



Qualification Specification

GA Level 2 Certificate in Community Interpreting	603/5489/6
GA Level 3 Certificate in Community Interpreting	603/5490/2

These qualifications are subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.

Section 1 - Qualifications Overview

1.1 Introduction: About the Gatehouse Awards Level 2 and Level 3 Community Interpreting Qualifications

Gatehouse Awards (GA) vocational qualifications are designed to give learners the skills to be active in the modern labour market.

This specification covers the GA Level 2 and Level 3 Certificate in Community Interpreting Qualifications.

The qualifications have been developed in accordance with the National Occupational Standards for Interpreters (CFAINT01 – CFAINT09) and are aimed at meeting the needs of learners and employers.

This document provides centre staff, learners and employers with a comprehensive overview of the qualification content as well as the assessment and quality assurance requirements for these qualifications.

The qualifications are regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and are part of the Regulated Qualifications Framework (RQF).

All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

These qualifications are not designed to replace any existing qualifications.

1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Last Review Date	Next Review Date
GA Level 2 Certificate in Community Interpreting	603/5489/6	01/02/2020	30/03/2025	March 2030
GA Level 3 Certificate in Community Interpreting	603/5490/2	01/02/2020	30/03/2025	March 2030

1.3 Qualification Aims and Objectives

The aim of these qualifications is to equip learners with the skills and knowledge to work in the community interpreting sector.

There are several features of the GA Level 2 Community Interpreting qualification that make it appropriate for its target learners.

The aims of this qualification are for learners to:

- understand the role of the Community Interpreter
- understand the regulations and codes of conduct needed to function as a Community Interpreter
- learn about the different public sector organisations where interpreting is needed
- demonstrate proficiency in two way interpreting in real-life scenarios
- learn how to develop their interpreting skills

There are several features of the Level 3 Community Interpreting qualification that make it appropriate for its target learners.

The aims of the qualification are to enable learners to:

- develop and practise sight translation
- demonstrate advanced skills in two-way interpreting
- learn how to develop and enhance own performance

These qualifications can be relied upon by employers to indicate that an individual can undertake a specific role in the workplace.

It is intended that the Level 2 GA Certificate in Community Interpreting is more relevant for those working in voluntary or informal community settings. The Level 3 GA Certificate in Community Interpreting is designed for those working in a legal or similar formal public services setting.

1.4 Qualification Structure and Overview: Units, GLH, TQT and Credit Values

The GA Community Interpreter qualifications are listed on the Ofqual Register of Regulated Qualifications as part of the Regulated Qualifications Framework (RQF).

The structure of these qualifications is as follows:

GA Level 2 Certificate in Community Interpreting					
Mandatory Units	Level	Unit Ref	Credits	GLH*	Study Time*
1. Language Use in Bilingual Interpreting	2	J/617/9462	3	10	20
2. Plan and Prepare for the Role of a Bilingual Interpreter	2	L/617/9463	5	30	20
3. Carry out Two-Way Interpreting	2	R/617/9464	5	30	20
			13	70	GLH + Study Time = TQT* 130

GA Level 3 Certificate in Community Interpreting					
Mandatory Units	Level	Unit Ref	Credits	GLH*	Study Time*
1. Language Use in Bilingual Interpreting	2	J/617/9462	3	10	20
2. Plan and Prepare for the Role of a Bilingual Interpreter	3	D/617/9466	6	30	30
3. Carry out Two-Way Interpreting	3	H/617/9467	6	30	30
4. Provide Sight Translations within Interpreting Assignments	3	K/617/9468	2	10	10
			17	90	GLH + Study Time = TQT* 170

***Guided Learning Hours (GLH): Definition**

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

****Total Qualification Time (TQT): Definition**

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a learner is expected to undertake in order to complete each unit is expressed in the 'Study Time' above. This, including the GLH, provides the Total Qualification Time, or TQT, and represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of these qualifications.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and is in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

Level

The qualifications within this specification are designated at Level 2 and Level 3 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that these qualifications are considered by GA to lead to the outcome as follows:

Achievement at Level 2 reflects the ability to understand facts, procedures and ideas and interpret relevant information in an area of study or field of work to complete well-defined tasks and address straightforward problems. It includes being able to select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. It also reflects an ability to identify how effective actions have been and identify, gather and use relevant information to inform actions.

Achievement at Level 3 reflects the ability to identify and use factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine, interpret and evaluate relevant information and ideas, and reflects an awareness of the nature of the area of study or work and different perspectives or approaches within the area of study or work.

1.5 Intended Audience, Age and Entry Requirements

The Level 2 GA Certificate in Community Interpreting Qualification is intended as initial training for those whose current or desired job role requires them to develop skills, understanding, and knowledge of Community Interpreting and who wish to acquire a formal qualification.

The Level 3 GA Certificate in Community Interpreting Qualification is intended for those developing more advanced skills in the Community Interpreting sector. It is designed for those who are currently employed or wish to be employed in more specialised public service settings. Those involved already in this sector may consider the Level 3 GA in Community Interpreting as a refresher or continuing professional development option.

These qualifications are available to learners aged 16 and over, who are working, or preparing to work, as a Community Interpreter.

There are no formal academic entry requirements for these qualifications; however, due to the nature of the qualification content, those undertaking the qualification must have a proficient level of spoken and written English. We recommend that Learners hold a formal English language qualification of at least Level 2/C1 of the CEFR (Common European Framework of Reference for Languages) or, e.g.

- GCSE English Language (A* - C / Grade 4 or above), or equivalent
- ESOL International (CEFR: C1 or C2)

A learner must demonstrate complex language ability equivalent to C1 or above within their working languages.

It is recommended that prior to commencing a programme of study leading to any of these qualifications, candidates receive detailed advice and guidance from the training provider in order to ensure the programme will meet their needs.

1.6 Rules of Combination

The Rules of Combination for these qualifications are:

- In order to achieve the GA Level 2 Certificate in Community Interpreting, learners must complete 3 Mandatory Units and achieve 13 credits.
- In order to achieve the GA Level 3 Certificate in Community Interpreting learners must complete 4 Mandatory Units and achieve 17 credits.

There are no further Rules of Combination.

1.7 Recognition of Prior Learning and Transfer of Credits

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA unit or units prior to the learner taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a learner must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the learner's knowledge and skills are current, valid and sufficient the use of RPL may be acceptable for recognising achievement of a unit, units or whole qualification. The requirement for RPL in such instances will include a consideration of the currency of the knowledge gained by the learner at the time they undertook the prior learning.

RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

All RPL decisions and processes are subject to External Quality Assurance (EQA) scrutiny and must be documented in line with GA's quality assurance requirements.

No transfer of credits is permitted for these qualifications.

1.8 Relationship to Other Qualifications & Progression Opportunities

The GA Community Interpreting qualifications are designed to provide an introduction to the skills and knowledge required to work in the field of Community Interpreting.

They are ideal qualifications for learners who wish to work in the UK or abroad in a Community Interpreting setting.

Those with Community Interpreting qualifications can work in many sectors and roles including:

- Administration
- Conference Interpretation
- Freelance interpreter and/or translation services
- International sales
- Linguistics
- Public service interpreting
- Refugee support
- School support work
- Sign language interpreting

Learners may progress onto further community interpreting qualifications, or other qualifications at a higher level.

1.9 Language of Assessment

These qualifications are offered in English and the target language.

Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

1.10 Grading

All learning outcomes and assessment requirements must be met before a learner can be considered having achieved these qualifications.

These qualifications are not graded on a scale. Learners are assessed as Pass or Fail. Learners who aren't successful can resubmit work within the registration period.

1.11 Qualification Availability

These qualifications are available in the UK and internationally.

If you would like further information on becoming an Approved Centre, please contact us. Our contact details appear on our website www.gatehouseawards.org.

Section 2: Qualification Delivery, Assessment & Quality Assurance Model

2.1 Teaching and Learning Requirements

Courses leading to these qualifications may consist of e-learning courses or classroom-based courses, or a blended option.

Learners can therefore undertake learning and assessment on a flexible basis.

Learners must have suitable access to teaching and assessment staff as well as technical support. Specialist staff, high quality learning materials and access to assessment opportunities are essential for all centres.

Learners must be aware of the relevant code of conduct for interpreters and must abide by it.

Further details and guidance on the content of teaching and learning for each unit can be found in the GA Community Interpreting Syllabus in Section 4 below.

2.2 Assessment & Quality Assurance Model

For this qualification, learners' work is internally assessed and internally moderated by centre staff to clearly show where learners have achieved the learning outcomes and qualification requirements.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA. Centres operating this model are subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

Statement on simulation

GA believes that although it may present the best evidence of a learner's skill, it would be inadvisable to assess learners' competence through the observation of work taking place in the real working environment. This is for the following reasons:

Collecting real workplace evidence would intrude on confidentiality or privacy. For example, if the learner is interpreting to support a legal case on child protection, immigration status, a police interview, or medical appointment, client confidentiality could be seriously compromised by the presence of the examiner or a video recording of the case. Arranging

observation is also difficult and can be expensive, for example while working at the client's premises, far away from the assessment base.

If a learner had to supply the evidence from their workplace, they may experience an unreasonable delay in collecting evidence to prove his/her competence, while waiting for a case to arise or to be granted the relevant permissions to use this case as part of their examination process.

Because the collection of evidence from a real workplace is often not possible or limited for the reasons given above, GA uses 'simulation' of assignments, which have been designed to mirror the actual working environment.

2.3 Portfolio Requirements

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements.

Various types of evidence may be used, for example:

- essays/assignments
- short questions and answers
- workbooks
- professional discussions
- observations of performance in the workplace
- product evidence
- reflective accounts
- witness testimony
- records of questioning

Evidence in the portfolio should be mapped against the learning outcomes, reflect the type of evidence supplied and indicate its location within the portfolio. By using portfolio reference numbers, it will enable the candidate, assessor, IQA and EQA to quickly locate the evidence submitted.

All evidence must meet CRAVES requirements (see Section 2.4 below).

2.4 Assessment of Learners: CRAVES

Assessors must ensure that all evidence within the learner's portfolio judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the candidate's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

2.5 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that Assessors are assessing to the same standards, i.e. consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring Assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing Assessors with clear and constructive feedback
- supporting Assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which incorporates the number of candidates, number of Assessors, and the experience and competency of Assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

2.6 External Moderation and Quality Assurance Arrangements

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the GA *Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval.

Through discussions with centre staff, examining candidate's work, moderation of assessment, talking to candidates and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

2.7 Registering Candidates and Unique Learner Numbers (ULNs)

Learners must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be 1 year. Should a learner not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a candidate is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

2.8 ID Requirements

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

2.9 Record Keeping

Records of learner's details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care and comply with clinical and information governance requirements, with appropriate policies and procedures in place to maintain confidentiality, both related to patients and clients, staff and learners.

All records must be easily retrievable and made available to GA or the Regulator upon request.

Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, centres may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.

Section 3 – Centre Requirements and Quality Assurance Arrangements

Course providers offering GA Community Interpreting qualifications must ensure that they have the following resources in place.

3.1 Staff

The knowledge and experience of all staff involved in the delivery of preparation courses leading to these qualifications will be considered during the approval and re-approval process and at External Quality Assurance Visits.

The course provider must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of these qualifications and must make records available to GA upon request. The information GA expects the course provider to hold for each member of staff includes, as a minimum:

- current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

The course provider must ensure that they have the management and administrative arrangements in place which are suitable to support the registration of learners and the management and administration of the model of preparation course delivery.

Requirements for Teachers and Assessors

Those delivering preparation courses leading to a GA Community Interpreting qualification must have relevant occupational experience and hold relevant qualifications, e.g. Certificate in Community Interpreting at Level 3 or above or higher-level qualifications, e.g. DPSI.

Teachers and Assessors must have practical experience and a sound understanding of Community Interpreting which should have been gained through a sustained period of working in the Community Interpreting sector.

Teachers and Assessors must also have the appropriate level of competence in the working languages used by the learner.

GA recommends that Assessors hold relevant teaching or assessing qualifications suitable to support the making of appropriate and consistent assessment decisions.

Suitable teaching and assessing qualifications may include:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 or 4 PTLLS, or above (i.e. CTLLS or DTLLS)
- Level 3 or 4 Award/Certificate in Education and Training, Cert. Ed or PGCE
- Degree in Education
- Level 3 or 4 NVQ in Training and/or Learning & Development.

Assessors may be working towards a relevant equivalent teaching/assessing qualification under the guidance of a suitably qualified, experienced Assessor and their Internal Verifier.

Where a Teacher or Assessor does not hold teaching or assessing qualifications, they must ensure that they are able to demonstrate that they have delivered a minimum of 30 hours of teaching or assessing.

Teachers and Assessors involved with the delivery and assessment of these qualifications must also be able to demonstrate ongoing professional development relevant to the sector subject area.

Requirements for Internal Moderators (also referred to as an Internal Quality Assurers or IQAs)

Assessors may have one or several appointed Internal Moderators.

These qualifications are assessed by an Assessor and internally moderated and quality assured by an Internal Moderator to ensure standardisation, reliability, validity and sufficiency of the Assessor's assessment decisions.

Internal Moderators therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring. It is the centre's responsibility to select and appoint Internal Moderators.

To be able to perform the internal moderation and quality assurance role, an Internal Moderator must:

- have up-to-date working knowledge and experience of the specific occupational field
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following Assessor qualifications or their recognised equivalent:

- Level 3 Award in Assessing Competence in the Work Environment
 - Level 3 Certificate in Assessing Vocational Achievement
 - A1 Assess candidate performance using a range of methods
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
 - V1 Conduct internal quality assurance of the assessment process
 - D34 Internally verify the assessment process
- show current evidence of continuing professional development in assessment and quality assurance.
- In addition, Internal Moderators must be familiar with GA's qualification requirements.

Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced Internal Moderator.

The Internal Moderator must have relevant occupational experience and hold relevant qualifications in the particular subject area being assessed. They must hold a regulated qualification at least at the level of the qualification they are assessing and must have a minimum 3 years prior experience of working in the Community Interpreting sector.

The knowledge and experience of Teachers, Assessors and Internal Moderators will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

External Moderation (also referred to as External Quality Assurance or EQA)

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications

3.2 Assessment of Learners

The centre must ensure that Assessors meet the requirements listed in Section 3.1 above in order to make assessment decisions leading to the award of these GA qualifications.

Learners must demonstrate they reach the required standard. Assessment must reflect the real interpreting environment.

- At **Level 2** the interpreting scenario will reflect a familiar or informal situation.
- At **Level 3** the interpreting scenario will reflect a more specialist public service setting.

3.3 Portfolio Requirements

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements.

Various types of evidence may be used, for example:

- essays/assignments
- short questions and answers
- workbooks
- professional discussions
- observations of performance in the workplace
- product evidence
- reflective accounts
- witness testimony
- records of questioning

Evidence in the portfolio should be mapped against the learning outcomes, reflect the type of evidence supplied and indicate its location within the portfolio. By using portfolio reference numbers, it will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

All evidence must meet CRAVES requirements.

3.4 CRAVES Requirements

Assessors must ensure that all evidence within the learner's portfolio judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the candidate's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

3.5 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that Assessors are assessing to the same standards, i.e. consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring Assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing Assessors with clear and constructive feedback
- supporting Assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which incorporates the number of learners, number of Assessors, and the experience and competency of Assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

3.6 External Moderation and Quality Assurance Arrangements

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the *GA Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval. These include:

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualifications, including physical resources and staffing, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualifications
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- the internal moderation and quality assurance arrangements
- sampling internal moderation records against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- administrative arrangements
- ensuring that any actions from moderation and wider quality assurance activity have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner's work, moderation of assessment, talking to learners and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

3.7 Venue Requirements

When training premises are used in the delivery of teaching and assessment of these qualifications, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply.

3.8 Equipment

Centres must ensure that all products and equipment used in the delivery and assessment of these qualifications must be authorised by GA and confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of centres.

Where specific products and equipment are required for the delivery and assessment of a GA qualification, the suitability of the products and equipment at the centre will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

3.9 Teaching and Learning Resources

GA does not prescribe the use of set course books, workbooks or other materials but expects that Centres providing such courses should use relevant and up-to-date, high-quality teaching and learning materials which allow candidates to adequately prepare for assessment.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of candidates.

Useful Resources

Any references to books, journals, websites or other third-party materials and publications made in this Qualification Specification are made in good faith only and GA does not accept responsibility for the content of such materials or any opinions expressed within them.

- The Crown Prosecution Service www.cps.gov.uk/legal-guidance/interpreters#a03
- Immigration Guidance for Interpreters
www.gov.uk/government/publications/guidance-for-interpreters/guidance-for-interpreters
- *Dialogue Interpreting: A Guide to Interpreting in Public Services and the Community* (Routledge Interpreting Guides).
- Corsellis, *Public Service Interpreting: The First Steps* (Palgrave Textbooks in Translating and Interpreting, 2008).
- C Féraillleur-Dumoulin, *A Career in Language Translation: Insightful Information to Guide You in Your Journey as a Professional Translator* (Bloomington: AuthorHouse).
- A Gilles, *Note-Taking for Consecutive Interpreting: A Short Course* (Routledge, 2017).
- A Gilles, *Conference Interpreting: A Student's Practice Book* (Routledge, 2013).
- A Gilles, *Consecutive Interpreting: A Short Course* (Routledge, 2019)
- K Heimerl-Moggan and Vanessa Ifeoma John, *Note Taking for Public Service Interpreters* (Inter-Right Training Consultancy Ltd, 2017)
- H Mikkelsen and R Jourdenais *The Routledge Handbook of Interpreting* (Routledge Handbooks in Applied Linguistics)
- J Nolan, *Interpretation Techniques and Exercises* (Multi-lingual Matters, 2005)
- De Pedro Ricoy, Raque, *Interpreting and Translating in Public Service Settings* Routledge, 2016).
- S Rennie, *Interpreting and Access to Public Services* (SEQUALS, 1999)

- C Valero-Garcés and Rebecca Tipton *Ideology, Ethics and Policy Development in Public Service Interpreting and Translation (Translation, Interpreting and Social Justice in a Globalised World Book 1)* (Multi-lingual Matters, 2017)
- C Valero-Garcés, *Communicating Across Cultures: A Coursebook on Interpreting and Translating in Public Services and Institutions* (University Press of America, 2014)

3.11 Marking, Re-Submission of Work and Re-Sit Summative Assessments

The use of artificial intelligence ('AI') to mark learner work is strictly prohibited.

The decision regarding whether to permit a learner to resubmit work and/or attempt an assessment again will be based on an evaluation of how closely their previous attempts met the passing criteria. This evaluation will consider the extent to which the learner's work demonstrated progress towards meeting the required standards.

If a learner must retake any formal assessment, the centre is expected to offer additional training or support to address areas needing improvement. It is essential that the centre maintains regular contact hours with learners to identify any challenges and implement necessary support or access arrangements.

Any re-submissions of work or re-sits of practical assessments must be completed within the qualification registration period.

Re-submissions of work or re-sits of practical assessments must be assessed with the same rigour and adherence to the qualification standards.

If a learner does not pass after three attempts, the centre must assess whether, despite supportive measures and multiple attempts, the candidate's progress is not indicative that they will meet the qualification requirements. They may be issued with a final 'Fail' grade or withdraw from the programme.

The centre must ensure that their policies and procedures regarding learner dismissal or failure are communicated clearly to learners to maintain fairness and transparency.

3.12 Results

Centres may make claims for certification via the Ark when learners complete and the Assessor and Internal Moderator have confirmed achievement. Such claims for certification are subject to successful external moderation (EQA).

Following the External Moderator's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account. Certificates are usually issued within 10 working days of the award of the qualification.

3.13 Certificates

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g. learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

3.14 Direct Claims Status (DCS)

Direct Claims Status is not available for these qualifications.

3.15 Appeals and Enquiries

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

3.16 Ongoing Support

There are a number of documents on the GA website that centres and candidates may find useful: www.gatehouseawards.org

The website is updated regularly with news, information about all GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and candidates are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so centres can be provided with the best level of support and guidance.

At the time of approval, centres are assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website www.gatehouseawards.org.

Section 4a – The GA Level 2 Certificate in Community Interpreting – Syllabus

4.1 Syllabus Area / Unit Title		Unit Number	Level	Credits	GLH
1. Language Use in Bilingual Interpreting		J/617/9462	2	3	10
Aims: The Interpreter must be able to demonstrate language skills at a complex level in at least two working languages, capable of understanding a wide range of demanding lexis and specialist language relevant to the public service context, expressing him/herself fluently and spontaneously without much obvious searching for expressions. The Interpreter’s use of language must be flexible and effective, enabling paraphrasing to deal with complex terms. The interpreter must be able to display confidence and interpersonal skills in managing communication during an interpreting assignment, using inclusive language and appropriate register, tone and style whilst maintaining a high level of professionalism.					
Language Use in Bilingual Interpreting Learning Outcomes – the learner will:					
1.1	use two languages at a complex level to reflect meaning expressed by users communicating across the two languages				
Indicative content: a. demonstrating complex language ability equivalent to C1 or above within the CEFR (Common European Framework of Reference for Languages) in the working languages b. techniques to reflect non-verbal communication c. techniques to paraphrase and use synonyms where direct equivalents do not exist in the target language d. recognise and use formal grammatical structures in both languages e. using lexis and specialist terminology appropriate to the public service setting (education, health, mental health, social services, immigration, housing, welfare etc)					

1.2	use inclusive language
Indicative content: a. recognise and use inclusive language	
1.3	use appropriate style, tone and register
Indicative content: a. language to convey correct level of formality b. recognising slang and colloquialisms and their more formal synonyms c. recognising phrasal verbs and idioms and their meanings, and their more formal forms d. mirror the register used in the source and target language e. transferring the register of one language into the other f. techniques to use when the registers of the language participants do not match each other	

4.2 Syllabus Area / Unit Title		Unit Number	Level	Credits	GLH
2. Planning and Preparing for the Role of a Bilingual Interpreter		L/617/9463	2	5	30
Aims: The Interpreter must be able to identify the professional conduct and practice expected of them in both their current and future role and professional practice. Interpreters are required to operate within the relevant codes of conduct, legislation and specific public sector regulations as they apply to the particular scenario and setting. It is expected that the Interpreter has a sound awareness of how assignment bookings should be considered, making professional judgements about accepting or declining an assignment, taking into account the scope of the assignment and any conflicts which may arise. The Interpreter must be able to identify gaps in their knowledge and skills and plan and implement continuous professional development in order to maintain and develop professional practice, knowledge and skills.					
Planning and Preparing for the Role of a Bilingual Interpreter Learning Outcomes – the learner will:					
2.1	understand the codes of practice, legal requirements, legislation and relevant public sector regulations				
Indicative content: a. principles of professional practice b. the interpreter’s code of conduct (which may be organisation-specific in some cases, and vary in some details) c. relevant legislation and legal requirements d. sector regulations specific to the public service context e. levels of accountability f. requirements for health and safety g. requirements for confidentiality					

- h. requirements for safeguarding
- i. requirements for public liability insurance
- j. relevant vetting requirements (e.g. Disclosure and Barring Service in the UK)

2.2 understand the interpreter's role and responsibilities

Indicative content:

- a. conveying facts accurately
- b. interpreting exact meaning
- c. not adding or omitting anything
- d. facilitating the conversation flow
- e. asking for repetition where necessary
- f. rendering tone, register & cultural allusions accurately
- g. avoiding bias or discrimination
- h. ethical behaviours and principles
- i. identifying and managing conflicts of interest
- j. practical arrangements for maintaining confidentiality
- k. the need for impartiality
- l. personal security

2.3 understand the protocols of assignment bookings

Indicative content:

- a. the recruitment processes used by public services to book interpreters for assignments
- b. reviewing the purpose, scope, subject matter and terms and conditions of an assignment

- c. analysing the level of complexity of an assignment
- d. the structure and function of the organisation and its main services and client groups
- e. requesting essential and further information
- f. anticipating difficulties
- g. researching an interpreting assignment
- h. being interviewed for an assignment
- i. payment arrangements
- j. the correct steps to accept an assignment

2.4 understand barriers, limits and limitations to the interpreter's role

Indicative content:

- a. when to refuse an assignment, e.g. when the client is known to the interpreter, the scenario conflicts with the interpreter's personal beliefs, the interpreter feels unable to be objective owing to personal experience or the interpreter has insufficient experience to cope with the complexity of the assignment
- b. client's rights and entitlements
- c. techniques for managing the process of communication where the degree of complexity, technicality or emotional charge is beyond the interpreter's own ability to deal with
- d. techniques for managing the process of communication where the participant's conduct prevents effective interpreting

2.5 reflect and evaluate on own professional practice

Indicative content:

- a. reflecting the effectiveness of own performance with regard to how well the interpreter was able to communicate meaning, capture the main points, structure the interpretation; the accuracy of own language, register; personal

conduct and application of professional principles, adaptation of cultural conventions; dealing with problems and issues

- b. identifying own strengths and development needs as a bilingual interpreter

2.6 understand support and professional development

Indicative content:

- a. the types of support available for physical, emotional and personal well-being
- b. how support can be accessed
- c. the types of professional development that an interpreter can undertake, e.g. updating service knowledge, keeping in contact with language communities in different contexts, keeping up to date with legislation, area of expertise
- d. how professional development opportunities can be accessed

4.3 Syllabus Area / Unit Title		Unit Number	Level	Credits	GLH
3. Carry Out Two Way Interpreting		R/617/9464	2	5	30
Aims: Interpreters may be required to carry out two-way interpreting assignments, whereby interactions between two (or more) parties are interpreted. It is expected that the interpreter will mostly use consecutive interpreting techniques, in scenarios that are familiar to the interpreter. A range of role play scenarios / simulations may be used. Three people will be involved (the two users who communicate across two languages and the interpreter). Interpreting two-way also includes monitoring the effectiveness of the interpretation and addressing and problems and issue that may arise. In some circumstances, interpreters may also be required to use technology effectively.					
Carry Out Two Way Interpreting Learning Outcomes – the learner will:					
3.1	use two-way interpreting techniques				
Indicative content: a. selecting and using effective techniques appropriate to the interpreting assignment b. selecting and using effective techniques appropriate to the public service context					
3.2	prepare for two-way interpreting				
Indicative content: a. awareness of the context of the assignment b. how to prepare and demonstrate preparation and readiness to commence the interpreting assignment					

- c. checking that the environment supports effective interpreting, personal safety and comfort and make or request adjustments, when necessary

3.3 deliver two-way interpretation

Indicative content:

- a. accurately conveying the facts, meaning, concepts and opinions, as appropriate to the scenario
- b. accurately conveying specialist terms within the public services context
- c. being understood by both users who communicate across two languages
- d. reflecting the flow of communication between the users who communication across two languages
- e. reflecting the register, language and tone of the users who communicate across two languages
- f. supporting effective communication and take action if communication breaks down
- g. neither adding nor omitting anything
- h. asking questions, when necessary
- i. following the stages of the interpreting process
- j. how to make effective use of technology and adjust the style of communication to the technology used, when necessary
- k. taking notes, when necessary
- l. appropriate social and interpersonal skills
- m. delivering two-way interpretation clearly, with a suitable level of fluency and confidence
- n. completing an assignment at the correct time and location

3.4 apply strategies to deal with challenging language within the interpreting assignment

Indicative content:

- a. asking for clarification or repetition when necessary without adversely affecting the flow of communication
- b. repairing any mistakes without adversely affecting the flow of communication
- c. paraphrasing complex terms and phrases when the direct equivalent in the target language is unknown or when there is no direct equivalent term or phrase

3.5 apply professional standards when preparing for and delivering two-way interpreting

Indicative content:

- a. demonstrating competence in both languages
- b. ensuring both parties are aware of the interpreter's role
- c. the role and responsibilities of the interpreter, principles of professional conduct, relevant legislation and legal requirements
- d. the protocols of the specific public service context
- e. ethical behaviours/principles, minimising bias, conflicts of interest, confidentiality, impartiality, integrity, accountability, personal security and professionalism
- f. potential or associated risks when undertaking two-way interpreting assignments
- g. the implications of cultural variances on delivery of the interpretation
- h. professional boundaries throughout the preparation and delivery of the two-way interpreting assignment.

Section 4b – The GA Level 3 Certificate in Community Interpreting – Syllabus

4.4 Syllabus Area / Unit Title		Unit Number	Level	Credits	GLH
1. Language Use in Bilingual Interpreting		J/617/9462	2	3	10
Aims: The Interpreter must be able to demonstrate language skills at a complex level in at least two working languages, capable of understanding a wide range of demanding lexis and specialist language relevant to the public service context, expressing him/herself fluently and spontaneously without much obvious searching for expressions. The Interpreter’s use of language must be flexible and effective, enabling paraphrasing to deal with complex terms. The interpreter must be able to display confidence and interpersonal skills in managing communication during an interpreting assignment, using inclusive language and appropriate register, tone and style whilst maintaining a high level of professionalism.					
Language Use in Bilingual Interpreting Learning Outcomes – the learner will:					
1.1	use two languages at a complex level to reflect meaning expressed by users communicating across the two languages				
Indicative content: a. demonstrating complex language ability equivalent to C1 or above within the CEFR (Common European Framework of Reference for Languages) in the working languages b. techniques to reflect non-verbal communication c. techniques to paraphrase and use synonyms where direct equivalents do not exist in the target language d. recognise and use formal grammatical structures in both languages e. using lexis and specialist terminology appropriate to the public service setting (education, health, mental health, social services, immigration, housing, welfare etc)					

1.2	use inclusive language
Indicative content: a. recognise and use inclusive language	
1.3	use appropriate style, tone and register
Indicative content: a. language to convey correct level of formality b. recognising slang and colloquialisms and their more formal synonyms c. recognising phrasal verbs and idioms and their meanings, and their more formal forms d. mirror the register used in the source and target language e. transferring the register of one language into the other f. techniques to use when the registers of the language participants do not match each other	

4.5 Syllabus Area / Unit Title		Unit Number	Level	Credits	GLH
2. Planning and Preparing for the Role of a Bilingual Interpreter		D/617/9466	3	6	30
Aims: The Interpreter must be able to identify the professional conduct and practice expected of them in both their current and future role and professional practice. Interpreters are required to operate within the relevant codes of conduct, legislation and specific public sector regulations as they apply to the particular scenario and setting. It is expected that the Interpreter has a sound awareness of how assignment bookings should be considered, making professional judgements about accepting or declining an assignment, taking into account the scope of the assignment and any conflicts which may arise. The Interpreter must be able to identify gaps in their knowledge and skills and plan and implement continuous professional development in order to maintain and develop professional practice, knowledge and skills.					
Planning and Preparing for the Role of a Bilingual Interpreter Learning Outcomes – the learner will:					
2.1	understand the codes of practice, legal requirements, legislation and relevant public sector regulations				
Indicative content: a. principles of professional practice b. the interpreter’s code of conduct (which may be organisation-specific in some cases, and vary in some details) c. relevant legislation and legal requirements d. sector regulations specific to the public service context e. levels of accountability f. requirements for health and safety g. requirements for confidentiality					

- h. requirements for safeguarding
- i. requirements for public liability insurance
- j. relevant vetting requirements (e.g. Disclosure and Barring Service in the UK)

2.2 understand the interpreter's role and responsibilities

Indicative content:

- a. conveying facts accurately
- b. interpreting exact meaning
- c. not adding or omitting anything
- d. facilitating the conversation flow
- e. asking for repetition where necessary
- f. rendering tone, register & cultural allusions accurately
- g. avoiding bias or discrimination
- h. ethical behaviours and principles
- i. identifying and managing conflicts of interest
- j. practical arrangements for maintaining confidentiality
- k. the need for impartiality
- l. personal security

2.3 understand the protocols of assignment bookings

Indicative content:

- a. the recruitment processes used by public services to book interpreters for assignments
- b. reviewing the purpose, scope, subject matter and terms and conditions of an assignment

- c. analysing the level of complexity of an assignment
- d. the structure and function of the organisation and its main services and client groups
- e. requesting essential and further information
- f. anticipating difficulties
- g. researching an interpreting assignment
- h. being interviewed for an assignment
- i. payment arrangements
- j. the correct steps to accept an assignment

2.4 understand barriers, limits and limitations to the interpreter's role

Indicative content:

- a. when to refuse an assignment, e.g. when the client is known to the interpreter, the scenario conflicts with the interpreter's personal beliefs, the interpreter feels unable to be objective owing to personal experience or the interpreter has insufficient experience to cope with the complexity of the assignment
- b. client's rights and entitlements
- c. techniques for managing the process of communication where the degree of complexity, technicality or emotional charge is beyond the interpreter's own ability to deal with
- d. techniques for managing the process of communication where the participant's conduct prevents effective interpreting

2.5 reflect and evaluate on own professional practice

Indicative content:

- a. reflecting the effectiveness of own performance with regard to how well the interpreter was able to communicate meaning, capture the main points, structure the interpretation; the accuracy of own language, register; personal

conduct and application of professional principles, adaptation of cultural conventions; dealing with problems and issues

- b. identifying own strengths and development needs as a bilingual interpreter

2.6 understand support and professional development

Indicative content:

- a. the types of support available for physical, emotional and personal well-being
- b. how support can be accessed
- c. the types of professional development that an interpreter can undertake, e.g. updating service knowledge, keeping in contact with language communities in different contexts, keeping up to date with legislation, area of expertise
- d. how professional development opportunities can be accessed

4.6 Syllabus Area / Unit Title		Unit Number	Level	Credits	GLH
3. Carry Out Two Way Interpreting		H/617/9467	3	6	30
Aims: Interpreters may be required to carry out two-way interpreting assignments, whereby interactions between two (or more) parties are interpreted. It is expected that the interpreter will mostly use consecutive interpreting techniques, in scenarios that are familiar to the interpreter. A range of role play scenarios / simulations may be used. Three people will be involved (the two users who communicate across two languages and the interpreter). Interpreting two-way also includes monitoring the effectiveness of the interpretation and addressing and problems and issue that may arise. In some circumstances, interpreters may also be required to use technology effectively.					
Carry Out Two Way Interpreting Learning Outcomes – the learner will:					
3.1	use two-way interpreting techniques				
Indicative content: a. selecting and using effective techniques appropriate to the interpreting assignment b. selecting and using effective techniques appropriate to the public service context					
3.2	prepare for two-way interpreting				
Indicative content: a. awareness of the context of the assignment b. how to prepare and demonstrate preparation and readiness to commence the interpreting assignment					

- c. checking that the environment supports effective interpreting, personal safety and comfort and make or request adjustments, when necessary

3.3 deliver two-way interpretation

Indicative content:

- a. accurately conveying the facts, meaning, concepts and opinions, as appropriate to the scenario
- b. accurately conveying specialist terms within the public services context
- c. being understood by both users who communicate across two languages
- d. reflecting the flow of communication between the users who communication across two languages
- e. reflecting the register, language and tone of the users who communicate across two languages
- f. supporting effective communication and take action if communication breaks down
- g. neither adding nor omitting anything
- h. asking questions, when necessary
- i. following the stages of the interpreting process
- j. how to make effective use of technology and adjust the style of communication to the technology used, when necessary
- k. taking notes, when necessary
- l. appropriate social and interpersonal skills
- m. delivering two-way interpretation clearly, with a suitable level of fluency and confidence
- n. completing an assignment at the correct time and location

3.4 apply strategies to deal with challenging language within the interpreting assignment

Indicative content:

- a. asking for clarification or repetition when necessary without adversely affecting the flow of communication
- b. repairing any mistakes without adversely affecting the flow of communication
- c. paraphrasing complex terms and phrases when the direct equivalent in the target language is unknown or when there is no direct equivalent term or phrase

3.5 apply professional standards when preparing for and delivering two-way interpreting

Indicative content:

- a. demonstrating competence in both languages
- b. ensuring both parties are aware of the interpreter's role
- c. the role and responsibilities of the interpreter, principles of professional conduct, relevant legislation and legal requirements
- d. the protocols of the specific public service context
- e. ethical behaviours/principles, minimising bias, conflicts of interest, confidentiality, impartiality, integrity, accountability, personal security and professionalism
- f. potential or associated risks when undertaking two-way interpreting assignments
- g. the implications of cultural variances on delivery of the interpretation
- h. professional boundaries throughout the preparation and delivery of the two-way interpreting assignment.

4.7 Syllabus Area / Unit Title		Unit Number	Level	Credits	GLH
4. Provide Sight Translations within Interpreting Assignments		K/617/9468	3	2	10
Aims: Interpreters may be required to produce a sight translation of written/video texts from the source language into the target language as part of an interpreting assignment. This involves being able to assess whether a sight translation can be undertaken within a reasonable time during the assignment and producing a sight translation which accurately conveys the meaning in the text. Texts may include correspondence, information leaflets, administrative forms, video clips and text messages/emails.					
Provide Sight Translations within Interpreting Assignments Learning Outcomes – the learner will:					
4.1	understand the process by which sight translation is carried out				
Indicative content: a. the process of reading for gist, identifying and clarifying terminology and concepts, identifying structural differences between source and target languages, mentally prepare a sight translation, delivering a sight translation					
4.2	prepare for sight translation				
Indicative content: a. establishing expectations with participants to facilitate effective sight translations and provide clarification when necessary					

- b. assessing if the sight translation can be undertaken within a reasonable time within the interpreting assignment (informing the parties if it cannot be provided so alternative arrangements can be made)
- c. making effective use of available resources and reference materials to check any technical or specialist terms, as necessary

4.3 deliver a sight translation

Indicative content:

- a. accurately convey facts, meaning, concepts and opinions, as appropriate to the text
- b. accurately convey specialist terms within the public services context
- c. be understood by the client
- d. reflect the register, language and tone of the document
- e. neither add nor omit anything
- f. ask questions, when necessary
- g. deliver the sight translation clearly, with a suitable level of fluency and confidence

4.4 apply strategies to deal with challenging language and problems within the sight translation scenario

Indicative content:

- a. strategies to check and seek clarification where there is any uncertainty
- b. paraphrasing complex terms and phrases when the direct equivalent in the target language is unknown or when there is no direct equivalent term or phrase
- c. how to effectively use reference materials, such as dictionaries and glossaries

4.5 apply professional standards when preparing for and delivering sight translations

Indicative content:

- a. demonstrating competence in both languages
- b. the role and responsibilities of the interpreter, principles of professional conduct, relevant legislation and legal requirements
- c. ethical behaviours/principles, minimising bias, conflicts of interest, confidentiality, impartiality, integrity, accountability, personal security and professionalism
- d. circumstances in which sight translation is and is not appropriate
- e. potential or associated risks when undertaking sight translations
- f. the alternatives to sight translations
- g. applying knowledge of the cultures, conventions and formats of texts and the implications of these aspects for translating text at sight

Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

1.1 Introduction to Internal Moderation

Internal Moderation is a centre's internal system that ensures learner evidence is complete and genuinely meets all the required criteria by which the learner is judged to have met in order to be awarded a qualification. The process involves regularly sampling and evaluating the centre's assessment practices and decisions, and it is the Internal Moderator's responsibility to act on their findings to ensure consistency and fairness.

Ensuring quality standards are maintained and are consistent within and across a centre's provision is the responsibility of the head of centre, who must ensure that suitable staff are in place to act as Internal Moderator(s) and provide full support and standards scrutiny of the centre's Assessment decisions.

1.2 Internal Moderation Processes

Internal Moderation involves three key processes: co-ordination of the assessment process, standardisation of assessment practice, and sampling of assessed work.

These processes are conducted by one Internal Moderator or, if there is more than one, a team of Internal Moderators who are under the direction of a Lead Internal Moderator.

Information about the experience and qualification requirements for Internal Moderators is provided in the *Qualification Specification*.

1.3. Co-ordination of the Assessment Process

Prior to delivery commencing, it is the Internal Moderator who will confirm that assessment tasks are appropriate. This may involve checking that proposed assessment activities, plans for practical assessments, or the briefs of any assignments or reports are fit for purpose. It may also include checking that internal tests or examination materials are fit for purpose.

In order to ensure that the planned assessment activities and materials are fit for purpose, the Internal Moderator will consider and judge whether the activities and materials provide inclusive opportunities for all learners to meet the assessment objectives and generate evidence which is current, reliable, authentic, valid, able to be evaluated and sufficient to meet the requirements of the qualification.

During delivery of assessment, Internal Moderators will work with the Assessment team, ensuring that assessment practices are being carried out correctly. This may involve observing assessment taking place.

1.4 Standardisation of Assessment

The standardisation process helps to ensure that all centre staff involved in the delivery, assessment and quality assurance are consistent and fair to all learners and interpret and follow the requirements of the qualification in the same way.

Internal Moderators are expected to ensure high levels of consistency across Assessors and centre delivery sites through sharing good practice and providing feedback and support, doing so accurately and in good time. The internal Moderator may highlight areas for further CPD or additional training as necessary.

1.5. Sampling Process

When planning and carrying out internal moderation activities, it is important that the Internal Moderator works to a sound sampling strategy to ensure that standardisation of assessment decisions can take place.

A centre's sampling strategy involves reviewing the quality of Assessor's judgements, which will include reviewing learner work.

The learner work may be sampled before the learner has completed the full qualification, for example by sampling one or two assignments, topic areas or units, as the learner completes them.

The Internal Moderator should check that planning and reviewing has taken place and feedback is given to learners by the Assessor. The Internal Moderator will also check and confirm the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The Internal Moderator will therefore be able to evaluate the quality and consistency of the Assessor's assessment decisions and be able to identify any problems at an early stage. It will highlight individual Assessor training and development needs, which in turn can inform the programme of CPD for the assessment team as a whole.

The Internal Moderator must plan their sampling activities as outlined below.

1.6 Establishing a Sampling Strategy

Sampling should enable the Internal Moderator to evaluate how Assessors have reached their decisions. They must be able to follow documentation which clearly shows that Assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by Assessors as '**CRAVES**'

- **Current:** the work is relevant at the time of the assessment
- **Reliable:** the work is consistent with that produced by other learners
- **Authentic:** the work is the learner's own work
- **Valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **Evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner resulting in improvements in knowledge or competency leading to the award
- **Sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

1.7 Planning Sampling Activities

The Internal Moderator should consider the following when considering the volume of work that they should sample:

- the learners' ethnic origin, age and gender to ensure a representative range of learners are sampled
- the Assessors' experience and qualifications, workload and their occupational competence. For example, if Assessors are qualified and experienced it may not be necessary to look at everything in a learner's portfolio. If Assessors have less than 12 months' experience, are new to the centre or a particular qualification, or perhaps have not assessed for a length of time, the Internal Moderator will need to sample substantially more of their decisions for the first 6 - 12 months
- the full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, products, RPL, simulation, etc and ensure a good, representative range of assessment evidence is sampled
- previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the Internal Moderator has a particular concern regarding the assessment decisions of a particular Assessor they should focus on increasing the volume of work from that Assessor to continue increased monitoring and evaluation of risk
- whether any changes have been implemented relating to the assessment of the qualification or its units, for example if there have been amendments to the qualification specification, or instances where industry practice or legislation has changed
- the range of locations where assessments have taken place
- the sampling process must not be determined by any rule of thumb such as '10%.'

1.8 Producing a Sampling Plan

The Internal Moderator must develop a sampling plan at the beginning of the learner's (or cohort's) programme and record, on the plan, which topic areas/assessment methods they plan to sample, and when.

Copies of sampling plans should be made available to other Internal Moderators and the assessment team, and sampling carried out according to the plan.

Where variations are made, these should be recorded on the plan.

1.9 Completing a Sample Record

The Internal Moderator should record the quality assurance sampling activities on a Sample Record. As a minimum, this record must indicate the Assessor's decision, the content of the sample, the Internal Moderator's decision and relevant feedback to the Assessor.

Where the Internal Moderator agrees with the assessment decisions, certification claims can go ahead.

Where the Internal Moderator does not agree with the assessment decisions, full feedback must be given to the Assessor, with action points agreed which relate to the Assessor's areas for improvement and instructions for how the learner can be supported to produce the required evidence of knowledge and skills.

Sampling must take place before any certification claims are made by the centre and all records, including those of standardisation meetings, feedback to Assessors and CPD activity should be made available to the GA-appointed External Moderator (also referred to as the EQA) upon request.

Document Specification:					
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Links to Ofqual GCR	E3; G6; G7; H2	Other relevant documents:	GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy GA CASS & General Moderation Policy		