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**Training provision for Public Service Interpreting and Translation in England**

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**Report prepared by:**

**Anne Marie Graham,**

**Arqueros Consulting Ltd.**

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Executive summary

1. As part of the Routes into Languages programme of work, the LLAS Centre for Languages, Linguistics and Area Studies commissioned research to explore Public Service Interpreting and Translation training provision in higher education in England, and the role of higher education in supporting the profession and the sector. The project was scoped by a group of experts working as teachers and researchers in the field of study.
2. The present report reviews the current policy and research relevant to public service interpreting and translation (PSIT). It maps training provision, and collects stakeholder views on the content of and barriers to PSIT provision. It makes recommendations for the development of a community of practice to enhance the teaching and training of public service interpreting and translation in higher education.

Context

1. Many aspects of government policy affect public service language service provision. Education, healthcare, immigration, social services and benefits, law and access to legal advice all have a direct impact on supply and demand of PSIT. Indirectly, equality legislation and public procurement law have an impact on the demand for language services. Many individuals require language support to access the services available to them.
2. There are many issues with the supply of linguists to provide these services. Employers report shortages of interpreters in several language combinations, and there is a chronic shortage of English mother tongue standard interpreters for both spoken and sign languages. Despite this, there is no consistent policy on language learning in the English school system. University course closures have reduced the number of language programmes and range of languages available in higher education. The language community is yet to feel the impact of the introduction of increased fees in higher education and the supply of high level linguists to work as interpreters and translators could be further reduced.
3. While the public perception of the professions is relatively low, recent media exposure due to the procurement of language services by the Ministry of Justice from a single supplier[[1]](#footnote-1), and issues with supplying court interpreters under that contract, has brought PSIT into the public eye. In spite of the publicity, many service users are still unsure about the qualifications that interpreters or translators should hold and the importance of using trained interpreters or translators.
4. In the UK , there is a national register for public service interpreters in spoken languages and a national register for sign language interpreters. There are also several professional bodies which represent the rights of interpreters and translators. Despite the presence of registration bodies, there are no statutory requirements for working as an interpreter or translator, and the only regulations are those set by the registration bodies themselves.
5. Few private or public sector organisations employ interpreters or translators. Most interpreting and translation work is outsourced to freelancers. There are no established rates of pay for public service interpreting and translation work, and freelance rates and salaries are defined by the market rate.

Research

1. Our study has shown that research in the field of public service interpreting and translation is relatively limited. There is a comparative lack of access to research subjects, particularly where the collection of authentic data may require access to confidential information. There has been some expansion of research at MA and PhD level, although there is concern from academics that this may not have clear implications for provision.
2. Research is most common in the legal field of interpreting, and on a European level. However, not all research is relevant across national borders. Other areas that would benefit from academic research include research into other domains (e.g. healthcare), assessment of interpreters and analysis of the benefits of interpreting and translation on interactions, outcomes and public expenditure.

Provision

1. The most common form of provision in higher education is a postgraduate interpreting or translation programme, with other vocational courses such as the Diploma in Public Service Interpreting or the NVQ in Sign Language Interpreting being offered and assessed in higher education contexts. Other routes to qualification exist in FE and AE at Level 3, which maps to the trainee level of the National Occupational Standards for Interpreting.[[2]](#footnote-2)
2. The dilemma faced by the sector is that conference interpreting and public service interpreting (PSI) are professions that require vocational training but are treated as academic disciplines. Higher education courses need to contain theoretical content, but interpreting and translation training must include extensive practice to prepare students for the workplace.
3. Relatively few of the higher education programmes in interpreting and translation focus on public service provision, yet training should be specific to the career that an individual will take. Consequently, while conference interpreting training is essential to the labour market, specific provision for public service interpreting is also required. Applied translation courses should include training in contexts that are specific to the public services.
4. Growth areas of work for public service interpreters include telephone interpreting and video-conferencing. However, as yet, very few higher education courses incorporate training for these modes of interpreting. Where they do so, it is as an optional module. This means that postgraduate interpreters may not be fully prepared for these areas of work.
5. It is not just the content of the course that should be specific to the public services. Less widely taught languages are often those most requested by public service providers, yet higher education still provides most of its teaching in the most widely spoken European languages, followed by Arabic and Chinese. To a degree, provision is driven by the paying student and does not necessarily reflect market demand.
6. The range of languages required makes it difficult for higher education to run language-specific courses. Courses may only be viable where there is a cohort of students in a particular language combination, or where there is sufficient local or regional demand. These language combinations may not reflect the needs of the market.
7. The fees paid to public service interpreters and translators are a growing concern for the sector, especially in light of the recent Ministry of Justice framework agreement. It remains to be seen whether the publicity surrounding the lower rates being paid to interpreters under the new contract will result in fewer individuals seeing interpreting as a viable career and drive down numbers applying to interpreting courses. The sustainability of training in certain language pairs is also an issue. The long term viability of public service interpreting and translation training may depend on the wider perception of the profession and the introduction of an appropriate government standard for interpreters and translators in the public services.

Collaboration

1. The collaborative teaching process is a widespread model in higher education, where teaching and training of language and interpreting skills is delivered by academics and practising interpreters but information on public service structures and procedures are provided by guest speakers and public service practitioners.
2. Institutions share a common interest in developing the market for training. Many collaborate with a neighbouring institution on PSIT education and training. Others work with other institutions in other parts of the country or overseas, via Networks or European projects. Outputs of collaboration include teaching resources, joint events such as conferences or practical workshops, work placements and a Train the Trainers scheme. Despite these examples of inter-institutional collaboration, competition still exists.
3. Collaboration with employers and the wider labour market can be difficult to achieve. Institutions have to be proactive and creative in establishing collaborations with local or national employers. The most commonly cited barriers to collaboration are cost, time and competition.

Curriculum

1. While undergraduate courses with a translation or interpreting element are unable to offer training in a specialised field within the time allowed, postgraduate courses can offer more specialisation. Specialisations are usually offered through optional modules.
2. The most common form of delivery of public service interpreting and translation content in higher education is via an optional module in a BA or MA programme. Modules may cover modes of interpreting, e.g. consecutive or liaison, or specific topics such as healthcare. Institutions have introduced other innovative modules such as accredited work placements for students, and professional or business skills development for freelance interpreters and translators.
3. There is an increased use of technology for teaching and learning purposes. Virtual learning environments (VLEs) are widespread across the sector, with virtually all institutions reporting their use in interpreting and translation courses. Online learning environments are beneficial for students’ self-study purposes but currently lack PSIT specific content. Some courses offer predominantly online training, which allows students to learn at a time that fits their individual schedule.
4. The constraints of higher education mean that curricula of interpreting and translation courses must meet the criteria laid down by each individual institution. Curricula are also updated as part of the periodical review imposed by the institution itself in accordance with the QAA code of practice.
5. Other common quality assurance procedures used in higher education are continuing professional development, curriculum developments, alumni surveys and engaging with employers.

Assessment

1. A range of assessment methods are used, but simulated scenarios, texts or role plays designed to resemble a real life work context are used to assess performance and knowledge in all practical-based programmes.
2. The consensus is that interpreters and translators must be assessed on language competency, as well as their interpreting or translation skills, intercultural skills and knowledge of professional ethics. Public service interpreters should also be assessed on sight translation skills.
3. Higher education uses a combination of formative (accredited core or optional modules, projects) and summative (examination) assessment for interpreting and translation, in line with institutional requirements. Some distance learning courses also use a reflective practitioner model, with course tutors assessing students’ assignments on a regular basis. Sign Language interpreters who follow the NVQ training route produce a portfolio of evidence for assessment.
4. External benchmarks for assessment include National Occupational Standards in Interpreting, National Occupational Standards in Translation, European Masters in Translation criteria and QAA defined benchmarks.

Teaching and professional development

1. Many teachers and tutors divide their time between academia and practice. Practitioners involved in training may have no formal teaching experience, while academics involved in training may have little personal experience of interpreting or translating for the public services. It is therefore increasingly important to train the trainers and support relevant skills development.

Barriers to provision

1. Institutional inflexibility means that there is a focus on teaching certain languages and specific courses, which limits innovation in terms of curriculum content. There is also a belief that senior management in HEIs do not understand that public service interpreting courses require investment in order to provide the in-depth knowledge required. Some academics feel that the proliferation of conference interpreting courses in comparison to public service interpreting courses leads to a view that conference interpreting is more important, and has an impact on the perception of public service interpreting as a profession.
2. The lack of available teaching staff in many languages, the cost of training and the increased competition between institutions offering training in interpreting and translation were also cited as barriers to provision.
3. There was a consensus among practitioners and academics that greater collaboration and sharing of resources would lead to improved training provision. It was agreed that a website providing a repository for resources, information and teaching materials would be a useful tool in supporting public service interpreting and translation education.
4. It is proposed that the website host a range of resources, including:

* Online training courses or webinars
* A directory of interpreting and translation research in progress or published
* A database of guest speakers or trainers
* A calendar of regional workshops and networking events
* Advice and guidance on how to increase collaboration with other institutions and employers
* Domain-specific teaching resources that can be adapted for different language pairs

1. An online discussion forum or online group for practitioners, students and employers was also proposed, to facilitate communication about resources and information related to public service interpreting and translation.

Conclusions

1. There is overwhelming support for dedicated training provision for public service interpreting and translation, as they are areas of work that demand very specific skills and understanding. Academics agree that conference interpreting courses do not, and cannot, cover public service interpreting topics in sufficient detail. While the need for specific training provision is clear, the concern remains that it will be difficult to attract more students to the profession unless pay rates increase. PSIT provision in higher education may only be viable as an optional module or pathway in other interpreting or translation courses
2. The research indicates that the range of languages taught in higher education does not correspond with those required by the labour market, creating a mismatch between supply and demand. A shortage of trained interpreters and translators in a required language pair leads to the use of unqualified or untrained interpreters or translators. If inappropriate language service provision leads to proceedings being cancelled, or care being hampered, this may in turn affect the perception of the profession by service users who cannot distinguish between different levels of qualification and training. The extent to which current provision meets the needs of the labour market remains unclear.
3. There is still extensive research to be done in the field of PSIT in terms of training, assessment and quality of interactions and outcomes. Work must also be done to develop and support the skills of trainers in higher education.
4. Many feel that, until the Government recognises and establishes minimum standards for public service interpreting and translation, employers will continue to define their own requirements and use unqualified interpreters and translators. PSIT stakeholders must continue to work together, via an online community of practice and existing networks to maintain the arguments for continued professional standards in PSIT and training provision.
5. The report’s recommendations can be found at paragraphs 267 to 285.

Introduction

1. Public service interpreting and translation is defined as the provision of interpreting and translation services in any language combination, spoken or signed, within the context of public services. Public services are provided by the government and its agencies for the benefit of a country’s citizens. In the UK, these incorporate the Criminal Justice sector, the National Health Service, central government, devolved government, local government, housing and social care services, community support groups, culture and heritage, childcare, education and learning, employment benefits, and border and immigration agencies.
2. As part of the Routes into Languages programme of work, the LLAS Centre for Languages, Linguistics and Area Studies commissioned research to explore the current landscape for Public Service Interpreting and Translation in England. The research aimed to investigate issues in:

* Teaching provision in Interpreting and Translation for the Public Services in higher education in England
* The role of higher education in supporting the profession and the sector more broadly

1. The research was intended to support the PSIT sector by highlighting professional standards and by building a community of practitioners and stakeholders in the sector. It was also intended to build on recent research conducted on a European level by the Special Interest Group on Translation and Interpreting for Public Services established by the European Commission’s Directorate General for Interpretation. The project was scoped by a group of experts working as teachers and researchers in the field of study.
2. The project aims to describe the context in which PSIT is taught, identify barriers and issues around provision of PSIT courses and/or units and subsequently define practical steps that may be taken to support PSIT in higher education and other educational sectors.
3. The present report will therefore review current policy and research relevant to public service interpreting and translation. It will map provision of training of interpreting and translation for these domains, and bring together stakeholder views on provision and the barriers faced. Finally, it will make recommendations for the development of a community of practice to enhance the teaching and training of public service interpreting and translation in higher education.
4. In preparing this report, we reviewed existing research into public service interpreting and translation and consulted training practitioners in higher education, further education and adult education, employers of interpreters and translators and representative bodies for the profession.

Methodology

1. The following research methodologies were used to inform the present report:

* Secondary research into existing literature on PSIT in higher education and policy affecting PSIT in England.
* A review of current provision of PSIT in higher education.
* Telephone and face-to-face interviews with providers and employers.
* Online survey of providers, employers and professional bodies.

Secondary research

1. A literature review of documents and research related to PSIT was carried out between March–May 2012. This incorporated academic research, European studies and research related to European projects and policy documents related to or with an impact on PSIT. See the Bibliography for a full list of documents consulted.

Review of current provision

1. A search of current provision was carried out using the following tools:

* A search of the UCAS website for undergraduate courses starting in autumn 2012
* A search of the UKPASS website for postgraduate courses starting in autumn 2012
* A search of the Prospects and Hotcourses websites.

1. A separate search of individual university websites was conducted to verify information generated by the above searches.
2. A table of provision was created, listing all relevant courses (see Appendices 3 and 4). Courses with a literary or theoretical focus were excluded from the mapping. Postgraduate research courses and PhD courses were only included where they specify scope to focus on public service interpreting and translation.
3. The results of the online survey and telephone interviews were also then mapped against the provision tables, to ensure that all available courses were included.

Telephone and face-to-face interviews

1. A list of potential interview candidates was prepared, and invitations to participate in the interviews were sent out by email. While not all invitees were able to participate, a total of 10 interviews were conducted to include representatives of PSIT in higher education and further education, public sector employers and professional bodies. Interviews were carried out during March and April 2012. See Appendix 1 for interview topic guide.

Online survey

1. An online survey was sent out on March 14 2012, and closed on April 5 2012 (see Appendix 2 for survey text). It was sent out to 31 institutions, and to a total of 36 individuals. It was also sent to 15 employers and professional or representative bodies. A link to the survey was distributed on LinkedIn and Twitter, and it received further distribution from Twitter followers sharing the survey link. Two email reminders were sent out prior to the closing date. Twitter was also used to circulate reminders.
2. In total, 39 individuals responded to the online survey by the closing date. The total number who completed the survey in full was 23 (59% of respondents). The breakdown of respondents who completed the survey in full is as follows:

|  |  |
| --- | --- |
| **Training provider – HE** | **15**  (Of these, 6 taught interpreting or translation, 4 were researchers in the field, 3 worked as a teacher, researcher and practitioner of interpreting and/or translation, 1 was an administrator and 1 was a teacher and an interpreter.) |
| **Training provider – other** | **2** |
| **Employer** | **4**  (1 local government, 2 criminal justice, 1 private company) |
| **Other** | **2**  (1 researcher, 1 representative body) |

The policy context for public service interpreting and translation

1. Many aspects of government policy affect public service language service provision. Education, healthcare, immigration, social services and benefits, law and access to legal advice all have a direct impact on supply and demand of public service interpreting and translation (PSIT). Indirectly, equality legislation and public procurement law have an impact on the demand for language services.

Supply of linguists for the interpreting and translation professions

1. Despite many publicly-funded reviews since 2000[[3]](#footnote-3), there is no coherent policy on language learning in the English education system. Numbers studying languages have been in decline for several years.[[4]](#footnote-4) Language study is not compulsory after the age of 14 and consequently this has reduced the numbers studying a language at GCSE and A level. This has had an impact on the number of native English speakers coming through the education system with language skills, and on the numbers continuing into higher education to develop high level language skills.
2. There have also been course closures in higher education, reducing the opportunities for students to learn a language or indeed reducing the range of languages available to learners. In turn, this has created a shortage of English native speaker interpreters and translators in many language combinations.
3. Recent changes to the funding structure in English higher education could have a further impact on the numbers studying languages in higher education. With language degrees usually following a four-year programme, incorporating a period abroad in the third year, there was a concern that the additional cost of a fourth year of fees would act as a deterrent to students pursuing high level language study. In May 2012, the Government of England announced plans to replace the current Erasmus fee waiver system with a new model from 2014/15, ensuring continuity of financial support for all students during a year abroad. This move is intended to support and increase outward mobility of UK students. It is also hoped that it will minimise the negative impact on numbers following language degrees and related postgraduate programmes.
4. Amended immigration criteria will restrict the number of students entering the UK from abroad, potentially restricting the flow of linguists in wide range of languages to the UK.

Multicultural population

1. As of July 2011[[5]](#footnote-5), 7,354,000 people resident in the population were born outside of the United Kingdom, compared to 54,204,000 UK born. Of these, 6,762,000 live in England. 4,619,000 of the non UK born population of England were born outside of the European Union.
2. The most common nationalities resident in the UK population are Poland, Republic of Ireland, India, Pakistan, United States of America, France, Italy, Germany, Lithuania and Portugal. World events influence the nationalities entering the UK to seek asylum and, consequently, language requirements. For example, political unrest in Libya in 2011 led to a substantial increase in applications from Libyan nationals, and 51% of successful asylum claims between 2001 and 2011 were made by Afghan nationals[[6]](#footnote-6), presenting specific language challenges.
3. Anyone legally resident in the UK has the right to access public services. While many of the individuals born overseas will have high levels of English, not all will be able to operate at all levels in English. Access to legal advice and criminal justice proceedings, medical care and other public service which are complex or heavy in jargon may require language support. Visitors to the UK who come into contact with the public services may also require interpreting or translation support. It is here where PSIT services are required. The following sections detail the drivers of demand.

Education

1. Any child who falls within the compulsory education age is entitled to attend a free, local authority school. This entitlement is irrespective of their own, or their parents’, immigration status. Schools may need to provide an interpreter for the parents to access information about their child’s education.
2. Schools must make reasonable adjustments to allow Deaf students to participate in class, and provide BSL/English interpreters for Deaf parents if they have to go to a meeting about their child, under the Equality Act[[7]](#footnote-7). Deaf students at college or university also have the right to access an interpreter to enable them to follow a course and use university services.

Healthcare

1. All EU and non-EU nationals have rights to access NHS services free of charge if they are normally resident in the UK. EU citizens who are visitors to the UK are able to access certain aspects of healthcare free of charge, if they carry a European Health Insurance Card.[[8]](#footnote-8)
2. All asylum seekers and refugees are entitled to register with a GP and to receive free NHS hospital treatment. Refused asylum seekers who were undergoing a course of hospital treatment at the time their claim for asylum was rejected are entitled to complete the course of treatment free of charge. Treatment for specific communicable diseases (e.g. tuberculosis, measles, but excluding HIV), compulsory mental health treatment, family planning and accident and emergency treatment are exempt from charges to all asylum seekers.[[9]](#footnote-9)
3. Anyone accessing all of the above health services, resident or visitor, has the right to do so in a language they understand. Individuals who do not have sufficient English language skills may require an interpreter. Deaf people have the right to a qualified interpreter for medical appointments. Consequently, this has a significant impact on the demand for interpreting services.

Immigration

1. Changes to immigration criteria by the UK Government in force since April 2012 are designed to lead to a reduction in non-EU immigrants to the UK who do not have the requisite English language skills.[[10]](#footnote-10) However, even those that do meet the criteria may still require interpreters or translated materials to fully access public services, e.g. in the case of legal proceedings.

Criminal Justice System

1. The European Convention on Human Rights requires that an interpreter in criminal proceedings be fully competent for the task assigned. The right to interpretation and translation for those who do not speak or understand the language of the proceedings is enshrined in Article 6 of the European Court of Human Rights. In October 2010, the EU established Directive 2010/64/EU on rights to interpretation and translation in criminal proceedings[[11]](#footnote-11), ensuring that this right was applied in practice. It states that member states should establish a register of independent translators and interpreters who are ‘appropriately qualified’.
2. The Home Office states in its notice of rights and entitlements that:

‘*If you do not speak or understand English the police will arrange for someone who speaks your language to help you.*

*If you are deaf or have difficulty speaking, the police will arrange for a British Sign Language English interpreter to help you.*

*When the police asks (sic) you questions the interpreter will make a record of the questions and your answers in your own language. You will be able to check this before you sign it as an accurate record.*

*If you make a statement to the police, the interpreter will make a copy of that statement in your own language for you to check and sign as correct*.’[[12]](#footnote-12)

1. These guidelines apply to victims of crime, individuals accused of a crime or on remand, and witnesses to crime.

Rights to social services and employment benefits

1. Many individuals will require language support to access services that are available to them but their rights depend on their individual immigration status.
2. For Deaf people, the Access to Work scheme ensures that they are able to access support or resources to enable them to look for work and make changes at work so they can do their job. This may include supplying a BSL interpreter to accompany them to job interviews.

Public service interpreting and translation - the profession

Perception of provision and the language professions

1. Public perception of the professions is limited, primarily due to the low media profile of interpreting and translation in general, and public service interpreting and translation (PSIT) specifically.
2. For the most part, public service interpreters and translators get little media coverage. This is in part due to the nature of the profession, which facilitates communication between individuals or organisations that do not share a language by providing a professional service that is usually unobtrusive. British Sign Language interpreters have the highest profile, as they feature on screen in signed broadcasts.
3. The media often present the professions in a contradictory way. Some sections of the media represent PSIT as a drain on public funding[[13]](#footnote-13), only rendered necessary by UK immigration policy. Others present it as an essential but costly service in multicultural Britain[[14]](#footnote-14). Media portraits of interpreters and translators are mixed, with high profile examples such as military interpreters and court interpreters often receiving publicity only when there is something negative to report[[15]](#footnote-15),[[16]](#footnote-16).
4. It is not just the media who do not fully understand the profession. Participants misunderstand the interpreting process and the role of the interpreter[[17]](#footnote-17). The majority of public service providers have not received training in how to work with interpreters and are unsure of the service and its function. Some service providers who do not understand the complexity of interpreting will rely on volunteer bilinguals to interpret for them and expect accurate renditions, but the quality of service that volunteers can provide is extremely uneven[[18]](#footnote-18). Even the bilingual volunteers who offer their services as ad hoc interpreters often do not realise that there is more to interpreting than ‘simply offering to each party a summary of what they understand.’ [[19]](#footnote-19)
5. Often solicitors, doctors or other service professionals rely on or encourage family members to provide language support. This presents ethical problems and does not meet with equality or access to information legislation, particularly if that family member is a child.
6. Many healthcare workers, whether employees or agency workers, are native speakers of languages other than English. Bilingual workers are often used to provide language support in lieu of or in addition to interpreters and translators. A bilingual practitioner can be defined as ‘an individual with a working command of two languages and related relevant expertise’.[[20]](#footnote-20) Most bilingual individuals will not, however, have the advanced skills to be a bilingual practitioner and therefore interpreters are still required.

Size of the profession

1. There are currently no reliable figures available on the numbers of translators and interpreters based in the UK[[21]](#footnote-21). Interpreting and translation as occupations are categorised under *SOC code 4:* *administrative & secretarial* in the Labour Force survey[[22]](#footnote-22), and it is therefore difficult to make an accurate calculation of the percentage of the total who are working in interpreting and translation. It is even more difficult to calculate how many work in PSIT contexts.
2. Some information on the size of the profession may be drawn from the memberships of the registration and professional bodies in the field.

Registration bodies

1. Registration bodies provide a regulatory function, with a code of practice, and are formally recognised in official agreements and framework agreements. They also provide a more reliable picture of the size of the profession.
2. The National Registers[[23]](#footnote-23) of the NRCPD and NRPSI are directly relevant to public service interpreters and translators. They are mentioned specifically in the Ministry of Justice (MoJ) Framework for Language Service Provision[[24]](#footnote-24).
3. *The National Registers of Communication Professionals working with Deaf and/or Deafblind* *People* (NRCPD) have 718 full interpreters, 108 trainee interpreters and 156 junior trainee interpreters. Their membership covers the four UK nations. All members will be working as a public service interpreter to some degree, whether full time or part time.
4. *The National Register for Public Service Interpreters* (NRPSI) has 2377 members. The membership covers all spoken languages and the four UK nations. All members will be working as a public service interpreter, full time or part time.
5. From these figures, we can conclude that, as of September 2012, there are at least 3300 interpreters registered to work in the public sector in spoken and signed languages. These figures change regularly as new interpreters qualify and experience interpreters retire from the profession. However, this figure does not include public service translators, individuals working with level 3 community interpreting qualifications, bilingual practitioners or individuals working in areas of PSI which do not require membership of the National Registers. The true figure could therefore be much higher.

Professional bodies

1. Membership of the largest professional bodies for England, as of 31 January 2012[[25]](#footnote-25), is as follows:
2. *Association of Sign Language Interpreters (ASLI)* has 624 members.
3. *Chartered Institute of Linguists* (CIoL) has 6000 members. Membership covers all categories, including translation, interpreting and other linguist professions e.g. teaching, lecturing.
4. *The Institute of Translation and Interpreting* (ITI) has 1465 qualified members, 1285 associate members and 74 corporate members. Membership covers translation and interpreting and includes a police and court category.
5. The above organisations’ membership covers the four UK nations, and does not specify members who work solely in England. Similarly, it does not identify how many are working as a public service interpreter or translator.
6. Not all professional body members will work full-time in the professions, but all are expected to undertake continuing professional development activities. Individual interpreters or translators may belong to more than one professional body, depending on the fields in which they work, so there is an element of double counting. However, as membership of a professional body is not compulsory, we can reasonably assume that any figures quoted above are just a percentage of the true numbers working in interpreting and translation.

Other organisations representing public service interpreters and translators

1. The *Association of Police and Court Interpreters* (APCI) is an association of freelance interpreters working in the Criminal Justice System, founded in 1974. It aims to raise standards in the profession and build a good relationship between interpreters and service users. Its members adhere to a code of practice and are members of the National Registers.
2. The *Foundation for Public Service Interpreting* was set up in 1997 to raise standards in the interpreting profession. This foundation is part of AIESEC, an organisation focusing on youth leadership development.
3. The *National Union of Professional Interpreters and Translators* (NUPIT), part of the UNITE union, is the trade union for interpreters and translators. It campaigns on issues surrounding interpreter and translator working conditions. It campaigned against the MoJ Framework Agreementbecause of concerns it would make access to justice more difficult for people with an insufficient command of English.
4. *Society of Official Metropolitan Interpreters* (SOMI UK) was created in 2009 by a group of interpreters in response to changes to language provision within the Metropolitan Police, to promote high standards of professional interpreting and translation. All their members are registered with either NRPSI or NRCPD, and must adhere to the SOMI UK code of practice.
5. The *Professional Interpreters Alliance* (PIA) is a membership association that was set up in 2010 to campaign for the profession of public service interpreters.
6. The *Society for Public Service Interpreters* (SPSI) is a voluntary membership body for public service interpreters. Its members are all registered with NRPSI and adhere to the NRPSI code of conduct.
7. The wide range of professional bodies, membership associations and other organisations set up to promote the professions make it very difficult to quantify the workforce. Furthermore, the lack of a single professional body for interpreters and translators may cause confusion in external organisations looking for a definitive point of information.

Profile of the profession

1. In 2007-8, labour market intelligence in translation and interpreting[[26]](#footnote-26) indicated that 64% of the workforce was female. Almost three-quarters of the workforce (74%) were aged between 30 and 50, and 14% under 30. Only 48% of the workforce had English as a native language.
2. An analysis of the Rates and Salaries survey carried out by the Chartered Institute of Linguists and the Institute of Translation and Interpreting (CIoL/ITI) in 2011 demonstrates that 90% of respondents were aged between 30 and 69, with over 50% aged between 40-59 years. Similar to 2008, just over two-thirds of the respondents were female and English was the native language of more than half the survey respondents.
3. From these surveys, we can assume that approximately half of the profession work predominantly into languages other than English.

Regulation of the profession

1. In the UK, interpreting and translation are unregulated professions. However, entry to the National Registers is tightly regulated. Admission to the NRCPD[[27]](#footnote-27) or NRPSI[[28]](#footnote-28) can only be made based on the achievement of approved qualifications and practical experience.
2. There are no statutory requirements to work as an interpreter or translator, although some sectors and employers stipulate minimum qualifications or training requirements for interpreters and translators. For sign language interpreters, most public sector employers require the interpreter to be registered with NRCPD. Individual sector requirements are listed below.

Criminal Justice System

1. Prior to 2012, there was a National Agreement in place, which outlined requirements for interpreters working in the Criminal Justice sector. This included exemptions that allowed interpreters in rare language combinations, with lower levels of qualifications, or indeed no formal training, to work in the sector.
2. In 2011, the Ministry of Justice moved to procure interpreting and translation services for the entire Criminal Justice System (CJS) from a single service provider. The successful contractor, Applied Language Solutions (ALS), took over sole responsibility for provision in February 2012. The framework agreement referred to in paragraph 84 defines three separate tiers of requirements for interpreters, with an exemption statement for interpreters with rare languages. It states various qualifications across the three tiers, mirroring the National Register requirements at Tier 1. Assignments are allocated a tier status, with Tier 1 being the most complex and Tier 3 the most routine. To be registered with ALS and accepted for work in the CJS, interpreters must attend an assessment centre to be allocated a Tier standard. Interpreters are assessed on language proficiency and interpreting skills.
3. For sign language interpreting and other professionals working with the Deaf and Deafblind in the CJS, the agreement states that only those registered with NRCPD may be used.
4. There has been much opposition to the framework agreement from the sector and it has received negative coverage by the media[[29]](#footnote-29), with allegations of cases being postponed due to lack of appropriately qualified interpreters[[30]](#footnote-30) and at additional cost to the CJS[[31]](#footnote-31).
5. Under the terms of the agreement, telephone interpreters must have a Diploma in Public Service Interpreting (DPSI), be a member of the NRPSI or hold a community interpreting or Metropolitan Police qualification, and attend the assessment centre.
6. Under the terms of the agreement, translators must be a qualified member of a recognised professional body, with a minimum of three years’ experience and pass a translation test.

Other public services

1. The UK Border Agency stipulates that interpreters who work for them must: be a full member of the National Register of Public Services Interpreters (NRPSI), or hold a Diploma in Public Services Interpreting (DPSI) (Law) or a letter of Credit in all oral components (Law), or have been assessed by the Asylum and Immigration Tribunal (AIT) (formerly the Immigration Appellate Authority) or by the Metropolitan Police.
2. There are no national regulations for interpreters working in healthcare and social services. Individual contracts between service providers and the public service in question may outline their own specific requirements.

Structure of the profession

1. Very few private or public sector organisations employ interpreters or translators. Most interpreting and translation work is outsourced to freelancers. Freelance interpreters and translators may work directly for a client, or via a third party company or agency. This is particularly prevalent in the public sector, where procurement policy often leads to fixed term contracts with a specific supplier. Linguists must then register with the supplier to obtain freelance work. Work is not guaranteed because of the unpredictable nature of assignments and language requirements.

Rates of pay

1. There are no established rates of pay for public service interpreting (PSI) and translation work. Rates and salaries are defined by the market rate. The recent survey of Rates and Salaries carried out jointly by the CIoL/ITIreports that ad hoc interpreters (defined as liaison interpreters working in business, commercial law, diplomatic and other non-PSI and non-conference settings) working for direct clients in these fields charge daily rates, although evidence on interpreters working through agencies was inconclusive.
2. In contrast, the survey shows public service interpreters charged hourly rates to direct clients and agencies. This makes it very difficult to compare rates, but in real terms it may mean that a public service interpreter may earn only one or two hours’ work a day whereas an interpreter working in other environments would earn a full day’s wage.
3. The survey showed that interpreters and translators are able to charge direct clients a higher rate than that charged to agencies. As the vast majority of public service work is carried out via a third party contract holder, this inevitably will restrict the rates of pay paid to public service interpreters and translators. Indeed, respondents report that the recent MoJ/ALS contract has already reduced the rates paid to interpreters for assignments in the CJS, leaving experienced interpreters concerned for their livelihood.
4. According to the CIoL/ITIreport, rates have remained the same (38%) or are lower (10%) than they were five years ago for the majority of freelance linguists, which represents a fall in earnings in real terms. While translators are able to use translation tools, such as translation memory, to boost productivity and maintain earnings, interpreters are not always able to use new technology to speed up their working processes. However, in PSI, video-conferencing or telephone interpreting may contribute in some way to reducing time spent travelling to assignments and increasing their availability for paid work.[[32]](#footnote-32)

New technologies in training and in the workplace

1. Technology offers opportunities to improve the training on offer in higher education. In teaching, for example, it enables constant contact with a whole class group and facilitates contact within that class group, thus encouraging inter-student interaction.[[33]](#footnote-33)
2. The most beneficial application of technology in PSIT education is that of distance teaching and learning.[[34]](#footnote-34) Where courses are only offered at certain institutions, students from other regions can still participate and develop their interpreting and translation skills. It removes geographical, time and even financial barriers. Given the growth in remote interpreting, it could also be argued that distance learning develops key professional skills for remote workers, by enabling individuals to use technology for a variety of practical purposes, and by developing skills for working remotely with several participants.[[35]](#footnote-35)
3. Technology also benefits professional linguists in the workplace. Telephone interpreting has a relatively short history, but it is now a feature of public service interpreting. The market for telephone interpreting changes, as do the types of service needed and the way services are delivered. Advances in technology also drive developments, including better quality telephone interpreting equipment and improved capacity for remote working.[[36]](#footnote-36)
4. Telephone interpreting benefits the agent or company offering the service, as they find call centres or remote telephone interpreters provide a more flexible and cost effective model. However, it also benefits the freelance interpreter, who may now work remotely at hours that are convenient to them.
5. Video-conferencing is another growth area, used when two locations, e.g. court and prison, are linked by video. It is not the same as remote interpreting, where the interpreter may be working remotely but all other interlocutors are at a single site.[[37]](#footnote-37) Video-conferencing is becoming more popular in legal proceedings as it is seen as a way to provide access to interpreters while reducing travel time, costs and security concerns.

Research into public service interpreting and translation

1. The academic discipline of translation studies is long-established, but interpreter training is a relatively young discipline.[[38]](#footnote-38) The current climate is one where research is seen as increasingly valuable to higher education. Yet research in the field of public service interpreting and translation (PSIT) is still relatively limited.
2. A major challenge for interpreting research is the comparative lack of access to subjects.[[39]](#footnote-39) This is a particular issue for public service interpreting (PSI), where research with authentic data is very difficult to obtain, as it requires significant co-operation from the Criminal Justice System, health and local authority bodies.
3. Research in PSIT is expanding at MA and PhD level. One institution has even recently established a PSI research unit. However, while MA level research does cover some interesting topics, it is on a relatively small scale. There is also concern from some academics that the research in the field of PSIT does not always have clear implications for provision.
4. There are some concerns about the number of academics working on research in PSIT in spoken and signed languages. Higher education programmes employ a combination of full-time academic staff and practitioners working on fractional contracts. While this has a positive impact on teaching and training, ensuring that experience of the current labour market is brought to the academic environment, it naturally limits the scope for academic research in these areas by reducing the allocation of research time in comparison to teaching time.
5. Our investigation shows that research into public service interpreting is more common than research into public service translation. It is most widespread in the field of legal interpreting, in particular court interpreting, with less academic research in police, medical or other settings. Additionally, there is some research into remote and telephone interpreting and increased research into the fitness to practice of British Sign Language interpreters.
6. European wide cooperation in PSIT is more common, in response to the shared need for appropriately qualified public service interpreters and translators. There are projects working on interpreter training across Europe, although these also focus on legal interpreting contexts. However, research into PSIT may not always be relevant across national borders.[[40]](#footnote-40)
7. EU funded projects relevant to PSIT include:

* GROTIUS (2001), which set out to establish equivalent standards for legal interpreters and translators in EU member states[[41]](#footnote-41)
* AVIDICUS 1 (2008-11) and AVIDICUS 2 (2011-13), led by the University of Surrey, focused on assessing the quality of videoconference interpreting in criminal proceedings.[[42]](#footnote-42)
* Building Mutual Trust (2011)[[43]](#footnote-43) aimed to establish benchmark criteria for standards of legal interpreting and translation in EU member states.

1. Projects currently in progress include:

* Building Mutual Trust 2 - supporting the development of European-wide training standards for legal interpreters and translators.
* IVY (interpreting in virtual reality) - using technology to create an adaptive 3D virtual environment that supports the acquisition and application of skills required in interpreter-mediated communication.
* OPTIMALE (Optimising Professional Translator Training in a Multilingual Europe) - mapping translator training across Europe and monitoring market needs and professional requirements relevant to translator education and training.

1. As a result of the predominance of the legal field in academic research, gaps exist in the research into other domains. While in general it is hoped that research into public service domains other than legal interpreting will increase in future, respondents felt that the following areas would benefit from future research:

* How interpreters deal with conflict situations or situations where the needs of the assignment conflict with the code of conduct
* Research into settings traditionally closed to research e.g. prisons, healthcare
* Errors made by interpreters in public service settings
* Sight translations, and the contexts and conditions in which they occur
* Interpreter aptitude
* Post-qualification assessment
* Analysis of interpreter mediated interaction
* PSIT assessment theory and practice, to enhance existing or future training programmes
* Analysis of the effect of PSIT on the quality of interactions and outcomes
* Cost savings to the public sector made by using properly qualified interpreters and translators.

*‘as a result of this crisis with ALS, we have a brilliant opportunity to quantify the loss that is being generated by the lack of qualified interpreters’*

University tutor

1. While there has been a reduction in the frequency of published journals, indicating a fall in papers submitted for publication, open access research sites are emerging and may be used to promote research into PSIT themes.
2. It was widely felt that a website linking to a directory of UK, European-funded or other international research projects related to interpreting or translation would be very useful for the academic community.

Current training provision for public service interpreting and translation

1. The following tools were used to create a full picture of provision in England and the wider UK.

* A search of the UCAS website for undergraduate courses starting in 2012.
* A search of the UKPASS website for postgraduate courses starting in 2012.
* A search of the Prospects and Hotcourses websites.
* Survey of providers, employers and professional bodies.
* Searches of higher education institutions’ (HEIs) online prospectuses.

1. There are 11 undergraduate programmes featuring interpreting and translation, across seven institutions in England and Scotland. Only the MA in British Sign Language/English at Heriot Watt and the BA in Interpreting at Wolverhampton include public service related content. See Appendix 4 for the full list of programmes.
2. As of June 2012, there are 85 postgraduate programmes in interpreting or translation related disciplines[[44]](#footnote-44), across 37 institutions in the four UK nations.
3. Only five courses are specific to Public Service Interpreting. One is specific to Public Service Translation. Another five HEIs offer a compulsory Public Service Interpreting element. A further 44 offer options which could cover work in the public services. In addition to these, five HEIs offer a course or an examination in the Institute of Linguists Diploma in Public Service Interpreting.

Routes to qualification

1. There are two main routes to qualifications as an interpreter for the public sector: the Diploma in Public Service Interpreting (DPSI) or a postgraduate programme in higher education. As the longest established and most widespread qualification, the DPSI is still the most recognisable public service interpreting qualification among UK employers. However, the delivery method and the content of the course are seen as imperfect by many in the sector and other new models and programmes have been developed.
2. The main route to qualification as a translator is via a postgraduate programme. Individuals may also take the postgraduate level Institute of Linguists Diploma in Translation. Although this does not have a defined public service purpose, students may follow law or social science pathways.
3. Other non-academic courses exist for public service interpreters and translators. Community interpreting courses exist across the UK and recently a Level 3 qualification, a Certificate in Community Interpreting, was accredited by Ofqual in accordance with the National Occupational Standards for Interpreting. Non-accredited community translation courses are also available.
4. Relatively few interpreters qualify each year. The national pass rate for the DPSI is quite low, with only a third of students passing all modules at the first attempt[[45]](#footnote-45). Similarly, numbers for postgraduate interpreting are relatively low, as teaching is labour intensive and student/staff ratios must be carefully managed. The number qualifying with a postgraduate translation qualification is much higher.

PSIT training in higher education

1. The dilemma faced by the sector is that conference interpreting and public service interpreting (PSI) are professions that require vocational training but are treated as academic disciplines. Higher education courses need to contain theoretical content, but interpreting and translation training must include extensive practice to prepare students for the workplace.

*‘When theory is at the expense of practice, students graduate with inadequate skills for the workplace’* University tutor

1. While there are many higher education training programmes available in interpreting and translation, there are relatively few that focus specifically on the public service domain. As already noted, there are a handful of BA and MA programmes in spoken and sign languages, and some instances of the DPSI being taught in HEIs. Nonetheless, it is ‘increasingly recognized that formal training […] is the most practical way to teach and test abilities to supply the market with reliable professionals.’[[46]](#footnote-46)

Interpreting

1. Training should be specific to the career that an individual will take, so a conference interpreting course is not wholly appropriate for someone who is most likely to be working in the public sector. Yet this is often the only route available. The consensus from our research is that public service interpreting requires specific provision but that conference interpreting courses do not currently provide adequate training for those going on to work in the public services. Consequently, when students enter the labour market, they may not be adequately prepared to interpret.
2. There is a distinction between the two interpreting disciplines. Both disciplines require a high level of language skills in two or more languages, including the native language. Both require knowledge of a wide range of topics and domains, and the ability to research terminology and background information. Despite this, respondents feel that PSI is seen by many as ‘easy’ and a less-specialised discipline of interpreting by university management and potential students.
3. Conference interpreting is an international profession, whereas PSI is a predominantly domestic or local market. Conference interpreting takes place in a formal context, whereas public service interpreters will deal with a range of very personal and potentially traumatic situations. Our research shows interpreters may be exposed to violence, trauma or grief. Working patterns are very different, with PSI required 24 hours a day, and interpreters face specific ethical issues. Respondents note that modes of interpreting are very different, as conference interpreters use the simultaneous mode, while public service interpreters usually work in consecutive mode.
4. Language skills alone are not enough to meet the professional and ethical requirements of PSIT. Public service interpreting requires in-depth knowledge of the domains in which the interpreter may work, such as the NHS or law. Interpreters also need to be aware of the systems and procedures of the public services and how other professionals in these domains operate. Interpreters need to keep this knowledge up-to-date, as terminology and policy change regularly.
5. Students of PSI also require specific training in two-way interpreting. This is different from conference interpreting, where interpreters are trained to work predominantly into their ‘A language’ or mother tongue. There is a greater emphasis on word-for-word interpreting in PSI, an area that is not covered sufficiently by conference interpreting courses.
6. Other complementary communication skills must be taught in PSI, including non-verbal communication and sight translation. It is also essential that students are taught how to deal with the specific ethical dilemmas presented when working in the public services and any potential conflicts that may arise when working with other professionals who do not understand how to work with an interpreter.

*‘If we take […] liaison interpreting, the bilateral interpreting, into the public service field, you have this power differential, it’s often very fast, there are also lots of emotions, there can be different registers of language being used, there’s lots of ethical issues coming up, there’s much more juggling and many challenges in the dynamics amongst the people’*

University tutor

‘…*the areas that are most difficult in some situations, in mental health situations, legal situations, is handling things like description and [then handling] the cultural issues’*

University tutor

1. Another PSI skills gap highlighted is telephone interpreting. Telephone interpreters tend to encounter an array of work situations during the course of a working day[[47]](#footnote-47). Telephone interpreters may not be given any time or information to prepare in advance of an assignment.
2. Extensive experience in community interpreting settings and consecutive interpreting experience is an advantage in telephone interpreting, as this will ensure that the interpreter has been exposed to many of the areas of work that telephone interpreting covers[[48]](#footnote-48). However, the interpreter will need to develop other skills specific to remote interpreting.
3. Our survey shows that there is little or no course provision in this rapidly expanding area of work. Where provision exists, it is as an optional module. Another emerging area of work, video conference interpreting, is also only available as a module on a couple of courses.
4. As a result of this gap in provision, some academics believe that individuals qualifying from the majority of courses are going to work in an area of interpreting that they have had little training or preparation for. Consequently, many providers are looking at enhancing their training to include preparation for telephone interpreting, as this is a growth market for interpreting work.
5. While the need for specific provision is obvious, there is insufficient capacity in a MA programme to include both disciplines. Respondents agree that conference interpreting courses are important to the labour market, so their content must be maintained. It may be difficult to add PSI modules, due to the constraints placed upon course structure by institutional requirements and the agreements between higher education institutions (HEIs) and employers of conference interpreters.
6. Nevertheless, many providers report that the majority of their graduates do not find work in conference interpreting and instead take on more assignments in the public services. This would indicate that the PSI labour market is greater than the conference interpreting labour market, and that there should be adequate training provision for both.
7. Where provision is tailored specifically to public service interpreting and translation (PSIT), issues still arise. Some feel that even the DPSI, a rigorous qualification recognised by the public services, does not fully reflect the reality of the public service interpreter’s workplace. The question remains whether it is possible to accurately reflect a police station or court in a classroom or examination environment, or whether practical work experience should be mandatory in all training programmes as in other vocational training programmes.

*‘it is an interpreter assessment exam written by people who have an idea of what they would like to see but have actually no insight into the actual processes at all’*

University tutor

Translation

1. Public Service translation (PST) usually works out of English into other languages. Our survey shows that postgraduate translation programmes in England use English as the common or working language, and consequently there is little PST specific content in translation courses. Nevertheless, many translation courses develop the appropriate skills for individuals to go on to work with public service texts. Applied translation courses develop a range of skills that are relevant to any context, including PST. However, PST still requires knowledge of public service institutions and practices (e.g. police, councils, hospitals) and academics report that these are rarely taught as part of a translation programme. It is agreed that interpreting skills must be developed separately.

‘*any university that is training translators as part of an applied languages course, particularly if they also have interpreting in their department, will be training their translators in a way that allows them to translate for any field’*

University tutor

1. There are several examples of higher education exploring new areas of developing interpreting and translation skills for the public sector. The London Metropolitan case study below highlights one example.

**Case study – MA in Public Service Interpreting (MAPSI), London Metropolitan University**

London Metropolitan have offered an MA Interpreting for several years, a blended programme mixing public service interpreting, remote interpreting and conference interpreting. In 2009/10, it added a MA in Public Service Interpreting (MA PSI), in response to a call for action from the former EU commissioner for multilingualism, Leonard Orban.

The MAPSI was designed to provide specialist postgraduate level training for public service interpreters and enhance the status of the profession alongside conference interpreting. PSI stakeholders consulted during the design of the course included employers (e.g. London Metropolitan Police, Medical Foundation for Victims of Torture and agencies), professional bodies and the NRPSI.

The course embeds interpreting practice and reflective learning. It shares modules with the conference interpreting programme to complement both fields. The MA PSI develops in-depth skills and knowledge, specific to working in the public sector, while also developing conference interpreting skills that are useful in PSI (e.g. note taking skills, memory exercises, interpreting theories etc). It includes a translation module. The MA PSI focuses on all aspects of the public services, not just law. The impact of this domain-specific knowledge and skills is apparent when they start work in the sector.

It is London Metropolitan’s experience that students progress better when they receive language specific feedback, and therefore they are committed to a delivering a language specific course. Course tutors write the teaching materials for all language groups to ensure quality and standardisation. However, the language specific approach can present a challenge as the languages most in demand by the public services do not always match the language pairs presented by potential MA students. This makes it difficult to organise language groups. For instance, in year one, Arabic, Russian and Serbian were offered, but there was only one student with Serbian.

Employers, professional bodies and other stakeholders in the public service interpreting field act as guest speakers on the course. London Metropolitan also worked with the Institute of Linguists to obtain an exemption for DPSI units (Interpreting and sight translations) on successful completion of the MA PSI unit LNPO52C.

The MA PSI has been a beacon course which has provided a number of opportunities for London Metropolitan in terms of international projects and consultancy work, and there have been many new developments in PSIT at EU level. However, the course is currently suspended as a result of the financial viability of a career in PSI. An MA costs several thousand pounds and, depending on the individual’s language pair(s), there is often not enough work after completing the course to justify the investment. The university management is nonetheless convinced of the value of the course and therefore it remains part of the university’s offer.

The first cohort of students have been able to recognise the value of their training, obtaining regular work with clients who appreciate that they have been equipped with the skills they need to work in the public services, including those related to new technologies. Nevertheless, remuneration for public service interpreters is still lower than that of conference interpreters, and this has an impact on the financial viability of the training.

The relevance of PSIT training to the demands of the labour market

1. EU protection for legal representation and the pressures of continued migration ensures that the demand for public service interpreting is greater than that of conference interpreting, which has a comparatively small if consistent share of the market. There is however a shortage of English mother tongue standard linguists in both disciplines, in spoken and sign language interpreting.
2. It is not just in terms of skills that provision does not meet demand. Often, interpreters are unable to gain a qualification in their specific language combination because no qualification or training programme exists. Where qualifications or training courses are available, they are concentrated in certain regions and restricted to certain languages. There is a lack of suitable trainers in some languages.
3. Less widely taught languages are often those most requested by public service providers, resulting in a mismatch in the languages required by the public services and languages taught, demand outstripping supply of interpreters in certain languages and a lack of qualified professionals in the market.

*‘we have a few interpreters that come to us who are DPSI-qualified and it tends to be in the European languages’* Employer

1. Consequently, people who have no qualifications but are bilingual or those who might have an academic qualification in a cognate area but have no formal training in public service interpreting (PSI) act as interpreter in public service settings on a regular basis[[49]](#footnote-49).
2. Employers for their part are often not clear on what individual qualifications or training programmes mean in terms of skills and competence. Individuals with the same qualification can exhibit varying degrees of interpreting performance.

*‘I am uncertain what training some of the interpreters I use have had. Once or twice I have had to stop using a particular interpreter because there is a lack of mutual understanding between interpreter, patient and doctor’* Employer

1. Due to the confidential nature of most public service assignments, monitoring of interpreters and translators is not possible and some employers and/or service users report that they are unable to assess performance in both languages.
2. The great paradox of PSI is that interpreters require work experience to gain entry to the two interpreter registers in England, NRPSI and NRCPD. They cannot obtain registration through qualifications alone. Therefore interpreters often have to take on work without qualifications to gain the necessary experience. Due to the lack of statutory requirements for interpreters and translators, individuals are still able to obtain interpreting or translation assignments in the public services without experience or qualifications.

Languages offered in training provision

1. As well as issues around the skills that are required, the comparatively limited range of languages offered in interpreter training is another significant challenge for provision. While Worton (2009) commented that the range of languages taught in higher education was moving beyond the traditional Western European languages[[50]](#footnote-50), the consensus among our research respondents is that the range of languages offered does not correspond to the languages required by PSIT clients.

‘*There are a whole host of languages for which there is no or very little provision*’ University tutor

1. Universities, for valid reasons, still tend to teach the most widely spoken European languages, with some Arabic and Chinese. The reality is that this provision does do not always correspond to the interpreting needs of the local community or the public services. The most commonly required community languages and other minority languages are not usually taught in schools or universities, with French, Spanish and German the most widely taught languages.[[51]](#footnote-51)
2. Course closures, such as University of Bradford for conference interpreting, Birmingham City College, Manchester College and College of North West London for DPSI and University of Bristol for BSL, have had a further impact on the range of provision.
3. It is not just an issue of shortages in certain languages: there is also a surplus of interpreters in others. It was even suggested by one training provider of community languages that they might start to turn away candidates with certain languages for public service interpreting training, as there is insufficient work for them on completion of the course.
4. Where community languages are taught, the destination of the student can be a factor in the type of interpreting training. For example, one respondent reported that the majority of Chinese postgraduate students tend to return to China to work in a commercial interpreting environment. As a result, they want to follow interpreting courses that cater for their working needs. This precludes working on PSI domains and skills, and minimises the numbers going on to work in PSI in England and the UK.
5. To an extent, language provision is driven by the paying student and does not reflect the labour market demand. Often, individuals with skills in the languages most requested by the public services cannot afford the high cost of interpreting training and therefore the languages offered are those that are demanded by a more significant cohort of students who can fund an extended education. This provision may not correspond directly to the languages demanded by employers.

‘*There are 365 languages used by the London [Metropolitan] Police. Don’t tell me that every single institution can teach and train interpreters in all of these languages*’

University tutor

1. Entry routes to postgraduate study or qualification stipulations for working in the public sector may also pose a problem for students with certain languages.

‘*Somali…is very much in demand. People who come here [to the country] with Somali don’t have a degree most of the time*.’

University tutor

1. It has been suggested that FE and AE can be more responsive about language provision. For the most part, FE and AE providers offer non-language specific tuition, focusing on developing interpreting skills. Courses leading to the Diploma in Public Service Interpreting (DPSI) examination, which is mapped to the National Occupational Standards in Interpreting, cover interpreting skills and do not include language specific content. The DPSI may be offered in a wide range of languages, depending on available teaching staff and assessors. However, even the DPSI is not offered in all the languages that are required by the market, and it still requires a minimum cohort in a particular language pair to cover assessment and examination costs.
2. The wide range of languages required by PSIT presents another problem: it is difficult to run interpreting courses that are language-specific. Often courses receive only one applicant in a particular language combination, which is not viable from a funding perspective. Therefore courses tend to be non-language specific for financial reasons, and this may mean that language skills are not developed to the required extent for public service interpreting.

‘*they have a good enough knowledge of the domains but their language, which is kind of core business really, that’s where they can’t seem to do word-for-word interpreting accurately’*

Employer

1. More commonly, courses are only delivered in languages that have a sufficient number of applicants, but these languages may not be those required by the labour market. Postgraduate translation programmes offer a wider selection of languages, but these may not necessarily correspond directly to the requirements of the public service providers.
2. Models are being developed to deliver interpreting courses without a language specialisation. The next case study highlights one such example.

**Case study – Diploma in Public Service Interpreting, Interp-Right**

Interp-Right Training Consultancy Ltd (IR) is registered by the Institute of Linguists Educational Trust as a DPSI teaching and examination centre. While a private limited company with its own offices, it provides its teaching at the University of Salford. It offers the DPSI law option.

After previously teaching DPSI courses for other organisations, the principal course tutor, Kirsty Heimerl-Moggan, became disillusioned with the quality of training and commitment of those organisations to their students. With her co-director, John Moggan, she set about organising a course which would not only help students to pass the exam, but also equip them for their working life after the exam. All the Interp-Right trainers were involved in course creation, with Kirsty as co-ordinator. This was particularly beneficial as they all had different language backgrounds and experience of different types of interpreting work. The course is continuously updated to ensure a good balance of languages and content.

The course uses practising interpreters and lecturers as trainers. All trainers are University Lecturers in Conference Interpreting as well as practising Public Service and Conference Interpreters. They work at three different universities and as freelancers for IR. This model illustrates the portfolio working of a professional interpreter.

Prior learning and qualifications of the DPSI students vary immensely. Some students are already very well qualified and simply need the DPSI to join the National Register; others have a good grasp of two languages but no formal interpreting qualifications. The wide range of experience and qualifications often makes class management complex. Approximately 80% of students are non-native English speakers, and 75% of students are female. The average student age is 25.

The biggest challenge is that only non-language-specific courses are commercially viable. Therefore, classes are usually mixed nationality with one group usually in the majority (currently Polish); other languages may only have one representative. It takes an accomplished tutor to maintain equilibrium in such classes, and ensure that all abilities and language combinations are treated fairly.

The syllabus provided by the IoLET for the DPSI is extremely broad. No vocabulary is set by the Institute, so IR’s prepared materials for the lessons and homework cover as many of the key areas as possible and provide a vehicle for practising the core interpreting skills. In addition, note-taking is taught to a very high standard in the course in order to provide students with appropriate skills for the longer and more complex interventions encountered in their working life.

Students are constantly reminded of the difference between an exam situation and real life. As a way of demonstrating ethics in practice, NRPSI representatives are invited to give a presentation on the role of the National Register. IR also invite professionals from the legal field to present their roles and how they interact with interpreters. Guest speakers include: serving police officers, a probation service trainer who trains officers on working with sex offenders and a highly experienced practising legal interpreter. Students also receive input from the Vice Chair of the Magistrates Association, who campaigns for interpreters’ rights and fair treatment in the Magistrates Court. In turn, Interp-Right hosts workshops for Magistrates Association Members on how to work with interpreters.

Once the exam topics are announced, IR also produces an exam preparation pack for all current students (and any possible resitters). The pack consists of glossaries, content-related information for background reading and role-plays for practice purposes. Every effort is made to ensure students are well prepared to take the DPSI examination in readiness for the world of work.

Viability of provision of public service interpreting & translation (PSIT) in higher education

1. The future for PSIT in higher education is somewhat vulnerable. Managers report that courses are only viable where there is sufficient regional or local demand, or in a field where there is sufficient scope for graduates to earn a living. In highly populated areas, where demand for language service provision is consistent, it is easier to maintain course provision. It is more difficult to generate demand in regions where needs fluctuate.
2. Some in the sector feel that there is a moral issue in charging several thousand pounds for a PSI-specific MA programme, when full time positions are rare and wages relatively low in the public sector, the largest market for interpreters in the UK. Earnings must be at a reasonable level for individuals to invest in a course of study. As the recent CIol/ITI survey indicates the average salary across all interpreting sectors is £31,000, this may not be sufficient to incentivise individuals to undergo a fifth year of training. The emphasis on employability in HE, and the climate of high fees and student borrowing, makes this even more critical.
3. The fees for public service interpreting and translation (PSIT) is a growing concern for the sector, especially in light of the recent Ministry of Justice framework agreement. It remains to be seen whether the publicity surrounding the lower rates being paid to interpreters under the new contract with Applied Language Solutions (ALS), and its partner organisation for sign language interpreting, will result in fewer individuals seeing interpreting as a viable career and drive down numbers applying to interpreting courses. PSIT training is largely self-financing and, as a result, students need to be sure that they are going to find work at the end of the course to justify the training investment. Some tutors and trainers are worried about the prospects for their students.

*‘I didn’t feel could look at somebody in the eye and say ‘please spend £6,000 and you will have a great career ahead of you and you will be earning loads of money’*

University tutor

1. Potential public service interpreters are likely to lack the financial backing to pay university fees, which makes HE-based training provision vulnerable. The status of the profession and the opportunities for work may also deter potential interpreters as they are not in a position to invest in training that may bring them low and unpredictable incomes.[[52]](#footnote-52) PSIT provision in HE therefore may only be viable in the long-term as an optional module or pathway.

‘[*people] realised they could not make a living working in the UK as a public service interpreter. Therefore, they didn’t want to do that instead of doing conference interpreting*’

University tutor

*‘We’ve got people who are refugees, who haven’t been here long, or have only had the right to work for a short period of time and they just haven’t accumulated the money to pay for all those travel costs, as well as the cost of the exam itself’*

Employer

1. The viability of training in some languages is also an issue. Language provision in the public sector can vary depending on external factors, and communities can change. Respondents note that the longer a community is based in the UK, the more their language needs - and their need for interpreters and translators - change. Languages of newly arrived communities may present an urgent requirement, but work in these languages may subsequently decrease and therefore interpreting may not be a long-term career. One respondent reported that even British Sign Language, which has a high demand for services due to a significant native community, has seen fewer opportunities for interpreting work in recent years. However, most British Sign Language interpreters earn a full time living from their work unlike their spoken language counterparts, who may juggle several part-time roles.

*‘most people who want to become interpreters realise that the training cost is just part of it and we do make a good living’*

BSL interpreter

1. Additional costs, such as Criminal Record Bureau (CRB) checks, also need to be taken into account by trainee interpreters, although some employers pay these costs for the interpreter.
2. There are some positive signs with regard to viability. Indeed, the Diploma in Public Service Interpreting (DPSI) has seen a recent increase in the number of centres registered to offer the qualification, particularly in the higher education (HE) sector.

‘*Now we really see the purpose of the National Register’*

University tutor

1. In further education (FE), one respondent believes that recent changes to funding mean that we are on the cusp of a huge change. A loans system is being introduced for Level 3 qualifications, similar to that in higher education. This may lead to more people following courses in the FE sector, as it will enable people to train without a large initial outlay and pay back the training costs once they are in work. This, combined with the introduction of a newly accredited Level 3 interpreting course, aligned to the trainee interpreter level of the National Occupational Standards for Interpreting, may lead to greater nationwide provision at trainee level and create new progression routes into training. Progression routes are better established for British Sign Language interpreters, who can move from trainee interpreter status to registered interpreter status with further training and practical experience. A similar progression route is not yet established for spoken language interpreters.
2. While the Level 3 qualification has proved popular with several employers, not all are satisfied with the level of language skills demonstrated by level 3 qualified interpreters. Some employers indicate that more time should be spent on language improvement as well as interpreting skills. Interpreters in community languages also need support in building glossaries for terms and concepts in English that do not exist in their own language or culture. It will be useful to monitor whether the newly accredited Level 3 qualification will better meet the needs of a wider range of employers.
3. While FE funding changes may have a positive impact on numbers entering training, even courses like the DPSI - which focus on the skills required not on specific languages and therefore maximise the numbers that can take part - are still financially dependent on sufficient candidates wanting to take the examination.
4. Ultimately, the viability of PSIT training may depend on the public perception of the profession and the introduction of an appropriate government regulated standard for interpreters and translators in the public services[[53]](#footnote-53).

Collaboration

1. A collaborative teaching process is a widespread model in higher education, where teaching and training of language and interpreting skills is delivered by academics and practising interpreters but information on public service structures and procedures are provided by guest speakers and public service practitioners[[54]](#footnote-54).
2. Many institutions collaborate with a neighbouring institution on PSIT education and training. Others work with other institutions in other parts of the country or overseas, via Networks or European projects. Outputs of collaboration include teaching resources, joint events such as conferences or practical workshops, work placements and a Train the Trainers scheme.
3. In British Sign Language, the higher education community has worked collaboratively for many years and, although this community is reducing in size due to course closures, a shared interest in developing and furthering the professional skills of interpreters has led to established cooperation.
4. Consortium funding, such as that provided to Routes into Languages and the National Network for Interpreting and National Network for Translation, has proved very effective in reinforcing collaboration. The National Networks have now incorporated the former Professional Languages in Universities Group (PLUG). Other higher education networks, such as the Public Service Interpreting Network, are also in place. In these collaborations, institutions offering interpreting and translation tuition work together to promote the professions, share information and discuss training issues.
5. Although there are examples of inter-institutional collaboration, competition still exists and it requires continued effort by individuals to maintain cooperation. The cap on student numbers has further increased competition between universities and could affect future collaboration between institutions. In spite of competition, institutions share a common interest in developing the market.

‘*collaboration is easier on an international level and it is more difficult on a local level*’

University tutor

1. Other institutions reported collaboration with professional bodies and other representative organisations, to provide workshops and seminars on professional conduct and advice on getting started in the profession. Seminars and personal accounts of a day in the life of a practitioner are very useful for students, although there is no central database of practitioners and other guest speakers that are prepared to attend institutions and give talks and presentations. The creation of a directory of potential guest speakers was suggested as a useful tool for the sector.
2. Public service interpreters often work locally, but translation is not location specific. For some interpreters, family or personal constraints only permit them to take on assignments in their local area. Therefore collaboration such as work placements often depends on the geographical location of the institution and its relationships with local employers and practitioners.
3. Collaboration with employers and the wider labour market can be difficult to achieve. While international institutions employing a high proportion of conference interpreters invest time and budget into collaboration with education to promote the career, public sector employers do not have similar investment to offer. Therefore institutions have to be proactive and creative in establishing collaborations with local or national employers. This results in a varying degree of collaboration with employers.
4. The most common form of collaboration with employers is to invite them to talk to the students as guest speakers. This gives interpreting or translation students the opportunity to hear directly from an employer, to understand what a job actually entails, and what criteria employers use when selecting or recruiting freelance or in house staff.
5. Yet collaboration is geographically patchy, as it requires the support and goodwill of a local public service employer requiring language provision and often depends on the willingness of an individual to contribute their own time or convince their organisation to let them do so. It also can depend on the goodwill of the institution. This research has come across instances of employers approaching FE colleges to collaborate on interpreter training but meeting with no response.

*‘I’ve asked to speak to FE colleges that do the interpreting courses and they haven’t responded’*

University tutor

1. On the whole, training providers outside of higher education report a significant degree of collaboration. Employers often work with DPSI training providers, by providing input to courses.Adult and community education providers work in a network to provide training. They actively seek the input of employers in the public, private and voluntary sectors to inform training materials and ensure that the students gain the appropriate skills for the local labour market.
2. Institutions which offer a work placement scheme for their students, whether as an accredited part of an undergraduate or postgraduate course or through informal links with local employers, derive the dual benefit of supporting the student’s development and consolidating direct links with employers.
3. The most commonly cited barriers to collaboration are cost, time and competition. Employer input into courses or training materials requires an investment of time and goodwill, and a public sector under severe financial pressure is not always in a position to offer this investment.
4. It would be beneficial to create a document or publication summarising the benefits of collaboration to all parties. It could provide case studies of successful collaboration, to highlight the benefits. It could also provide advice on how to identify local needs and develop collaborative training courses, resources and continuing professional development activities for PSIs.

Curriculum

1. While undergraduate courses with a translation or interpreting element are unable to offer training in a specialised field within the time allowed, postgraduate courses can offer more specialisation. Often, specialisation can be offered through optional modules. However, translators should avoid overspecialising, in case they are unable to find sufficient work in their specialist area[[55]](#footnote-55).
2. Nevertheless, public service interpreters and translators do need to know the terminology of the domain in which they are providing a service, as well as any other specialist knowledge that might be required by the domain. Mental health and child protection are areas where practitioners believe highly specialist knowledge is required. For example, specialist training is essential for interpreters who undertake child protection work, but so far there is little relevant training available. It seems to be generally accepted by public service providers and practitioners alike that there should be rigorous procedures in place to identify appropriate interpreters for this type of work and that specific training courses should be made available[[56]](#footnote-56).
3. The consensus in the translation training field is that texts should, as far as possible, be ‘authentic, unmanipulated and presented in their original form’.[[57]](#footnote-57) Texts should present a realistic translation task, and reflect texts that translators will face in their working life. This presents problems in translator training for public service texts, as often they are confidential in nature and may not be available for use in translation assignments.
4. Similarly, simulated interpreting assignments should be set in a real life context.[[58]](#footnote-58) As with translation, confidentiality surrounding typical public service assignments means that it is difficult to submit trainee interpreters to a work experience situation, but it is easier to replicate the type of assignment in a class, using role plays to develop students’ skills. Tutors who also work as public service interpreters are well placed to suggest real life scenarios or role plays.
5. Our research shows that where institutions offer public service interpreting and translation-specific content in their curricula, the most common form of delivery is through an optional module in BA or MA programmes. Modules may be in the form of consecutive or liaison interpreting or in specific PSI topics such as healthcare. This is taught using role plays in PSI situations, or by encouraging students to develop a bilingual glossary of public service terminology.
6. In other institutions, projects or dissertations provide the only scope for covering PSIT topics and themes. A couple of institutions offer translation modules in their MA interpreting programmes, as a key skill for PSI interpreters.

Innovative curriculum content

1. HE practitioners report that it is difficult to implement a significant change to a curriculum or introduce an innovative new programme in higher education, as institutional requirements prevent this.

*‘when we introduce a new course, we have to be able to base it three quarters on what we already have…there’s a limit to what is new’*

University tutor

1. Institutional requirements may also force change upon a postgraduate programme.

*‘the university has now asked us to reduce the number of taught modules and to have a standard MA like anywhere else with six taught modules instead of nine taught modules. So we had to remove telephone interpreting and video conference interpreting’*

University tutor

1. In spite of these restrictions, new or innovative content has been introduced to HE programmes in recent years. With modular provision increasingly used to allow students to explore learning pathways, HEIs are able to offer a wider range of subjects and topics on postgraduate programmes. One institution introduced combined PSI training sessions with the healthcare faculty, linking trainee interpreters with medical students, with input from their lecturers.
2. Work placements and voluntary opportunities for students are now commonly included in translator training programmes[[59]](#footnote-59), and in university systems overall. [[60]](#footnote-60) In some undergraduate programmes, it is a compulsory element. It may be included as a compulsory element or as an optional module in postgraduate programmes. The following case study outlines how work placement modules are incorporated in one particular course.

**Case study – BSL/English interpreters Work Placement Module, University of Wolverhampton**

The University of Wolverhampton offers 3 and 4 year undergraduate degree programmes for British Sign Language (BSL) /English Interpreting, which include work placements for students. The two Work Placement modules allow students to apply theory to practice, and enable field based preparation for their graduation as professional practitioners. The course has been running since 1993 and is professionally accredited by the National registers of communication professionals with deaf and deafblind people (NRCPD).

Learners are a mix of post A-level and mature students. Students with sufficient competence in British Sign Language can enrol on the 3 year programme. The 4 year programme allows students with no or little knowledge of sign language to follow a one year intensive foundation sign language course. Successful completion makes them eligible for the 3 year programme.

This type of placement model entails a UK wide network of support and placement opportunities from employers in various domains, including education (schools, further and higher), interpreting agencies based within private and public sector organisations, Social Services, health domains and freelance interpreters.

The placement model design successfully meets the challenges of the HE teaching and assessment framework, voluntary nature of placement opportunities, requirements of consistency in the student learning and assessment experience and the demands of diverse placement sites and supervisors. The model has been developed as a result of extensive ‘field’ experience as an employer, interpreter, manager of services and trainer.

This model is unique due to its ‘scaffolded’ structures from induction through to completion for participating placement sites, students and institutional staff. These established frameworks within the design, administration, learning, teaching, assessment and review of the process allow for consistency in the quality of delivery and experience of everyone involved in the placements.

The work placement module receives a high level of institutional administration support. The module takes place in the second semester, but the annual process begins in the preceding semester to prepare placement sites, enable students to start placements on time and ensure individuals have access to risk, health and safety advice. Consequently, the institution incorporates the placement experience and necessary resources (staff, time, site visits) into its annual administration cycle.

Where possible, students are matched to a placement site according to skill and personality. It is also important to consider students’ future working aspirations e.g. domain, geographical requirements. Students must be prepared in advance for the cost and implications of travelling to the placement, if applicable.

Staff who have experience of working in FE or HE as well as outside of an educational environment are essential to the success of the work placement modules. The placement process must be adequately resourced, with high quality administration support for the students, placement tutors and process. The placement coordinator must be familiar with placement sites/staff and their specific requirements. They must be able to respect and respond quickly to their requests and keep them fully informed of any relevant developments.

An annual evaluation of the placement model is carried out by the institution. All participants are thanked formally by letter, and where possible, placement sites receive something in return from the HEI, such as CPD training.

Wolverhampton can demonstrate robust evidence that the module prepares students for the labour market and produces high levels of employability. They also receive positive feedback from employers and students, who both regard the experience as beneficial.

1. Work placements in public service interpreting pose specific problems of confidentiality. But experience is essential to gain entry to the National Registers, so it is vital that training providers find a way to enable students to access work experience with a mentor.

Professional skills

1. HE practitioners report an increase in the study of ethics and professional skills for interpreters. Core modules on professional skills for interpreters and translators focus on the non-linguistic elements of the role and include practical workshops, such as how to pitch for freelance assignments, and written assessments exploring ethics and dilemmas. They also discuss themes such as CPD, quality assurance and resources. Students are required to keep a reflective journal over the course of the module, so they can record their experience and lessons learnt from it. Guest speakers also visit to talk about professional aspects of the roles. Institutions intend that this type of assessed module will develop a more work-ready interpreter and translator. It would be interesting to explore further with employers in future whether they are observing improved performance from students who completed this type of module.

Online learning

1. Our research shows an increased use of technology for teaching and learning purposes. Virtual learning environments (VLEs) are widespread across the sector, with virtually all institutions reporting their use in interpreting and translation courses. Online learning environments are beneficial for students’ self-study purposes but currently lack PSIT specific content, which is essential for teaching and learning purposes.
2. Some courses offer predominantly online or virtual training, with workshops or seminars at periodic intervals. This model enables students to participate in their own time, according to their own schedule. Webinars also provide a useful method of reaching many students without bringing them together in a physical place at a particular time. This gives greater flexibility to the student.
3. One institution, Leeds Metropolitan University, set up an online interpreting training course in collaboration with a local employer. This is now being developed and enhanced across a range of levels, to allow interpreters with some basic or voluntary experience to develop their skills in a range of languages.

**Case study – Vocational Certificate in Interpreting, Leeds Metropolitan University**

This course was developed as part of a Knowledge Transfer Partnership project with *thebigword*, a local language service provider, to create online interpreter training. It arose from the perceived need to deliver flexible and cost-effective training to professional interpreters who have the required language skills and some experience but cannot access formal training for financial or geographical reasons or because of the language combinations they offer. The overall aim is to develop a qualification that will be recognised by the profession as equivalent to the DPSI.

The Level 4 Vocational Certificate in Interpreting (currently live) and Level 5 Vocational Diploma in Interpreting (launched end of April 2012) are university-accredited courses delivered via distance learning. They were designed as introductory courses for linguists looking to enter the PSI sector or for individuals with some experience of interpreting but no formal qualification. Students must demonstrate near native speaker level language skills in at least two languages to enter the course.

They are delivered on-line through the International School of Linguists (ISL), a Virtual Learning Environment (VLE). Additional face-to-face workshops may be offered at points during the course. Courses are part time and focus on developing vocational knowledge and skills. A non-language specific model enables more students to access training. Assessment is via the reflective practitioner model, and individuals must submit a number of ‘reflections’ for assessment (the number of assessments depends on the course level).

*Thebigword* created the ISL VLE platform, designing and facilitating a high quality comprehensive platform for the course delivery, and allowed Leeds Metropolitan to contact interpreters directly to identify their key training and development needs. Leeds Metropolitan academics designed the course and assessment and obtained university accreditation, supported by academics from other universities. Academic staff are responsible for the mentoring and assessment of all students as well as ensuring the course meets the university’s quality procedures.

Leeds Metropolitan was subsequently awarded funding to independently develop two higher level courses to complete the PSI Programme. The Professional Diploma in Public Service Interpreting Level 6 and the Advanced Professional Diploma in Public Service Interpreting Level 7 (Masters level) will be launched during 2012 and delivered through the ISL VLE. These courses are aimed at advanced interpreters interested in further exploring PSI issues whilst still wishing to develop their professional and interpreting skills. They will offer language and specialism options, while ensuring that all courses are as accessible as possible to the widest possible range of language pairs.

The collaborative approach to training course development can help enhance the profession as a whole. Collaboration with an employer enabled direct contact with both end-users and practitioner, to establish areas where professional development was required and identify issues that might be addressed by PSI-specific training. It also helps engage language service providers in the area of professional development and training. All Leeds Metropolitan courses are entirely independent and do not reflect the views or requirements of a single employer. The training has also been supported by local authorities and Health Trusts because it provides flexible and cost-effective training for interpreters unable to afford or access the alternatives.

Leeds Metropolitan acknowledge that closer collaboration between universities and training institutions and Language Service Providers and major interpreting end-users is essential to ensure that the training and formal, independent accreditation available is appropriate to the needs of the profession and safeguards the standards and conditions within the sector.

Quality assurance

1. The constraints of higher education mean that curricula of interpreting and translation courses must meet the criteria laid down by each individual institution as well as the QAA benchmark statements.
2. Curricula are reviewed on a regular basis across all institutions, with the majority of training providers carrying out a review every one-three years. Reviews incorporate feedback from:

* Practising professionals, including recent graduates commenting on the relevance of the course in the labour market.
* Student and graduate responses on public fora, such as students requesting a certain type of module.
* Employers, on the relevance of interpreter and translator training, or performance of interpreters or translators.
* Assessors & external examiners.

1. HE practitioners report little or no feedback from direct users of interpreting or translation services.
2. Curricula are also updated as part of the periodical review imposed by the institution itself in accordance with the QAA code of practice[[61]](#footnote-61). During such a review, the demands of the labour market and the employability rates of completing students are considered. External examiners or assessors are asked to comment on the relevance of the curriculum to the labour market, the academic standard of the courses and how the courses might be improved.
3. Other common quality assurance procedures in everyday practice are:

* Continuing professional development
* Developments in curriculum
* Employer engagement
* Engaging with other university departments
* Alumni surveys.

1. Collaboration with other institutions, including collaboration with the National Networks for Translation and/or Interpreting, was also seen as a way of assuring quality.

Assessment of interpreting and translation

1. The consensus is that the key areas on which public service interpreters must be assessed are:

* Language competency – general and domain-specific
* Intercultural skills
* Interpreting skills – the ability to transfer meaning accurately between two languages in both directions
* Sight translation skills
* Ethics and knowledge of code of conduct
* Research and preparation skills
* Reflective and professional development skills.

1. Corsellis notes that inadequate training and assessment leads to inadequately qualified interpreters, who are likely to be inappropriately used, poorly paid, vulnerable, without prospects and a risk to others. This in turn leads to a lack of recognition of skills, which then further reduces demand for training provision.[[62]](#footnote-62)
2. Postgraduate programmes use a combination of formative (accredited core or optional modules, projects) and summative (examination) assessment, in line with institutional requirements. Internal assessment and external moderation is conducted in accordance with HE regulations.
3. Candidates for the DPSI are examined against the assessment criteria of its awarding organisation, the Institute of Linguists Educational Trust. This includes interpreting skills and sight translation skills.
4. Distance learning courses use a reflective practitioner model, with course tutors assessing materials and assignments carried out by the student on an ongoing basis.
5. British Sign Language interpreters following the NVQ training route at a HEI (see Appendix 4) produce a portfolio of evidence for assessment.
6. Across the courses surveyed, interpreting and translation are assessed through a combination of practical assignments, including practice translations, role plays, preparation of glossaries and related project work. Assignments are designed to be as closely realistic to professional circumstances as possible, e.g. using online resources.
7. While a range of assessment methods are used, the common theme across all course delivery was practice in simulated scenarios or role plays designed to resemble a real life work context. These can be used to assess performance and knowledge.

Benchmarks for assessment

1. HE practitioners report that not all aspects of assessment are externally benchmarked.
2. The Diploma in Public Service Interpreting (DPSI), offered by some HEIs and in FE, is mapped against the National Occupational Standards in Interpreting therefore courses leading to this are benchmarked to the Standards’ performance criteria and knowledge statements.
3. The assessment criteria of DPSI are frequently quoted as the benchmark for assessment of interpreter competences. Others quoted as benchmarks for interpreter and translator assessment include:

* European Masters in Translation criteria[[63]](#footnote-63)
* Independent National Occupational Standards in Interpreting and Translation[[64]](#footnote-64)
* QAA defined benchmarks used by the institution.

1. Community interpreting qualifications delivered in FE and AE use assessment criteria defined by the awarding body and the National Occupational Standards for Interpreting.

Teaching and professional development

‘*the best practitioners may not make the best trainers*’

University tutor

1. While it is probably the case that the majority of those involved in translator training are full-time university lecturers [[65]](#footnote-65), many of those who teach interpreting divide their time between academia and practising as an interpreter. The rise in HE practitioners working on fractional contracts presents a problem for training purposes, and for academic research in the field.
2. Practitioners involved in training may have little academic background or may have no formal teaching experience, while academics involved in training may have little personal experience of interpreting or translating for the public services. In most instances, trainers are expected to develop their own teaching materials and, without formal training, this can be a process of trial and error.
3. There is also a shortage of trainers and teachers in less widely used languages or new community languages.[[66]](#footnote-66)
4. It is therefore increasingly important to train the Trainers. Trainers should be knowledgeable in the domains in which they teach, to give the students the most appropriate experience, but they also need support with other skills.
5. The AEQUITAS[[67]](#footnote-67) report concluded that trainers of interpreters [and translators] need the following skills and competences:

* Educational theory and an understanding of pedagogical approaches and teaching strategies
* Methodologies to develop their skills in designing courses, planning lessons, creating teaching strategies, classroom management and quality assurance
* Teaching and practice
* Management and organisational skills.

Barriers to provision

1. The barriers to provision highlighted during this research can be summarised as follows.
2. The higher education system, and its views on PSI   
   As HE practitioners have reported, institutional inflexibility in universities means that there is a reliance on teaching certain languages and specific courses, and innovation in terms of curriculum content is restricted. They also report that career patterns in higher education (HE) and REF pressures limit innovation in provision.
3. Some academics feel that managers in HEIs do not understand that public service interpreting courses require investment in order to provide the in-depth knowledge required. A poor perception of the profession in turn leads to a widely held belief that training is not really necessary at HE level for interpreters and, in a Catch 22 situation, reduces the amount of training available and lowers the image of the profession further.
4. Trainers also report a lack of incentives for them to undertake specific continuing professional development activity in the field of PSIT education.
5. The limited range of PSI specific provision in HE, with no high profile alternative to DPSI, has a further impact on the perception of the profession. Some academics believe that the proliferation of conference interpreting courses in comparison to PSI courses leads to a view that conference interpreting is therefore more important, leading to a greater bias towards conference interpreting training.
6. Recruitment of appropriate teaching staff  
   The lack of available qualified teaching staff in many languages required by PSIT presents problems, in particular outside of the larger cities. As a result, institutions tend to offer provision in languages that recruit well and have a good supply of qualified teaching staff. This has led to a glut of provision in some languages and a lack of provision in many essential PSIT languages. Those who do not live close to an appropriate course are also excluded from training opportunities.

‘*they just don’t have the time or the money really to go to London to do the training to do the course’* Employer

1. Cost of training  
   Funding and training costs present a significant challenge for provision. Courses fees are prohibitive for many prospective interpreters[[68]](#footnote-68), particularly in view of the comparatively low pay rates available to them in the public sector. There are no public funding streams available for such high level training, and few bursaries or training grants. Our research found that few employers fund training courses for individuals. These factors combine to have an effect on the numbers entering courses.
2. The dichotomy of collaboration and competition  
   Although collaborative models might better develop an appropriate offer for PSIT training, competition between higher education institutions for a dwindling pool of students acts as a barrier to collaboration in provision. While there is increasing collaboration in the languages community as a result of the Routes into Languages programme and UCML’s response to the Worton Report, the fact remains that institutions are vying for income derived from students. This presents a barrier to innovative collaboration in the comparatively small field of PSIT.

A community of practice

1. Given the size of the challenges facing the PSIT community, there is a consensus that greater collaboration and sharing of limited resources would lead to improved provision and an enhanced status for the profession.

‘*Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.*’

Etienne Wenger

1. During the course of the present research, a range of tools were suggested that might further collaboration and raise professional standards.
2. A **website** **where individuals and institutions could contribute resources and access resources** prepared by others was seen as a key platform for supporting PSIT education. If users could **share teaching material,** this would support the teaching community and establish wider networks.[[69]](#footnote-69)
3. It is also hoped that shared resources would also help combat regional bias in delivery of languages, enabling students across England and the wider UK to access teaching materials in their own language combination.
4. The website could also host:

* **Domain-specific teaching resources** that can be adapted for different language pairs
* **Online training courses or webinars**
* A **directory of current or completed interpreting and translation research** worldwide, to help the community stay in touch with recent developments outside of their immediate circle
* A **database of guest speakers or trainers** who are available to attend different programmes
* Details of **regional workshops and networking events.** Regional workshops could explore local language demand, enable teaching practitioners to share strategies and techniques and discuss ways of involving local employers in training
* **Podcasts**
* **‘Day in the life’ profiles** of public service interpreters and translators
* **Models of inter-institutional collaboration**
* **Advice and guidance on** **how to increase collaboration** with other institutions and employers.

1. Many felt that this type of website would help practitioners to use time more effectively through coordination of efforts.
2. A high-profile **discussion forum or online group** was seen as a very effective way to communicate ideas and resources on PSIT training. However, there is a concern that insufficient numbers will contribute to the community. Previous attempts to create a community have not been wholly successful. It may help to include regional based forum groups for discussion, to avoid too much activity in one particular area of the country, e.g. London.
3. A **Facebook page** or **Twitter account** were seen as useful for communicating updates to students. However, practitioners were wary about sharing ownership of resources on a site like Facebook, reinforcing the need for a dedicated website for resource sharing.

Conclusions and recommendations

1. There is overwhelming support for dedicated training provision for public service interpreting and translation, as they are areas of work that demand very specific skills and understanding. The consensus is that conference interpreting courses do not, and cannot, cover public service interpreting topics in sufficient detail. Where there is dedicated provision available, it tends to focus on legal interpreting, and training is not available for all languages and domains required. Public service translation is better catered for, with applied translation courses developing appropriate skills, but students still lack exposure to realistic public sector texts.
2. Research shows that the range of languages taught in higher education does not adequately correspond with those required by the labour market, and the result is a mismatch between supply and demand. Shortages in some language pairs increase the risk of using unqualified bilinguals and a glut in other language pairs reduce the amount of work available to some interpreters and translators.
3. The extent to which current provision meets the needs of the labour market remains unclear. While the labour market identifies the languages it requires by requests for interpreters and translators, it is not as clear in terms of the qualifications and training it demands of the same individuals. For some very rare languages, where there is a significant shortage or even lack of qualified interpreters, employers will readily offer work to unqualified linguists.[[70]](#footnote-70) There is not enough information on the quality of interpreting output to ascertain whether using unqualified interpreters meets employer and user needs and further evidence is required to support the arguments for using only highly skilled interpreters and translators with adequate training.
4. The status of the profession is also vulnerable. A general lack of understanding of the high level skills required by interpreters and translators contributes to a misunderstanding or poor perception of the professions. As already discussed, where this means that service users or clients use unqualified interpreters or translators, it can lead to additional expenditure when care fails or legal proceedings are cancelled or prolonged due to inappropriate language provision. This in turn negatively affects the status of the profession, as many users find it difficult to distinguish between different levels of qualification.[[71]](#footnote-71)
5. Despite all the issues around provision, the need for language services is unavoidable. According to UK law, UK residents, visitors, asylum seekers and refugees are entitled to communication in language they can understand, ensuring continued demand for public service interpreters and translated materials. In times of international crisis, when numbers rise, demand for provision in the language of the crisis nation increases dramatically, placing an additional load on the system. A shortage of trained interpreters or translators in the required language accelerates the use of unqualified interpreters or translators, posing a threat to accuracy and quality. Corsellis believes ‘the immediate challenge […] is therefore to provide a worthwhile training that is accessible, affordable and allows students to meet their other commitments’.[[72]](#footnote-72)
6. While the need for specific training provision is clear, the concern remains that unless pay rates increase, it will be difficult to attract more students to the profession. Negative publicity of the MoJ framework agreement and associated rates of pay may make people reconsider investment in PSI training and this will need to be monitored over the next few years. At the same time, some practitioners believe the agreement could provide an unprecedented opportunity to enhance the status of the profession and its visibility with the general public, and that the community needs to take constructive steps to maximise the benefits of the additional media exposure. Realistically, PSIT provision in HE may only be viable as an optional module or pathway in other interpreting or translation courses.
7. There is still extensive research to be done in the field of PSIT in terms of training, assessment and quality of interactions and outcomes. Where research exists, academics are concerned it does not always have clear implications for provision and HEIs must establish a closer relationship between research and provision. Work must also be done to develop the skills of part-time or new trainers in higher education.
8. As previously discussed, the restrictions of the higher education system prevent many programmes from introducing innovative content or provision, so institutions must find a creative way to include more practical experience of PSIT for students, to ensure they are ready for all sectors of the market on graduation.
9. Many feel that, until the Government recognises and establishes minimum standards for public service interpreting and translation, employers will continue to define their own requirements and use unqualified interpreters and translators. PSIT stakeholders must continue to work together, via an online community of practice and existing networks to maintain the arguments for continued professional standards in PSIT and training provision.
10. The research conducted among the sector for the present report has highlighted the following recommendations for PSIT in higher education and, indeed, other phases of education.

Recommendations for future PSIT provision

1. Recommendation 1: Integrate PSI and PST into MA courses, via dedicated pathways   
   In view of the financial and organisational challenges that threaten the viability of dedicated PSIT provision, PSIT pathways in existing non-PSIT programmes are seen as a practical solution. Students could follow a core programme, but take a PSIT pathway with specific modules that would prepare them for work in the public sector. This would circumvent the problem of limiting new content in the curriculum. Modules might include:

* Telephone interpreting modules
* Dedicated PST modules, giving translation students exposure to realistic texts that they might face in the public sector and raising awareness of what PST entails.
* The structure of the public services and how they work
* Associated skills such as note-taking, sight translation and glossary development
* Ethics and codes of conduct
* Language specific modules, including further development of English language skills

1. HEIs should also explore ways to integrate elements of vocational courses, such as the DPSI, into MA programmes. There are already cases of exemptions being made by some MA programmes for DPSI modules, and vice versa.[[73]](#footnote-73) This model could be extended to open up flexible learning pathways, where a student could register for one course and complete certain aspects, but if their circumstances change, they could transfer their accredited learning and gain a different qualification.
2. Recommendation 2: Diversify languages taught at MA level   
   Diversifying language provision would better meet the needs of students and employers, by providing more opportunities for learners and supply interpreters and translators in wider range of languages requested by employers. HEIs could conduct surveys of the local public services to establish languages needed then develop programmes or modules to cater for the local market.
3. Language specific modules could be provided as options or pathways, perhaps using a cognate language model. This would enable learners to build on language skills they already have by developing skills in a new, related, language that may be more in demand for public service interpreting or translation, e.g. Spanish and Portuguese, French and Romanian.[[74]](#footnote-74)
4. In view of the diverse range of languages required, the HE community should build on existing collaborations to share responsibility for teaching languages. Where a cohort in a language cannot be established on one course, it could be shared by one or more institutions using online learning technologies, creating an adequate cohort across all institutions and sharing tuition load. This would enable more students to train in public service interpreting in a particular language pair, and would support the PSIT community of practice.

‘*If I have a Somali interpreter, and Manchester has a Somali interpreter and Leeds has a Somali interpreter, their lessons … and practice can be delivered virtually … with videoconferencing…they can have peer assessment, professor assessment, tutor assessment, feedback and exams thanks to a virtual community of practice of tutors as well*’

University tutor

1. Universities and awarding bodies should explore ways to work together to offer different modules that lead to a single accreditation, via exemptions or mutual credit. This could reduce costs but offer wider opportunities to students with less widely taught language combinations.
2. Individual institutional policies and the growing climate of competition will make this difficult to achieve in practice. However, while this may seem an ambitious concept, the research indicates that this is a recurring problem that requires an innovative solution. Therefore this type of collaboration should be explored further by the sector, using the full range of new technologies available.
3. Recommendation 3: Explore collaborative teaching models

HEIs should look to collaborative teaching models to address recurring challenges in provision, such as difficulty in establishing a cohort in a language pair in a single institution or shortages in teachers in certain languages. Developments in teaching and learning technologies provide exciting new opportunities for HEIs to collaborate in delivering PSIT specific training to a wider range of learners, in a flexible and cost-effective way.

1. For example, HEIs could offer exemptions to modules from other institutions for accreditation purposes, or could offer modules in certain languages and open them to students from other institutions.
2. Recommendation 4: Collect more teaching materials and resources for public service contexts   
   The present research outlines the issues of confidentiality and collaboration that prevent training providers from extending the range of PSIT-specific resources. Training providers recognise the impact that specific resources have on quality and consistency of output. Training providers and employers must therefore establish closer links in order to generate a database of relevant texts or scenarios.
3. The website being developed as part of the online community of practice could contain guidelines on how to source resources for public service contexts, for those new to training or new to PSIT. HEIs and training providers should contribute resources to the online community of practice, to foster the collaborative aspects of resource building and ensure higher standards across the board.
4. Recommendation 5: Increase the opportunities for PSIT specific research  
   More research is required in various areas of training provision, assessment and quality of outcomes in PSIT. This could be done at MA or PhD level, but students and academics should be incentivised to explore the topics and themes where the gaps are greatest.
5. Research into a cost benefit analysis of using qualified interpreters in the public sector should also be explored.
6. Recommendation 6: Train the Trainers   
   There is a continued need to provide training for specialist linguists to teach public service translation & interpreting and, where possible, accredit this training. Higher education could provide incentives for staff to attend existing PSIT *train the trainer* courses, such as those offered collaboratively by a consortium of trainers from London Metropolitan University, UCLAN and University of Leeds, or increase the number of courses on offer to train the trainers. This would extend the knowledge and skills of practitioners who have moved into training on a part-time or fractional basis and offer support to those who need to develop their own teaching materials. It would ensure quality in terms of PSIT specific provision by accrediting PSIT trainers. It would also provide continuing professional development opportunities for interpreters and translators.
7. Recommendation 7: Diversify the range of training offered  
   Higher education should not just offer training to new or potential interpreters and translators. As already mentioned, some institutions are already working together to offer Train the Trainer schemes. HEIs should also engage with professional bodies to offer specific continuing professional development in specific subject areas or domains, in conjunction with experienced and qualified PSITs. This would develop the skills of current interpreters who may want to find work in other domains and also contribute to the overall training offer of HEIs.
8. HEIs should also provide short training courses or workshops for social workers, clinicians, police officers, solicitors, healthcare personnel etc. in how to work with interpreters and use translated materials. This type of model would give HEIs greater access to the labour market and authentic materials.
9. Recommendation 8: Develop standards for operating new technologies   
   Interpreters and service providers must be fully trained in the use of new technologies. Standards should be drawn up on the use of remote interpreting technologies[[75]](#footnote-75) or existing standards, such as the National Occupational Standards in Interpreting, should be enhanced to include specific performance criteria for interpreters working with remote technologies. These standards could in turn be used to benchmark training courses or modules in remote interpreting.
10. Recommendation 9: Introduce flexible funding models for training.   
    Funding models need to be introduced or adapted to allow a wider group to access training in higher education, taking into account the potential for lower pay rates in public service provision*.* Government funding could be explored for cost efficiency, but institutions could develop their own schemes within widening access activity. For example, they could introduce modular enrolment, to allow those on low incomes to undertake one or two modules and gain a certificate of accreditation that could count towards future postgraduate programmes or other vocational training.
11. Recommendation 10: Discuss and agree an overview of the training requirements to be adopted for the profession  
    Many believe that the lack of a national minimum standard for interpreter and translator training hampers both the image and the status of the professions. While there are independently produced, government-funded, National Occupational Standards, used by the National Registers as a benchmark for entry requirement and professional performance, the research shows that these are not adopted across the board as a minimum standard for interpreting or translation. The higher education community should explore ways to use the National Occupational Standards as a benchmark for vocational training programmes and feed into future reviews of the National Occupational Standards.

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Appendix 1 - Topic guide for telephone interviews

Introduce the project and its proposed outcomes and give opportunity to ask questions.

*[note to interviewer: Check they have returned consent form]*

How are you involved in the provision of PSIT – delivery (teaching or course management) or use (student or employer of qualified interpreters and translators)?

Provision

What is your general perception of provision of PSIT in England (or the wider UK)? [explore the following areas]

* Do you feel that PSIT requires specific course provision?
* Do you feel there is sufficient specific teaching or training for PSIT?
* Do you think that current provision and teaching of PSIT is relevant to the current demand?
* Do you think that the languages taught/offered are relevant to the current demand?

Is PSIT in HE viable? [Explore]

Do you think that conference interpreting curricula provide enough teaching for PSIT?

* If not, how do you think this could be improved? (explore)

Do you think that current translation courses cover public service translation themes sufficiently?

* If not, how do you think this could be improved? (explore)

Research

Are you aware of any research that contributes to PSIT provision in your institution or other institutions?

Do you feel that there should be more research at postgraduate level into PSIT?

* If so, what areas could be/should be explored?

Curriculum, assessment and quality assurance

If a teacher or trainer, do you regularly review your curricula?

* If so, is this in response to any external factors or feedback?

Have you recently introduced any innovative content into your provision of PSIT?

How do ensure the quality of provision? Staff, curriculum, continuous professional development?

How are courses assessed? Do they use any benchmarks for assessment, e.g. NOS? [Explore]

[Explore other issues of assessment if they arise]

Collaboration

(if in education) How do you assess the labour market for public service interpreters and translators

Do you collaborate with any other institutions or organisations in the provision of PSIT teaching?

Do you collaborate with any end users to assess demand? To deliver content? [Explore]

Have you experienced any barriers to collaboration? If so, what were they? Were you able to resolve them? If so, how? [Explore]

How do you think collaboration could be enhanced or facilitated?

(If a service user) Do you collaborate with any other institutions or organisations who are providing PSIT education?

Do you feel that current provision meets your needs as a service user, or could provision be expanded or amended to better meet your needs?

Have you experienced any barriers to collaboration? If so, what were they? Were you able to resolve them? If so, how?

How do you think collaboration could be enhanced or facilitated?

Tools that may be useful for collaboration

We are proposing a community of practice for PSIT in higher education – would you find any of the following useful/beneficial?

* LinkedIn group to share and discuss ideas, news and items
* An online discussion forum, open to members only.
* JISCMail
* A Facebook page
* A website linking to online forum, where you can contribute resources, lesson plans, assessment guidance and other practical items on PSIT
* A Twitter account to highlight new items on the webpage or new discussions on the forum

What other tools would you find beneficial in collaborating with other institutions or organisations involved in delivering or benefitting from PSIT?

**If there was one thing that could be done to improve the education of Public Service Interpreters and Translators, what would it be?**

Appendix 2 – online survey questions

This survey forms part of a research project exploring the provision of public service interpreting and translation (PSIT) education. Recent research has reviewed the PSIT landscape in Europe, and this project aims to draw a similar picture of PSIT education in England and establish how PSIT education links across higher education, further education, adult education and employers of interpreters and translators.  
  
Your responses will inform the research and provide you with the opportunity to suggest how provision might be enhanced, and collaboration might be improved, to reinforce professional standards in public service interpreting and translation (PSIT)  
  
The research findings will be presented in a report in summer 2012. Your responses are confidential and you will not be identified in any way in the report. However, we ask that you provide your name, organisation and contact details so we can verify any responses you submit, or contact you for further information. You will be able to opt out of further contact, even if you provide your contact details. All respondents will be sent a copy of the final report.  
  
The survey should take approximately 20 minutes. By completing the survey, you give us permission to use your responses anonymously in our analysis.   
  
Thank you for your contribution.  
  
Anne Marie Graham

### How familiar are you with the provision of public service interpreting and translation education and training? (one from the following)

### I am aware of several courses available

### I'm aware of one or two courses available

### I'm not sure what public service interpreting and translation training is available

### Other (please specify)

|  |
| --- |
| 1. Which courses are you aware of? 2. Are you aware of any public service interpreting or translation courses that have closed? (one from the following)   Yes  No  Not sure  If yes, which courses?   1. In your opinion, is provision of PSIT education and training relevant to the demands of the labour market? (one from the following)   Yes  No  Not sure  Why do you think this?   1. Do you think that there should be specific courses for public service interpreting and translation? (one from the following)   Yes  No  Not sure  Why do you think this?   1. Do you think that there is sufficient specific training available for public service interpreting and translation? (one from the following)   Yes  No  Not sure  Why do you think this?   1. Do you feel that the languages offered in interpreting and translation courses are relevant to public service provision? (one from the following)   Yes  No  Not sure  Why do you think this?   1. Do you think that the content of translation courses is relevant to public service provision? (one from the following)   Yes  No  Not sure  Why do you think this?   1. How do you think provision could be improved? 2. Do you think that conference interpreting training courses provide enough preparation for public service interpreting? (one from the following)   Yes  No  Not sure  Comments   1. How do you think provision could be improved? 2. In your opinion, what are the barriers to provision of PSIT education? 3. In your opinion, is the teaching of public service interpreting & translation (PSIT) in higher education viable? (one from the following)   Yes  No  Not sure  Comments   1. Do you collaborate with any other organisations on PSIT education and training? (one from the following)   Yes  No  Not sure   1. Who do you collaborate with, and how? 2. How do you think collaboration could be improved?  Would you find any of the following tools useful in public service interpreting & translation education? (select as many that apply)A dedicated LinkedIn Group to share ideas, news, information and resourcesA dedicated online discussion forumA JISCmail account for discussing PSIT education and other issues related to PSITA website where you can contribute and access resources, lesson plans, assessment guidance and other practical items on PSIT education, and link to other forumsA webpage to disseminate interpreting or translation researchA Twitter feed to highlight news on PSIT education, and signpost updates to the websiteA Facebook page Other (please specify)  1. What other tools would you find helpful when collaborating with other institutions or organisations in the area of PSIT? 2. Are you?  * a teacher of interpreting or translation. * a researcher in interpreting or translation * a practitioner of interpreting or translation * an employer of interpreters or translators (or a representative of an employer) * a professional registration body * Other (please specify)  1. How do you ensure quality of provision?  * Staffing * Continuing Professional Development * Developments in curriculum * Alumni surveys * Employer engagement Other (please specify)  1. How often do you review your curriculum? Every year Every 1-3 years We haven't reviewed the curriculum in the last 3 years In response to feedback Other (please specify) 2. What kind of feedback makes you review a curriculum? 3. Have you recently introduced any innovative content to your curriculum? (one from the following)   Yes  No  Not sure   1. What kind of content did you introduce? 2. Do you offer public service interpreting and translation-specific content in your curriculum? (one from the following)   Yes  No  If yes, please specify content   1. Are you aware of any research into PSIT in your institution? (one from the following)   Yes  No  Other (please specify)   1. Are you aware of any other academic research into PSIT? (one from the following)   Yes  No  Not sure   1. Do you feel there should be more academic research into PSIT? (one from the following)   Yes  No  No opinion  If yes, which areas should be explored?   1. How do you assess interpreting and/or translation? 2. Do you use any benchmarks for assessment? Yes   No  Not sure  If yes, please specify which benchmarks you use?   1. Please tell us about yourself   Name  Company  Country  Email address  Phone number  32 If you do not wish to be contacted further with regard to this survey, please tick here (you will still be sent a copy of the final report)  (select if relevant) Please do not contact me further with regard to the present research. I wish to receive a copy of the final research report. |
|  |

Appendix 3 – Undergraduate level interpreting and translation courses

|  |  |  |  |
| --- | --- | --- | --- |
| **Course** | **Institution** | **Mode/length of course** | **Languages offered** |
| [*lang*] and applied language studies | Heriot-Watt | 4 yr FT MA | FR DE ES |
| Langs (interpreting and translation) [*lang*]/[*lang*] | Heriot-Watt | 4 yr FT MA | FR with DE  FR with ES  DE with ES |
| **Interpreting, translation and applied language studies** | **Heriot-Watt** | **4 yr FT MA** | **BSL/EN** |
| Translation and Interpreting | Salford | 4 yR FT BA | 15 language combinations |
| [*language*] and Translation | Surrey | 4 yr FT BA | FR DE or ES |
| Translation | Swansea | 4 yr FT BA | EN with FR, DE, IT, ES, WE (native speakers of WE only) |
| Translation, Media and [*language*/*languages*] | University of East Anglia (UEA) | 4 yr FT BA | Main languages:  French, Spanish, Japanese  Subsidiary languages:  BSL, MCHI, FR, DE, Modern GR, IT, JA, RU, and ES |
| Translation and Interpreting [2 languages] | UEA | 4 yr FT BA (double honours) | 2 from FR, ES, JA |
| Translation and Interpreting with double language | UEA | 4yrs |  |
| Translation Studies | Westminster | 3-4 yr FT BA  5-9 yr PT BA  Optional year abroad on some routes | CHI, FR and ES - main languages, combined with another language (AR, CHI, FR, DE or ES) or Linguistics + English |
| **Interpreting** | **Wolverhampton** | **4yrs with foundation year**  **3 years w/out foundation year** | **BSL/EN** |

**Courses with specific PSI content**

Key: AR – Arabic, BSL – British Sign Language, CHI – Chinese (non-specified), EN – English FR – French, DE – German, ES – Spanish, GR – Greek, IT – Italian, JA – Japanese, MCHI – Mandarin Chinese, RU - Russian

Appendix 4 – postgraduate level interpreting and translation courses

Courses with specific provision in PSIT

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course** | **Institution** | **Mode/length of course** | **Languages offered** | **PSIT content** |
| Translation and Professional Language Skills | Bath | **MA, PGDip**  1yr FT | Students must have English as their ‘A’ language, with FR, DE, ES, IT or RU | **Public service interpreting is a core unit on this course**  No specific reference to public service translation |
| Interpreting and Translation | Bath | **MA PGDip**  1yr FT | CHI, FR, DE, ES, IT, JA and RU | **Public service interpreting is a core unit on the European stream of this course**  No specific reference to public service translation |
| Diploma in Public Service Interpreting (Health) | Bedfordshire | **DPSI** | No languages specified | Runs a course and is an examination centre |
| Diploma in Public Service Interpreting  (English Law) | Cardiff | **DPSI** | No languages specified | **Run by the Lifelong Learning Centre**  **Law and Health options available**  **Runs a course and is an examination centre** |
| Advanced English for Public Service Interpreting | Cardiff | Module only, linked to DPSI | **English only** | Aims to improve the English skills of non-native bilinguals working towards DPSI |
| Legal Translation | City | **MA**  1yr FT | * EN into one from FR, DE, ES, IT, PL, RU * DE, ES, FR or IT into EN | **All aspects of legal principles and translation covered** |
| Vocational certificate in Interpreting | Leeds Met | Distance Learning  1 yr PT | Not language specific.  One language must be English. English skills must be: native speaker level (comparable to GCSE grade C or equivalent) or IELTS 6.0 with no skill below 5.5 or equivalent.  Other language must be: native speaker level or degree level standard or equivalent Entrants should have at least 25 hours previous experience of working as an interpreter as a volunteer, as a freelance or as an employee | Delivered entirely online through the International School of Linguists, a Virtual Learning Environment  Core modules include:  Overview of Interpreting, which covers the role of the interpreter, the Code of Conduct and Scope of Practice  Essential Professional Skills, the legal framework covering interpreting and strategies for continuing professional development  Essential Interpreting Skills |
| Public Service Interpreting | London Met | **MA**  1 yr FT  2 yrs PT | EN with one of AR, CZ, MCHI, FA/DR, FR, PL, RU, SB and ES. Further language combinations with English may also be available when three students of the same language combination pass the entry test | Focus on legal and health interpreting for the public services.  Includes modules on remote/telephone interpreting |
| Diploma in Public Service Interpreting translation tasks preparatory course | London Met | not accredited |  | Correspondence course providing one-to-one support for the translation task module for students registered for DPSI with CIoL |
| Diploma in Public Service Interpreting (legal) | London Met | accredited by CIoL |  | preparatory course for DPSI exam – exam to be taken at another centre |
| Interpreting (health) | London Met | **PG Dip**  1 yr FT  2 yrs PT | A wide range of language combinations paired with EN: DE, ES, FR, IT, JA, PR, RU. Further language combinations with English may also be available, subject to demand, staff expertise and availability e.g. RO, DA and LT | covers conference, public service and remote interpreting in healthcare and medical contexts |
| Interpreting (legal) | London Met | **PG Dip**  1 yr FT  2 yrs PT | A wide range of language combinations paired with EN: DE, ES, FR, IT, JA, PR, RU. Further language combinations with English may also be available, subject to demand, staff expertise and availability e.g. RO, DA and LT | covers conference, public service and remote interpreting in legal contexts |
| Diploma in Public Service Interpreting (English Law) | Middlesex | **DPSI** | No languages specified | Runs a course and the examination |
| Certificate in Public Service Interpreting | Middlesex | 1.5 yrs PT | Any language with English, subject to demand | Preparation for DPSI.  Specialisation in legal or medical PSIT |
| Diploma in Public Service Interpreting | Northampton | **DPSI**  1 yr distance learning with compulsory workshops | No languages specified | English Law and Health options available  Runs a course and is an examination centre |
| Public Service Interpreting | Surrey | **MA**  1 yr FT  PGDip  9 mths FT | EN paired with AR, CHI, DE, ES, FR, GR, IT, NO, PL, PR, RU, SV and TU (subject to demand) | Covers interpreting in intra-social settings, including health care services, courts and police stations, immigration offices, local community and social welfare centres. Several legal interpreting modules. |
| Monolingual subtitling and audio description | Surrey | **MA**  1 yr FT | No languages, as monolingual | Focus on subtitling for the deaf and hard of hearing and audio description for the blind & partially sighted |
| Translation & interpreting | Westminster | **MA**  1 yr FT  2 yrs PT | CHI, ES, FR, IT, PL and EN | **Includes core public service interpreting module**  MA thesis/project could be in a public service context or topic |
| Interpreting | Westminster | **MA**  1 yr FT  2 yrs PT | CHI, ES, FR, IT, PL and EN | **Includes core public service interpreting module**  MA thesis/project could be in a public service context or topic |

Key: AR – Arabic, CHI – Chinese (unspecified), CZ- Czech, DA – Danish, DR – Dari, DE – German, ES - Spanish, FA – Farsi, FR – French, GR – Greek, IT – Italian, JA – Japanese, KO – Korean, KU – Kurdish, LT – Lithuanian, MCHI – Mandarin Chinese, NE – Dutch, NO – Norwegian, PE – Persian, PL – Polish, PR – Portuguese, RO – Romanian, RU – Russian, SB –Serbian, SV – Swedish, TU – Turkish.

Courses with options to include PSIT

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course** | **Institution** | **Mode/length of course** | **Languages offered** | **PSIT content** |
| Translation Studies | Aston | **MA**  1yr FT | Languages not specified. | No specific reference to PST in course description but could feature in Specialist Translation Project |
| Translation in a European context | Aston | **MA**  1yr FT | DE EN ES FR | No specific reference to PST in course description but could feature in Specialist Translation Project |
| Translation studies | Bangor | **MA**  1yr FT | CAT, DE, EN, ES, FR, IT, GAL, GR, WE | No specific reference to PST in course description but could feature in extended project or dissertation |
| Translation and Language Technologies | Birmingham | **MA**  1yr FT | EN + AR, CHI, GR, ML, PL, TU + other European | No specific reference to PST in course description but could feature in extended project or dissertation |
| Translation: European Languages and culture | Birmingham | **MA**  1yr FT | EN+ CAT, DE, ES, FR, IT, PR or RU | No specific reference to PST in course description but could feature in extended project or dissertation |
| Translation studies | Birmingham | **MA (distance learning)** | As per taught courses above | As per taught courses above |
| Translation | Bristol | **MA, PGDip (distance learning)**  1yr FT  2 yr PT | Languages not specified. But offers language specific practice in one or two languages, one to be English | No specific reference to PST in course description but course follows the topics available in the CIoL Translation Diploma i.e. law, commercial, social sciences, science and technology, literary. |
| Translation  Studies | Cardiff | **MA**  1yr FT | Languages not specified. | No specific reference to PST in course description but students must take 2 options from: Literary translation, Politics and administration, Business and law, Scientific and technical, Medical and pharmaceutical or subtitling  Potential to take a further option in translation of minority languages. |
| Principles and Practice of Translation | City | **PGCert**  Distance learning  PT | **English into:** AR, CZ, DE, ES, FR, IT, NE, PL, PR, SL, RU and TU.  **From the following languages into English:** DE, ES, FR, IT, NE, PR, RU | Preparation for IoL Diploma in Translation |
| Audiovisual Translation | City | **MA**  1yr FT | EN with 1 from AR, CZ, DE, ES, FR, GR, IT, PL, PR or RU. | Provides training in subtitling and audio description, which can be used to provide services for the blind and deaf |
| Translation Studies | Durham | **MA**  1yr FT | Languages offered: BSL, CHI, DE, ES, FR, IT, NE, RU, TU into EN | No specific reference to PST in course description. Extended translation project could focus on a public service context  BSL Strand – translation study features as an essential component for interpreters |
| Translation & Interpreting | Durham | **MA**  1yr FT | AR-EN-AR only | No specific reference to PST in course description.  A legal translation module is available  Interpreting is available only as an optional module |
| Translation Studies | Edinburgh | **Msc/Dip**  1yr FT | A maximum of two language pairs from the following:  AR; CHI; DA; FR; DE; GR; IT; JA; NO; PE; PL; PR; RU; ES; SV; TU | No specific reference to PST in course description |
| Translation and Literature | Essex | **MA**  1yr FT | English and one of: FR, DE, IT, PR or ES. | Literary translation focus, with some film or video translation – no reference to PSIT |
| Translation, Interpreting and Subtitling | Essex | **MA**  1yr FT | English and one of: FR, DE, IT, PR or ES. | No specific reference to PSIT in course description. Covers translation, conference interpreting and film & video subtitling |
| Chinese-English Translation and Interpreting | Essex | **MA**  1yr FT | Same content as course for European languages | Same content as course for European languages |
| Translation | Exeter | **MA**  1yr FT | European languages, CHI or JA with EN | No specific reference to PST in course description.  The specialist translation pathway allows students to study specialist domains, which could include public services |
| Translation Studies: Translation & Professional Practice | Glasgow | **MSc**  1yr FT | FR DE ES IT PR PL RU. Other languages available at beginner level | Domains listed include literary, commercial, journalistic, political and legal  Dissertation or translation project could provide scope for public service context |
| Translation and CAT Tools | Heriot Watt | **MSc**  1yr FT  **PGDip**  9mths PT | EN with one or two from FR, DE or ES  CHI-EN  AR-EN | Liaison & Public Service Interpreting is available as an optional module.  MSc requires a dissertation, which could be written in a public service context |
| Translating and Conference Interpreting | Heriot Watt | **MSc**  1yr FT  **PGDip**  9mths PT | EN with one or two from FR, DE or ES  CHI-EN  AR-EN | Liaison & Public Service Interpreting is available as an optional module  MSc requires a dissertation, which could be written in a public service context |
| Translation Studies | Hull | **MA PGCert, PGDip** | EN with FR, DE, IT or ES | No specific reference to PST in course description. |
| Scientific, Technical and Medical Translation with Translation Technology | Imperial | **MSc**  1yr FT | Languages available (subject to student numbers):  EN, AR, CHI, DA, NE, FR, DE, GR, MA, IT, JA, KO, PL, PR, RU, ES, TU | Focus on scientific, technical and medical translation. No specific reference to PST in course description. But medical translation could be useful in healthcare contexts. |
| Applied Translation Studies | Leeds | **MA**  1yr FT | EN and one or two of the following languages: AR, CHI, FR, DE, GR, IT, JA, PL, PR, RU and ES. | No specific reference to PST in course description. Translation projects or a dissertation could be completed in a public service context |
| Audiovisual Translation Studies | Leeds | **MA**  1yr FT | EN and one or two of the following languages: AR, CHI, FR, DE, GR, IT, JA, PL, PR, RU and ES. | Focus on the subtitling industry. No specific reference to PST in course description. |
| Conference Interpreting | Leeds | **MA**  1yr FT  **PG Dip:** 9mths PT | 2 strands available: working between 2 languages or working between 3 languages  EN and one of the following languages: AR, CHI, FR, DE, GR (not on offer in 2011-12), IT, JA, PR, RU and ES | No specific reference to PSI in course description. |
| Conference Interpreting and Translation Studies | Leeds |  | 2 strands available: working between 2 languages or working between 3 languages  EN and one of the following languages: AR, CHI, FR, DE, GR (not on offer in 2011-12), IT, JA, PR, RU and ES | No specific reference to PSI in course description. Translation projects or a dissertation could be completed in a public service context |
| Translation Studies | Leicester | **MA**  1 yr FT  2 yrs PT | |  |  | | --- | --- | | All assessment in English but in combination with AR, CHI, DA, FR, DE, GR, IT, JA, KU, NO, PL, ES, SV, TU |  | | No PSIT mentioned in course description, core or optional modules. Dissertation could in theory be completed in a public service context. |
| Translation | London Met | **BA (Hons)**  3 yrs FT | EN with FR, ES, IT, AR, PR, DE, PL or RU | No specific reference to PSI in course description. Accredited by the CIoL |
| Interpreting: Training for Trainers | London Met  (with other trainers from Leeds & UCLAN) | **non-accredited CPD**  **short course** 1 week |  | Covers public service and conference interpreting |
| Conference Interpreting | London Met | **MA**  1 yr FT  2 yrs PT | EN with AR, FR, DE, IT, LT, JA, MCHI, PL, PR, RO, RU and ES | No specific reference to PSI in course description. |
| Specialised Translation | London Met | **PG Cert**  1 yr FT  2 yrs PT | EN paired with the following languages: AR, DE, ES, FR, GR, IT, JA, NE, MCHI, PL, PR and RU (all languages subject to teaching staff availability). | Legal and medical translation are some of the specialist topics studied |
| Translation & Technology | London Met | **PGCert**  1 yr FT  2 yrs PT | EN into mother tongue: AR, DE, ES, FR, GR, IT, JA, NE, MCHI, PL, PR, RU | Focus on translation software across a range of domains |
| Applied Translation Studies | London Met | **MA**  1 yr FT  2 yrs PT | EN into mother tongue: AR, DE, ES, FR, GR, IT, JA, MCHI, NE, PL, PR, RU | No specific reference to PSI in course description. A dissertation (research paper) on translation must be completed. This could be completed on a public service theme or topic. There is an optional module on subtitling. Course contains a work placement element. Accreditation of one translation module may exempt students from one of the three papers of the Institute of Linguists’ Diploma in Translation. |
| Translation and Interpreting Studies | Manchester | **MA**  1 yr FT  2 yrs PT  **PGDip**  1 yr FT | English with any other language | Public Service Interpreting an optional module |
| Conference Interpreting | Manchester | **MA** | EN, AR, CHI, DE, ES, FR | No reference to Public Service Interpreting but consecutive interpreting is covered |
| Theory and Practice of Translation | Middlesex | **MA**  1 yr FT  2 yrs PT | AR, MCHI, RU (Beginners),  RU (Intermediate)  DE, ES, FR, IT (all levels) | Theory and practice of translation, not subject specific |
| Professional Translating for European languages | Newcastle | **MA**  1 yr FT  2 yrs PT | EN, DE, ES, FR | No specific reference to PSIT in course description.  Liaison interpreting is available as an optional module |
| Translation and Interpreting | Newcastle | **MA**  2 yrs FT | EN, CHI | No reference to PSIT in course description. |
| Translating | Newcastle | **MA**  2 yrs FT | EN, CHI | No reference to PST in course description. |
| Translation Studies | Newcastle | **MA**  2 yrs FT | EN, CHI | Focus on academic discipline of translation and research. |
| Interpreting | Newcastle | **MA**  2 yrs FT | EN, CHI | No reference to PSI in course description. |
| Translation and Interpreting | Nottingham | **MA** | CHI-EN | No reference to PSIT in course description. But summer work placements may be available with a local public body or charity |
| Translation studies | Portsmouth | **MA (distance learning)**  1 yr FT  2 yrs PT | EN with AR, DE, ES, FR, IT, JA, PR, PL, RU | No specific reference to PST in course description. Course includes a translation project, which could be completed in a public service context |
| Translation Studies | Portsmouth | **MA**  1 yr FT  2 yrs PT | EN with AR, DE, ES, FR, IT, JA, PR, PL, RU | No specific reference to PST in course description. Liaison interpreting available as an optional module. Dissertation could be completed in a public service context |
| Translation and Technical Communication | Portsmouth | **MA**  1 yr FT  2 yrs PT | EN with AR, DE, ES, FR, IT, JA, PR, PL, RU | No specific reference to PST in course description. Focus on technical writing |
| Interpreting | Queen’s University Belfast (QUB) | **MA**  1 yr FT | Languages not specified | Has a public service interpreting module.  Covers consecutive and remote modes of interpreting. |
| Translation Studies | QUB | **MA**  1 yr FT | Languages not specified | Optional modules on community interpreting and legal, scientific and medical texts  Extended project could cover PST contexts |
| Specialised Translation | Roehampton | **MA, PG Dip, PG Cert**  1 yr FT  2 yrs PT | Languages not specified | No specific reference to PST in course description. |
| Audiovisual Translation | Roehampton | **MA, PG Dip, PG Cert**  1 yr FT  2 yrs PT | Languages not specified | Includes subtitling for the deaf and hard of hearing, audio description |
| Translating | Salford | **MA**  1 yr FT  3 yrs PT  **PGDip**  9 mths FT  2 yrs PT | EN with one or two of the following languages: AR, DE, ES, FR, IT, MCHI, PL | No specific reference to PST in course description but business and community interpreting are an optional module of 30 credits. Dissertation or project could be completed in a public service context |
| Translating for International Business | Salford | **MA**  1 yr FT  3 yrs PT  **PGDip**  9 mths FT  2 yrs PT | EN with one or two of the following languages: AR, DE, ES, FR, IT, MCHI, PL | No specific reference to PST in course description but business and community interpreting are an optional module of 30 credits. Dissertation or project could be completed in a public service context |
| Interpreting & Translation | Salford | **MA**  1 yr FT  3 yrs PT  **PGDip**  9 mths FT  2 yrs PT | EN with one language (AR, DE, ES, FR, MCHI) or from two languages (AR, DE, ES, FR, MCHI) into English | No specific reference to PSIT in course description but business and community interpreting are an optional module of 30 credits. Dissertation or project could be completed in a public service context |
| Translation Studies | Sheffield | **MA** | EN into AR, CHI, CZ, DE, ES, FR, IT, NE, PL, PR, RU (and into English). | No specific reference to PSIT in course description |
| Business Translation and Interpreting | Surrey | **MA**  1 yr FT  **PGDip**  9 mths FT  **PG Cert**  9 mths PT | EN paired with AR, CHI, DE, ES, FR, GR, IT, NO, PL, PR, RU, SV and TU, subject to demand. | No specific reference to PSIT in course description.  Public Service Interpreting Trends and Issues an optional module.  Dissertation could be in a public service context. |
| Translation Studies | Surrey | **MA**  1 yr FT  **PGDip**  9 mths FT | EN paired with AR, CHI, DE, ES,FR, GR, IT, NO, PL, PR, RU, SV and TU, subject to demand. | Research focus with a view to moving to PhD.  No reference to PSIT in course description or modules listed.  Research could be conducted in a public service context |
| Translation | Surrey | **MA**  1 yr FT  **PGDip**  9 mths FT | EN with AR, CHI, DE, ES, FR, GR, IT, NO, PL, PR, RU, SV, TU (subject to demand) | No reference to PSIT in course description or modules listed.  Dissertation could be in a public service topic or context |
| Audiovisual Translation | Surrey | **MA**  1 yr FT  **PGDip**  9 mths FT | Languages not specified but states it is suitable for non-native English speakers | Includes subtitling for the deaf and hard of hearing |
| Translation Studies with International Communication | Surrey | **MA**  1 yr FT  **PGDip**  9 mths FT | EN paired with AR, CHI, DE, ES,FR, GR, IT, NO, PL, PR, RU, SV and TU | No reference to PSIT in course description or modules listed. |
| Business interpreting with Chinese and English | Surrey | 10 week compulsory preparatory summer course  **MA**  1 yr FT  **PGDip**  9 mths FT | CHI-EN only | No specific reference to PSIT in course description.  Public Service Interpreting Trends and Issues an optional module.  Dissertation could be in a public service context. |
| Translation with language technology | Swansea | **MA**  1 yr FT  2 yrs PT | CHI, NE, IT, WE, ES, FR, RU, DE, PL | No specific reference to PST in course description.  Local government interpreting available as an optional module |
| Translation theory and practice | UCL | **MA** | FR, DE, NE, IT, HB, RU, IS, Scandinavian languages | No specific reference to PST in course description.  Primary focus on theory and research in translation |
| Interpreting and Translation | UCLAN | **MA**  1 yr FT | In 2011/12 languages available were AR, CHI, DE and PL, with EN. (ES, FR, GR and JA may be available for 2012/13 entry) | No reference to PSIT in course description. Focus on interpreting over translation.  No public service interpreting modules |
| Interpreting and Translation | UCLAN | **MA**  3 yrs PT  **PGDip**  2 yrs PT | BSL/English. | **MA**  No reference to PSIT in course description. However, students are expected to be working as interpreters during the course (hence the part-time structure) to gain practical experience. A significant portion of sign language interpreting work is in the public sector, therefore a natural public sector element to the course.  **PGDip**  Course delivered in conjunction with SLI Ltd. Students expected to collect portfolio of evidence (written and visual) to demonstrate competency. Course recognised by the National Registers for Communication Professionals for Deaf and Deafblind people as a MRSLII |
| Applied Translation Studies | UEA | **MA**  1 yr FT  2 yrs PT | Any language paired with English | An optional module for translation work experience provides the student with the opportunity to work on professional translation briefs for public service organisations in the UK and abroad, notably museum services.  Dissertation could be conducted in a public service context. |
| Translation, Writing and Cultural Difference | Warwick | **MA**  1 yr FT  2 yrs PT | EN with DE, FR or IT | No reference to PST – focus on cultural and literary texts |
| Bilingual Translation | Westminster | **MA**  1 yr FT  2 yrs PT | First language one of AR, DE, ES, FR, IT, PL or RU, English second language | No reference to PST, but legal texts are covered. Also students may follow an optional module Introduction to Interpreting Skills, which incorporates liaison and public service interpreting |
| Translation & Linguistics | Westminster | **MA**  1 yr FT  2 yrs PT | DE, ES, FR, IT or RU **into English as a first language only** | No reference to PST but students may follow an optional module Introduction to Interpreting Skills, which incorporates liaison and public service interpreting |
| Technical and Specialised Translation | Westminster | **MA**  1 yr FT  2 yrs PT | Two languages from DE, ES, FR, IT and RU **into English as a first language only** | No reference to PST, but legal texts are covered. Also students may follow an optional module Introduction to Interpreting Skills, which incorporates liaison and public service interpreting |
| Diploma in Translation | Westminster | **DipTrans (CIoL)**  30 weeks | Languages available: subject to availability | Courses works towards topics covered by the CIoL Diploma in Translation |

Key: AR – Arabic, BSL – British Sign Language, CAT – Catalan, CHI – Chinese (unspecified), CZ- Czech, DA – Danish, DR – Dari, DE – German, ES - Spanish, FR – French, GAL – Galician, GR – Greek or Modern Greek, HB – Hebrew, IT – Italian, IS – Icelandic, JA – Japanese, KO – Korean, KU – Kurdish, LT – Lithuanian, MA – Hungarian, MCHI – Mandarin Chinese, ML - Malay, NE – Dutch, NO – Norwegian, PE – Persian, PL – Polish, PR – Portuguese, RO – Romanian, RU – Russian, SV – Swedish, TU – Turkish, WE – Welsh

Courses outside of England are included only where there is a potential public service element or relevance. Other postgraduate interpreting and translation courses are available in other institutions in Northern Ireland, Scotland and Wales.

Appendix 5 – commonly used acronyms in the report

AE – adult education

ALS – Applied Language Solution

CIoL – Chartered Institute of Linguists

CJS – Criminal Justice System

DipTrans – Diploma in Translation

DPSI –Diploma in Public Service Interpreting

FE – further education

HE – higher education

HEI – higher education institution

ITI – Institute of Translation and Interpreting

MA – Master of Arts

MoJ – Ministry of Justice

NRCPD – National Register of Communication Professionals for Deaf and Deafblind People

NRPSI – National Register of Public Service Interpreters

PSI – Public Service Interpreting

PSIT – Public Service Interpreting and Translation

PST – Public Service Translation

1. Ministry of Justice and Applied Language Solutions. (2011) Language Service Framework Agreement, p.106 [↑](#footnote-ref-1)
2. <http://www.skillscfa.org/images/pdfs/National%20Occupational%20Standards/Languages%20and%20Intercultural%20Working/2006/Interpreting.pdf> [↑](#footnote-ref-2)
3. Nuffield Review (2000), DfES Languages Strategy (2002), Worton Review of Languages in Higher Education (2009) [↑](#footnote-ref-3)
4. <http://www.cilt.org.uk/home/research_and_statistics/language_trends.aspx> (accessed May 2012) [↑](#footnote-ref-4)
5. Office of National Statistics, February 2012. Population by country of birth and nationality. July 2010 to June 2011 [↑](#footnote-ref-5)
6. <http://www.homeoffice.gov.uk/publications/science-research-statistics/research-statistics/immigration-asylum-research/immigration-q1-2012/asylum-q1-2012> (May 2012) [↑](#footnote-ref-6)
7. <http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf> (May 2012) [↑](#footnote-ref-7)
8. <http://www.dh.gov.uk/en/Healthcare/Entitlementsandcharges/OverseasVisitors/index.htm> (May 2012) [↑](#footnote-ref-8)
9. [www.bma.org.uk](http://www.bma.org.uk) (May 2012) [↑](#footnote-ref-9)
10. <http://www.ukba.homeoffice.gov.uk/visas-immigration/working/> (May 2012) [↑](#footnote-ref-10)
11. <http://www.eulita.eu/sites/default/files/directive_en.pdf> (May 2012) [↑](#footnote-ref-11)
12. Home Office (2011) Notice of Rights and Entitlements (May 2012) [↑](#footnote-ref-12)
13. <http://news.bbc.co.uk/1/hi/uk/6172805.stm> [↑](#footnote-ref-13)
14. <http://www.telegraph.co.uk/news/politics/8339114/UK-census-expected-to-cost-nearly-500m-due-to-translation-fees.html> [↑](#footnote-ref-14)
15. <http://www.bbc.co.uk/news/uk-england-london-17709440> [↑](#footnote-ref-15)
16. <http://www.channel4.com/news/court-translation-service-in-crisis-after-cost-cutting-deal> [↑](#footnote-ref-16)
17. S. B. Hale, *Community Interpreting* (Palgrave Macmillan, 2007), p.138 [↑](#footnote-ref-17)
18. E. Hung (ed.) *Teaching Translating and Interpreting 4. Building Bridges* (John Benjamins Publishing Co), p.163 [↑](#footnote-ref-18)
19. Hale, *Community Interpreting* p.164 [↑](#footnote-ref-19)
20. A. Corsellis, *Public Service Interpreting: the first steps* (Palgrave Macmillan, 2008), p.102 [↑](#footnote-ref-20)
21. CfA (2012). *Labour Market Intelligence: Languages and Intercultural Working 2011/12* [↑](#footnote-ref-21)
22. *Office for National Statistics*. November 2011. Labour Market Statistics [↑](#footnote-ref-22)
23. The National Registers list interpreters who have satisfied entry criteria in terms of qualification and experience. All interpreters are subject to a code of conduct and may be investigated for any alleged breaches of the code. [↑](#footnote-ref-23)
24. Ministry of Justice and Applied Language Solutions. (2011) Language Service Framework Agreement, p.106 [↑](#footnote-ref-24)
25. CfA, *Labour Market Intelligence: Languages and Intercultural Skills 2011/12* (CfA2012) pp.14-15 [↑](#footnote-ref-25)
26. CILT, *Labour Market Intelligence for the Qualifications Strategy in Translation and Interpreting* p.10 (CILT 2008) [↑](#footnote-ref-26)
27. Sign Language Interpreters must provide evidence of a NRCPD recognised interpreting qualification and achievement of Level 6 (degree level) standard in their second language. See <http://www.nrcpd.org.uk/page.php?content=59> for recognised qualifications (May 2012) [↑](#footnote-ref-27)
28. Spoken language interpreters must hold the DPSI (or its forerunner), or have passed the Metropolitan Police Test or hold a Honours degree level Interpreting qualification. See <http://www.nrpsi.co.uk/pdf/CriteriaforEntry.pdf> for details (May 2012) [↑](#footnote-ref-28)
29. <http://www.telegraph.co.uk/news/uknews/law-and-order/9287368/MOJ-to-monitor-court-interpreters-after-one-in-ten-fail-to-turn-up-or-get-translation-wrong.html> (August 2012) [↑](#footnote-ref-29)
30. <http://www.thelawyer.com/moj-ditches-new-court-interpreting-system-in-face-of-major-backlash/1011534.article> (August 2012) [↑](#footnote-ref-30)
31. <http://www.bbc.co.uk/news/uk-england-london-17709440> (August 2012) [↑](#footnote-ref-31)
32. N. Kelly, *Telephone Interpreting*, pp. 23-24 [↑](#footnote-ref-32)
33. D. Kelly, *A Handbook for Translator Trainers: A Guide to Reflective Practice* ( St Jerome, 2005), p.87 [↑](#footnote-ref-33)
34. Ibid., p.88 [↑](#footnote-ref-34)
35. N. Kelly, *Telephone Interpreting a comprehensive guide to the profession* (Trafford Publishing, 2008), p. 36 [↑](#footnote-ref-35)
36. Ibid., p.23 [↑](#footnote-ref-36)
37. S. Braun, J.L.Taylor, *Video-mediated interpreting: an overview of current practice and research* (University of Surrey 2011), p.28 [↑](#footnote-ref-37)
38. J. Kearns, (ed.) *Translator and Interpreter Training: issues, methods and debates* (Continuum International Publishing Group 2008), p.34 [↑](#footnote-ref-38)
39. D. Gile, (ed.) *Getting started in interpreting research* (John Benjamins Publishing Co., 2001), p.6 [↑](#footnote-ref-39)
40. Special Interest Group on Translation and Interpreting for Public Services (SIGTIPS) report, p.17 [↑](#footnote-ref-40)
41. 2001/GRP/015 [↑](#footnote-ref-41)
42. Braun, Taylor, *Video-mediated interpreting* [↑](#footnote-ref-42)
43. [www.lr.mdx.ac.uk/mutual-trust/index.htm](http://www.lr.mdx.ac.uk/mutual-trust/index.htm) (August 2012) [↑](#footnote-ref-43)
44. Excludes MPhil and PhD [↑](#footnote-ref-44)
45. <http://skillsfundingagency.bis.gov.uk/> (July 2012) [↑](#footnote-ref-45)
46. D. Gile, *Basic concepts and models for interpreter and translator training* (John Benjamins Publishing Co., 1995), p. xi [↑](#footnote-ref-46)
47. N. Kelly, *Telephone Interpreting*, p.35 [↑](#footnote-ref-47)
48. Ibid., p. 36 [↑](#footnote-ref-48)
49. R. De Pedro Ricoy, ‘Training Public Service Interpreters in the UK: A fine balancing act’, *Journal of Specialised Translation* 14 (St Jerome, 2010), p.1 [↑](#footnote-ref-49)
50. M. Worton, *Review of Modern Foreign Languages,* p.39 [↑](#footnote-ref-50)
51. <http://www.cfbt.com/evidenceforeducation/home_page.aspx> (August 2012) [↑](#footnote-ref-51)
52. Corsellis, *Public Service* Interpreting, p.57 [↑](#footnote-ref-52)
53. Corsellis, *Public Service* Interpreting, p.53 [↑](#footnote-ref-53)
54. Ibid., p.67 [↑](#footnote-ref-54)
55. D. Kelly , *A Handbook for Translator Trainers*, p.76-77 [↑](#footnote-ref-55)
56. J. Colin, R. Morris *Interpreters and the Legal Process* (Waterside Press, 1996)*,* p.52 [↑](#footnote-ref-56)
57. D. Kelly , *A Handbook for Translator Trainers*, p.119 [↑](#footnote-ref-57)
58. Corsellis, *Public Service* Interpreting, p.63 [↑](#footnote-ref-58)
59. D. Kelly , *A Handbook for Translator Trainers*, p.75 [↑](#footnote-ref-59)
60. Ibid., p.91 [↑](#footnote-ref-60)
61. [www.qaa.ac.uk/AssuringStandardsAndQuality/code-of-practice/Pages/default.aspx](http://www.qaa.ac.uk/AssuringStandardsAndQuality/code-of-practice/Pages/default.aspx) (May 2012) [↑](#footnote-ref-61)
62. Corsellis, *Public Service Interpreting,* p.56 [↑](#footnote-ref-62)
63. <http://ec.europa.eu/dgs/translation/programmes/emt/key_documents/emt_competences_translators_en.pdf> (August 2012) [↑](#footnote-ref-63)
64. <http://www.cfa.uk.com/standards/languages-and-intercultural-working.html> (August 2012) [↑](#footnote-ref-64)
65. D. Kelly, *A Handbook for Translator Trainers*, p.54 [↑](#footnote-ref-65)
66. SIGTIPS, p. 17 [↑](#footnote-ref-66)
67. [www.eulita.eu/sites/default/files/Aequitas\_Acces%20to%20Justice%20across%20Language%20and%20Culture%20in%20the%20EU.pdf](http://www.eulita.eu/sites/default/files/Aequitas_Acces%20to%20Justice%20across%20Language%20and%20Culture%20in%20the%20EU.pdf) [↑](#footnote-ref-67)
68. Corsellis, *Public Service Interpreting*, p.57 [↑](#footnote-ref-68)
69. D. D’Hayer, ‘Public Service Interpreting and Translation: moving towards a (virtual) community of practice’, CIUTI Forum, Beijing 2011 [↑](#footnote-ref-69)
70. De Pedro Ricoy, ‘Training public service interpreters’, p. 1 [↑](#footnote-ref-70)
71. Corsellis, *Public Service Interpreting*, p. 54 [↑](#footnote-ref-71)
72. Ibid.*,* p.57 [↑](#footnote-ref-72)
73. For example, the Chartered Institute of Linguists has accredited the English Law and Health public service interpreting modules on the London Metropolitan MA Interpreting. Students passing these modules with 60% or above get accreditation for the Interpreting and Sight Translation tasks of the DPSI [↑](#footnote-ref-73)
74. For example, the National Network for Translation created a model that can be used to teach cognate languages on translation courses. University of Westminster piloted the model on English native students with French as a second language, and taught them Romanian for translation purposes. However, the model can be used with any cognate languages and could be explored further. [↑](#footnote-ref-74)
75. SIGTIPS, p.16 [↑](#footnote-ref-75)