners to carry out the examination in any of the languages listed on the 2011 languages table, it reserves the right to withdraw the examination. In such cases candidates' fees will be refunded but the Institute will not be liable for any additional expenditure candidates may have incurred.

CBS Handbook for Candidates

An updated version of the CBS Handbook for candidates can be downloaded free of charge as a pdf file from the CIOL website (see 'Certificate in Bilingual Skills (CBS) Materials & Publications') or purchased as a bound hardcopy from PWP FS Print and Design via the Examinations Material Order form on the CIOL website.

For full details on the changes to both CBS and DPSI following inclusion on the QCF please download the information leaflet on our website at each exam homepage.

Ulrike Heinze
Examinations Manager
Diploma in Public Service Interpreting
Certificate in Bilingual Skills



Quality Assurance and Projects

Ofqual

In the last news update we announced that the IoLET had been granted Supplementary Recognition to operate under the new Qualifications Credit Framework (QCF) and that we were redeveloping our qualification to fit within the framework. This work has now concluded and our main qualifications the Certificate in Bilingual Skills (CBS), Diploma in Public Service Interpreting (DPSI) and the Diploma in Translation (DipTrans) have all now been successfully placed within the QCF framework and entered on to the QCF data bank.

This May the CBS will be the first of our qualifications to run under this new framework. As reported last issue all the qualifications are now split into Units which can be taken separately and in any order. With the redevelopment of the qualifications have come some slight changes, mainly with the CBS qualification. The overall number of Units has been reduced within this qualification and four written Units have been reduced to two. This is to reduce the overall load of the examination, and bring it more into line with the DPSI. There will therefore be five Units in total:

- Transfer spoken Information between English and another language
- Provide a sight translation into English from another language
- Provide a sight translation from English into another language
- Transfer written information into English from another language
- Transfer written information from English into another language

The CBS qualification has also been expanded with the introduction of a Sports and Leisure pathway, which will also be available from May 2011. We can also offer a bespoke content specific variation of this qualification on demand. If you are interested in commissioning a bespoke version of the qualification then please contact Carl Hodgson (details below)

Unitisation of Qualifications

The Unitisation of qualifications will give learners a more flexible way of learning and greater recognition of that learning with the accumulation of Credits for each individual Unit passed. Now that Credit is assigned to each Unit, learners will have a record of all learning undertaken even if the full qualification is not completed. Therefore, Unitisation will offer greater flexibility for the learner to set themselves achievable targets at a timeframe that will suit their individual needs

IoLET External Projects

The IoLET's external projects are continuing well, we are still working with London Metropolitan University (LMU), Durham University, Aston University and the Foreign and Commonwealth Office (FCO) to name a few. We are currently looking to expand upon this work and this year we are looking to offer our moderation service to two new university clients. We are also looking at offering a training service to examiners of language-based qualifications, offering advice on grading criteria, marking methodology and feedback techniques. We welcome joint venture proposals, please contact Carl Hodgson via email address: Carl.Hodgson@iol.org.uk if you require any further information.

Diploma in Translation (DipTrans)

The 2011 Diploma in Translation examination took place in the third week of January.

It was done in two days, the first day all language combinations into English, the second day all language combinations out of English and was conducted in 42 countries and in 50 language combinations, over 1,000 candidates sat the examination. Small Entry language combinations included English into Albanian, Bulgarian, Croatian, Hungarian, Kurdish-Sorani, Lithuanian, Nepalese, Panjabi, Serbian and Somali amongst others. Finnish, Hungarian and Japanese into English as well as Spanish into German and Spanish into French. The top 5 language combinations were French into English, Spanish into English, English into Greek, English into Polish and English into German with the same number of candidates as German into English.

Seminars for Course Providers which provide examples contained in French, Italian, Spanish, German, Greek and Chinese papers are still very popular. As usual, they can be downloaded from the IoLET website. We stress the importance of those seminars as a preparation tool for the examination. Trainers and candidates of any language combination can look at the core information of these useful documents since a great part of their contents is of a generic nature. Downloading and reading the List of Recommendations for candidates is also strongly recommended to any candidates sitting the examination in the future.

Our examiners are routinely assessed as Continuous Professional Development helps to ensure consistency in the marking process and is in line with Ofqual

regulations. In December 2010 two very practical training courses were run for examiners at Saxon House. Remote training was subsequently given to examiners who were not able to attend any of the two sessions. Training is an ongoing process and, before the end of the year, more sessions will be offered to new as well as old examiners for the 2012 examination.

International Diploma in Bilingual Communication (IDBC)

The IDBC 2010 examination was held over four days in November 2010; all candidates sat it in Hong Kong.

However, it has been decided to withdraw this examination for new candidates. With the fast-changing situation concerning qualifications in Hong Kong, the best way of meeting the needs of the wider Hong Kong professional market is being reviewed. Existing IDBC candidates will be able to complete the qualification.

Rosario Lawrence
Mar Pelaez-Munoz
Joint Examination Managers
DipTrans and IDBC

Metropolitan Police Test

The November session of the Metropolitan Police Test ran in the last week of November 2010. 117 candidates were assessed in 35 languages. Despite a tube strike on the first day and unusually heavy snow on some of the other days, almost all candidates were able to attend their assessment. The most popular languages for the November session were Polish, Pashto, Romanian, Lithuanian and Russian. Single candidates were assessed in the following languages: Italian, Japanese, Shona, Tamil, Tigrinya and Ukrainian.

We had a positive response on the candidate questionnaire in the November 2010 session with 94% of respondents judging the customer service from IoLET as

good or excellent; 76% of candidates used sample papers as part of their preparation with 64% stating that they were very good or good as preparation material. 85% of respondents said that they would recommend an IoLET examination/assessment to others. The March/April session of the Met Test was a smaller than usual session and was run over three days in the last week of March 2011. 22 languages were assessed and ranged from Arabic to Twi. Polish continued to be the most popular language in terms of number of candidates and there were single candidates in the following languages: Bulgarian, Cantonese, Hindi, Mandarin, Panjabi (Indian), Sylheti and Tamil. On 1 September 2010 the Customised Assessment Department moved from IoL Language Services Ltd. to IoL Educational Trust.

We are aligning our practices with that of the rest of the Educational Trust and toward this aim we have had a number of meetings to promote closer working relationships between the different teams.

We are currently taking applications for the July 2011 session of the Met Test which will run at the end of July 2011.

Continuation Courses

We are currently running Continuation Courses in five schools in London and the South East. All schools are running courses in French and two schools are also running courses in Spanish and one in German. All courses started in September and will run until the end of the school year. Each school is assigned a moderator to ensure the course is being taught and assessed at the correct level. The moderators have made their first visits to the schools and the courses are running well.

Danielle Burke
Assessment Manager
Customised Assessment Department

**Results and Appeals
Procedure - Update**

The IoLET makes every effort to ensure that all assessment procedures are carried out properly and fairly. In line with guidelines issued by the Office of Qualifications and Examinations Regulation (Ofqual) procedures have been combined to enable the Examination Candidate to select a level of investigation appropriate to individual requirements.

Examination Candidates who achieve a Fail result only, in an IoLET examination and believe that the result released is incorrect may commission a review of results. If, at any of the Enquiry Stages, the original result is changed the IoLET will reimburse the full Enquiry Stage Fee received. The following is an explanation of what is involved at each of the Enquiry Stages available.

The tables on the next page clearly show each route Candidates may take.

Enquiry Stage 1 - Clerical Check

This is a detailed clerical check carried out by IoLET Examination Supervisors of examination results released and involves checking the accuracy of the results issued at each stage of the marking process.

The Central Registration Department will confirm by letter only both when Enquiry Stage 1 has been completed and the outcome.

On completion of Enquiry Stage 1 and receipt of written confirmation the candidate may take the matter further and apply for Enquiry Stage 2.

Enquiry Stage 2 - Re-mark

When a re-mark is commissioned the original script is sent to a second marker who had no

involvement in the original marking. Assessment criteria applied during the re-mark process are exactly the same as used by the first marker. If the Fail result is upheld, the second marker will produce a limited feedback report which will highlight some but not all of the errors which led to a Fail result being awarded.

The Central Registration Department will confirm by letter only when Enquiry Stage 2 has been completed. The candidate will at this stage receive a copy of the relevant question paper and the limited feedback report. On completion of Enquiry Stage 2 and receipt of written confirmation the candidate may take the matter further and apply for Enquiry Stage 3.

Enquiry Stage 3 - Appeal

Depending on which Enquiry Route is selected there are two different types of Appeal (Appeal against Results / Appeal on grounds of Procedural Irregularity). The process in both cases is split into two phases and focuses on procedures used by the IoL Educational Trust in the course of reaching a decision.

Phase 1

Written evidence submitted by the candidate will be considered by the Examination Administration Controller and the Quality Assurance Manager.

If the application does not pass Phase 1 the candidate will be notified in writing otherwise it will automatically pass to Phase 2 of the Appeal process.

Phase 2

The Appeals Panel of the Institute's external Examinations Review Board will hear the appeal. The IoLET will involve in the decision-making process at least one independent member drawn from the IoLET Board,

Examination Review Board or an External Assessor. The Central Registration Department will confirm by letter only when Enquiry Stage – Appeal Phase 2 has been completed.

Enquiry Stage 4 - Independent Review

If an appellant is dissatisfied after receiving the IoLET's final response to Enquiry Stage - Appeal the Candidate may then apply for the final IoLET enquiry stage.

The IoLET will submit documentation relating to the previously completed Enquiry Stages as well as any other relevant information. The independent review process will then examine whether or not the IoLET has followed all Enquiry Stage procedures correctly and in accordance with the Office of the Qualifications & Examinations Regulator (Ofqual) guidelines. The Central Registration Department will confirm by letter only when Enquiry Stage 4 – Independent Review has been completed.

Enquiry Stage 5 – Office of the Qualifications & Examinations Regulator (Ofqual)

When the candidate has completed all Enquiry Stages made available by the IoLET, the final course of action available is a complaint made directly to the regulatory authorities.

The IoLET will submit a full detailed report to Ofqual on request, relating to the four previously completed enquiry stages as well as any other relevant information. The candidate will be notified directly by Ofqual with the outcome of Enquiry Stage - Ofqual.

Ela Kwasny-Spechko
Examinations Administration Controller

Route One

Enquiry Stage	Submission Deadline	Response Time	Fee
1. Clerical Check	2 weeks after receipt of result	Approximately 2 weeks	£20.00
2. Re-mark	1 week after receipt of Stage 1 outcome	Approximately 6 weeks	DPSI Unit 01 £65.00 All other Units £50.00 per Unit
3. Appeal against results	1 week after receipt of Stage 2 outcome	Approximately 3 weeks	£50.00 per Unit
4. Independent Review	1 week after receipt of Stage 3 outcome	N/A	£175.00
5. Ofqual	N/A	N/A	N/A

Route Two

Enquiry Stage	Submission Deadline	Response Time	Fee
1. Clerical Check	2 weeks after receipt of result	Approximately 2 weeks	£20.00
2. Appeal on grounds of Procedural Irregularity	1 week after receipt of Stage 1 outcome	Approximately 3 weeks	£50.00 per Task
3. Independent Review	1 week after receipt of Stage 2 outcome	N/A	£175.00
4. Ofqual	N/A	N/A	N/A

Need further information?

Candidates who need further advice or information concerning the new procedure should contact the Examinations Administration Controller via email address: exams.crd@iol.org.uk.

Small Entry Language Combinations

Examinations Centres are advised to provide prospective Examination Candidates with details of the IoL Educational Trust (IoLET) policy on Small Entry Language Combinations for both the Diploma in Public Service Interpreting and Diploma in Translation examinations.

The IoL Educational Trust aims to enable Candidates to be examined in a language (pathway) of their choice while ensuring that quality assurance standards are met at all times.

In order for the IoLET to offer a particular language and pathway combination a minimum number of three full entries must be received by the close of registration. If by the close of registration there are fewer than three full entries for a particular language and pathway combination the Central Registration Department will contact each Candidate concerned and clarify the options available to them. The Candidate will be asked to complete a form confirming in writing how they wish to proceed.

Diploma in Public Service Interpreting (DPSI) Candidates will usually have the option of either requesting a full refund of the examination fees received at the time of registration or paying a supplementary fee as follows:

Unit	Supplementary Fees	
	Full Fee	Unit Fees
UNIT 01	£270	£90
UNIT 02		£45
UNIT 03		£45
UNIT 04		£45
UNIT 05		£45

For example, if a Candidate wishes to register for a full DPSI in a language (pathway) for which no other applications have been received they will be required to pay the full examination fee plus the full supplementary fee (£270) as listed above.

If a Candidate wishes to register for a Unit 01 DPSI in a language (pathway) for which no other applications have been received they will be required to pay the Unit 01 examination fee plus the Unit 01 supplementary fee (£90) as listed above.

Diploma in Translation (DipTrans) Candidates will usually have the option of either requesting a full refund of the examination fees received at the time of registration or paying a supplementary fee of £250, please contact CRD for full details on +44 (0)20 7940 3163

NOTIFICATIONS

Cheque Payments All Examination Centres and Examination Candidates are advised that the IoL Educational Trust will no longer be accepting cheque payments as of 1 January 2012. Examination Centres will be either issued with an invoice for all Examination Candidates registered on the Enrolment Register or alternatively Examination Candidates will be required to make payment by Credit / Debit card online. Examination Centres should ensure that all Examination Candidates are fully aware of procedures before accepting enrolments.

Adverse Weather Conditions Examination Candidates should be advised that the IoL Educational Trust is unable to accept responsibility for absence from an examination due to adverse weather conditions. Examination Candidates must ensure that they allow plenty of time to arrive at an Examination Centre in time to start the examination as scheduled. Examination Candidates arriving more than fifteen minutes late will not be permitted to enter the examination hall. Examination Candidates registered for multiple units will be permitted to take the remaining units.

IoL Educational Trust

Prizewinners 2010

Photographs: Olyden Johnson



Examination	Prize	For	Winner
Certificate in Bilingual Skills	Follick Cup Wordbank CPD Prize	Best Candidate Overall Best Candidate Overall	Agnieszka Mamouri Agnieszka Mamouri
Diploma in Public Service Interpreting	Nuffield Trophy Corsellis Cup Jaffar Hamid Cup Susan Tolman Award Susan Tolman CPD Prize	Best DPSI Centre Best Candidate (Health) Best Candidate (Local Govt.) Best Candidate (Law) Best Candidate (Overall)	Herts. Interpreting and Translation Service Kathryn Fowler Petra Hytten Anthony Adamberry Anthony Adamberry
Diploma in Translation	Schlapps Oliver Shield Richard Lewis Trophy Fred Brandeis Trophy	Best DipTrans Centre Best Candidate Overall Best English to German Candidate	Akademie für Fremdsprachen Marcus Richardson Pascal Echt
Other Awards			
Innovation and Leadership in Interpreting	McInally Cup	Emily Wilson on behalf of West Yorkshire Police	
Special Commendation for Fostering the Study of Languages	David Crystal Award	Paul Hughes	
Fostering the Study of Languages	Threlford Memorial Cup	Luisa Ribeiro	



Prize-giving 2010

EMILY WILSON

Winner of the McNally Cup for Leadership and Innovation in Public Service Interpreting (on behalf of West Yorkshire Police)



I was both surprised and delighted to receive a letter from the Chartered Institute of Linguists, stating that West Yorkshire Police had been awarded the McNally Cup for Innovation and Leadership in Public Service Interpreting. My team members were thrilled on receiving the good news, it is always heartening to be recognised for projects that one has been actively involved in. I started my career within West Yorkshire Police as a Police Community Support Officer. During my divisional work in Leeds I observed the need for interpreters both within a policing environment and for accessing support services. The work of interpreters is vital to ensure all members of the public have equal access to legal and public services. I am currently a Project Officer within West Yorkshire Police Headquarters; this has enabled me to manage projects capable of implementing change at a strategic level. It was the Force's Bradford Division that conceived the idea to provide a training course for interpreters and enable them to access the Metropolitan Police Test and ultimately enable them to register with the National Register for Public Service Interpreters (NRPSI).

They ran a successful local pilot and the concept was then developed and expanded to include regional partners within Yorkshire and Humberside. I then ran the regional project, coordinating the Yorkshire and Humber Police Forces and partner agencies. The regional project also ensured that local support services in the public and voluntary sector were able to contact the trainee interpreters and utilise their skills as deemed appropriate. Funding was secured from the Migration Impact Fund to pay for staff, training, examination fees and registrations.

As a result of the project, interpreters have been actively working for voluntary organisations in the region and registering with public sector organisations. The NRPSI has now increased its interpreter's pool within the Yorkshire and Humber region and this should help to improve the communities' confidence and satisfaction of the work of the police and partner agencies.

The project had 144 available places and we received over 1000 strong applications and it is this enthusiasm of the linguists that has helped to secure the success of this project.

All those involved in the project worked tirelessly to ensure that there was a significant increase in interpreters who, between them spoke a wide variety of languages and I am proud to say that this is exactly what we have achieved.

A prize-winner's specially struck medal commemorating their achievement



ANTHONY ADAMBERRY

Winner of the Susan Tolman Award for the Best Law Candidate in the Diploma in Public Service Interpreting and the Susan Tolman CPD Prize for Best Candidate Overall

I come from a bilingual background and have always been aware of the fact that maintaining a high standard in both the spoken and written use of the two languages requires discipline, constant effort and learning and does not come automatically from your bilingualism. I always enjoyed languages and a large part of my working life has been connected to the use of languages.

I originally studied Social Sciences at university. Shortly after, I worked as radio journalist with the Spanish Service of the BBC External Services, which offered me the opportunity of research and translation in current affairs and broadcasting. After the closure of seven of the original forty BBC External Services, including Spanish for Europe, I eventually moved to teaching.

I qualified as a modern languages teacher, taking first the F.E. Teacher's Certificate and subsequently the PGCE (Modern Languages) at Liverpool University. I gained a broad experience in secondary schools, a sixth form college and F.E. and Adult Education whilst in England. On eventually returning to Gibraltar, I spent some years teaching French and Spanish at the Bournemouth &

Prize-giving 2010

Poole College (Gibraltar Branch) and E.F.L. in Spain.

The opportunity arose of working in the Government Service and I took up employment at the Magistrates' and Coroner's Court (now under the newly created Gibraltar Courts Service) where I work as a civil servant/in-house court interpreter.

Independently from the EU Directive on Legal Interpreters & Translators that was to appear last year, I had felt for a long time that the role of the court interpreter in Gibraltar should be professionalized. On my own initiative I took the on-line course at Northampton University leading to the DPSI examination with a view to consolidating this. I found the course particularly helpful in pointing to websites covering areas of the law and social issues and in advice and training on techniques in consecutive interpreting.

My current post affords me the opportunity of both interpreting daily and carrying out some translation work and I wholeheartedly agree with a former prize-winner that the adrenaline that interpreting gives you coupled with the quietness of the process of translation are the perfect mix.

It was a great honour to receive both the Susan Tolman Award and the Susan Tolman CPD Prize and I would like to express my gratitude to all those who made it possible including the Department of Education in Gibraltar and the two local Trusts for their support. Finally, I would like to thank the organizers of the prize-giving ceremony for making it such a memorable and enjoyable experience.

KATHRYN FOWLER (née Szent-Györgyi)



Winner of the Corsellis Cup for the Best Health Candidate in the Diploma in Public Service Interpreting

Exposure to other languages was part of my life as a child, having been raised in a multilingual and multicultural environment in the USA and speaking American English, but it was when I went to Hungary at the age of 19 that I learnt my parents' native tongue. I stayed in Hungary for nine years studying ethnography and folklore at the Eötvös Loránd University in Budapest, and later doing fieldwork for postgraduate studies in social anthropology at University College London. The links between language and culture fascinated me, and when I later found work in the UK, as a Hungarian monitor at BBC Monitoring, I had the opportunity to develop my skills in translating from Hungarian voice into English. On leaving the BBC in 2007 I wanted to continue translation work, which I enjoyed so much, and I also liked the idea of the person-to-person contact involved in interpreting. After passing the Metropolitan Police Test in late 2007 I started interpreting for the police and courts, which gave me an enormous buzz, an opportunity to see many parts of the country and the gratification of being of use to public service bodies and also the Hungarian clients. In February of 2009 I decided to take on the additional challenge of preparing for the DPSI Health option - this being a field in which I had no experience. Learning about the subject matter, not to mention the vocabulary and idioms in both

English and Hungarian, was indeed hard work, but the preparatory course at Herts. Interpreting and Translation Service was extremely helpful. It is gratifying to feel that this effort has been rewarded, although I do know that passing the exam is only a first step - learning in the public service interpreting context is an ongoing process.



Herts Interpreting and Translation Service (HITS) Winner of the Nuffield Trophy for the Best DPSI Centre

Our second Nuffield Trophy award in four years is a great delight and surprise and also something of a reassurance. At the very least, it suggests that our previous success in 2007 was not an aberration. It also offers proof that a comparatively small voluntary-sector organisation can compete consistently at the highest professional level with academic institutions, statutory-sector bodies and commercial companies.

How then to account for our repeated success? Of course, serendipitous good fortune plays a significant part. All successful centres are indebted to that little stroke of luck that leads a brilliant potential candidate to pick up the telephone and make a speculative call (hence, our winning group this year contained the leading individual candidates in both the Health and Local Government options). However, we also seek to promote a Centre ethos that stresses the linguistic and intellectual challenges of the DPSI and the social and cultural aspects of our training course above any perceived professional and (in particular) pecuniary advantages.

Prize-giving 2010

Indeed, when a prospective trainee gets carried away with the prospect of the great riches that await them, upon their "inevitable" DPSI success, I am minded to inform them that, if they wish to achieve financial security, they will most likely be better off swishing barcodes at a supermarket check-out on a full-time basis, rather than trusting to the vicissitudes of professional interpreting. Given this, the fact that we continue to attract trainees who value learning and self-improvement above anything else is our greatest good fortune.

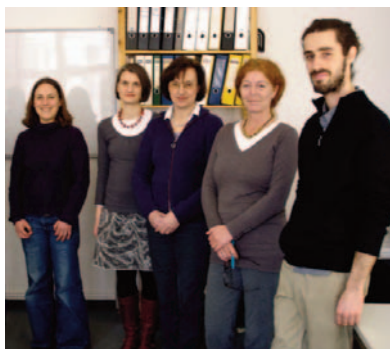
A successful centre must select candidates with discretion. Although, as part of a registered charity, we do have a broader social remit than simply 'pass and fail', we also have a clear duty of care to those who wish to train with our organisation. The DPSI process is an expensive one. Therefore, it is our responsibility to protect unsuitable potential candidates who can ill-afford to lose the sums of money involved.

Although it is rather early to predict student numbers for DPSI 2012, initial enquiries to our Centre with regard to our preliminary training courses appear to be at their highest for several years. It would seem that the unfavourable financial climate has forced many individuals to consider how best to make use of their available personal resources (e.g. perceived language skills) and to look to invest in their future.

On average, up to one-third of applicants to any one of our training courses are rejected at a formal interview. I suspect this proportion will only increase in the coming year, as even more applications are received and we continue to apply admission criteria based upon an honest evaluation of a candidate's capability, rather than their ability (and often desperate willingness) to pay our training and examination fees.

Above all else, we will endeavour to continue to adhere to the one simple basic principle that has served us well for the past ten years: to be ethical at all times. Success is an added bonus.

Ian McKenzie, HITS



Akademie für Fremdsprachen GmbH
Winners of the Schlapps Oliver Shield
Best DipTrans Centre

As an educational centre, it is our aim to ensure that our students are efficiently, creatively and successfully guided through their venture of acquiring the Diploma in Translation Certificate. So, when we received the letter letting us know we had won an award for accomplishing just that, we were indeed delighted! Even though we couldn't make it to the prize giving ceremony as our team was administering further exams that week.

The Akademie has the good fortune of celebrating its 40th anniversary this year, and throughout this time, we have had the chance to observe how technology and languages develop and interconnect and precisely how translating, together with exam specifications, adjust to such changes.

As we also offer DipTrans preparation courses, our involvement, as a rule, begins the moment students consider preparing to sit the exam.

=Do they have sufficient familiarity with the source language?
=Are they progressive in the expertise of their native language i.e. the target language?
=Pertaining to strengths and weaknesses, on which specialised papers should they concentrate?
Three imperative questions to which the answers enable us to ensure candidates commence learning for the exam at a defined level.

Our teachers, who themselves have been awarded the Diploma in Translation Certificate, are particularly aware of the candidates' needs and objectives while preparing for the exam, and often slip into the role of mentor.

Guiding candidates through the exam itself is a challenging undertaking, which we eagerly rise to in January every year. Well-practised organisation and a stress-free environment is decisive in the time leading up to, and during, the day of the exam.

Candidates put their trust in the successful co-ordination between the IoLET DipTrans team and our director of studies, administrators, invigilators and computer technicians, enabling them to concentrate on the task at hand: Translating!

Meaning that all of us play a role in the candidates' plans for the future. A responsibility that we take seriously.

Elaine Watson, Director of Studies



Prizewinner Special

Our nominated prizewinners recount their daily lives with languages

Flight Sergeant Paul Hughes was awarded the David Crystal Award for 'fostering the study of languages' in recognition of his work as a Business Language Champion encouraging young people to consider the benefits of working with languages.

During his 22-year service in the RAF, F/Sgt Paul Hughes served in Iraq and Afghanistan, and worked as an Arabic interpreter and Russian and Pashto linguist.

Here, he advises on how he applies his unique, and successful, strategy for engaging young people.

The 200 sorry-looking figures lined up as if they were about to meet their maker. The directing staff herded them along a dimly-lit corridor, perpetually reminding them to sort out their personal attire and keep noise to a minimum. Their bodies felt lacklustre following the risky missions of the previous night; their nutritional intake was low. The last thing they needed was what lay ahead. An apprehensive figure waited. As the dejected crowd came into view, it was apparent that this was going to be a tougher mission than the one he had flown a day earlier. His heart raced. His mouth went dry. An intense engagement began; each faction eager to impose its dominance. However, the one man facing the 200 possessed the key element, and after 60 minutes a mutual respect and understanding was established. It was time to withdraw. Operation Relevance had been accomplished.



Flight Sergeant Hughes receives his award from the Patron of the Chartered Institute of Linguists, Prince Michael of Kent GCVO

Well that's enough hyperbole for this article. But it should give some idea of what it feels like to face a group of Year 9 pupils about to decide their GCSE options. I was that brave volunteer, known as a Business Language Champion. Sponsored by the Department for Education to promote the importance of language and intercultural skills to young people, the scheme concentrates on business success in a competitive global economy. Business Language Champions come in various guises; in this case a Royal Air Force Flight Sergeant who hated secondary school, couldn't abide language lessons as a teenager, and only recently found out he was dyslexic. By that time, however, I was a quadri-lingual postgraduate with a repertoire of cognitive workarounds and life experiences.

So how can you escape intact from a talk on the joys of language learning with a group of teenagers? And what can Business Language Champions do to enthuse pupils of the early 21st century – perhaps, the hardest linguistic task facing us all?

Rule 1

Call it a Diva-esque request but my only "rider" before entering the Amphitheatre of Doom (aka the Assembly Hall) is a strong

black coffee, to speed up the wit factor. Without this advantage you are a lamb to the slaughter.

Rule 2

Don't bother introducing yourself if someone else has already done it for you.

Rule 3

Be different from the offset; they won't be expecting dynamism. I normally shout some off-the-wall greeting, followed by "Hands up if you hate learning languages", while raising my hand. I can guarantee there will be a Mexican wave of elevated arms in seconds. Straightaway you have something in common with your audience – always a winner!

Rule 4

Humour is your best friend – used wisely it can render prospective hecklers silent in seconds. You can usually spot the over-confident rebel teen the moment they enter the room; just before you hit the "relevance button" (see rule 6), stop mid sentence, look surprised and comment on his/her hair. Saying something as simple as "Nice hair!", shaking their hand and asking their name, before carrying on with your speech, shows your complete authority and no-fear approach, without being derogatory – and it is sure to raise whoops of delight from the masses.

Rule 5

Show students how to learn a language. Chances are their language teachers use a plethora of delivery systems for classroom-based lessons, but what can they do when they're at home? I use two simple methods for remembering vocabulary: mnemonics and flashcards. I have never been able to learn from lists of vocabulary; my brain remembers the sequence but not the words themselves. This is where flashcards come in. They focus the brain on one word at a time.

I cut my cards to half the size of a normal playing card, writing the English word on one side and the target language word on the other. I then group them in random sets of five and memorise them from the English meaning first. I then shuffle the order and memorise them from the target language. If there are any difficult words, I use a wacky – usually rude – mnemonic to trigger the association. I then add another five words, and then shuffle both groups together.

Rule 6

Show them what a language qualification can do for them. I have spoken to more than 7,500 teenagers and I can tell you, they have almost no idea. Even in this technological era, global awareness is minimal and the standard response for dealing with foreigners is to talk more slowly and more loudly. This is the time to hit the "relevance button" (RB). Keep your finger pressed on the RB for a good five minutes or more – it has to tie in to your particular business and how it has made a difference to you, both personally and professionally. Use as many tangible scenarios as you can muster.

Once the penny drops with regard to languages opening doors and laying the building blocks of international business networks, the Apprentice fan within them all erupts and they start to envisage their education including at least one language.

Rule 7

Honest personal experiences strike a chord every time. Give away the secrets of your success and, even more importantly, how you bounced back from any adversity. Keep the stories short and punchy, interspersed with humour and random sound bites relating to the "rebel teen" identified in rule 4.

Rule 8

Select an alert volunteer from the front row to act as a "bookmark". Every so often, stop the talk and open the floor to random questions. Get the crowd to ask anything at all about you – the bizarre and baffling questions that come your way will undoubtedly include sex, drugs and not rock'n'roll. Let them see your human side, and how you perceived adults and the world in general when you were a teenager. Brutal honesty really works, as the virtual world young people increasingly inhabit often lacks a human element. After a few questions, get back on the relevance track by asking the bookmark to remind you what you had been talking about. This random break creates anticipation, a lot of humour, and an enormous amount of mutual respect, encouraging the audience to open up and share their feelings and anxieties.

Rule 9

Pose the question: "Who knows what they want to do when they leave education?" You will get a few who already know, but the

vast majority won't. When I say "I don't know what I'm going to do either!" there is always a raucous mass laugh, which increases in amplitude when they realise I'm serious.

As far as I'm concerned, I'm still in education; whether it's distance learning, e-learning, night school or continuing professional development (CPD). I'm fortunate that the RAF positively encourages personnel to acquire additional qualifications to future-proof the service. Whatever your circumstances, to procrastinate and not improve yourself is tantamount to complacency, and could mean professional suicide should you be made redundant or lose your job. I haven't come across a single student who does not agree with this, and you can see a thirst for knowledge ripple through the room.

Rule 10

Wrap up the talk with a brief and witty recap of the relevance of languages, naughty mnemonics and the obvious need for lifelong learning. Job done! Congratulations, you've survived, and maybe planted a few proactive seeds among the crowd that may well bear fruit in the years to come.

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To find out more about Business Language Champions, to get involved or request a speaker, visit the CILT website at www.cilt.org.uk and enter the 'workplace' section. The website also has contact details for local project managers. Contact the National Programme Manager, Michelle Brassell via email: michelle.brassell@cilt.org.uk

Luisa Ribeiro was awarded the Threlford Memorial Cup, named after the Institute's founder, for fostering the study of languages through her work with the Portuguese speaking community of Lambeth on behalf of Lambeth Council.

Luisa writes on the importance of recognising the positive impact of home languages, focusing on Portuguese.

For the last four years, Lambeth has been developing a project in its schools to raise the attainment levels of its Portuguese speakers. Approximately 150 languages are spoken in the London borough – the main ones being Portuguese, Yoruba, French, Spanish and Twi – and 38 percent of its population is from an ethnic minority.

Coming from eight countries, Portuguese speakers are drawn to the area by the well-established Portuguese-speaking community. The language is used in a wide range of professions there, including health, housing, childcare and law, as well as in social contexts.

Portuguese-speaking pupils represent the largest minority community in Lambeth schools, and have been the lowest achievers since tracking began. When I became the borough's Specialist for Portuguese Pupil Achievement in 2006, I decided to take a holistic approach to address the issues, as identified by a thorough assessment of their needs. These included low self-esteem and confidence, low educational levels, and low levels of proficiency in their mother tongue, mainly in writing and reading.

Although my post was made redundant in November, I am continuing to work with the Council to develop projects to narrow the gap in achievement



Ms Luisa Ribeiro receives her award from the Patron of the Chartered Institute of Linguists, Prince Michael of Kent GCVO

and raising awareness in schools about the needs of Portuguese-speaking pupils and parents. Since 2006, the performance of Portuguese pupils has improved year on year for all ages.

Raising awareness

Since 1999, through a range of initiatives, the profile of the Portuguese language – both as a mother tongue and as a modern foreign language (MFL) – has been raised in Lambeth. Portuguese has been taught within the curriculum in some schools, raising the self-esteem of Portuguese pupils, who become the experts in these lessons.

Schemes of work have been published by the Government to teach French, Spanish and German in primary schools, but nothing had been produced for Portuguese. So in 2009, I contacted a group of Portuguese and English colleagues, and together we created a resources pack to teach Portuguese at Key Stage 2. This can be downloaded for free from the website of CILT, the National Centre for Languages (www.cilt.org.uk).

I also introduced the new Asset Languages qualification to give pupils the chance to get accreditation for their language skills. A group of Year 6 Portuguese-speaking children at

Wyvil Primary School have since gained the equivalent of a GCSE pass in the language. It was vital to give classroom teachers the opportunity to learn the language as well. They could then better communicate with the community they work with, and, most importantly, teach Portuguese effectively as an MFL. Our training courses started two years ago and have been so popular that we were able to open two new courses in January. The content is related to language and culture but also to education, enabling teachers to develop their understanding of both language and culture.

Inspiring learning

An important part of my work has been to develop links with Portuguese-speaking countries, allowing teachers to create projects with schools in Portugal and Brazil. Such links can help pupils to understand others and value diversity. Teachers are able to compare education in the two cultures, develop a supportive learning environment for EAL pupils, explore issues around identity, and better understand the background of children and parents. We are now in an ideal position to strength our links with schools and organisations in Brazil, as it prepares to host the World Cup 2014 and Olympics

2016.

In June 2008, the "Sing Portuguese" project was launched to boost students' confidence in their culture, language and roots. Songs provide a useful window into the other culture, and classroom workshops in which pupils analyse song lyrics have increased cultural awareness among pupils and teachers. Children have taken to the streets of Lambeth, as well as the City of London Festival 2010, to sing the songs they have learnt, increasing the visibility of Portuguese-speaking communities and their cultures, and promoting Portuguese as a vibrant, useful and global foreign language.

Following the impact of Sing Portuguese 1, the Early Years Buddying Programme (supported by Lambeth's Making a BIG Difference fund) commissioned Sing Portuguese 2 for our very youngest children. Singing along to nursery rhymes is an excellent way for them to start learning and practising the language. Booklet, CD and DVD sets for projects 1 and 2 have enabled more schools to join in, and a set combining projects 1 and 2 is now due to be published.

Forging links

The Portuguese Education Network was established in 2005 to bring together people involved in the education of Portuguese-speaking pupils. It enables them to share information about different projects; discuss possible research projects; consult on the needs of children within the community; and explore the possibility of creative organisations working in schools. This has enabled us to work with the Arvon Foundation, which runs creative writing workshops, and StoneCrabs Theatre, a

theatre charity based in South East London.

The project's highly successful annual conference, "The Sky's the Limit", began in 2007. The event provides training and information on the Portuguese-speaking community, and shares details of the successful projects happening in Lambeth's schools. It has proved to be a catalyst for new projects and for attracting further funding.

Funding partnerships

When the project began in 2006, I soon realised that the available funding and resources were not sufficient to create sustainable projects, and that I would have to involve other organisations from the outset. I contacted embassies and businesses, and initiated a number of projects involving schools, pupils and parents. Some of the most successful were arts workshops in schools; awards for speakers of Portuguese in Lambeth; and teacher training (inset) days on Portuguese language, social background and culture, focusing on the educational systems of Portuguese-speaking countries. Most of the projects have been in partnership with Portuguese banks, shops and restaurants, which have been encouraged to invest money back into the community. One example is the Portuguese section in Clapham Library, which will be sponsored by a Portuguese bank.

The profile of Portuguese speakers is changing in Lambeth. The language is becoming more popular, increasing the demand for Portuguese lessons and creating a readiness to build sustainable projects aimed at raising the attainment of Portuguese pupils. Despite the end of the Advisor post at Lambeth – a result of the far-reaching cuts that have

effected all councils nationwide – the council is committed to continuing to raise attainment and already contacted me about working with them as an independent consultant. Working on this basis will enable me to work with other boroughs and councils across the country. My approach can easily be adapted to other languages and communities, and I hope to share my methods with others.

Luisa Ribeiro is an independent Adviser for Modern Foreign Languages. Email: lribeiroconsultancy@gmail.com.

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Do you know someone who deserves recognition?

Each year, the IoL Educational Trust hosts a prize-giving ceremony in honour of those candidates who have performed exceptionally well in their examinations.

Along with awards of academic recognition, another very special award is also presented during the ceremony.

The Threlford Memorial Cup was originally presented by the founder of the Institute of Linguists, Sir Lacon Threlford, for "fostering the study of languages", the award attracts a strong field of contenders and the David Crystal Trophy is given as a Special Commendation. Previously awarded for excellence in an examination, the Threlford Memorial Cup is now presented to a person or institution that has strived to foster the study of languages, in keeping with Sir Lacon's intent.

A wide range of winners, representing a diverse and innovative spectrum of language learning, have been presented with the Cup.

If you know of a person, or organisation, that deserves to be recognised for their work within language study we would be delighted to hear from you; contact us via email to sarah.heaps@iol.org.uk