

Applying to be a Regulated Trainee Sign Language Interpreter: Guidance for applicants undertaking an approved interpreter training course or approved development plan

To become a NRCPD Regulated Trainee Sign Language Interpreter (TSLI) you must meet all of the requirements set out below. Meeting these requirements means that we can be confident that you are ready to practice as a TSLI and that you will be practicing safely.

1. Undertaking Training

You must be undertaking an NRCPD approved interpreter training course that leads to registered status (A list of approved courses is available on the [NRCPD website](#)). Or you must be undertaking an approved development plan that leads to Registered status.

2. Endorsement

Before applying to be a TSLI you must demonstrate you meet all of the requirements set out in the NRCPD Standards for Trainee Sign Language Interpreters (Annex 1) which includes:

- Demonstrating level 6 ability in your first language
- Demonstrating Level 4 ability in your second language
- Demonstrating sufficient interpreter training or experience to be aware of developing professional competence boundaries

You must also demonstrate that you continue to meet these standards. You must be endorsed each time you renew, if your assessor decides you do not meet the standards, you would not be permitted to renew at that time.

You must be assessed and endorsed by a RSLI who is also a qualified assessor or verifier or equivalent. If you are undertaking a University course there will be certain staff at the University who has been appointed to endorse trainees.

A record of your assessment(s) against the Trainee Sign Language Interpreter standards must be signed by both you and the endorser and must be retained by you.

3. Supervision

All TSLIs must be supervised throughout their training. You will need a supervisor whether you are undertaking an approved course or an approved development plan. During your application you will be asked to name your supervisor. Sometimes the assessor who endorses a trainee will act as their supervisor but this is not always the case.

TSLIs must have formal contact with their supervisor once every three months. This is a minimum requirement and should be more frequent if the TSLI or the supervisor feels it necessary. TSLIs and supervisors are encouraged to have monthly contact in-between the formal quarterly meetings. Video conferencing (or similar) meetings are acceptable.

A record of the quarterly meetings must be kept, including the date and what was discussed. It must be signed by both the TSLI and the supervisor.

If the supervisor has evidence that the TSLI is not meeting the Standards for Trainee Interpreters, and/or feels they are not safe to practice, the supervisor must inform NRCPD.

4. Approved Development Plans

TSLIs undertaking an approved development plan must record their progress against their planned targets at the quarterly meetings; this must be countersigned by the supervisor.

5. Training/Practice Breaks

TSLIs must inform NRCPD and their supervisor if they are going to take a break from training and practicing.

If the break is longer than three months, the TSLI must be assessed against the Trainee Interpreter Standards to ensure they meet the required standard following their practice/training break.

6. Audit

An annual audit will take place to ensure compliance with the requirements. You will need to retain the following information for audit purposes:

- Records of the quarterly meetings between TSLI and supervisor.
- Records of the TSLI's progress against their planned targets in their approved development plan, countersigned by the supervisor.
(This only applies to TSLIs undertaking the approved development plan route)
- Records of the TSLI's assessment against the Trainee Sign Language Interpreter Standards

7. Regulated Trainee Sign Language Interpreters must also:

- Declare to abide by the Code of Conduct

- Have a standard disclosure certificate less than 3 years old before you apply
- Have appropriate professional indemnity insurance

You are allowed a maximum of four years (three renewals) as a Regulated trainee sign language interpreter.

8. Practice Restrictions for Trainee Sign Language Interpreters

TSLI may not work in the criminal justice system or mental health settings. TSLIs must exercise caution when accepting work in a social care setting.

We reserve the right to place further restrictions on a Regulated trainee's practice. We will take this step only when the training route someone has chose, or evidence from their professional practice, calls into question their competence to work in particular domains.

Notes for Endorsers and Supervisors

The role of the **endorser** is to assess a TSLI against the NRCPD Standards for Trainee Sign Language Interpreters. TSLIs must be assessed before their first application and at each subsequent renewal. Assessment against the standards is also required if a TSLI takes a break from training/practicing for longer than three months. A record of the assessment must be made and signed by both endorser and TSLI, and retained for audit purposes.

Endorsers must be qualified Assessors (A1) or Verifiers (V1) or equivalent. Endorsers must also be a NRCDP Registered Sign Language Interpreter. If you are unsure if you are appropriately qualified to be an endorser please contact us.

You can be a both an endorser and a supervisor to a TSLI.

The role of the person supervising a TSLI (the **supervisor**) is to:

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- Monitor the progress of the TSLI throughout the year
- Monitor the TSLI's development plan (if applicable)
- Verify that the person who has endorsed the trainee is suitably qualified to do so, in line with the above guidance. (This only applies if the endorser and the supervisor are different people. Supervisors may contact NRCPD for this information if necessary)
- Act as a point of contact if NRCPD needs to discuss a TSLI's performance
- Inform NRCPD immediately if the TSLI suspends their training
- Inform NRCPD immediately if they cease to supervise the TSLI

It is preferable that the person supervising a trainee is an Assessor or Verifier or equivalent. However, we understand that this may not always be possible.

A person supervising a Regulated Trainee Sign Language Interpreter must:

- Be a registered sign language interpreter
- Hold a qualification that enables them to carry out this role. E.g. in assessing, verifying, teaching, mentoring or supervising. If you are unsure if you are suitably qualified to supervise a trainee then please contact us.

Guidance on Approved Development Plans

TSLIs who are not undertaking an [approved course](#) must submit a development plan when applying to be a TSLI, or renewing. The development plan is considered by a NRCPD Professional Standards Advisor. If the plan meets the required standards, it will be approved. If it does not, the plan will be sent back to the TSLI with recommendations for improvements.

You should work on your development plan with your supervisor and it must meet the following criteria:

- Development plans must cover 12 months unless otherwise agreed with NRCPD.
- Plans must show progression from TSLI towards RSLI level. I.e. plans should not include any development towards TSLI level as this means the applicant is not ready to be a TSLI.
- You do not need to use a specific template for a plan, however plans must include the following:
 1. Skill area
 2. Objectives
 3. Strategies – what specific tasks will you undertake to meet your objectives? What practical steps will you undertake to work on the skill you have identified? How will you monitor your progress? Each monitoring strategy should include measurable achievements so you can capture your progress.
 4. Review date/target date for completion.
- TSLI undertaking an approved development plan must record their progress against their planned targets at the quarterly meetings; this must be countersigned by the supervisor.

NRCPD Standards for Trainee Sign Language Interpreters

The form below sets out NRCPD's Standards for Trainee Sign Language Interpreters. This provides the framework for providers to assess if students are at a point in their development where they have the skills and knowledge to function safely as Trainee Sign Language Interpreters.

If an applicant or existing TSLI fails to meet any of the criteria in the standards they should not be endorsed at that time.

Prepare for interpreting assignments as a trainee interpreter	Met	Unmet
<p>Performance criteria</p> <p>1 you communicate to the client that you are a trainee interpreter, if they are not already aware</p> <p>2 you identify:</p> <ul style="list-style-type: none"> • the subject matter and purpose of the assignment • the level of language and interpreting skills required <p>3 you assess whether the mode of consecutive interpreting is suitable for the assignment</p> <p>4 you seek advice from your mentor, if you doubt whether you have the necessary level of skills for the assignment</p> <p>5 you do not accept any assignment which is beyond your competence in terms of subject matter, degree of complexity or simultaneous mode of interpreting</p> <p>6 you agree contract details, including location and timescales, and any payment</p>		

Prepare for interpreting assignments as a trainee interpreter	Met	Unmet
<p>7 you check with your employer, placement provider or professional association that you are insured</p> <p>8 if appropriate, you request in advance of the assignment a briefing session and sight of documents to be used</p> <p>9 you plan appropriately so that you will be able to deal with:</p> <ul style="list-style-type: none"> • the type and topic of the assignment • the language likely to be used during the assignment • any weaknesses in your language skills and processing skills and how you overcome these • domain-specific language • the cultural and communication conventions of the users • any special requirements, and expectations of the users, including the positioning of the users and yourself 		

Prepare for interpreting assignments as a trainee interpreter	Met	Unmet
<ul style="list-style-type: none"> • commonly encountered dilemmas <p>10 you use terminology accurately to describe interpreting and language features</p> <p>11 you use relevant sources of information</p> <p>12 you compile and maintain a glossary of terminology</p> <p>13 you seek advice from your mentor on a regular basis</p>		
<p>Knowledge and skills</p> <p>K1 the languages in which you interpret, with the ability to function at graduate/NQ6 level for your first language; and A Level/Higher/NQF 4 for your other language(s)</p> <p>K2 the process of interpreting from one language into another and how to reflect the meaning of the source language into the target language</p> <p>K3 the cognitive processing involved in interpreting, concepts such as reformulation, and strategies to deal with an unknown word or phrase</p>		

Prepare for interpreting assignments as a trainee interpreter	Met	Unmet
<p>K4 the cultures of the languages in which you interpret and their conventions for communication, and the implications of these aspects on the planning for the interpreting assignment</p> <p>K5 the mode of consecutive interpreting and the concept of simultaneous/whispered interpreting</p> <p>K6 the concept of domain-specific terminology</p> <p>K7 techniques to anticipate the type and the degree of difficulty of the assignment and the client's and users' needs</p> <p>K8 terminology to describe aspects of language and communication and to compare features of the languages in which you interpret</p> <p>K9 the role of the interpreter and the principles of professional conduct, specifically the need to:</p> <ul style="list-style-type: none"> • turn down any assignment which is beyond your competence • be impartial, and maintain integrity and professionalism 		

Prepare for interpreting assignments as a trainee interpreter	Met	Unmet
<ul style="list-style-type: none"> • treat all information you receive in the course of your duties as confidential, unless required to disclose by law <p>K10 contract negotiation, including time scales, any payment and professional indemnity as well as third party insurance</p> <p>K11 techniques to research and verify terminology</p> <p>K12 techniques to compile and maintain glossaries of terminology</p> <p>K13 sources of general and specialist information to assist with assignments, e.g. internet, leaflets, video and glossaries</p> <p>K14 study skills and the ability to handle extended reading in both languages</p>		

Interpret two-way as a trainee interpreter	Met	Unmet
<p>Performance criteria</p> <p>1 you communicate to the users that you are a trainee interpreter, if they are not already aware</p> <p>2 you interpret largely accurately the meaning expressed by users who communicate across two languages</p> <p>3 your interpretation reflects the flow of communication between the users</p> <p>4 you have some ability to reflect the language users' register and attitude but not yet total control</p> <p>5 you interpret consecutively</p> <p>6 while you may omit some information and not always relay information completely accurately, you have good strategies to repair mistakes</p> <p>7 you paraphrase the meaning of complex terms and phrases, if you do not know the direct equivalent in the target language</p>		

Interpret two-way as a trainee interpreter	Met	Unmet
8 you check back with the source language user if you are unable to interpret or are not sure that you have interpreted the meaning accurately		
9 you withdraw from the assignment if it becomes clear that it is beyond your competence and you negotiate alternative arrangements		
10 you support effective communication throughout the assignment and take action if communication breaks down		
11 you interpret factual information and reflect opinions largely accurately		
12 you handle the standard national variety of the languages in which you interpret		
13 you take notes during consecutive interpreting, where required		
14 your conduct is consistent with the principles of professional practice and the registration body's code of conduct		
15 your social and interpersonal skills enable you		

Interpret two-way as a trainee interpreter	Met	Unmet
<p>to interact effectively before, during and after the assignment</p> <p>16 you seek advice from your mentor on a regular basis</p>		
<p>Knowledge and skills</p> <p>K1 the languages in which you interpret, with the ability to function at graduate/NQ6 level for your first language; and A level/Higher/NQF4 for your other language(s)</p> <p>K2 the process of interpreting from one language into another and how to reflect the meaning of the source language into the target language</p> <p>K3 the cognitive processing involved in interpreting and concepts such as long-term and working memory, reformulation and time lag</p> <p>K4 the cultures of the languages in which you interpret and their conventions for communication</p> <p>K5 the concept of register (frozen, formal, informal, colloquial and intimate) and the</p>		

Interpret two-way as a trainee interpreter	Met	Unmet
<p>transfer of register from one language into the other</p> <p>K6 the concept of consecutive and simultaneous/whispered modes of interpreting and when you might use these</p> <p>K7 techniques to manage communication if it breaks down in one or more of the following ways:</p> <ul style="list-style-type: none"> • you need to check on meaning • the degree of complexity, technicality or emotional charge is beyond your ability to deal with it • an apparent lack of understanding or misunderstanding hinders communication between the source and target language user • your position and/or that of the users hinders communication • the users are communicating too fast or too slowly • the users fail to observe appropriate turn- 		

Interpret two-way as a trainee interpreter	Met	Unmet
<p style="text-align: center;">taking</p> <p>K8 the role of the interpreter and the principles of professional practice</p> <p>K9 the concept of the domain in interpreting</p> <p>K10 health and safety requirements</p> <p>K11 techniques of taking notes when interpreting in consecutive mode</p>		

Develop your performance as a trainee interpreter	Met	Unmet
<p>Performance criteria</p> <p>When you evaluate your performance through your journal entries and analysis of recorded material, you must show that:</p> <ol style="list-style-type: none"> 1 you reflect on the effectiveness of your preparation for assignments 2 you reflect on the effectiveness of your interpreting performance: <ul style="list-style-type: none"> • how well you caught the overall meaning • whether you captured the main points • how well you captured a sequence of events or actions • how well you used discourse markers to structure the interpretation • how well your use of register matched that of the source language user 3 you reflect on the accuracy of the language that you used while interpreting, e.g. vocabulary and syntax 		

Develop your performance as a trainee interpreter	Met	Unmet
<p>4 you evaluate how well you managed the assignment in terms of:</p> <ul style="list-style-type: none"> • your conduct, style and interaction with users • the approach you took to dealing with cultural conventions • instances of communication breakdown and imperfect interpreting, their causes, and whether you took the right action to repair them • your compliance with the principles of professional practice <p>5 you use terminology accurately to describe language and interpreting features, while evaluating your performance</p> <p>6 you discuss your findings with your mentor</p> <p>7 you identify ways in which you can improve:</p> <ul style="list-style-type: none"> • your preparation for assignments • your interpreting skills • the evaluation of your work <p>8 you identify and take relevant opportunities to</p>		

Develop your performance as a trainee interpreter	Met	Unmet
9 develop your interpreting skills and knowledge you review your progress and achievements with your mentor on a regular basis		
Knowledge and skills K1 terminology to describe aspects of language and communication and to compare features of the languages in which you interpret K2 training opportunities available from professional bodies K3 opportunities for development, e.g. training courses, published materials, resources available on the internet, peer evaluation and networking with other interpreters		

Support interpreting through sight translations of simple written documents	Met	Unmet
<p>Performance criteria</p> <p>1 you give an accurate sight translation of the contents of the document</p> <p>2 you translate at sight factual information as well as concepts and opinions</p> <p>3 you reflect broadly the language, register and tone used in the document</p> <p>4 you paraphrase the meaning of complex terms and phrases, if you do not know the direct equivalent in the target language</p> <p>5 if necessary, you check and clarify any uncertainty of meaning with the user to whom the document belongs</p> <p>6 if you have access to reference materials, you make effective use of these to check on unfamiliar vocabulary</p>		
<p>Knowledge and skills</p> <p>K1 the process of providing a sight translation from written text</p>		

Support interpreting through sight translations of simple written documents	Met	Unmet
<p>K2 the languages in which you interpret, with the ability to function at graduate/NQ6 level for your first language; and A level/Higher/NQF4 for your other language(s)</p> <p>K3 the cultures, conventions and formats used to communicate oral/signed and written communication in the languages in which you interpret; and the implications of these aspects for translating a document at sight</p> <p>K4 register (frozen, formal, informal, colloquial and intimate); the transfer of register from one language into another; and from written into spoken or signed language</p> <p>K5 the use of reference materials, such as dictionaries and glossaries stored in hard copy or electronic format</p>		