CATALOGUE OF PROFESSIONAL KNOWLEDGE AND SKILLS
A SAMPLE FOR THE LANGUAGE COMBINATION SLOVENE-ALBANIAN
(LANGUAGES SHOULD BE CHANGED ACCORDING TO THE LOCAL NEEDS)

A CATALOGUE OF PROFESSIONAL KNOWLEDGE AND SKILLS

Status: Published 17 June 2020, O.J. 604-1/2020/8

1. NAME AND CODE OF THE CATALOGUE OF STANDARDS ON PROFESSIONAL KNOWLEDGE AND SKILLS

Community Interpreter for Albanian 8048327011

Klasius-P16

Language Acquisition (other, foreign, sign language, translation studies) (0231)

Klasius-SRV

Sub-level 6/1: outcomes, certified NOQ system (26100)

Qualifications Level

SQF level 6, EQF level 5

2. REQUIRED PROFESSIONAL KNOWLEDGE/SKILLS AND SPECIAL REQUIREMENTS FOR NATIONAL OCCUPATIONAL QUALIFICATIONS

2.1. PROFESSIONAL KNOWLEDGE AND SKILLS

See Occupational Standards on Community Interpreter for Albanian 80483270 and Article 11 of this catalogue.

2.2. SPECIAL REQUIREMENTS FOR OCCUPATIONAL QUALIFICATIONS

o   SQF level 5 or a certificate issued by the National Examinations Centre (A decree on the strategies and conditions for ensuring rights to persons under international protection), and
o   at least 300 hours of interpreting over the past five years, attested by letters of reference from organizations, associations, institutions and similar and
o   a proof of language skills:
    •   language proficiency in Slovene (CEFR level B2), attested by a certificate on education (SQF level 5) in the Republic of Slovenia, or by a valid certificate on language proficiency in Slovene at the upper level (at least B2) and
    •   language proficiency in Albanian, attested by a certificate on education (minimum SQF level 5) received at an institution using Albanian as the language of instruction, or by a certificate on language proficiency in Albanian for reading, listening and speaking skills (CEFR level C1), and language proficiency for writing skills (CEFR level B2).

CATALOGUE OF PROFESSIONAL KNOWLEDGE AND SKILLS
A SAMPLE FOR THE LANGUAGE COMBINATION SLOVENE-ALBANIAN
(LANGUAGES SHOULD BE CHANGED ACCORDING TO THE LOCAL NEEDS)

3. CORRESPONDENCE WITH STUDY PROGRAMMES

4. ASSESSMENT OF PROFESSIONAL KNOWLEDGE AND SKILLS

4.1. CERTIFICATION

In the process of counselling, candidates prepare a portfolio assessed by the commission. Upon the submission of the candidates' reliable, valid and adequate proof of their knowledge, skills and competences from the occupational standard the commission may:

o   give recognition of knowledge and skills of the occupational standard in full,
o   give recognition of knowledge and skills of the occupational standard in part, and determine what knowledge, skills and competences still need to be tested,
o   give no recognition of knowledge and skills of the occupational standard, because the candidate has no proof of any knowledge, skills and competences of the occupational standard, and shall test their knowledge, skills and competences as required.

4.2. ASSESSMENT OF PROFESSIONAL KNOWLEDGE AND SKILLS

A practical test with an oral defence.

Assessment of interpreting consists of:

o   interpreting from Slovene into Albanian with an oral defence
o   interpreting from Albanian into Slovene with an oral defence

Translation of a short text with an oral defence consists of:

o   translation of a short text from Slovene into Albanian with an oral defence
o   translation of a short text from Albanian into Slovene with an oral defence

5. ASSESSMENT CRITERIA

ASSESSMENT CRITERIA

	Assessment Criteria	Share (%)
5.1	Interpreting with an oral defence	70 %
5.2	Translation of a short text with an oral defence	30 %

CATALOGUE OF PROFESSIONAL KNOWLEDGE AND SKILLS
A SAMPLE FOR THE LANGUAGE COMBINATION SLOVENE-ALBANIAN
(LANGUAGES SHOULD BE CHANGED ACCORDING TO THE LOCAL NEEDS)

5.1 INTERPRETING WITH AN ORAL DEFENCE

Assessment Area	Assessment Criteria	Share (%)
Planning	professional personal appearance, appropriate interpreting position, appropriate introduction (description of the role of interpreters in interpreted situations)	10 %
	proper and adequate preparation and use of interpreting tools	
Implementation	quality interpreting: accurate, professional, clear and intelligible interpreting from Slovene into Albanian	70 %
	quality interpreting: accurate, professional, clear and intelligible interpreting from Albanian into Slovene	
	an independent approach and attitude to performed tasks	
Oral defence	an in-depth reflection on the performed task (interpreting), adherence to international standards and codes of ethics valid for community interpreting	20 %
	performance of the candidates: personal approach and attitude to work, communication	

Interpreting with an oral defence accounts for 70% of overall assessment.

5.2 TRANSLATION OF A SHORT TEXT WITH AN ORAL DEFENCE

CATALOGUE OF PROFESSIONAL KNOWLEDGE AND SKILLS
A SAMPLE FOR THE LANGUAGE COMBINATION SLOVENE-ALBANIAN
(LANGUAGES SHOULD BE CHANGED ACCORDING TO THE LOCAL NEEDS)

Assessment Criteria:

Assessment Area	Assessment Criteria	Share (%)
Planning	proper and adequate preparation and use of translation tools	10 %
Implementation	comprehensible translation from Slovene into Albanian	80 %
	comprehensible translation from Albanian into Slovene	
	appropriate translation from Slovene into Albanian in terms of style, register and grammar	
	appropriate translation from Albanian into Slovene in terms of style, register and grammar	
Oral defence	a comprehensible, systematic and professional justification of translation solutions	10 %

Translation of a short text with an oral defence accounts for 30% of overall assessment.

Elimination criteria:

- o unfamiliarity with the basic requirements of international ethical standards for community interpreting,
- o incomprehensible interpreting from Albanian into Slovene,
- o incomprehensible interpreting from Slovene into Albanian.

6. OCCUPATION OR SETS OF ASSIGNMENTS FOR HOLDERS OF OCCUPATIONAL QUALIFICATIONS AND CODE

7. LEVEL OF WORK COMPLEXITY

(VI)

8. ADJUSTMENTS FOR PERSONS WITH SPECIAL NEEDS

National occupational qualifications can also be obtained by persons with special needs.

The following adjustments shall apply:

o   extension of time to provide their services,
o   adjustment of place and equipment,
o   taking the exam with the help of an assistant,
o   adjustment of examination materials,
o   adjustment of assessment.

A more detailed description of adjustments is available in the Rules and Regulations governing the implementation of the Matura exam for candidates with special needs.

9. MATERIAL AND STAFFING REQUIREMENTS FOR THE ASSESSMENT AND CERTIFICATION OF OCCUPATIONAL QUALIFICATIONS

9.1. MATERIAL REQUIREMENTS

A bright office with no distracting elements, equipped with:

- a computer with a word-processing software and internet access
- audio equipment for verification process recording
-

9.2. STAFFING REQUIREMENTS

A licence for a member of the assessment and certification commission for national occupational qualifications may be obtained by those who meet the requirements as provided by the law governing the National Occupational Qualifications.

The commission consists of three members:

- one member with SQF level 8 and at least 5 years of experience in translation studies or translation or interpreting into Slovene,
- one member with SQF level 5 and at least 5 years of experience in translation or interpreting from Slovene into Albanian and vice versa, and a certificate on language proficiency in Albanian, attested by a certificate on education (SQF level 5) in Albanian, or by a certificate

on language proficiency in Albanian for reading, listening and speaking skills (CEFR level C1) and language proficiency for writing skills (CEFR level B2) and

- one member fulfilling the requirements of point one or two above.

10. VALIDITY OF CERTIFICATES

No time restrictions apply.

11. STANDARDS OF PROFESSIONAL KNOWLEDGE AND SKILLS

Key tasks	Knowledge and skills	Assessment tasks
Consecutive interpreting, chuchotage and sight translation plus translation of short texts relevant for interpreting	- interpret and translate texts connected to the interpreting task from Albanian to Slovene and vice versa - interpret and translate texts connected to the interpreting task (e.g. medical examination report, instructions for follow-up treatment) as accurately as possible with no unnecessary addition or omission - listen carefully, use various memory techniques - adhere to basic features of interpreting, i.e. initial introduction of all participants, positioning, turn-taking - select and provide interpreting suitable in the given circumstances: consecutive interpreting for a dialogue or a lengthy	Interpret from language A to language B (as selected by the commission): - plan and prepare for the implementation of the task - understand the situation in the given role play and adopt a technique appropriate for the situation - introduce themselves and explain their own role - listen carefully - record numbers, personal names, facts, structure of lengthy texts - interpret as accurately as possible, without any unnecessary omission or addition, into the target language - respect the exchange of different roles

	exchange supported by note-taking, chuchotage (for lectures) or sight interpreting • Use different techniques of note-taking • recognise situations when a primary-speaker position has to be assumed and communication interrupted (e.g. asking for clarification, pointing out cultural misunderstanding) • respect different roles of participants (distinguish between the role of an interpreter and that of a healthcare provider, etc.) • invest into additional (self)training and their own professional development	• ask for clarification in case of misunderstanding • draw attention to cultural misunderstanding • sight translate fluently • speak with clarity and intelligibly • show ability to self-reflect after interpreting • interpret in first person • adhere to the basic requirements of the international codes of ethics for community interpreting Translate from language A to language B (as selected by the commission): • plan and prepare for the implementation of the task • understand the source text • use a word processor • accurately translate the source text into the target language • accurately translate the facts from the source text to the target language • understand and adhere to the purpose, tone and objective of the text • aim to imitate the original form and function of the

		source text in the target language • observe textual conventions • show ability to self-reflect after translation • understand the importance of the protection of health and the environment
Interpreting and translation of discourse in different registers and from different fields	• use Albanian for different language users and adapt it to their age, gender, regional background as well as socio-economic status • understand different language varieties of Albanian (e.g. different dialects, idiomatic expressions, etc.) and different registers (e.g. less formal spoken discourse, formal standard language, etc.) • use register appropriate for the given situation and the type of discourse • use terminology typical of the interpreted field, i.e. terminology	In their translation and interpreting, recognise and use suitable language variants, register and suitable terminology appropriate under the given circumstances (as selected by the commission): • plan and prepare for the implementation of the task • adapt the target language to the users, their age, gender, regional background, social and economic status • recognise different language variants and registers of the source language and interpret accordingly • understand terminology relevant to a specific field and situation in the source language and use it appropriately in the target language • shows understanding of a wider social and professional context when

	used in healthcare or educational settings, administrative procedures or police proceedings • know the field they interpret (e.g. know the basics of healthcare, asylum procedures, educational system in Slovenia, administrative and police proceedings, etc.) • respect cultural differences and respond properly • understand specific behaviour, gestures, tone of verbal and non-verbal communication • show awareness of different culture-specific roles of professionals and identities in different cultures	interpreting or translating (general knowledge and specialised knowledge) • recognise and respond to culture-specific situations and respect them in the target language • understand and use non-verbal communication • respect specific roles of different professions and different identities of service users • adhere to basic requirements of the international codes of ethics for community interpreting
Use suitable tools and technologies for translation and interpreting	• use technical equipment for remote interpreting (telephone, web applications) • understand the prospects and limitations of	Make use of suitable interpreting tools: • plan and prepare for the implementation of the task • explain when and how they use machine interpreting

	machine translation and interpreting • work with word processing software • efficiently use different computer-assisted programmes for documents, word processing and terminology management	• describe the use of at least one web application for remote interpreting • underline the protection of health and the environment Make use of suitable translation tools: • plan and prepare for the implementation of the task • use word processing software efficiently in their translation into Slovene and into Albanian • explain how they use terminology and terminological databases in their work • explain when and how they use machine translation • outline the problem of personal data protection when using free online MT • underline the importance of the protection of health and the environment in their work • adhere to basic requirements of the international codes of ethics for community interpreting
Acquire additional information for the field	• recognise their own information and documentation needs	Describe the use of resources in the selected fields of interpreting

they interpret	• seek reliable information required for interpreting • obtain additional information for the interpreted field • seek additional information on language use and specific terminology for the interpreted field • make an efficient use of document and terminology sources (e.g. terminology databases, language corpora, etc.) • properly assess reliable documents and sources available online and in other media • create their own terminology databases needed for the interpreted field	• describe how they invest into their knowledge in the fields they interpret • outline how they prepare for their work • explain how they gain additional information on specific language use and terminology relevant for the interpreted fields • indicate which documentary and terminology resources they use in their work • explain how they assess the reliability of documents and online resources • show at least one terminology database for the selected field of interpreting • underline the importance of the protection of health and the environment
Communicate and establish contacts with colleagues, professionals and end-users	• are polite, respectful and tactful • recognise their own cultural, political, religious and other prejudices and refrain from them in interpreting and	Show and present communication strategies suitable for interpreters (as selected by the commission) • explain why proper dress code is important • describe their attitude to work and communication

	communication with their clients • work efficiently with people from different cultures, respect other cultures and recognise cultural differences • respect the rules of collaboration with other participants of interpreting (e.g. in healthcare settings) • know how to obtain information on the nature of the meeting/conversation to be interpreted and know how to agree with other participants on the behaviour protocol and positioning of all the participants	strategies with end-users, organisations and institutions • give an example of a situation which could lead to cultural, political, religious or other prejudice • comment in accordance with the international standards of conduct and the code of ethics for community interpreting the given example of possible cultural, political, religious or other prejudice • recognise, based on the given example, situations in which their neutrality should be abandoned • describe the different roles of all participants before interpreting and explain that interpreters are bound to confidentiality and non-disclosure of information • decide, based on the given example, whether to disclose information obtained prior to the assignment (e.g. in case of endangering human lives) • describe, based on the given example, how they would react in a situation where work of a colleague community interpreter is looked upon with contempt

		• highlight the importance of a trustworthy public image of community interpreters • explain, based on the given example, ethical conduct and underline the importance of the professional code of ethics for community interpreters • define the significance of individual articles of the code of ethics • underline the importance of an appropriate attitude to work, communication and quality interpreting • highlight the importance of the protection of health and the environment

12. LITERATURE AND SOURCES

Biffio-Zorko, Helena and Maček, Amalija. 2015. *Osnove konferenčnega konsekutivnega tolmačenja*. Ljubljana: Ljubljana University Press, Faculty of Arts.

Corsellis, Ann. 2008. *Public Service Interpreting, The First Steps*. Basingstoke: Palgrave Macmillan.

d'Hayer, Danielle. 2012. "Public Service Interpreting and Translation: Moving Towards a (Virtual) Community of Practice Moving." Meta 57/1: 235–247.

Gillies, Andy. 2005. *Note taking for Consecutive Interpreting: A Short Course*. Manchester, Northampton: St. Jerome.

Gillies, Andy. 2019. *Consecutive Interpreting: A Short Course*. London, Routledge.

Morel, Alenka and Gorjanc, Vojko. 2016. *Skupnostno tolmačenje: Slovenščina v medkulturni komunikaciji*. Ljubljana: Ljubljana University Press, Faculty of Arts.

ORCIT https://orcit.eu/resources-shelf-si/story_html5.html

CATALOGUE OF PROFESSIONAL KNOWLEDGE AND SKILLS
A SAMPLE FOR THE LANGUAGE COMBINATION SLOVENE-ALBANIAN
(LANGUAGES SHOULD BE CHANGED ACCORDING TO THE LOCAL NEEDS)

Pokorn, Nike K. 2019. "Priloga 1: Predlog napotkov za delo s tolmačem." In *Večjezično zdravje*, edited by Nike K. Pokorn and Uršula Lipovec Čebron, 170–179. Ljubljana: Ljubljana University Press, Faculty of Arts. https://e-knjige.ff.uni-lj.si/znanstvena-zalozba/catalog/view/137/236/3672-1

Rozan, Jean-François. 2004. *Note-taking in Consecutive Interpreting*. Krakow: Tertium.

Umek, Peter. 2017. *Tolmačenje v postopkih za priznanje mednarodne zaščite*. Ljubljana: Ljubljana University Press, Faculty of Arts.

California Standards for Healthcare Interpreters: Ethical Principles, Protocols, and Guidance on Roles & Intervention, California Healthcare Interpreters Association. 2002 (henceforth CHIA SOP), http://www.chiaonline.org/resources/Pictures/CHIA_standards_manual_%20March%202017.pdf

Code of Ethics for Community Interpreters, Irish Translators' and Interpreters' Association, https://www.translatorsassociation.ie/wp-content/uploads/2017/03/Code-of-Ethics-for-Community-Interpreters.x75335.pdf

Code of Professional Conduct. 2016. The UK National Register of Public Service Interpreters, http://www.nrpsi.org.uk/for-clients-of-interpreters/code-of-professional-conduct.html

García Beyaert, Sofia, Marjory A. Bancroft, Katharine Allen, Giovanna Carriero-Contreras, and Denis Socarrás-Estrada. 2015. "Ethics and Standards for the Community Interpreter. An International Training Tool." In *The Community Interpreter: An International Textbook*, edited by Marjory A. Bancroft, Sofia Beyaert, Katherine Allen, Giovanna Carriero-Contreras, and Denis Socarrás-Estrada, 68–88. Columbia: Culture and Language Press. https://www.academia.edu/25408254/ETHICS_AND_STANDARDS_for_The_Community_Interpreter_An_International_Training_Tool

Ethical Code of the International Medical Interpreters Association: IMIA Guide on Medical Interpreter Ethical Conduct. 2007. https://www.imiaweb.org/uploads/pages/376_2.pdf

National Standard Guide for Community Interpreting Services, Canada, http://www.saludycultura.uji.es/archivos/HIN_National_Standard_Guide_for_CI_(Canada).pdf

National Standards of Practice for Interpreters in Healthcare, the National Council on Interpreting in Health Care, National Council on Interpreting in HealthCare (USA), 2005 (henceforth NCIHC NSP), https://www.ncihc.org/assets/documents/publications/NCIHC%20National%20Standards%20of%20Practice.pdf

The Code of Ethics for Community Interpreters Finland, http://wasli.org/wp-content/uploads/2013/10/80_coe-svt.pdf

UNHCR Textbook for Interpreters in Asylum Procedures. 2017. Prepared by Annika Bergunde, Sonja Pöllabauer, Iris Topolovec. In English: https://www.unhcr.org/dach/wp-content/uploads/sites/27/2017/09/AUT_Handbook-

Asylum-Interpreting_en.pdf In German:
https://www.bfa.gv.at/files/broschueren/Trainingsprogramm_WEB_15032016.pdf Standard ISO 13611: 2014
Guidelines for Community interpreting. https://www.iso.org/standard/54082.html

European Network for Public Service Interpreting & Translation: Public Service Interpreting: minimally required
competence in terms of knowledge, skills and attitudes,
http://www.enpsit.org/uploads/1/1/3/8/113822115/t_a-document_1-competences_skills.pdf

Standards of the International Medical Interpreters Association: Code of Ethics for Medical Interpreters, 2007,
https://www.imiaweb.org/uploads/pages/376.pdf