CiLT The National Centre for Languages

National Occupational Standards in Interpreting

(revised 2006)

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Introduction

CILT, the National Centre for Languages is the government's centre of expertise and the UK standards setting body for languages. CILT works with employers, language service providers, stakeholders and the Skills for Business Network to build a greater national capability in languages and intercultural skills.

The National Occupational Standards in Interpreting set out what individuals need to do, and the knowledge and skills they need, to be competent professional interpreters. The Standards have been designed by and for the interpreting industry, to promote understanding of what constitutes professional and advanced levels of interpreting performance, in a range of contexts. They were approved by the UK Co-ordinating Group in March 2006.

To find out more about UK National Occupational Standards, and to download approved Standards, go to **www.ukstandards.org.uk**.

Guidance for employers seeking to commission interpreting and other language services is available at **www.cilt.org.uk/publications/online.htm**.

BLIS Professionals is CILT's quality-assured database of language service professionals (interpreters, translators, language and cultural trainers). It can be accessed, free of charge, at **www.blis.org.uk/professionals**.

For information about a career as a professional interpreter, go to CILT's careers website, **www.languageswork.org.uk**. Also see the section on Entry to the profession.

National Occupational Standards

National Occupational Standards (NOS) describe what an individual needs to do, know and understand in order to carry out a particular job role or function.

The National Occupational Standards in Interpreting are made up of fifteen units, which describe core aspects of interpreting performance as well as relevant support activities.

The Standards can be used to:

- describe good practice in particular areas of professional activity
- inform job descriptions and person specifications
- design training courses and continuous professional development
- assess the skills of those training for a particular area of work
- assess or review the skills of those who are qualified, e.g. for recruitment or appraisal purposes
- offer a framework for quality assurance.

NOS are also used by awarding bodies as the basis for National Vocational Qualifications (NVQs), Scottish Vocational Qualifications (SVQs) and a range of other vocationally related qualifications.

The Qualifications section shows how units from the NOS in Interpreting are packaged together to form N/SVQs and how these fit into qualifications frameworks across the UK.

Unit structure

Each unit has a reference letter and a title, referring to a particular area of activity. The numbers '1' and '2' are used where units describe differing levels of expertise/performance in a particular area. In some cases, units are divided into elements, to capture distinct aspects of that activity.

The Unit overview at the beginning of each unit is a brief summary of the content of the unit. It sets out the level or type of interpreter for whom the unit might be relevant, describes links to other units and signposts further useful information.

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The Performance Criteria describe what an interpreter has to do (the 'outcomes') to demonstrate competence in this activity. The Knowledge and Skills section sets out the detailed technical and professional knowledge, understanding and abilities required to meet these outcomes.

2006 edition: what's new?

The Standards in Interpreting were last revised in 2001. In this review, we have taken into account views of a wide range of users, as well as those unfamiliar with the 2001 edition. We have aimed to create Standards that are robust, clear, concise and flexible enough to be used in a range of contexts.

Key changes made in this review include:

- **Removal of Performance Evidence**
  National Occupational Standards are designed to be useful in a range of situations and not just in the creation of N/SVQs. It has therefore been decided that Standards should be free of detailed guidance on assessment and evidence; it is the responsibility of awarding bodies to produce this when they develop qualifications based on the Standards.

  With this in mind, we have also removed the references to N/SVQ Levels 4 and 5 in the unit titles. N/SVQ Level 4 (that is, Level 6 of the National Qualifications Framework and Level 10 on the Scottish Credit and Qualifications Framework) remains, however, the minimum level for professional interpreting qualifications. For more information, see the Qualifications section.

- **Additional information**
  The NOS are the 'technical specification' for interpreting, but many of those whom we consulted felt it would be useful for the Standards to include a clear definition of interpreting and the role of the interpreter. This is included in the Introduction.

  The principles of professional practice were developed to address concerns that the 2001 Standards did not give enough information about certain key aspects of professional conduct.

  The Glossary has also been expanded to give more guidance on technical terms found within the Standards.

- **Description of language competence**
  Units from the National Language Standards were 'imported' into the 2001 Interpreting Standards to reflect the fact that professional interpreting requires high levels of language competence. This meant that candidates being assessed for the Interpreting NVQ also had to provide a portfolio of evidence to meet the requirements of the language units.

  To make the qualification more accessible to those who have acquired their language skills via non-NVQ routes, the language units have been removed. The levels of language competence required, however, have not changed; these are now referenced in the Knowledge and Skills sections.

- **Treatment of domains**
  The research conducted showed that the type of domain, as described in the old Performance Evidence sections, were an unreliable guide to the complexity of interpreting tasks. We have therefore omitted them from the revised Standards. Any awarding body wishing to offer a qualification with a focus on specific domains would be required to build relevant guidance into the specification.

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How units apply to job roles

The examples below use the model of a job description to show how units might apply to some typical interpreting roles. These are based on research conducted during the Standards review project.

I Competent public service interpreter: English/Turkish

Essential skills are those described in:

Unit A1 Prepare for interpreting assignments
Unit B1 Interpret one-way as a professional interpreter
Unit C1 Interpret two-way as a professional interpreter
Unit D1 Develop your performance as an interpreter
Unit E1 Support interpreting through sight translations of routine written documents
Unit F1 Support interpreting through draft written translations of routine written documents

Desirable skills are those described in:

Unit G Work with other interpreters

II Senior public service interpreter

Essential skills are the same as those above, with the addition of:

Unit I Act as a mentor to trainee or colleague interpreters

III Public service interpreter operating at an advanced level

Essential skills are those covered by:

Unit A2 Extend existing skills to prepare for interpreting assignments
Unit B2 Interpret one-way as an advanced professional interpreter
Unit C2 Interpret two-way as an advanced professional interpreter
Unit D2 Enhance your performance as an advanced interpreter
Unit E2 Support interpreting through sight translations of complex written documents
Unit F2 Support interpreting through draft written translations of complex written documents

Desirable skills:

Unit G Work with other interpreters
Unit I Act as a mentor to trainee or colleague interpreters

IV Conference interpreter operating from Spanish and French into English

Essential skills:

Unit A2 Extend existing skills to prepare for interpreting assignments
Unit B2 Interpret one-way as an advanced professional interpreter (Spanish to English)
Unit B2 Interpret one-way as an advanced professional interpreter (French to English)
Unit D2 Enhance your performance as an advanced interpreter

Desirable skills:

Unit E2 Support interpreting through sight translations of complex written documents
Unit F2 Support interpreting through draft written translations of complex written documents

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Qualifications

Entry to the profession

Those considering a career as a professional interpreter should consult the Languages Work website, at www.languageswork.org.uk. This gives information and advice about different types of interpreting, as well as case studies of those who are working in the profession.

The Languages Work website also contains links to the professional bodies' websites, where you can find further information and guidance.

You should note that new entrants to the profession should be qualified at least to these minimum levels:

- National/Scottish Vocational Qualifications Level 4
- National Qualifications Framework (for England, Wales and Northern Ireland) Level 6
- Scottish Credit and Qualifications Framework Level 10

National/Scottish Vocational Qualification Structure

The following qualification structure was developed as part of the 2005–6 review of the Interpreting Standards.

To be awarded a Level 4 National Vocational Qualification in British Sign Language/English Interpreting candidates must achieve a combination of mandatory and optional units.

Level 4 NVQ in Interpreting (BSL/English) Candidates must achieve all four mandatory units:	
Mandatory units	
A1	Prepare for interpreting assignments
B1	Interpret one-way as a professional interpreter
C1	Interpret two-way as a professional interpreter
D1	Develop your performance as an interpreter
Candidates must also achieve one of the following optional units:	
Optional units	
E1	Support interpreting through sight translations of routine written documents
G	Work with other interpreters

NB For this qualification, N/SVQ Level 4 is equivalent to NQF Level 6, SQCF Level 10.

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Assessment strategy

This is the assessment strategy for N/SVQs based on the National Occupational Standards in Interpreting. It has been devised by CILT, the National Centre for Languages, as the UK standards setting body for languages, in consultation with employers, practitioners and awarding bodies. The strategy sets out a series of measures which are designed to ensure consistency in assessment. These are in line with the NVQ Code of Practice and SQA equivalent requirements.

External quality control

To ensure consistent and appropriate quality control, awarding bodies must comply with the following measures.

a) Awarding bodies must conduct a risk rating procedure for all their centres. This must be based on a number of factors, including:

- centre's track-record
- number and experience of assessors/internal verifiers
- qualification levels of assessors/internal verifiers
- candidate numbers/turnover

The outcome of the risk rating procedure must be used to determine any action to be taken. Where a centre is deemed to be 'high risk' the awarding body must increase support activity, for example, the frequency of external verifier visits and level of support given.

b) Awarding bodies must inform CILT, the National Centre for Languages, of arrangements for the continuing professional development of External Verifiers and invite input as appropriate. CILT, the National Centre for Languages, will convene meetings of Lead/Chief Verifiers, as necessary, to promote best practice and consistency. Awarding bodies not represented at these events will be required to take into account any conclusions reached.

Performance in the workplace

Naturally occurring work-based evidence is generally the best source of evidence for the assessment of N/SVQs. There are, however, special constraints on the assessment of competence in interpreting (see section on Simulation). The performance evidence for each unit indicates specifically when performance in the workplace is required and what other steps may be taken to collect evidence.

Simulation

There is ample evidence from the field that there are occasions when it is impossible or inadvisable to assess candidates' competence through normal working practice. This applies in particular when:

- collecting real workplace evidence would intrude on confidentiality or privacy, for example:
  - interpreting to support a legal case on child protection;
  - providing a written or sight translation of a letter dealing with immigration status;
  - interpreting during a medical appointment for mental health reasons, or a police interview with a defendant.
- arranging observation is difficult and/or expensive, for example while working on the client's premises, far away from the assessment base.
- the candidate may experience an unreasonable delay in collecting evidence to prove his/her competence.

In cases where collection of evidence in the workplace is not possible for the reasons given above, CILT will allow simulation of assignments, provided that they mirror the potential or actual workplace environment. In the case of interpreting this means that at least two people who do not speak or sign the same language are engaged in meaningful communication through the means of interpreting.

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Occupational expertise of assessors and verifiers

Assessors, internal verifiers and external verifiers must hold appropriate assessor/verifier qualifications, as currently required by the regulatory authorities. For England, Wales and Northern Ireland, where assessors and internal verifiers do not hold the appropriate qualifications, they must achieve the award within eighteen months of appointment, also until they are qualified, decisions must be countersigned by a qualified assessor or verifier. In Scotland these requirements are covered by the regulatory body and awarding bodies will be required to abide by current legislation.

Additionally, awarding bodies must ensure that assessors/verifiers meet the following occupational expertise requirements.

Assessors must have:

- language and interpreting skills of at least the level required to perform at the level of competence of the qualification;
- up-to-date knowledge of the field of interpreting (at least three years' relevant experience in the industry within the last five years) and the domains in which they assess;
- current and relevant experience of working as interpreters;
- knowledge and understanding of competence-based qualifications;
- in-depth knowledge of the Interpreting Standards;
- ability to make objective and reliable judgements about candidate competence.

Internal verifiers must have:

- sufficient expertise in language and interpreting to enable them to verify assessment decisions and give advice to assessors;
- up-to-date knowledge of the field of interpreting (at least three years' relevant experience within the last seven years) and the domains in which they verify;
- knowledge and understanding of competence-based qualifications;
- in-depth knowledge of the Interpreting Standards.

External verifiers must have:

- sufficient expertise in language and interpreting to enable them to verify assessment decisions and give advice to assessors, internal verifiers and centres on the quality and consistency of delivery;
- up-to-date knowledge of the field of interpreting (at least five years' relevant experience gained over the last ten years) and the domains in which they verify;
- knowledge and understanding of competence-based qualifications;
- in-depth knowledge of the Interpreting Standards and the awarding body quality assurance procedures

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Key and core skills signposting

Guidance

The aims of key/core skills signposting are twofold:

- to indicate where tasks which generate evidence towards N/SVQ interpreting units may provide suitable evidence for key/core skills accreditation;
- to map the National Occupational Standards in Interpreting against the key and core skills levels.

The links noted here between the Interpreting Standards and key/core skills are not automatic or prescriptive. The signposting is based on the principle that evidence for one or more of the key/core skills may arise when the candidate is working towards the N/SVQ interpreting units. The evidence will depend on the environment in which the candidate is training or working. Please note, however, that the nature of interpreting activity does not always naturally provide opportunities to collect evidence.

Candidates and assessors should make sure that sufficient evidence is produced to cover each key/core skills unit.

When considering the inclusion of evidence for Communication Skills, assessors and candidates should note that the interpreting units are principally about communication – but not in the traditional sense. When interpreting, the candidate does not communicate in his or her own right: the central action revolves around the ability to reflect accurately the language produced by other people. The signposting to Communication Skills is therefore restricted to those units (e.g. those covering preparation and evaluation) in which candidates are required to communicate in their own right.

As far as the other key/core skills are concerned, the generation of evidence will depend on the specific processes that an individual follows to achieve the outcomes described in the interpreting units.

Key and core skills equivalences

The table below provides an overview of the equivalences between key skills, which are used in England, Wales and Northern Ireland[1], and core skills, which are used in Scotland.

Equivalences of key and core skills

Key skills	Core skills
Level 3	Higher (SCQF Level 6)
Level 2	Intermediate 2 (SCQF Level 5)
Level 1	Intermediate 1 (SCQF Level 4)
Adult basic skills entry level 3	Access 3 (SCQF Level 3)
Adult basic skills entry level 2	Access 2 (SCQF Level 2)
Adult basic skills entry level 1	There is currently no match at this level

[1] Table produced by Scottish Qualifications Authority.

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The mapping of the National Occupational Standards in Interpreting and key/core skills

As stated previously, the signposting in this table is not intended to be prescriptive but rather it should be seen as a guide to sources of potential evidence.

A1 Prepare for interpreting assignments

Key skills	Core skills
Communication Level 3	Communication Higher
Information and communication technology Level 2	Information Technology Intermediate 2

A2 Extend existing skills to prepare for interpreting assignments

Key skills	Core skills
Communication Level 4	–
Information and communication technology Level 2	Information Technology Intermediate 2

B1 Interpret one-way as a professional interpreter

Key skills	Core skills
–	–

B2 Interpret one-way as an advanced professional interpreter

Key skills	Core skills
–	–

C1 Interpret two-way as a professional interpreter

Key skills	Core skills
–	–

C2 Interpret two-way as an advanced professional interpreter

Key skills	Core skills
–	–

D1 Develop your performance as an interpreter

Key skills	Core skills
Communication Level 3	Communication Higher
Information and communication technology Level 2	Information Technology Intermediate 2

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D2 Enhance your performance as an advanced interpreter

Key skills	Core skills
Communication Level 4	–
Information and communication technology Level 2	Information Technology Intermediate 2

E1 Support interpreting through sight translations of routine written documents

Key skills	Core skills
–	–

E2 Support interpreting through sight translations of complex written documents

Key skills	Core skills
–	–

F1 Support interpreting through draft written translations of routine written documents

Key skills	Core skills
–	–

F2 Support interpreting through draft written translations of complex written documents

Key skills	Core skills
–	–

G Work with other interpreters

Key skills	Core skills
Communication Level 3	Communication Higher
Working with others Level 3	Working with others Higher
Working with others Level 4	–

H Evaluate and improve language services to meet client and user needs

Key skills	Core skills
Communication Level 3	Communication Higher
Communication Level 4	–
Application of number Level 2	Numeracy Intermediate 2
Application of number Level 3	Numeracy Higher
Working with others Level 3	Working with others Higher
Working with others Level 4	–

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I Act as a mentor to trainee and colleague interpreters

Key skills	Core skills
Communication Level 3	Communication Higher
Communication Level 4	–
Working with others Level 3	Working with others Higher
Working with others Level 4	–

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Definition of interpreting and the role of the interpreter

Interpreting is the process where one spoken or signed language is transferred into another spoken or signed language.

The professional interpreter interprets between two languages in such a way that effective communication takes place between the participating language speakers/signers. The interpreter interprets one-way (e.g. from French into English during presentations and lectures) and/or two-way (e.g. during meetings, discussions and consultations). S/he interprets consecutively, i.e. in chunks, or simultaneously, i.e. at the same time as the language is spoken or signed. Most interpreters are bilingual and interpret between two languages but some conference interpreters interpret one-way from two or more languages into their first language.

The professional interpreter has full command of the spoken/signed languages in which s/he interprets. S/he reflects accurately the information and ideas, cultural context and intention of the speaker/signer. While s/he essentially interprets spoken or signed language, s/he may also support the interpreting assignment by producing a sight or written translation of written documents, such as correspondence or a medical case study.

The professional interpreter is impartial. While s/he promotes effective communication and clarifies language and cultural misunderstandings where appropriate, s/he does not act as an advocate for clients. The interpreter treats information exchanged during an interpreted session as confidential and has good knowledge of subject areas, e.g. health, business or law. S/he declines to take on work if it is outside his/her professional expertise. S/he engages regularly in continuous professional development. S/he adheres to the common code of conduct, as stipulated by the organisation with which s/he is registered as a professional interpreter.

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Principles of professional practice

There are references to the principles of professional practice throughout the National Occupational Standards in Interpreting. The text below distils the common essentials of the principles of professional practice, drawn from the codes of ethics of a range of professional and registration bodies.

You, the professional interpreter, must show that you adhere to the following principles of professional practice. This means that you:

- meet the standard of performance as described in the National Occupational Standards in Interpreting
- treat all information you receive in the course of your duties as confidential, unless required by law to disclose information
- are impartial, maintain integrity and professionalism, keeping a professional distance, even in challenging situations
- intervene only to clarify meaning or to manage situations, eg to prevent misunderstanding and incorrect cultural inference, or to ensure that participants do not all speak at once
- do not accept an assignment which is beyond your competence
- if appropriate, request a briefing session and sight of documents to be used in advance
- explain the principles of professional practice if unethical demands are made on you
- demonstrate a commitment to continuing professional development
- support colleague interpreters sensitively in the course of their duties
- disclose any information, including conflicts of interest, which may be relevant to or make you unsuitable for an assignment
- respect the ethics and the working practices of other professions
- do not discriminate against parties on any grounds
- do not bring the profession into disrepute

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Overview of the National Occupational Standards in Interpreting

Preparation

A1 Prepare for interpreting assignments

A2 Extend existing skills to prepare for interpreting assignments

Interpreting performance

B1 Interpret one-way as a professional interpreter

B2 Interpret one-way as an advanced professional interpreter

C1 Interpret two-way as a professional interpreter

C2 Interpret two-way as an advanced professional interpreter

Professional development

D1 Develop your performance as an interpreter
- (i) Evaluate your performance as an interpreter
- (ii) Plan and implement professional development

D2 Enhance your performance as an advanced interpreter
- (i) Evaluate your performance as an advanced interpreter
- (ii) Plan and implement continuing professional development

Support functions

E1 Support interpreting through sight translations of routine written documents

E2 Support interpreting through sight translations of complex written documents

F1 Support interpreting through draft written translations of routine written documents

F2 Support interpreting through draft written translations of complex written documents

G Work with other interpreters
- (i) Plan for interpreting assignments as part of a team of interpreters
- (ii) Deliver interpreting services as part of a team of interpreters

H Evaluate and improve language services to meet client and user needs
- (i) Implement and maintain quality assurance systems
- (ii) Identify improvements to meet user requirements
- (iii) Implement improvements to language services

I Act as a mentor to trainee and colleague interpreters

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Unit A1 Prepare for interpreting assignments

Unit overview

This unit is about preparing for professional interpreting assignments. This involves establishing the nature of assignments and considering whether you have the right skills. You must be able to use a range of information sources to prepare for assignments and must plan for any use of equipment. You must be fully aware of the role of the professional interpreter and the principles of professional practice.

Who this unit is for

The unit is recommended for people who have excellent language skills in two or more languages and who would like either to develop or to accredit the skills needed to work as a professional interpreter.

Links to other units

This unit is linked to a number of units within the suite, in particular:

Unit B1	Interpret one-way as a professional interpreter
Unit C1	Interpret two-way as a professional interpreter
Unit D1	Develop your performance as an interpreter
Unit E1	Support interpreting through sight translations of routine written documents
Unit F1	Support interpreting through draft written translations of routine written documents
Unit A2	Extend existing skills to prepare for interpreting assignments

Further information

For an overview of the National Occupational Standards in Interpreting, principles of professional practice and a glossary of specialist terminology, please go to **www.cilt.org.uk/standards/interpreting.htm**.

A1 Prepare for interpreting assignments

Performance Criteria

When you get a new interpreting assignment, you must show that:

1 you identify:
- the subject matter and purpose of the assignment
- the level of language and interpreting skills required

the mode of interpreting to be used: consecutive or simultaneous/whispered

2 you do not accept any assignment which is beyond your competence

3 you agree contract details, including location, equipment, timescales, insurance and payment

4 if appropriate, you request a briefing session and sight of documents to be used in advance of the assignment

5 you explain the principles of professional practice if unethical demands are made on you

6 you plan appropriately so that you will be able to deal with:
- the type and complexity of the assignment
- domain-specific requirements
- likely cultural differences and language needs
- any special requirements, including the need for equipment and the positioning of the user(s) and yourself
- the likely requirements and expectations of your client and user(s)

7 you use relevant sources of information to prepare for the assignment

8 you compile and maintain a glossary of terminology

Knowledge and Skills

To prepare effectively, you must have knowledge of:

K1 the languages in which you interpret, with the ability to function at level 5 for your first language; and level 4 for your other language(s) (see the Listening/Reception and Speaking/Production units of the National Language Standards for performance and knowledge requirements)

K2 the process of interpreting from one language into another and how to overcome the impact of the difference between languages

K3 the cultures of the languages in which you interpret and their conventions for communication, and the implications of these aspects for the planning of the interpreting assignment

K4 the modes of consecutive and simultaneous/whispered interpreting

K5 techniques to anticipate the type and the degree of difficulty of the assignment and the client's and users' needs

K6 techniques to deliver effective communication between source and target language users

K7 the role of the interpreter and the principles of professional conduct, specifically the need to:
- disclose any information, including conflict of interest which may make you unsuitable for an assignment
- be impartial, maintain integrity and professionalism
- treat all information you receive in the course of your duties as confidential, unless required to disclose by law
- respect the ethics and the working practices of other professions

K8 contract negotiation and agreement, including time scales, payment and professional indemnity as well as third party insurance

K9 techniques to research and verify general and domain-specific terminology

K10 techniques to compile and maintain glossaries of terminology

K11 sources of general and specialist information to assist with assignments, e.g. internet, leaflets, video, glossaries and technical journals

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Unit A2 Extend existing skills to prepare for interpreting assignments

Unit overview

This unit is about advanced preparation for interpreting assignments, building on your existing skills. This involves establishing the nature of interpreting assignments, reviewing requirements against your existing knowledge and skills, and planning how you will acquire any new knowledge and skills.

Please note that the knowledge and skills requirements for A2 include those set for A1.

Who this unit is for

The unit is recommended for people who have professional interpreting skills and who would like either to develop or to benchmark advanced interpreting skills.

Links to other units

This unit is linked to a number of units within the suite, in particular:

Unit B2	Interpret one-way as an advanced professional interpreter
Unit C2	Interpret two-way as an advanced professional interpreter
Unit D2	Enhance your performance as an advanced interpreter
Unit E2	Support interpreting through sight translations of complex written documents
Unit F2	Support interpreting through draft written translations of complex written documents
Unit A1	Prepare for interpreting assignments

Further information

For an overview of the National Occupational Standards in Interpreting, principles of professional practice and a glossary of specialist terminology, please go to **www.cilt.org.uk/standards/interpreting.htm**.

A2 Extend existing skills to prepare for interpreting assignments

Performance Criteria

When you get a new interpreting assignment, you must show that:

1 you identify the degree of difficulty and sensitivity of the assignment

2 you draw on your existing knowledge to prepare for the assignment

3 you establish the need for further background information and whether there are areas of knowledge on which you need to expand prior to the assignment

4 you plan how you will obtain the information which you require to prepare

5 you carry out your research and prepare for the assignment

6 you use your experience to anticipate any foreseeable scenarios and difficulties

7 you plan how you will create the best conditions for effective communication, anticipating:
- complex language and interpreting demands
- sensitive and/or emotional aspects of the interaction
- high intellectual content of the interaction
- the use of specialist equipment
- special requirements of your clients and users

Knowledge and Skills

To prepare effectively, you must have knowledge of:

K1 the languages in which you interpret, with the ability to function at level 5 for both your first language and any other languages in which you interpret (see the Listening/Reception and Speaking/Production units of the National Language Standards for performance and knowledge requirements)

K2 techniques to:
- assess the client's and users' needs
- anticipate the degree of difficulty of the assignment
- assess the planning requirements for the interpreting assignment
- anticipate foreseeable scenarios and difficulties

K3 research methods and techniques relevant to planning for interpreting assignments

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Unit B1 Interpret one-way as a professional interpreter

Unit overview

This unit is about carrying out one-way interpreting assignments to a professional standard. You must be able to interpret presentations, talks and lectures accurately and fluently in the target language. You must be able to select and use the appropriate mode of interpreting for the occasion (i.e. consecutive or simultaneous/whispered) and handle the range of formal, informal and colloquial registers. You must know how to use technology (e.g. microphones, telephones or videophones) as appropriate.

Who this unit is for

The unit is recommended for people who have excellent language skills in two or more languages and who would like either to develop or to accredit the skills needed to work as a professional interpreter.

Most commonly this unit is for those who interpret from one language into another, e.g. from French into English. It also applies to those interpreters who interpret from more than one language into a single target language. These are mostly conference interpreters who may interpret for example from Italian and French into English.

Links to other units

This unit is linked to a number of units within the suite, in particular:

Unit A1 Prepare for interpreting assignments
Unit C1 Interpret two-way as a professional interpreter
Unit D1 Develop your performance as an interpreter
Unit E1 Support interpreting through sight translations of routine written documents
Unit F1 Support interpreting through draft written translations of routine written documents
Unit B2 Interpret one-way as an advanced professional interpreter

Further information

For an overview of the National Occupational Standards in Interpreting, principles of professional practice and a glossary of specialist terminology, please go to **www.cilt.org.uk/standards/interpreting.htm**.

B1 Interpret one-way as a professional interpreter

Performance Criteria

When you interpret one-way, you must show that:

1 you interpret the meaning of a sustained presentation accurately in the target language

2 any omissions and inaccuracies are minor and do not significantly affect the meaning of the base message

3 your interpretation is sufficient to reflect the source language user's:
- register, attitude and tone as expressed through verbal and non-verbal communication
- role and relationship with the target language user(s)

4 you interpret consecutively and/or simultaneously/whispered

5 you interpret factual information, concepts and opinions

6 you handle standard varieties of language and common regional dialects

7 you paraphrase the meaning of complex terms and phrases, if you do not know the direct equivalent in the target language

8 you support effective communication throughout the assignment and take action if communication breaks down

9 you explain your role as an interpreter when you arrive on site, if necessary

10 you use technology effectively and safely, such as microphone, video link and telephone

11 you adjust your style of communication to the medium and technology used

12 you take notes during consecutive interpreting, where required

13 your conduct is consistent with the principles of professional practice and your professional or registration body's code of conduct

Knowledge and Skills

To interpret one-way effectively, you must have knowledge of:

K1 the process of interpreting from one language into another

K2 the languages in which you interpret, with the ability to function at level 5 for your first language; and level 4 for your other language(s) (see the Listening/Reception and Speaking/Production units of the National Language Standards for performance and knowledge requirements)

K3 the cultures of the languages in which you interpret and their conventions for communication, and the implications of these aspects for the delivery of one-way interpreting assignments

K4 register (frozen, formal, colloquial, informal, intimate) and the transfer of register from one language to the other

K5 the interpreting modes of consecutive and simultaneous/whispered interpreting

K6 techniques to deliver effective communication in a one-way presentation

K7 techniques to manage the process of communication if it breaks down in one or more of the following ways:
- you need to check on meaning
- the degree of complexity, technicality or emotional charge is beyond your ability to deal with it
- your position and/or that of the users hinders communication
- the conduct of the presenter prevents you from interpreting effectively
- the presenter is communicating too fast or too slowly

K8 the role of the interpreter and the principles of professional practice

K9 the domain(s) in which you interpret and how to work with professionals in their field

K10 the use of technology, health and safety and how to trouble-shoot when there is a technical problem

K11 techniques of taking notes when interpreting in consecutive mode

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Unit B2 Interpret one-way as an advanced professional interpreter

Unit overview

This unit is about carrying out one-way interpreting assignments to an advanced professional standard. You must be able to interpret presentations, talks or lectures with a high degree of accuracy and fluency in the target language. You must be able to handle the full range of language, including technical and complex language, and have in-depth domain knowledge. You must be able to extend your knowledge and skills to an advanced professional standard.

Please note that the knowledge and skills requirements for B2 include those set for B1.

Who this unit is for

The unit is recommended for people who have professional interpreting skills and who would like either to develop or to benchmark advanced interpreting skills.

Links to other units

This unit is linked to a number of units within the suite, in particular:

Unit A2	Extend existing skills to prepare for interpreting assignments
Unit C2	Interpret two-way as an advanced professional interpreter
Unit D2	Enhance your performance as an advanced interpreter
Unit E2	Support interpreting through sight translations of complex written documents
Unit F2	Support interpreting through draft written translations of complex written documents
Unit B1	Interpret one-way as a professional interpreter

Further information

For an overview of the National Occupational Standards in Interpreting, principles of professional practice and a glossary of specialist terminology, please go to **www.cilt.org.uk/standards/interpreting.htm**.

B2 Interpret one-way as an advanced professional interpreter

Performance Criteria

When you interpret one-way, you must show that:

1 you interpret the meaning of a sustained presentation
- precisely and fluently in the target language
- maintaining a consistently accurate performance throughout the assignment

2 you reflect consistently the source language user's:
- register, tone and speed of production
- intention, attitude, irony, sarcasm and innuendo
- non-verbal communication
- role and relationship with the audience

3 you interpret accurately:
- factual information, concepts and opinions
- complex language, specialist terminology and jargon

4 you reflect all major language variants, including standard language, regional dialects, and language used by speech/sign communities and individuals

5 you use appropriate equivalent language to convey the meaning of complex terminology and phrases, only if there is no direct equivalent in the target language

6 you support effective communication throughout the assignment and take action if communication breaks down

7 you take effective notes during consecutive interpreting, where required

8 you make effective use of the interpreting booth and technology, where appropriate

9 your conduct is consistent with the principles of professional practice and your professional or registration body's code of conduct

Knowledge and Skills

To interpret one-way effectively, you must have knowledge of:

K1 the process of interpreting from one language into another

K2 the languages in which you interpret, with the ability to function at level 5 for both your first language and any other languages in which you interpret (see the Listening/Reception and Speaking/Production units of the National Language Standards for performance and knowledge requirements)

K3 the cultures of the languages in which you interpret and their conventions for communication, and the implications of these aspects for the delivery of one-way interpreting assignments

K4 register (frozen, formal, colloquial, informal, intimate), the transfer of register from one language into another and techniques to use when the registers of the language users do not match each other

K5 variation of the language and discourse of participants e.g. because of gender, age, class, background and profession

K6 interpreting modes and techniques to deliver effective communication

K7 the domain(s) in which you interpret

K8 the role and ethics of the interpreter

K9 techniques to take action if the process of communication breaks down in one or more of the following ways:
- you need to check on meaning
- your position and/or that of the users or participants hinders communication

K10 techniques of taking notes when interpreting in consecutive mode

K11 the use of technology, health and safety requirements and how to trouble-shoot when there is a technical problem

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Unit C1 Interpret two-way as a professional interpreter

Unit overview

This unit is about carrying out two-way interpreting assignments to a professional standard. This involves interpreting interactions between two or more language users in settings such as:

- one-to-one or small group meetings, for example a medical appointment or job interview
- group meetings, for example a public consultation with local residents or work meeting to review progress
- question and answer sessions after lectures and presentations

Who this unit is for

The unit is recommended for people who have excellent language skills in two or more languages and who would like either to develop or to accredit the skills needed to work as a professional interpreter.

Links to other units

This unit is linked to a number of units within the suite, in particular:

Unit A1	Prepare for interpreting assignments
Unit B1	Interpret one-way as a professional interpreter
Unit D1	Develop your performance as an interpreter
Unit E1	Support interpreting through sight translations of routine written documents
Unit F1	Support interpreting through draft written translations of routine written documents
Unit C2	Interpret two-way as an advanced professional interpreter

Further information

For an overview of the National Occupational Standards in Interpreting, principles of professional practice and a glossary of specialist terminology, please go to **www.cilt.org.uk/standards/interpreting.htm**.

C1 Interpret two-way as a professional interpreter

Performance Criteria

When you interpret two-way, you must show that:

1 you interpret accurately the meaning expressed by users who are communicating with each other across two languages

2 your interpretation reflects the flow of communication between the source and target language users

3 any omissions and inaccuracies are minor and do not significantly affect the meaning of the base message in either language

4 your interpretation is sufficient to reflect the language users':
- register, attitude and tone as expressed through verbal and non-verbal communication
- roles and relationships with each other

5 you interpret consecutively and/or simultaneously/whispered

6 you interpret factual information, concepts and opinions

7 you handle standard varieties of language and common regional dialects

8 you paraphrase the meaning of complex terms and phrases, if you do not know the direct equivalent in the target language

9 you support effective communication throughout the assignment and take action if communication breaks down

10 you explain your role as an interpreter when you arrive on site, if necessary

11 you use technology effectively and safely, such as microphone, video link and telephone

12 you adjust communication to the medium and technology used

13 you take notes during consecutive interpreting, where required

14 your conduct is consistent with the principles of professional practice and your professional or registration body's code of conduct

Knowledge and Skills

To interpret two-way effectively, you must have knowledge of:

K1 the process of interpreting from and into two languages

K2 the languages in which you interpret, with the ability to function at level 5 for your first language; and level 4 for your other language(s) (see the Listening/Reception and Speaking/Production units of the National Language Standards for performance and knowledge requirements)

K3 the cultures of the languages in which you interpret and their conventions for communication, and the implications of these aspects for the delivery of two-way interpreting assignments

K4 register (frozen, formal, informal, colloquial and intimate), the transfer of register from one language into the other and techniques to use when the registers of the language users do not match each other

K5 the modes of consecutive and simultaneous/whispered interpreting

K6 techniques to achieve effective communication in a two-way exchange

K7 techniques to manage communication if it breaks down in one or more of the following ways:
- 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 users
- your position and/or that of the users hinders communication
- the users' conduct prevents you from interpreting effectively
- the users are communicating too fast or too slowly
- the users communicate all at once or fail to observe appropriate turn-taking

K8 the role of the interpreter and the principles of professional practice

K9 the domain(s) in which you interpret and how to work with professionals in their field

K10 the use of technology, health and safety requirements and how to trouble-shoot when there is a technical problem

K11 techniques of taking notes when interpreting in consecutive mode

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Unit C2 Interpret two-way as an advanced professional interpreter

Unit overview

This unit is about carrying out two-way interpreting assignments to an advanced professional standard. This involves interpreting the meaning expressed by people engaged in two-way interactions with a high degree of accuracy and fluency in the target language. You must be able to handle with ease a wide range of settings, such as:

- one-to-one and group meetings
- job interviews
- appointments with legal or medical practitioners
- complex negotiations e.g. political or commercial

You must be able to handle the full range of language, including technical and complex language, and have in-depth domain knowledge. You must be able to extend your knowledge and skills to an advanced professional standard. You must also be able to deal with highly charged emotional content, as may occur during a diplomatic emergency or a mental health consultation.

Please note that the knowledge and skills requirements for C2 include those set for C1.

Who this unit is for

The unit is recommended for people who have professional interpreting skills and who would like either to develop or to benchmark advanced interpreting skills.

Links to other units

This unit is linked to a number of units within the suite, in particular:

Unit A2	Extend existing skills to prepare for interpreting assignments
Unit B2	Interpret one-way as an advanced professional interpreter
Unit D2	Enhance your performance as an advanced interpreter
Unit E2	Support interpreting through sight translations of complex written documents
Unit F2	Support interpreting through draft written translations of complex written documents
Unit C1	Interpret two-way as a professional interpreter

Further information

For an overview of the National Occupational Standards in Interpreting, principles of professional practice and a glossary of specialist terminology, please go to **www.cilt.org.uk/standards/interpreting.htm**.

C2 Interpret two-way as an advanced professional interpreter

Performance Criteria

When you interpret two-way, you must show that:

1 you interpret the meaning expressed by people engaged in two-way interaction
- precisely and fluently in both target languages
- maintaining a consistently satisfactory performance throughout the assignment

2 your reflect both language users'
- register, tone and speed of production
- attitude, irony, sarcasm and innuendo
- non-verbal communication
- social and cultural norms
- respective roles and relationships

3 you interpret
- factual information, concepts and opinions
- standard language and any regional or national dialects
- complex language, specialist terms and jargon

4 you paraphrase the meaning of complex terminology and phrases, if there is no direct equivalent in the target language

5 your interpretation reflects the flow of communication between the source and target language users

6 you support effective communication throughout the assignment and take action if communication breaks down

7 you take effective notes during consecutive interpreting where required

8 you make effective use of the interpreting booth and any technology, where appropriate

9 your conduct is consistent with the principles of professional practice and your professional or registration body's code of conduct

Knowledge and Skills

To interpret effectively, you must have knowledge of:

K1 the process of interpreting from one language into another

K2 the languages in which you interpret, with the ability to function at level 5 for both your first language and any other languages in which you interpret (see the Listening/Reception and Speaking/Production units of the National Language Standards for performance and knowledge requirements)

K3 the cultures of the languages in which you interpret and their conventions for communication, and the implications of these aspects for the delivery of two-way interpreting

K4 register (frozen, formal, colloquial, informal, intimate), the transfer of register from one language into the other and techniques to use when the registers of the language users do not match each other

K5 interpreting modes and techniques to deliver effective communication between the language users of both languages

K6 the domain(s) in which you interpret

K7 the role of the interpreter and the principles of professional practice

K8 what to do if the process of communication breaks down in one or more of the following ways:
- you need to check on meaning
- an apparent lack of understanding or a misunderstanding hinders communication between the source and target language users
- your position and/or that of the users or participants hinders communication
- the users' conduct prevents you from interpreting effectively
- the users communicate all at once or fail to observe appropriate turn-taking

K9 techniques of taking notes when interpreting in consecutive mode

K10 the use of technology, health and safety requirements and how to trouble-shoot when there is a technical problem

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Unit D1 Develop your performance as an interpreter

Unit overview

This unit is about developing your performance as an interpreter. This is expressed in two elements:

D1.1 Evaluate your performance as an interpreter

D1.2 Plan and implement professional development

This involves reviewing your interpreting assignments and evaluating your performance and preparation. You must be able identify your strengths and weaknesses and create a personal development plan to maintain and develop your professional knowledge and skills.

Who this unit is for

The unit is recommended for people who have excellent language skills in two or more languages and who would like either to develop or to accredit the skills needed to work as a professional interpreter.

Links to other units

This unit is linked to a number of units within the suite, in particular:

Unit A1	Prepare for interpreting assignments
Unit B1	Interpret one-way as a professional interpreter
Unit C1	Interpret two-way as a professional interpreter
Unit E1	Support interpreting through sight translations of routine written documents
Unit F1	Support interpreting through draft written translations of routine written documents
Unit D2	Enhance your performance as an advanced interpreter

Further information

For an overview of the National Occupational Standards in Interpreting, principles of professional practice and a glossary of specialist terminology, please go to **www.cilt.org.uk/standards/interpreting.htm**.

D1 Develop your performance as an interpreter

Element D1.1 Evaluate your performance as an interpreter

Performance Criteria

When you evaluate your performance, you must show that:

1 you use commonly used concepts and criteria to review your preparation for and delivery of assignments

2 you evaluate the language you used during interpreting assignments in terms of:
- syntax
- lexical choice
- pronunciation and intonation/modulation
- register

3 you review how accurately and fluently you processed the meaning of the source language message into the target language

4 you evaluate how well you managed assignments in terms of:
- your conduct, style and interaction with users
- the approach you took to dealing with cultural expectations
- the appropriateness of simultaneous/whispered and/or consecutive mode
- instances of communication breakdown, their causes, and whether you took the right action to repair them
- your compliance with the principles of professional practice and your registration body's code of conduct

5 you produce an accurate and justifiable analysis of the strengths and weaknesses of your performance as an interpreter

6 you identify ways in which your preparation for assignments could be improved

Knowledge and Skills

To evaluate your performance effectively, you need to make use of the knowledge components of Units A1, B1 and C1. You also must have knowledge of:

K1 concepts and terminology commonly used to analyse interpreting performance, e.g. development of glossaries, choice of modes of interpreting, error analysis, chunking and the use of time-lag in simultaneous interpreting and the effectiveness of the interpretation in the context and environment of the assignment

K2 methods to review and assess your preparation for assignments

K3 methods to review your interpreting performance

K4 methods to review your management of the interpreting assignments

K5 methods to check that your analysis of strengths and weaknesses is accurate and justifiable

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D1 Develop your performance as an interpreter

Element D1.2 Plan and implement professional development

Performance Criteria

When you plan and implement professional development, you must show that:

1 you use the evaluation of your performance to plan how you can improve your preparation for assignments and interpreting performance

2 your development goals and priorities are consistent with the evaluation of your performance

3 you identify and take relevant opportunities to develop your interpreting skills and knowledge

4 you set relevant criteria to evaluate your professional development programme

5 you regularly monitor and evaluate your professional development against the criteria you have set

6 you update and revise your plan in the light of the progress you make

7 you seek appropriate advice, if your progress and achievements do not meet your expectations

Knowledge and Skills

To plan and implement your development programme effectively, you must have knowledge of:

K1 strategies to improve your performance and knowledge

K2 opportunities for continuing professional development, e.g. training courses, use of published materials or self-study

K3 criteria and techniques to evaluate your development programme

K4 the advice on continuing professional development available from professional bodies

K5 sources of information, such as mentors, peers, clients and users, who can offer you advice on your development

Unit D2 Enhance your performance as an advanced interpreter

Unit overview

This unit is about evaluating your performance and engaging in continuing professional development at an advanced level. This is expressed in two elements:

D2.1 Evaluate your performance as an advanced interpreter

D2.2 Plan and implement continuing professional development

This involves selecting criteria and using these to evaluate your preparation and interpreting performance. You must be able to reflect on your skills, the context of the assignment and the dynamics of the interaction. You must be able to analyse your work independently and take on board feedback from others, e.g. other interpreters, as well as professionals in health, law, etc. You must be aware of your professional and personal skills and able to identify areas for improvement.

Please note that the knowledge and skills requirements for D2 include those set for D1.

Who this unit is for

The unit is recommended for people who have professional interpreting skills and who would like either to develop or to benchmark advanced interpreting skills.

Links to other units

This unit is linked to a number of units within the suite, in particular:

Unit A2	Extend existing skills to prepare for interpreting assignments
Unit B2	Interpret one-way as an advanced professional interpreter
Unit C2	Interpret two-way as an advanced professional interpreter
Unit E2	Support interpreting through sight translations of complex written documents
Unit F2	Support interpreting through draft written translations of complex written documents
Unit D1	Develop your performance as an interpreter

Further information

For an overview of the National Occupational Standards in Interpreting, principles of professional practice and a glossary of specialist terminology, please go to **www.cilt.org.uk/standards/interpreting.htm**.

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D2 Enhance your performance as an advanced interpreter

Element D2.1 Evaluate your performance as an advanced interpreter

Performance Criteria

When you evaluate your performance, you must show that:

1 you select criteria to review your preparation and interpreting performance and explain why you chose them

2 you use these criteria to evaluate the effectiveness of
- your preparation for interpreting assignments
- your interpreting performance
- your professional behaviour

3 you reflect on
- the context of the assignment(s)
- the dynamics of the interaction, e.g. any power imbalance, and your management of it
- any unusual aspects, such as requests by users for a specific mode of interpreting, emotional charge or technical difficulty
- the emotional impact of assignments on your professional and private self
- domain-specific requirements
- any special requirements for technology

4 where appropriate, you make use of feedback from others, for example, users, clients, colleagues, your manager and professionals who work in the domain you covered e.g. health or law

5 you produce an accurate and justifiable analysis of your strengths and weaknesses as an interpreter

6 you demonstrate self-awareness of your professional and personal skills

7 you reflect on the perspective of the users

8 you take a holistic as well as a detailed approach to evaluation

9 you identify areas for improvement

Knowledge and Skills

To evaluate your performance effectively, you need to make use of the knowledge components of A2, B2 and C2. In addition you must have knowledge of:

K1 a wide range of concepts and strategies used to analyse interpreting performance

K2 methods to review and assess your preparation for assignments

K3 methods to review your management of the interpreting assignments

K4 strategies for critically analysing ethical dilemmas and implications for the role of the interpreter

K5 methods to check that your analysis of strengths and weaknesses is realistic and justifiable

D2 Enhance your performance as an advanced interpreter

Element D2.2 Plan and implement continuing professional development

Performance Criteria

When you plan and implement your continuing professional development, you must show that:

1 you use the evaluation of your performance to identify areas for improvement

2 you develop goals and priorities which are consistent with your evaluation of your performance

3 you identify and take relevant opportunities to develop your interpreting skills and knowledge

4 you set relevant criteria to evaluate your development programme and achievement against it

5 you regularly monitor and evaluate your development

6 you update and revise your plan in the light of the progress you make

7 you seek appropriate advice, if your progress and achievements do not meet your expectations

Knowledge and Skills

To plan and implement your development programme effectively, you must have knowledge of:

K1 strategies to improve your performance and knowledge

K2 opportunities for development, e.g. training courses, use of published materials and self-study

K3 criteria and techniques to evaluate your development programme

K4 the advice on continuing professional development available from professional bodies

K5 sources of information, such as peers, clients and users who can offer you advice on your development

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Unit E1 Support interpreting through sight translations of routine written documents

Unit overview

This unit is about producing translations of written documents at sight into oral or signed language. You may be required to do this within the context of an interpreting assignment when one of the users produces a document, the content of which needs to be translated at sight. You must be able to produce sight translations of documents, such as correspondence, personal status certificates or information leaflets.

If you are interpreting between spoken languages, you must be able to produce sight translations of written documents in either language. If you are a BSL/English interpreter, you must produce sight translations of documents which are written in English into BSL.

Who this unit is for

The unit is recommended for people who have excellent language skills in two or more languages (at least one of which has a written form) and who would like either to develop or to accredit the skills needed to work as a professional interpreter.

Links to other units

This unit is linked to a number of units within the suite, in particular:

Unit A1	Prepare for interpreting assignments
Unit B1	Interpret one-way as a professional interpreter
Unit C1	Interpret two-way as a professional interpreter
Unit D1	Develop your performance as an interpreter
Unit F1	Support interpreting through draft written translations of routine written documents
Unit E2	Support interpreting through sight translations of complex written documents

Further information

For an overview of the National Occupational Standards in Interpreting, principles of professional practice and a glossary of specialist terminology, please go to **www.cilt.org.uk/standards/interpreting.htm**.

E1 Support interpreting through sight translations of routine written documents

Performance Criteria

When you produce a sight translation of a written document, you must show that:

1 you assess whether you are able to provide a sight translation of the document

2 you determine whether you are able to prepare a sight translation within a reasonable time (typically within twenty minutes)

3 you inform the user(s) of the interpreting service, if you need more preparation or research than is feasible given the time available and/or the context in which you are working, and you suggest an alternative solution

4 you make effective use of reference materials to check on vocabulary with which you are not familiar

5 you give an accurate sight translation of the contents of the document

6 you translate at sight factual information as well as concepts and opinions

7 you reflect the language, register and tone used in the document

8 you paraphrase the meaning of complex terms and phrases, if you do not know the direct equivalent in the target language

9 if necessary, you check and clarify any uncertainty of meaning with the user to whom the document belongs

Knowledge and Skills

To produce effective sight translations, you must have knowledge of:

K1 the process of providing a sight translation from written text

K2 the languages in which you interpret, with the ability to function at level 5 for your first language; and level 4 for your other language(s) (see the Reading and Speaking/Production units of the National Language Standards for performance and knowledge requirements)

K3 the cultures, conventions and formats used to communicate orally/signed and written communication in the languages in which you interpret; and the implications of these aspects for translating a document at sight

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

K5 techniques to assess the requirements for sight translations and the client's and users' needs

K6 contract negotiation and agreement to carry out at sight translations, including time scales, payment, professional indemnity as well as third party insurance

K7 the domain(s) in which you interpret and translate at sight

K8 the use of reference materials, such as dictionaries and glossaries stored in hard copy or electronic format

K9 alternatives to immediate sight translation, for example professional written translation services

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Unit E2 Support interpreting through sight translations of complex written documents

Unit overview

This unit is about producing translations at sight of complex written documents into oral or signed language. You may be required to do this within the context of an interpreting assignment when one of the users produces a document, the content of which needs to be translated at sight. You must be able to produce sight translations of a wide range of documents, such as abstracts, executive summaries, legal or business letters or medical case studies.

If you are interpreting between spoken languages, you must be able to produce sight translations of written documents in either language. If you are a BSL/English interpreter, you must produce sight translations of documents which are written in English into BSL.

Please note that the knowledge and skills requirements for E2 include those set for E1.

Who this unit is for

The unit is recommended for people who have professional interpreting skills and who would like either to develop or to benchmark advanced interpreting skills.

Links to other units

This unit is linked to a number of units within the suite, in particular:

Unit A2	Extend existing skills to prepare for interpreting assignments
Unit B2	Interpret one-way as an advanced professional interpreter
Unit C2	Interpret two-way as an advanced professional interpreter
Unit D2	Enhance your performance as an advanced interpreter
Unit F2	Support interpreting through draft written translations of complex written documents
Unit E1	Support interpreting through sight translations of routine written documents

Further information

For an overview of the National Occupational Standards in Interpreting, principles of professional practice and a glossary of specialist terminology, please go to **www.cilt.org.uk/standards/interpreting.htm**.

E2 Support interpreting through sight translations of complex written documents

Performance Criteria

When you produce a sight translation of a written document, you must show that:

1 you assess whether you are able to provide a translation of the document within twenty minutes

2 you inform the user(s) of the interpreting service if you need more preparation or research than is feasible, given the time available and/or the context in which you are working, and suggest an alternative solution

3 you make effective use of reference materials to check on technical and specialist terms

4 you provide a sight translation of the contents of the document, conveying its meaning accurately and fluently

5 you paraphrase the meaning of complex terminology and phrases, if there is no direct equivalent in the target language

6 you reflect the meaning of the document and its register and tone

7 if necessary, you check and clarify any uncertainty of meaning with the user to whom the document belongs

Knowledge and Skills

To provide effective sight translations, you must have knowledge of:

K1 the process of producing a sight translation from written text

K2 the languages in which you interpret, with the ability to function at level 5 for both your first language and any other languages in which you interpret (see the Reading and Speaking/Production units of the National Language Standards for performance and knowledge requirements)

K3 the cultures of the languages in which you interpret and their conventions for communication, and the implications of these aspects for the production of sight translations

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

K5 techniques to assess the requirements for sight translations and the client's and users' needs

K6 contract negotiation and agreement, including time scales, payment and professional indemnity as well as third party insurance

K7 the domain(s) in which you interpret and translate at sight

K8 the use of reference materials, such as dictionaries and glossaries stored in hard copy or electronic format

K9 alternatives to immediate sight translation, for example professional written translation services

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Unit F1 Support interpreting through draft written translations of routine written documents

Unit overview

This unit is about producing draft written translations of written documents. Draft written translations are working documents which are used to assist interpreting assignments, e.g. during a job interview or an appointment with a GP. You must be able to produce draft written translations of routine documents such as correspondence, personal status certificates or information leaflets. You must be able to produce the translation with minimal preparation and within one hour.

Draft written translations are not intended for publication and are not the equivalent of professionally produced translations.

Who this unit is for

The unit is recommended for people who have excellent language skills in two or more languages, who need to be able to translate from and into a written form of the language, and who would like either to develop or to accredit the skills needed to work as a professional interpreter.

Links to other units

This unit is linked to a number of units within the suite, in particular:

Unit A1	Prepare for interpreting assignments
Unit B1	Interpret one-way as a professional interpreter
Unit C1	Interpret two-way as a professional interpreter
Unit D1	Develop your performance as an interpreter
Unit E1	Support interpreting through sight translations of routine written documents
Unit F2	Support interpreting through draft written translations of complex written documents

Further information

For an overview of the National Occupational Standards in Interpreting, principles of professional practice and a glossary of specialist terminology, please go to **www.cilt.org.uk/standards/interpreting.htm**.

F1 Support interpreting through draft written translations of routine written documents

Performance Criteria

When you need to produce a draft written translation, you must show that:

1 you consider whether you are able to handle the demands of the text

2 you decide whether you can produce the translation immediately

3 you determine whether you need no more than one hour to perform the task

4 you suggest a constructive alternative, if you are unable to produce a written translation because of skills demands and/or restrictions of time

5 you produce a draft written translation which reflects the meaning of the document but does not need to be of publishable standard

6 you translate factual information as well as concepts and opinions

7 you paraphrase the meaning of complex terms and phrases, if you do not know the direct equivalent in the target language

8 you make effective use of reference material to check on technical and specialist terms

9 you check and clarify any uncertainty of meaning with the user to whom the document belongs

Knowledge and Skills

To produce effective draft written translations, you must have knowledge of:

K1 the process of translating written text from one language into another

K2 the languages in which you interpret, with the ability to function at level 5 for your first language; and level 4 for your other language(s) (see the Reading and Writing units of the National Language Standards for performance and knowledge requirements)

K3 the cultures of the languages in which you interpret and the conventions and formats used in written documents

K4 register (frozen, formal, informal, colloquial and intimate) and the transfer of register between written languages

K5 techniques to assess the requirements for written translations and the client's and users' needs

K6 contract negotiation and agreement, including time scales, payment and professional indemnity as well as third party insurance

K7 the domains in which you interpret and translate

K8 the use of reference materials, such as dictionaries and glossaries stored in hard copy or electronic format

K9 alternatives to instant written translation, for example professional translation services

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Unit F2 Support interpreting through draft written translations of complex written documents

Unit overview

This unit is about producing draft written translations of complex written documents. Draft written translations are working documents which are used to assist interpreting assignments. You must be able to produce draft written translations of a variety of documents, such as such as abstracts, executive summaries, legal or business letters or medical case studies. You must be able to produce the translation with minimal preparation and within one hour.

Draft written translations are not intended for publication and are not the equivalent of professionally produced translations.

Please note that the knowledge and skills requirements for F2 include those set for F1.

Who this unit is for

The unit is recommended for people who have professional interpreting skills, who need to be able to translate from and into a written form of the language, and who would like either to develop or to benchmark advanced interpreting skills.

Links to other units

This unit is linked to a number of units within the suite, in particular:

Unit A2	Extend existing skills to prepare for interpreting assignments
Unit B2	Interpret one-way as an advanced professional interpreter
Unit C2	Interpret two-way as an advanced professional interpreter
Unit D2	Enhance your performance as an advanced interpreter
Unit E2	Support interpreting through sight translations of complex written documents
Unit F1	Support interpreting through draft written translations of routine written documents

Further information

For an overview of the National Occupational Standards in Interpreting, principles of professional practice and a glossary of specialist terminology, please go to **www.cilt.org.uk/standards/interpreting.htm**.

F2 Support interpreting through draft written translations of complex written documents

Performance Criteria

When you need to produce a draft written translation, you must show that:

1 you determine whether you need no more than one hour to produce the written translation

2 you inform the client and suggest an alternative solution, if you need to carry out more preparation or research than is feasible in the time available

3 you make effective use of reference materials to check on technical and specialist terms

4 you produce a draft written translation which reflects the meaning of the document accurately but does not need to be of publishable standard

5 you reflect the language, register and tone used in the document

6 you paraphrase the meaning of complex terminology and phrases, if there is no direct equivalent in the target language

7 you translate factual information as well as concepts and opinions

8 you check and clarify any uncertainty of meaning with the user to whom the document belongs

Knowledge and Skills

To produce effective draft written translations, you must have knowledge of:

K1 the process of translating written text from one language into another

K2 the languages in which you interpret, with the ability to function at level 5 for both your first language and any other languages in which you interpret (see the Reading and Writing units of the National Language Standards for performance and knowledge requirements)

K3 the cultures of the two languages in which you interpret, the conventions and formats used for written communication, and their implications for the production of written translations

K4 register (frozen, formal, informal, colloquial and intimate) and the transfer of register between written languages

K5 techniques to assess the requirements for written translations and the users' needs

K6 the domain(s) in which you interpret and translate

K7 the use of reference materials, such as dictionaries and glossaries stored in hard copy or electronic format

K8 alternatives to immediate written translation, for example professional written translation services

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Unit G Work with other interpreters

Unit overview

This unit is about working with other professional interpreters. This is expressed in two elements:

G.1 Plan for interpreting assignments as part of a team of interpreters

G.2 Deliver interpreting services as part of a team of interpreters

This involves negotiating with colleague interpreters how you will cover joint assignments. You must be able to work effectively as part of a team of interpreters, supporting colleague interpreters sensitively and professionally. You must be able to evaluate the effectiveness of the assignment in terms of your contribution and that of the team as a whole.

Who this unit is for

The unit is recommended for people who have excellent language skills in two or more languages and who would like either to develop or to accredit the skills needed to work as part of a team of professional interpreters.

Links to other units

This unit is linked to all other units within the suite of National Occupational Standards in Interpreting.

Further information

For an overview of the National Occupational Standards in Interpreting, principles of professional practice and a glossary of specialist terminology, please go to **www.cilt.org.uk/standards/interpreting.htm**.

G Work with other interpreters

Element G.1 Plan for interpreting assignments as part of a team of interpreters

Performance Criteria

When planning for interpreting assignments as part of a team of interpreters, you must show that:

1 you clarify your role and that of your colleagues

2 you negotiate how you and your colleague(s) will cover the assignment, the order in which you will work as well as any breaks

3 you check that the work is allocated in the most effective way, making the most of your skills and those of your colleagues

4 you and you colleague negotiate how you carry out any necessary preparation and research

5 you agree appropriate alternative ways of organising your work, if arrangements for an assignment are changed

Knowledge and Skills

To work with other interpreters effectively, you must have knowledge of:

K1 how to communicate constructively within a team

K2 how to make constructive suggestions to improve the effectiveness of the team

K3 techniques and accepted conventions of working as part of a team of interpreters

K4 how to set out and agree joint work objectives, performance measures and criteria to judge effectiveness

K5 the principles of professional practice for interpreters

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G Work with other interpreters

Element G.2 Deliver interpreting services as part of a team of interpreters

Performance Criteria

When contributing to joint interpreting assignments, you must show that:

1 you organise your own activities effectively
2 you are an effective member of the team of interpreters
3 you make efficient use of resources
4 you inform the appropriate colleagues promptly of any difficulties in meeting your responsibilities
5 you make appropriate suggestions to improve the effectiveness of the interpreting team
6 your behaviour throughout the assignments is consistent with the professional code of conduct

Knowledge and Skills

To work with other interpreters effectively, you must have knowledge of:

K1 how to communicate constructively within a team
K2 how to make constructive suggestions to improve the team's effectiveness
K3 techniques and accepted conventions of working as part of a team of interpreters
K4 the team's work objectives and related performance measures and success criteria
K5 the principles of professional practice for interpreters

Unit H Evaluate and improve language services to meet client and user needs

Unit overview

This unit is about your meeting the needs of clients and users by evaluating and improving language services. These functions are expressed in three elements:

H.1 Implement and maintain quality assurance systems

H.2 Identify improvements to meet user requirements

H.3 Implement improvements to language services

This involves evaluating and improving the effectiveness of your organisation, making use of performance indicators and identifying opportunities for the development of the service. You must be able to orientate yourself on new developments in interpreting, technology and data processing, and identify suitable applications for your service. You must be able to create realistic and cost-effective implementation plans and to monitor improvements made, involving staff and colleagues as appropriate.

Who this unit is for

The unit is recommended for people working as professional or advanced interpreters whose job requires them to manage language service delivery.

Links to other units

This unit is linked to all other units within the suite of National Occupational Standards in Interpreting.

Further information

For an overview of the National Occupational Standards in Interpreting, principles of professional practice and a glossary of specialist terminology, please go to **www.cilt.org.uk/standards/interpreting.htm**.

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H Evaluate and improve language services to meet client and user needs

Element H.1 Implement and maintain quality assurance systems

Performance Criteria

When you implement and maintain quality assurance systems, you must show that:

1 you select criteria to set up or review quality assurance systems

2 you implement quality assurance systems which offer the greatest potential for adding value and quality to the interpreting service

3 your plans for quality assurance systems make good use of resources and budgets

4 you encourage any directly employed staff and sub-contractors to assist in the development of quality assurance systems

5 you clearly explain the quality assurance system to those involved

6 you monitor the quality assurance systems on a regular basis

Knowledge and Skills

To implement and maintain quality assurance systems effectively, you must have knowledge of:

K1 quality assurance and control systems and how to identify systems relevant to a language service

K2 how to gather data effectively

K3 how to estimate the value for money offered by different systems

K4 how to encourage others to contribute to implementation

K5 methods of establishing, defining and reviewing objectives and performance measures

K6 customer agreements and requirements

K7 relevant guidelines and standards relating to quality

H Evaluate and improve language services to meet client and user needs

Element H.2 Identify improvements to meet client and user requirements

Performance Criteria

When you identify improvements to the interpreting service you provide, you must show that:

1 you orientate yourself on new developments in interpreting, technology and data processing and identify suitable applications for your service

2 you collect relevant, valid and reliable information on customers' requirements for language services

3 you regularly monitor and evaluate the effectiveness of the language service

4 you identify opportunities for the development of the service and improvements in quality

5 you decide if your organisation has sufficient resources, e.g. in terms of budgets, staff and equipment, to implement identified improvements

6 you identify measures which may create or remove obstacles to improvement

7 you use the results of previous evaluations to review the development of the service over time

8 you identify improvements which offer the greatest potential for improving service to customers and achieving the language service's goals

Knowledge and Skills

To identify improvements effectively, you must have knowledge of:

K1 methods of collecting and analysing relevant information on changes in the delivery of interpreting, technology and resources

K2 techniques to analyse customer requirements

K3 processes and outputs of services and systems identified for improvement

K4 legislation and organisational rules relevant to actual/typical circumstances

K5 methods of monitoring resource utilisation and costs and analysing efficiency and effectiveness

K6 results of previous analyses of services, products and systems

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H Evaluate and improve language services to meet client and user needs

Element H.3 Implement improvements to language services

Performance Criteria

When you implement improvements, you must show that:

1 your implementation plans are realistic and achievable within the timescales set

2 you allocate resources for implementation which are realistic and cost-effective

3 your plans clearly identify who will do what, and what outcomes and benefits are to be achieved by the improvements

4 you evaluate the outcomes of changes against expectations

5 you monitor improvements for their effect on the language service

6 you modify the implementation plan if any problems arise during its implementation

7 you consolidate the implementation plan, when there is enough evidence that it is working effectively

Knowledge and Skills

To implement improvements effectively, you must have knowledge of:

K1 the current processes and outputs of the service you manage

K2 how to plan for the implementation of improvements

K3 change management and how to anticipate the effects of change on people, processes and outputs

K4 methods of establishing defining and reviewing objectives and performance measures

K5 strategies for monitoring resource utilisation and costs

K6 how to analyse efficiency and effectiveness against targets

K7 how to evaluate short and long term achievements against improvement plans

Unit I Act as a mentor to trainee and colleague interpreters

Unit overview

This unit is about acting as a mentor for trainee and/or colleague interpreters. This involves supporting them in the development of their interpreting and other work skills. You must be able to encourage individuals to evaluate their skills and performance, give constructive feedback and agree any action to be taken.

Who this unit is for

The unit is recommended for people working as professional or advanced interpreters whose job requires them to mentor trainee or colleague interpreters.

Links to other units

This unit is linked to all other units within the suite of National Occupational Standards in Interpreting.

Further information

For an overview of the National Occupational Standards in Interpreting, principles of professional practice and a glossary of specialist terminology, please go to **www.cilt.org.uk/standards/interpreting.htm**.

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I Act as a mentor to trainee and colleague interpreters

Performance Criteria

When you act as a mentor, you must show that:

1 you make an initial assessment of how you can best support the interpreter
2 you negotiate a plan for action with the interpreter
3 you plan how you will gather evidence of skills, if this is needed to inform your judgement
4 you are sensitive to the needs of clients and users, and any requirement for confidentiality, if you observe a live interpreting assignment
5 you give feedback to the interpreter at an appropriate time and place
6 you encourage individuals to contribute to the evaluation of their skills and performance
7 your feedback is constructive and based on reliable data about the individual's performance and achievements
8 you are sensitive to the level of skills and needs of the individual while providing feedback and advice
9 you agree action to be taken with the individual

Knowledge and Skills

To act as an effective mentor, you must have knowledge of:

K1 how to plan for the gathering of evidence which is representative of interpreting performance and from which objective judgments can be derived
K2 how to gather evidence on interpreter performance in a manner which is sensitive to the needs of interpreters, users and clients
K3 how to evaluate evidence and make sure that your judgements are objective
K4 how to encourage staff to assess their own performance and evaluate systems and procedures
K5 how to give constructive feedback
K6 suitable types of action to develop the skills of the interpreter and how to select and agree appropriate action
K7 the level and type of direction and supervision which individuals may need
K8 performance measures and success criteria

Glossary

BSL — British Sign Language

BSL/English interpreter — An interpreter who interprets between BSL and English

Chunk — A 'chunk' of language is a sequence of speech or signed language which forms a unit. A chunk can vary from a few sentences to a sequence of up to five minutes.

Client — The person or organisation which hires an interpreter. This may be, but does not have to be, the same person as the user. See also 'user'.

Code of conduct — You will find in the standards references to code(s) of conduct for interpreters. These are established by professional/registration bodies and may be referred to by other names such as Ethical Principles. For a copy of current codes of conduct, please contact the relevant organisations directly.

- For conference interpreting, contact AIIC (**www.aiic.net**).
- For spoken language interpreting, contact the Chartered Institute of Linguists (**www.iol.org.uk**), the Institute of Translation and Interpreting (**www.iti.org.uk**), the National Register of Public Service Interpreters (**www.nrpsi.co.uk**), which is a wholly owned not-for-profit subsidiary of the Chartered Institute of Linguists, and/or the Association of Police and Court Interpreters (**www.apcinet.co.uk**).
- For British Sign Language/English interpreting, contact the Council for the Advancement of Communication with Deaf People (**www.cacdp.org.uk**), the Association of Sign Language Interpreters (**www.asli.org.uk**) and/or the Scottish Association of Sign Language Interpreters (**www.sasli.org.uk**).

Consecutive interpreting — The speaker/signer does not speak all the time but delivers the material in chunks, stopping at regular intervals. Once a unit of information is complete, the interpreter provides an interpretation of what the speaker/signer has just said/signed.

Documents which need a sight or written translation — It can be quite common to find that users bring written documents which either need a sight or draft written translation. Here are some examples of the most common types:

- leaflets explaining health precautions or medical advice
- leaflets giving information about rights, entitlements and/or responsibilities
- business, medical or legal letters
- personal status certificates, such as certificates of foreign qualifications or documents to prove identity.

Domain — The field or area of work in which you interpret, e.g. law, health, local government or business. It normally takes time and effort to acquire in-depth domain knowledge.

Draft written translation — The production of a draft written translation of a written document. A draft written translation may be required within the context of an interpreting assignment when one of the users produces a document, the content of which needs to be translated.

Draft written translations are working documents which are used to assist an interpreting assignment. They are not intended for publication. A draft written translation produced to support interpreting is not the equivalent to the standard of a professionally produced translation.

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Interpreting one-way

A situation where a person gives a sustained presentation in the source language. You interpret the presentation in the target language. There is no two-way exchange. Some interpreters (e.g. conference interpreters) interpret one-way from several languages into the target language.

Interpreting two-way

A situation where people who speak and/or sign in different languages communicate with each other during meetings, consultations or discussions. You interpret from and into both languages.

Mode

There are two modes of interpreting: consecutive and simultaneous/whispered. Definitions of these terms are found elsewhere in the glossary.

Modulation

The interpreting standards refer to pronunciation and intonation/modulation. Please note that modulation applies to sign language; and pronunciation and intonation to spoken language.

Paraphrase

To paraphrase means to restate in another form or in other words.

Presentation

This term is used to describe a monologue which is expressed in one language and which needs to be interpreted into the other language. This could be, for example, a presentation during a meeting; a college lecture; or a witness statement made at the police station describing what happened during a robbery.

Principles of professional practice

The principles of professional practice summarise the common essentials of good practice in interpreting. They are distilled from the codes of good practice from professional/registration bodies such as AIIC, CACDP, ITI, NRPSI and SASLI.

Pronunciation and intonation/modulation

The interpreting standards refer to pronunciation and intonation/modulation. Please note that pronunciation and intonation apply to spoken languages and modulation to sign language.

Register

The term 'register' is used to describe the degree of formality in language use. Register is divided into five categories:

- frozen, e.g. the Lord's prayer, the wedding ceremony or the police caution
- formal, e.g. court sessions, local authority meetings, a lecture on English literature and any documentation used for these
- informal, e.g. small meetings and letters or e-mails between colleagues who know each other well
- colloquial, e.g. friends chatting at a party, colleagues gossiping about their boss or dashing off a quick message to each other
- intimate, e.g. a husband and wife, or parents and children talking to each other.

Register is of particular relevance to interpreters when there is a mismatch between the registers used by the people participating in the communication exchange. This is quite a common occurrence, for example, in meetings between a lawyer and the client; a policeman and the suspect; or a doctor and the patient.

Sight translation

The production of an oral/signed version of a written document. Sight translation may be required within the context of an interpreting assignment when one of the users produces a document, the content of which needs to be translated at sight.

Simultaneous interpreting

The interpreter provides an instant, contemporaneous interpretation of spoken or signed language.

In the case of spoken languages, the interpreter typically sits in a soundproof booth or at the back of the room and gives a simultaneous interpretation at the

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same time as the speaker is delivering. The listener receives the interpretation through headphones.

In the case of BSL/English interpreting, the interpreter stands at the front of the room and interprets by signing or speaking at the same time as the speaker/signer is delivering.

User(s) The person(s) who participate(s) in a meeting or presentation which is being interpreted.

Whispered interpreting Whispered interpreting is similar to simultaneous interpreting in that the interpreter provides an instant, contemporaneous interpretation of spoken or signed material. However, whispered interpreting does not involve electronic means or technical equipment. Instead the interpreter sits alongside the language user and whispers the interpretation at the same time as the source language user speaks or signs.

World of work Any business done or meetings held in the work context, e.g. job interviews and performance reviews; meetings between managers and staff to discuss work plans; or a presentation to managers on performance and achievement of targets.

You In the standards 'you' refers to the interpreter.

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National Occupational Standards in Interpreting Incremental Change

Final version approved June 2010

National Occupational Standards in Interpreting © CILT, the National Centre for Languages

What's new for 2010

The trainee interpreter units were introduced in 2010 to create a progression route for aspiring interpreters. The rationale for this development was that many new interpreters faced difficulty in acquiring professional interpreting skills. The units and accompanying documentation that you see before you aim to fill this gap. They enable the trainee interpreter to develop their language and interpreting skills in a sheltered environment and with guidance from a mentor.

CILT would like to thank the many colleagues who contributed to the development of the trainee interpreter units. We hope that this initiative will prove a useful addition to the field of interpreting and a helpful progression route for aspiring interpreters. We welcome any feedback that you may have on the effectiveness of the units and on the way in which they are applied in the sector.

As a result of this development, the UK national occupational standards for interpreting are now available at three levels:

- Advanced professional interpreter
- Professional interpreter
- Trainee interpreter

Key features of the trainee interpreting units

The main focus of the new units has been to distil the key skills and knowledge that trainee interpreters need to learn and practise safely. Because trainee interpreters are not yet fully able to practise independently, we have also built in access to a mentor so that the trainee has support in the early days of their practice.

1. The naming of the new trainee interpreting units

The new units are identified as *TInt* which stands for Trainee Interpreter.

2. Overview of the new unit framework

The framework for trainee interpreting contains four units:

TInt1 Prepare for interpreting assignments

TInt2 Interpret two-way as a trainee interpreter

TInt3 Develop your performance as a trainee interpreter

TInt4 Support interpreting though sight translations of simple written documents

These reflect the framework for professional and advanced professional level to a large extent. However, the types of skills and level of competence have been adjusted and three units which occur at the professional and advanced professional level **do not** occur in the trainee standards:

- Interpret one-way as a trainee interpreter
- Support interpreting though draft written translations of simple written documents

- Work with other interpreters

The rationale for this approach is as follows:

One-way interpreting has not been included because, at trainee level, the type of assignment is very likely to be that of the two-way face-to-face exchange e.g. to get access to services, give information on products, discuss complaints etc. As a guide, the typical length of the interpreting undertaken at this level will be up to fifteen minutes. This is in recognition of the fact that the trainee interpreter has not yet built up the stamina to interpret for extended periods.

The focus in the unit on interpreting Tint2 is on *consecutive interpreting* because this mode is more common during two-way interpreting. However, trainee interpreters may work in simultaneous mode if the assignment demands it and the mentor agrees that it is appropriate.

The unit on *written translations* has not been included because this is very unlikely to be necessary in the early stages of interpreting. However, course providers are likely to want to encourage the trainee to practise this skill as it is a useful language development tool.

There is no unit on *co-working* because, while the trainee interpreter may work alongside an experienced colleague, s/he will work under the guidance of the experienced interpreter. In this sense the trainee is not yet co-working.

3. The role of the mentor

Since the trainee interpreter is not yet professionally qualified and will need to have access to advice and guidance, the role of the mentor is crucial, both to promote the development of interpreting skills and to ensure that the trainee interpreter is safe to practise. The function of the mentor is to:

- observe the trainee on a regular basis
- advise the trainee on the quality of their interpreting and how to develop their skills
- take responsibility for deciding the *types* of assignments that the trainee may undertake
- instil in the trainee the awareness that it is good practice to withdraw from an assignment, both before and during, if it is beyond his/her competence

Many trainees will develop their skills while working in-house or for an agency. If this is the case, the trainee's supervisor may take on the functions of the mentor as described above, providing that s/he has appropriate occupational competence and experience.

4. Time limit to the traineeship

The registration period of the traineeship will normally be 3 years. However, awarding bodies may extend this period if the circumstances warrant it. During this time candidates are expected to achieve the trainee interpreter standards and work towards the achievement of the professional interpreting standards.

In addition to developing their skills through practical work experience, it is very likely that trainees will need formal training and support in addition to that provided by the mentor.

A definition of interpreting and description of the role of the interpreter

The text below describes the process of interpreting and role of the interpreter.

Definition of interpreting

Interpreting is the process whereby one spoken or signed language is transferred into another spoken or signed language.

The role and skills of the professional interpreter

The professional interpreter interprets between two languages in such a way that effective communication takes place between the participating language speakers/signers. The interpreter interprets one-way (e.g. from French into English during presentations and lectures) and/or two-way (e.g. during meetings, discussions and consultations). S/he interprets consecutively, i.e. in chunks, or simultaneously, i.e. at the same time. Most interpreters interpret into and out of two languages but some conference interpreters interpret one-way from two or more languages into their first language.

The professional interpreter has an excellent command of the spoken/signed languages in which s/he interprets. S/he reflects accurately the information and ideas, cultural context and intention of the speaker/signer. In addition to interpreting spoken or signed languages, s/he may also support the interpreting assignment by producing a sight or written translation of written documents, such as correspondence or a medical case study.

Professional interpreters are impartial. While they promote effective communication and clarify language and cultural misunderstandings where appropriate, they do not act as an advocate for clients. The interpreter treats information exchanged during an interpreted session as confidential and has good knowledge of subject areas, such as health, business or law. They decline to take on work if it is outside their professional expertise. They engage regularly in continuous professional development. They adhere to the common code of conduct, as stipulated by the organisation with which they are registered as a professional interpreter.

The national occupational standards for professional interpreters are set two skills levels: at professional and advanced professional level. Interpreters who are qualified to these levels share the common core of professional skills as outlined above.

The role and skills of the trainee interpreter

Trainee interpreters are not yet professionally qualified and able to work independently. However, they are able to practise and develop their skills in a sheltered environment where their performance is monitored and a mentor is available to give feedback and support, and to advise on the types of assignments the trainee may undertake. Trainee interpreters work in a limited range of contexts and subjects, most likely in-house. They are not expected to work freelance.

The trainee interpreter has a very good command of the spoken/signed languages in which s/he interprets. S/he reflects broadly the information and the cultural context provided by the speaker/signer. The trainee interpreter has basic research skills and is able to compile and maintain

a glossary of vocabulary. S/he has limited knowledge of subject areas and domains, such as local health, business or law.

Because the trainee interpreter does not yet have a full command of the language, s/he will have the skills to check back that s/he has accurately understood the message in the source language. At this level s/he is also likely to need to rephrase parts of the interpretation more frequently than at professional interpreter level. The trainee will withdraw from an assignment, if it proves to be beyond his/her competence, and make every effort to find a suitable replacement.

Normally the trainee interpreter works consecutively only. The trainee interpreter who works between a signed and a spoken language may interpret simultaneously, if there is a good reason to do so. S/he may support the interpreting assignment by producing a sight translation of basic written documents, such as a letter or simple leaflet. However, s/he does not provide written translations.

Unit TInt1 Prepare for interpreting assignments as a trainee interpreter

Unit overview

This unit is about developing your interpreting skills as a trainee interpreter. It provides an opportunity to develop your skills in a supported environment and with guidance from a mentor.

This unit is about preparing for routine interpreting assignments. This involves establishing the nature of assignments and considering whether you have the right skills. If you find that the task is beyond your competence, you decline the assignment. You seek advice from your mentor or supervisor, if you are unsure about aspects of interpreting or assignments.

You must be able to use a range of information sources to prepare for assignments. You must be fully aware of the role of the interpreter and the principles of professional practice.

Who this unit is for

The unit is recommended for people who have very good language skills in two languages and who would like to develop and/or accredit the skills needed on the way to full professional competence.

This unit forms part of a progression route towards professional interpreter status.

Links to other units

This unit complements units TInt 2, 3 and 4.

Specialist terminology

For specialist terminology, please refer to the glossary.

www.cilt.org.uk/home/standards_and_qualifications/uk_occupational_standards/interpreting.aspx

Unit TInt1 Prepare for interpreting assignments as a trainee interpreter

Performance Criteria

When you get a new interpreting assignment, you must show that:

1 you communicate to the client that you are a trainee interpreter, if they are not already aware

2 you identify:
- the subject matter and purpose of the assignment
- the level of language and interpreting skills required

3 you assess whether the mode of consecutive interpreting is suitable for the assignment

4 you seek advice from your mentor, if you doubt whether you have the necessary level of skills for the assignment

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

6 you agree contract details, including location and timescales, and any payment

7 you check with your employer, placement provider or professional association that you are insured

8 if appropriate, you request in advance of the assignment a briefing session and sight of documents to be used

9 you plan appropriately so that you will be able to deal with:
- 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
- commonly encountered dilemmas

10 you use terminology accurately to describe interpreting and language features

11 you use relevant sources of information

12 you compile and maintain a glossary of terminology

13 you seek advice from your mentor on a regular basis

Knowledge and Skills

To prepare effectively, you must have knowledge of:

K1 the languages in which you interpret, with the ability to function at level 6 in your first language; and at level 4 in your other language*

K2 the process of interpreting from one language into another and how to reflect the meaning of the source language into the target language

K3 the cognitive processing involved in interpreting, concepts such as reformulation, and strategies to deal with an unknown word or phrase

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

K5 the mode of consecutive interpreting and the concept of simultaneous/whispered interpreting

K6 the concept of domain-specific terminology

K7 techniques to anticipate the type and the degree of difficulty of the assignment and the client's and users' needs

K8 terminology to describe aspects of language and communication and to compare features of the languages in which you interpret

K9 the role of the interpreter and the principles of professional conduct, specifically the need to:
- turn down any assignment which is beyond your competence
- be impartial, and maintain integrity and professionalism
- treat all information you receive in the course of your duties as confidential, unless required to disclose by law

K10 contract negotiation, including time scales, any payment and professional indemnity as well as third party insurance

K11 techniques to research and verify terminology

K12 techniques to compile and maintain glossaries of terminology

K13 sources of general and specialist information to assist with assignments, e.g. internet, leaflets, video and glossaries

K14 study skills and the ability to handle extended reading in both languages

* See the Listening/Receptive and Speaking/Productive units of the National Language Standards for performance and knowledge requirements

Unit TInt2 Interpret two-way as a trainee interpreter

Unit overview

This unit is about developing your interpreting skills as a trainee interpreter. It provides an opportunity to develop your skills in a supported environment and with guidance from a mentor.

This unit is about carrying out two-way interpreting assignments. The setting is typically face-to-face and one-to-one interactions between two language users, for example to discuss a complaint about a bureaucratic mistake or an interview between a service provider and a customer about access to services. Please note that, at this level, one-way interpreting does not form part of the units.

At this level the contexts of the assignments and topics re- occur frequently and are of low complexity. As a guide, the typical length of the interpreting undertaken at this level will be up to fifteen minutes.

Any misunderstandings as a result of poor interpreting do not have irreversible consequences. If it becomes clear during the assignment that it is beyond your competence, you withdraw and negotiate alternative arrangements in consultation with your mentor or supervisor.

Who this unit is for

The unit is recommended for people who have very good language skills in two languages and who would like to develop and/or accredit the skills needed on the way to full professional competence.

This unit forms part of a progression route towards professional interpreter status.

Links to other units

This unit complements units TInt1, 3 and 4.

Specialist terminology

For specialist terminology, please refer to the glossary.

www.cilt.org.uk/home/standards_and_qualifications/uk_occupational_standards/interpreting.aspx

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Unit TInt2 Interpret two-way as a trainee interpreter

Performance Criteria

When you interpret two-way, you must show that:

1 you communicate to the users that you are a trainee interpreter, if they are not already aware
2 you interpret largely accurately the meaning expressed by users who communicate across two languages
3 your interpretation reflects the flow of communication between the users
4 you have some ability to reflect the language users' register and attitude but not yet total control
5 you interpret consecutively
6 while you may omit some information and not always relay information completely accurately, you have good strategies to repair mistakes
7 you paraphrase the meaning of complex terms and phrases, if you do not know the direct equivalent in the target language
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 to interact effectively before, during and after the assignment
16 you seek advice from your mentor on a regular basis

Knowledge and Skills

To interpret two-way effectively, you must have knowledge of:

K1 the languages in which you interpret, with the ability to function at level 6 in your first language; and at level 4 in your other language*
K2 the process of interpreting from one language into another and how to reflect the meaning of the source language into the target language
K3 the cognitive processing involved in interpreting and concepts such as long-term and working memory, reformulation and time lag
K4 the cultures of the languages in which you interpret and their conventions for communication
K5 the concept of register (frozen, formal, informal, colloquial and intimate) and the transfer of register from one language into the other
K6 the concept of consecutive and simultaneous/whispered modes of interpreting and when you might use these
K7 techniques to manage communication if it breaks down in one or more of the following ways:

- 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-taking

K8 the role of the interpreter and the principles of professional practice
K9 the concept of the domain in interpreting
K10 health and safety requirements
K11 techniques of taking notes when interpreting in consecutive mode

* See the Listening/Receptive and Speaking/Productive units of the National Language Standards for performance and knowledge requirements

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Unit TInt3 Develop your performance as a trainee interpreter

Unit overview

This unit is about developing your interpreting skills as a trainee interpreter. It provides an opportunity to develop your skills in a supported environment and with guidance from a mentor. In addition, you may also need to attend formal training and receive support and advice from others, e.g. colleague interpreters.

This unit is about your ability to evaluate your performance as an interpreter. It involves keeping a journal to reflect on your interpreting assignments and recording yourself on video or digitally while interpreting. Together with your mentor, you evaluate your interpreting skills and your preparation for assignments. You identify your strengths and weaknesses and seek feedback from your mentor or supervisor. You undertake training to develop your skills and knowledge.

Who this unit is for

The unit is recommended for people who have very good language skills in two languages and who would like to develop and/or accredit the skills needed on the way to full professional competence.

This unit forms part of a progression route towards professional interpreter status.

Links to other units

This unit complements units TInt1, 2 and 4.

Specialist terminology

For specialist terminology, please refer to the glossary

www.cilt.org.uk/home/standards_and_qualifications/uk_occupational_standards/interpreting.aspx

Unit TInt3 Develop your performance as a trainee interpreter

Performance Criteria

When you evaluate your performance through your journal entries and analysis of recorded material, you must show that:

1 you reflect on the effectiveness of your preparation for assignments

2 you reflect on the effectiveness of your interpreting performance:
- 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

4 you evaluate how well you managed the assignment in terms of:
- 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

5 you use terminology accurately to describe language and interpreting features, while evaluating your performance

6 you discuss your findings with your mentor

7 you identify ways in which you can improve:
- your preparation for assignments
- your interpreting skills
- the evaluation of your work

8 you identify and take relevant opportunities to develop your interpreting skills and knowledge

9 you review your progress and achievements with your mentor on a regular basis

Knowledge and Skills

To evaluate your performance effectively, you need to make use of the knowledge components of Units Tint1, Tint2 and Tint4. You must also have knowledge of**:**

K12 terminology to describe aspects of language and communication and to compare features of the languages in which you interpret

K13 training opportunities available from professional bodies

K14 opportunities for development, e.g. training courses, published materials, resources available on the internet, peer evaluation and networking with other interpreters

Unit TInt4 Support interpreting through sight translations of simple written documents

Unit overview

This unit is about developing your interpreting skills as a trainee interpreter. It provides an opportunity to develop your skills in a supported environment and with guidance from a mentor.

This unit is about producing translations at sight of simple written documents into oral or signed language. You may be required to do this within the context of an interpreting assignment when one of the users produces a document, the content of which needs to be translated at sight. This may involve producing sight translations of documents such as a simple, short letter, personal status certificate or a simple leaflet. Your mentor will decide if the type and degree of complexity of the text is within your range of skills.

If you are interpreting between spoken languages, you must be able to produce sight translations of written documents in either language. If you are a BSL/English interpreter, you must produce sight translations of documents which are written in English into BSL.

Who this unit is for

The unit is recommended for people who have very good language skills in two languages and who would like to develop and/or accredit the skills needed on the way to full professional competence.

The unit is recommended for trainee interpreters, where at least one of the languages in which they interpret has a written form.

This unit forms part of a progression route towards professional interpreter status.

Links to other units

This unit complements units TInt1, 2 and 3.

Specialist terminology

For specialist terminology, please refer to the glossary.

www.cilt.org.uk/home/standards_and_qualifications/uk_occupational_standards/interpreting.aspx

Unit TInt4 Support interpreting through sight translations of simple written documents

Performance Criteria

When you produce a sight translation of a written document, you must show that:

1 you give an accurate sight translation of the contents of the document

2 you translate at sight factual information as well as concepts and opinions

3 you reflect broadly the language, register and tone used in the document

4 you paraphrase the meaning of complex terms and phrases, if you do not know the direct equivalent in the target language

5 if necessary, you check and clarify any uncertainty of meaning with the user to whom the document belongs

6 if you have access to reference materials, you make effective use of these to check on unfamiliar vocabulary

Knowledge and Skills

To produce effective sight translations, you must have knowledge of:

K1 the process of providing a sight translation from written text

K2 the languages in which you interpret, with the ability to function at level 6 in your first language; and at level 4 in your other language*

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

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

K5 the use of reference materials, such as dictionaries and glossaries stored in hard copy or electronic format

* See the Listening/Receptive and Speaking/Productive units of the National Language Standards for performance and knowledge requirements

Glossary to form part of the National Occupational Standards in Interpreting
(revised March 2010 to following introduction of the TInt units)

British Sign Language	The visuo-spatial language used by deaf people, referred to in the text as BSL.
BSL/English interpreter	An interpreter who interprets between BSL and English.
Chunk	A 'chunk' of language is a sequence of speech or signed language which forms a unit. A chunk can vary from a few sentences to a sequence of up to five minutes.
Client	The person or organisation which hires an interpreter. This may be, but does not have to be, the same person as the user. See also 'user'.
Code of conduct	You will find in the standards references to code(s) of conduct for interpreters. For a copy of current codes of conduct, please contact the organisations which hold registers for spoken and sign language interpreters. • For conference interpreting, please contact AIIC www.aiic.net. • For spoken language interpreting, contact the Institute of Translating and Interpreting www.iol.org.uk ; the Institute of Translation and Interpreting www.iti.org.uk , the National Register of Public Service Interpreters www.nrpsi.co.uk and/or the Association of Police and Courts Interpreters www.apciinterpreters.org.uk . • For sign to English interpreting, please contact Signature www.signature.org.uk , the Association of Sign Language Interpreters www.asli.org.uk and/or the Scottish Association of Sign Language Interpreters www.sasli.org.uk • For conference interpreting, please contact AIIC www.aiic.net.
Consecutive interpreting	The speaker/signer does not speak all the time but delivers the material in chunks, stopping at regular intervals. Once a unit of information is complete, the interpreter provides an interpretation of what the speaker has just said.

Documents which need a sight or written translation

It is quite common to find that users bring written documents which either need a sight or written translation. Here are some examples of the most common types:

- leaflets explaining health precautions or medical advice
- leaflets giving information about rights, entitlements and/or responsibilities
- business, medical or legal letters
- personal status certificates, such as certificates of foreign qualifications or documents to prove identity

Domain

The field or area of work in which you interpret, e.g. law, health, local government or business.

Draft written translation

The production of a draft written translation of a written document. A draft written translation may be required within the context of an interpreting assignment when one of the users produces a document, the content of which needs to be translated.

Draft written translations are working documents which are used to assist an interpreting assignment. They are not intended for publication. A draft written translation produced to support interpreting is not the equivalent to the standard of a professionally produced translation.

Excellent language skills

See language skills.

Interpreting one-way

A situation where a person gives a sustained presentation in the source language. You interpret the presentation in the target language. There is no two-way exchange.

Interpreting two-way

A situation where people who speak and/or sign in

different languages communicate with each other during meetings, consultations or discussions. You interpret from and into both languages.

Language skills

The language levels needed to interpret are defined as follows:

- at trainee level, the standards require *very good* language skills, i.e. QCF level 6 in your first language and QCF level 4 in your other language
- at professional level, the standards require *excellent* language skills, i.e. QCF level 8 in your first language and QCF level 6 in your other language(s)
- at advanced professional level, the standards require *the full range* of language skills, i.e. QCF level 8 for both you first language and any other language(s) in which you interpret

Interpreting two-way

A situation where people who speak and/or sign in different languages communicate with each other during meetings, consultations or discussions. You interpret from and into both languages.

Mentor

Generally speaking, interpreters may wish to have access to a mentor who can review their performance and provide advice on how to develop their skills further.

In the case of the trainee interpreter, the role of the mentor is crucial, both to promote the development of interpreting skills and to ensure that the trainee interpreter is safe to practise. The function of the mentor is to:

- observe the trainee on a regular basis
- advise the trainee on the quality of their interpreting and how to develop their skills
- take responsibility for deciding on what types of assignments the trainee may take on
- instil in the trainee the awareness that it is

	good practice to withdraw from an assignment, before and while it is in progress, if it is beyond his/her competence
Mode	There are three modes of interpreting: consecutive, simultaneous/whispered and summary. Definitions of these terms are found in elsewhere in the glossary.
Modulation	The interpreting standards refer to pronunciation & intonation/modulation. Please note that modulation applies to sign language and pronunciation & intonation to spoken language.
Paraphrase	To paraphrase means to put the meaning of terms or phrases in your own words.
Presentation	This term is used to describe a monologue which is expressed in one language and which needs to be interpreted into the other language. This could be for example, a presentation during a meeting; a college lecture; or a witness statement made at the police station describing what happened during a robbery.
Principles of professional practice	The principles of professional practice summarise the common essentials of good practice in interpreting. They are distilled from the codes of good practice from registration bodies such as ITI, NRPSI, Signature and AIIC.
Pronunciation and intonation/modulation	The interpreting standards refer to pronunciation & intonation/modulation. Please note that pronunciation & intonation apply to spoken languages and modulation to sign language.
Register	The term 'register' is used to describe the degree of formality in language use. Register is divided into five categories: • frozen: e.g. the Lord's prayer, the wedding ceremony or the police caution • formal: e.g. court sessions, local authority

meetings, a lecture on English literature and any documentation used for these

- informal: e.g. small meetings and letters or e-mails between colleagues who know each other well
- colloquial: e.g. friends chatting at a party, colleagues gossiping about their boss or dashing off a quick message to each other
- intimate: e.g. a husband and wife, or parents and children talking to each other.

Register is of particular relevance to interpreters when there is a mismatch between the registers used by the people participating in the communication exchange. This is quite a common occurrence, for example, when a lawyer and the client meet; a policeman and the suspect; or a doctor and the patient.

Sight translation

The production of an oral/signed version of a written document. Sight translation may be required within the context of an interpreting assignment when one of the users produces a document, the content of which needs to be translated at sight.

Simultaneous interpreting

The interpreter provides an instant, contemporaneous interpretation of spoken or signed language.

In the case of spoken languages, the interpreter typically sits in a soundproof booth or at the back of the room and gives a simultaneous interpretation at the same time as the speaker is delivering. The listener receives the interpretation through headphones.

In the case of BSL/English interpreting, the interpreter stands at the front of the room and interprets by signing or speaking at the same time as the speaker/signer is delivering. Microphones and headphones are not used.

Summary interpreting

The interpreter gives a summary of what the speaker(s) have just said. A full account is not given. This type of interpreting may only be provided at the request of the user(s).

Supervisor	Trainee interpreters who work in-house or for an agency are likely to have a supervisor. If this is the case, the supervisor may take on the functions of the mentor; see glossary.
Terminology	Terminology used to describe features of language and interpreting.For example, interpreters will need to be able to describe aspects of language such as grammar, word order, discourse markers, register, tenses and passive and active voice. They will also need to be able to compare how these aspects are handled when interpreting from one language into the other
User(s)	The person(s) who participate in a meeting or presentation which is being interpreted.
Very good language skills	See language skills.
Whispered interpreting	Whispered interpreting is similar to simultaneous interpreting in that the interpreter provides an instant, contemporaneous interpretation of spoken or signed material. However, whispered interpreting does not involve electronic means or technical equipment. Instead the interpreter sits alongside the language user and whispers the interpretation at the same time as the source language user speaks or signs.
World of work	Any business done or meetings held in the work context, e.g. job interviews and performance reviews; meetings between managers and staff to discuss work plans; or a presentation to managers on performance and achievement of targets.
Written translation	The production of a draft written translation of a written document. A written translation may be required within the context of an interpreting assignment when one of the users produces a document, the content of which needs to be translated. Please note that a draft written translation produced to support interpreting is not the equivalent to the standard of a professionally

	produced translation.
You	In the standards ‘you’ refers to the interpreter.