**EVIDENCE LOG**

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| **Unit Title:** Research Skills for Bilingual Advocacy  | **Unit Code(s):**  M/616/9220 WJG237  |
| **Unit Level:**  Level 3 | **Unit Credit Value:** 3 (21 GLH) |
| **Course Name:** Interpreting and Advocacy in the Community |
| **Course Start Date:**  | **Course End Date:** |
| **Learner Name:** |
| **Tutor Name:**  | **Centre/Venue:** |
|  |  |  |  |
|  | **Date assessment criteria met** | **Location of****supporting evidence** | **Tutor signature** |
| **LO 1**  | **Understand sources to research information on bilingual advocacy.** |
| AC. 1.1 | Explain the relevance of local or community agencies and organisations as a research resource for bilingual advocacy. |  |  |  |
| AC. 1.2 | Explain the importance of notetaking in research for bilingual advocacy. |  |  |  |
| AC. 1.3 | Analyse the provision available for bilingual advocacy in local or community agencies and organisations. |  |  |  |
| **LO 2**  | **Be able to undertake research for a bilingual advocacy assignment.** |
| AC. 2.1 | Demonstrate how to translate up to date and specialist professional terms used in a minimum of three public services and translate them from English into a community language for bilingual advocacy research purposes. |  |  |  |
| AC 2.2 | Analyse the research methods used for the three bilingual advocacy case studies. |  |  |  |
| AC 2.3 | Summarise key findings in report format using a bibliography. |  |  |  |
| AC 2.4 | Evaluate how a research assignment will develop and improve own practice. |  |  |  |

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| **Assessment Guidance:** |
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| **Additional Information:** |
| Minimum level of English required is Level 2. |

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| **Tutor Feedback** |  | **Tutor Name, Signature** **and Date** |
| **Learner Comment** |  |