

Interpreting and Advocacy in the Community



Laser Learning Awards

LASER supports its approved centres to develop flexible and responsive credit based courses. This includes those that widen access to lifelong learning, and address exclusion and participation. The structure of our qualifications enables learners to be recognised for their achievement, to accumulate credit, and use this to access further qualifications and learning over time.






LASER makes sure:

- quality assurance underpins all provision.
- only centres that meet national standards are approved (for course and qualification delivery and quality assurance).

LASER staff:

- have a wide experience of centre, course and qualification approval.
- support centres to make sure awards are valid and valued.

Contact us

-  www.laser-awards.org.uk
-  enquiries@laser-awards.org.uk
-  01932 569894
-  @LaserAwards
-  LaserLearningAwards

Copyright © Laser Learning Awards

Contents

Qualification Overview	4
1. About the Qualification	5
2. Offering the Qualification	5
2.1 Aims and Objectives.....	5
2.2 Target Group	6
2.3 Entry Requirements	6
2.4 Achieving the Qualification.....	6
2.5 Total Qualification Time and Guided Learning Hours.....	7
2.6 Language Requirements	7
2.7 Progression Opportunities	8
3. How the Qualification will be Assessed	8
3.1 Overview	8
3.2 Assessment Design	8
3.3 Record Keeping.....	8
4. Special Arrangements for Learners with Particular Requirements... 	9
5. Tutor/Assessor/Internal Quality Assurer Requirements	9
6. Quality Assurance of the Qualification	10
6.1 Standardisation.....	11
6.2 Retaining Evidence	11
Appendix 1: Ofqual Level Descriptors – Level 3	12
Appendix 2: Unit List.....	13

Qualification Overview

OFQUAL QUALIFICATION NUMBERS

603/3039/9	LASER Level 3 Award in Interpreting and Advocacy in the Community (Community Interpreting)
603/3039/9	LASER Level 3 Award in Interpreting and Advocacy in the Community (Bilingual Advocacy)

Laser Learning Awards is an awarding organisation regulated by Ofqual, the regulator of qualifications, examinations and assessments in England.

PURPOSE AND AIM OF QUALIFICATIONS	The LASER Level 3 Award in Interpreting and Advocacy in the Community enables learners to have the opportunity to develop the skills and knowledge needed to work as a community interpreter and a community advocate.
WHO IS IT FOR?	Those with an interest in developing the skills and knowledge needed to work as a community interpreter and/or a community advocate.
ENTRY REQUIREMENTS	Learners must be aged 16 years or older and have spoken and written proficiency in English and the community language at Level 2.
RULES OF COMBINATION	<p>To achieve the LASER Level 3 Award in Interpreting and Advocacy in the Community (Community Interpreting) learners must achieve the three mandatory units: Developing a Bilingual Glossary for use in the Community; Research Skills for Community Interpreting and Skills for Community Interpreting.</p> <p>To achieve the LASER Level 3 Award in Interpreting and Advocacy in the Community (Bilingual Advocacy) learners must achieve the four mandatory units: Developing a Bilingual Glossary for use in the Community; Purpose and Principles for Bilingual Advocacy; Research Skills for Bilingual Advocacy and Application of Bilingual Advocacy Skills.</p> <p>To view the units, please see Appendix 2.</p> <p>Learners will be awarded the qualification for which they are registered. All courses must state which qualification learners are aiming to achieve.</p>
UNITS	Please follow the link to the units list and click on the unit titles.
ASSESSMENT	<p>The qualifications are achieved by providing evidence covering the learning outcomes and assessment criteria of each unit. There is no external assessment: evidence is assessed and internally verified by the provider and verified externally by LASER.</p> <p>Each assessment criteria must be evidenced to have been met in order for a learner to achieve a unit. For more detail, please see Section 3.2.</p>
PRICE	For LASER's price list, please click here .
DATES	<p>Operational Start Date: 1 May 2018</p> <p>Operational End Date: 1 April 2024</p> <p>Last Certification Date: 1 April 2026</p>
TO DELIVER	<p>Centres must meet LASER's requirements for centre recognition and qualification approval. Click here for details of how to become an Approved Centre. Requirements include those around teaching and learning resources, staffing, course and venues, record keeping, delivery, assessment, and quality assurance.</p> <p>Once approved, centres can download necessary forms from the Quartz Web Portal. This resource includes a range of information and guidance as well as providing access to secure web-based functions, designed to make the administration and assessment of qualifications simple and efficient. A 'New Programme-Provider Course Notification Form' must be completed.</p>

1. About the Qualification

This Level 3 qualification in Interpreting and Advocacy in the Community has been designed to prepare learners for a career in Community Interpreting and/or Bilingual Advocacy. It consists of two 12 credit pathways each at Level 3. The qualification is designed for both interpreters and those working in the field of bilingual advocacy in the community. This qualification is regulated by Ofqual and sits on the Regulated Qualifications Framework (RQF). The Total Qualification Time (TQT) for this qualification is 120 hours.

Each pathway is free-standing and gives learners the flexibility to choose one specific pathway to study in more detail or learners can choose to study both pathways. Successful achievement will confer a qualification in the relevant pathway(s). The two pathways available are:

- Community Interpreting
- Bilingual Advocacy

To be awarded this qualification a learner must achieve a minimum of 12 credits from their chosen pathway. 3 credits must be taken from the mandatory unit Developing a Bilingual Glossary for Use in the Community and the remaining 9 credits must be taken from the units in the chosen pathway.

A one page Qualification Summary outlining the LASER Interpreting and Advocacy in the Community qualification is provided in [Qualification Overview](#).

To offer this qualification, a centre must be approved by LASER. For further information about becoming an Approved Centre or working in partnership with an Approved Centre please visit [our website](#).

Centres must gain approval before starting to deliver this qualification. A [CR4 Approval to Deliver a LASER Qualification Form](#) can be downloaded from our website and existing approved centres must also complete a New Programme-Provider Course Notification Form which is available via our [Quartz Web Portal](#). There are further requirements for Assessment Design. Please see [Section 3.2](#) for further details. Full details of all LASER requirements are provided in the LASER centre handbook which is also available via our [Quartz Web Portal](#).

LASER recommends that all Tutors and Assessors delivering this qualification are experienced and have a clear and complete understanding of the subject matter. All staff involved in the delivery of the qualification should have, or be working towards, a relevant teaching/assessing/ quality assurance qualification.

[← Back to contents](#)

2. Offering the Qualification

2.1 AIMS AND OBJECTIVES

The LASER Level 3 Award in Interpreting and Advocacy in the Community enables learners to develop the skills and knowledge needed to work as a community interpreter and a community advocate by offering paths of study that cover topics such as developing a bilingual glossary for use in the community, research

skills for community interpreting, skills for community interpreting, the purpose and principles for bilingual advocacy, research skills for bilingual advocacy and the application of bilingual advocacy skills. These skills are embedded in professional conduct and codes of practice and knowledge of the sectors within which they will be working.

2.2 TARGET GROUP

The Interpreting and Advocacy in the Community qualification has been designed for prospective and existing interpreters and those wishing to or already working in community advocacy. Learners could include those interpreting languages for individuals or small groups in a local community. Successful learners will gain the skills to support individuals to function linguistically and culturally in a society that speaks a language that is not their own and which they do not fully understand. The skills and knowledge gained will assist those liaising between organisations and the public to better inform citizens and equip them to influence decisions affecting their own lives. The spheres that this could encompass include political, economic, and social systems and institutions in a range of fields including: housing; healthcare; education; refugee and immigration support; benefits support; social services; business advice; charity groups; employment support; media; international aid and development.

2.3 ENTRY REQUIREMENTS

Learners must be aged 16 years or older. Learners are required to have spoken and written proficiency at Level 2 English and Level 2 in the community language. This requires either documented evidence of achievement in the form of certificated qualifications, or assessment by the centre of the potential learner's spoken and written language levels, and written validation that they have the required language levels.

2.4 ACHIEVING THE QUALIFICATION

It is expected that during assessment one of the languages used will be English. If this is not the case centres **must** seek approval from LASER before delivering the qualification. Such requests will be considered on a case by case basis and approval to deliver should not be assumed.

Pathways Available:

- Community Interpreting
- Bilingual Advocacy

Rules of Combination

To achieve the LASER Level 3 Award in Interpreting and Advocacy in the Community (Community Interpreting) learners must achieve the three mandatory units: Developing a Bilingual Glossary for use in the Community; Research Skills for Community Interpreting and Skills for Community Interpreting.

To achieve the LASER Level 3 Award in Interpreting and Advocacy in the Community (Bilingual Advocacy) learners must achieve the four mandatory units: Developing a Bilingual Glossary for use in the Community; Purpose and Principles for Bilingual Advocacy; Research Skills for Bilingual Advocacy and Application of Bilingual Advocacy Skills.

Each assessment criteria must be evidenced to have been met in order for a learner to achieve a unit. For

more detail, please see [Section 3.2](#).

Learners can only be awarded the pathway for which they are registered. To be awarded both pathways, learners must be registered for both pathways. To view the qualification units, please see [Appendix 2](#).

2.5 TOTAL QUALIFICATION TIME AND GUIDED LEARNING HOURS

QUALIFICATION TITLE	CREDIT VALUE	GUIDED LEARNING HOURS (GLH)	ADDITIONAL HOURS (AH)	TOTAL QUALIFICATION TIME* (TQT)
Interpreting and Advocacy in the Community (Community Interpreting)	12	84	36	120
Interpreting and Advocacy in the Community (Bilingual Advocacy)	12	84	36	120 *

* Total Qualification Time represents an estimate of the total amount of time that a learner could reasonably expect to devote to successfully achieving the qualification. Total Qualification Time (TQT) is made up of Guided Learning hours (GLH) and Additional Hours (AH).

Values for Total Qualification Time, including Guided Learning, are calculated by considering the different activities that Learners would typically complete to achieve and demonstrate the learning outcomes of a qualification. They do not include activities which are required by a Learner's Teacher based on the requirements of an individual Learner and/or cohort. Individual Learners' requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time, including Guided Learning, are estimates.

Some examples of activities which can contribute to Total Qualification Time include

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- All Guided Learning

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a Teacher
- Work-based learning supervised by a Teacher
- Live webinar or telephone tutorial with a Teacher in real time
- E-learning supervised by a Teacher in real time

- All forms of assessment which take place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

2.6 LANGUAGE REQUIREMENTS

Level 2 competency in English and Level 2 (or equivalent) in the community language (written and spoken).

2.7 PROGRESSION OPPORTUNITIES

Progression is into employment and/or the Level 4 Certificate in Community Interpreting qualification.

[← Back to contents](#)

3. How the Qualification will be Assessed

3.1 OVERVIEW

The qualification is assessed by the centre and is subject to LASER's requirements for quality assurance. Once approved as a LASER centre simply log on to the [Quartz Web Portal](#)¹ where you'll find a Quality & Assessment Area which offers a full resource bank of quality information, including the latest LASER Assessment Guidance.

One of the languages used during the assessment of this qualification is expected to be English. If this is not the case centres **must** seek approval from LASER before delivering the qualification. Such requests will be considered on a case by case basis and approval to deliver should not be assumed.

3.2 ASSESSMENT DESIGN

The qualification is assessed through the development of a portfolio of evidence. The portfolio should comprise a series of tasks devised by the centre, mapped to the assessment criteria. Satisfactory completion of the tasks and compilation of the portfolio will provide evidence that the learner has met the requirements of the qualification.

The centre must assess the learner in terms of whether they have met each unit assessment criteria. All the unit assessment criteria in a unit must be met (and evidenced) before a unit can be deemed achieved. Level Descriptors are provided in [Appendix 1](#).

To view the units and assessment criteria, please click on the unit title hyperlinks within the tables in [Appendix 2](#).

Assessment must be valid, reliable and sufficient to meet the outcome, and allow transparent authenticity: this means it must be apparent that evidence produced by a learner is the work of the individual learner, even if they have worked in a group. It is recommended that assessments are internally verified to meet these

¹ All Approved Centres have access to the [Quartz Web Portal](#).

standards before they are implemented.

Assessed work must be internally quality assured ([See Section 6](#)).

3.3 RECORD KEEPING

LASER also recommends using a [Tutor Assessment Planning Sheet](#)² as this helps to set out the various tasks, their assessment methods and the evidence needed to be produced, in a simple plan that can be shown to the internal quality assurer and LASER Quality Reviewer. It also allows the assessor to set out the options where more than one assessment method could be used for any one task: this information can then be transferred as required to the [Individual Learner Record](#) for each learner, allowing for some different methods to be used for individual learners, if individualised learning is appropriate. These planning sheets can be customised as centres prefer, as long as all essential information is included.

All assessment methods must be suitably evidenced, and templates² for assessors' use are all available in the Document section of the [Quartz Web Portal](#). Note particularly the use of a group witness or individual witness statement, to be used in conjunction with a list of questions or discussion prompts, or sample recordings, when the methods 'group discussion' or 'oral question and answer' are used.

It is acceptable to design one large learning record spreadsheet for a group of learners, but it must be available for verification and quality review, and each learner's achievement must be signed off with an original tutor signature.

[← Back to contents](#)

4. Special Arrangements for Learners with Particular Requirements

For information on special arrangements please refer to the LASER policy document '[Access to Fair Assessment](#)'. This gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

[← Back to contents](#)

5. Tutor/Assessor/Internal Quality Assurer Requirements

All LASER recommends that all tutors and assessors involved in delivering and assessing the qualification are properly qualified and experienced in line with any minimum industry requirements. All those who assess this

² Once approved as a Laser Centre simply log on to the [Quartz Web Portal](#)

UNIT TITLE	LANGUAGE FLUENCY REQUIRED	ASSESSMENT CRITERIA
Developing A Bilingual Glossary For Use In The Community	Yes	1.1, 1.2, 1.3
Research Skills For Community Interpreting	No	-
Skills For Community Interpreting	Yes	6.1, 6.2, 6.3 7.2, 7.3
Purpose And Principles For Bilingual Advocacy	No	-
Research Skills For Bilingual Advocacy	No	-
Application Of Bilingual Advocacy Skills	Yes	2.1, 5.1, 6.1

qualification must:

- Have up-to-date knowledge and experience of best practice in assessment and quality assurance.
- Have or be working towards, a relevant assessing/quality assurance qualification.
- Show current evidence of continuing professional development in assessment and quality assurance.

For the assessment criteria indicated in the table below, an assessor be appropriately fluent in both/all languages being assessed (i.e. interpreted both from and to).

UNIT TITLE	LANGUAGE FLUENCY AND 100% IQA REQUIRED	ASSESSMENT CRITERIA
Developing A Bilingual Glossary For Use In The Community	Yes	1.1, 1.2, 1.3
Research Skills For Community Interpreting	No	-
Skills For Community Interpreting	Yes	6.1, 6.2, 6.3 7.2, 7.3
Purpose And Principles For Bilingual Advocacy	No	-
Research Skills For Bilingual Advocacy	No	-
Application Of Bilingual Advocacy Skills	Yes	2.1, 5.1, 6.1

A centre will need to demonstrate how they will manage the assessment of learners' work when either the course is offered in one community language or multiple community languages. Centres will need to have their proposed assessment methodology and IQA process approved by LASER prior to delivery through the completion of a TA01 – Tutor Assessment Planning Sheet and an Internal Quality Assurance Approval Form (IQA11), both of which can be downloaded from the [Quartz Web Portal](#). In a situation in which the IQA or the assessor is not an appropriately fluent speaker in the community language, LASER will provide support, guidance and advice to centres to complete this process.

[← Back to contents](#)

6. Quality Assurance of the Qualification

Approved centres must implement the internal quality assurance arrangements detailed in the **LASER Centre Handbook**. To access this simply log on to the [Quartz Web Portal](#) and visit the document section. The LASER Quality Reviewer will regularly monitor compliance with these requirements. The Quality Reviewer will report on the progress of any agreed actions for quality improvement.

For the assessment criteria indicated in the table below, the internal quality assurer must be appropriately fluent in both/all languages being quality assured (i.e. interpreted both from and to) and must internally quality assure 100% of each learner's work for these assessment criteria.

In brief, centres delivering LASER qualifications must have internal quality assurance systems to underpin the valid delivery of the qualification. Internal quality assurance is the process by which the centre regularly samples and evaluates its assessment practices and decisions, and acts on the findings, to ensure consistency and fairness. It involves two key processes: quality assurance and standardisation and is done by one or more internal quality assurers.

Systems do vary between centres according to their particular situation, for example practices that work in a large centre are not necessarily effective in a smaller one. However, there must be:

- An appropriate quality assurance system in place
- Evidence the system is implemented effectively.

The outcome of the internal quality assurance process is the recommendation of award of credit to learners (RAC).

6.1 STANDARDISATION

LASER holds regular standardisation events to make sure there is consistent application of assessment. Centres are required to contribute to LASER's programme of standardisation and also to carry out appropriate internal standardisation.

LASER holds standardisation events on a rolling basis to make sure comparable standards are being achieved year on year and there is a consistency of delivery and assessment across centres. LASER Quality and Curriculum Reviewers will identify samples of learners' work that they want to retain for standardisation purposes during quality assurance visits. Where an AIQA is in place they will identify samples of learners' work to submit to national standardisation events. Centres are required to retain records of the assessment and internal quality assurance processes to contribute to standardisation events.

Standardisation activities also include opportunities for networking and sharing of resources, together with regular information about new or replacement units. Centres are recommended to attend these annual meetings, in addition to centre visits by Quality and Curriculum Reviewers.

6.2 RETAINING EVIDENCE

For all qualifications, centres must retain complete and accurate records for at least three years from the end of the academic year to which they relate. These records must be made available to LASER and/or Ofqual on request.

[← Back to contents](#)

Appendix 1: Ofqual Level Descriptors – Level 3

LEVEL	KNOWLEDGE (THE HOLDER)	SKILLS (THE HOLDER CAN
Level 3	<p>Has 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.</p> <p>Can interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of the area of study or work.</p> <p>Is aware of different perspectives or approaches within the area of study or work.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>

[← Back to contents](#)

Appendix 2: Unit List

For more information on unit content, please click below:

LASER Level 3 Award in Interpreting and Advocacy in the Community
(Community Interpreting)

OFQUAL CODE: 603/3039/9



LASER Level 3 Award in Interpreting and Advocacy in the Community
(Bilingual Advocacy)

OFQUAL CODE: 603/3039/9



As well as consulting this document, providers must also check LASER's essential information regarding the availability of all LASER's qualifications and units, including withdrawal notifications. LASER's 'Qualification and Unit Announcements' are available on our website.

[← Back to contents](#)