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Technical
Specification

Requirements and recommendations for training programmes in community interpreting

Exigences et recommandations pour les programmes de formation en interprétation de service public

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Foreword

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This document was prepared by Technical Committee ISO/TC 37, *Language and terminology*, Subcommittee SC 5, *Translation, interpreting and related technology*.

Any feedback or questions on this document should be directed to the user's national standards body. A complete listing of these bodies can be found at www.iso.org/members.html.

Introduction

This document is intended to be used in conjunction with other interpreting standards, principally ISO 13611, ISO 18841, ISO 20228 and ISO 21998, with the objective to form the basis for community interpreting training programmes.

Interpreters render spoken or signed content from a source language to a target language in oral or signed form. Community interpreting training varies significantly worldwide, while there is a growing demand for interpreters in public services, healthcare, law enforcement and other communicative settings. This document aims to improve community interpreter education by promoting comparability in training programmes. It addresses the necessity of standardized requirements and specific recommendations in community interpreting training, including comprehensive guidelines on learning outcomes and curricula.

This document provides both a foundation for the design and development of new programmes and serves as a reference for existing programmes. It is intended to support educators, educational and training institutions, community interpreters and users of community interpreting services, including public-sector organizations and language service providers (LSPs) that administer training programmes for interpreters as a service or product, to assess the usefulness and relevance of training programmes intended to prepare community interpreters to provide their services.

This document also supports organizations, and educational and training institutions in the recruitment, hiring and retention of community interpreter educators.

This document does not address existing programmes within post-secondary institutions. Additionally, it does not aim to define the qualifications of academic staff and administrators in post-secondary institutions.

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Requirements and recommendations for training programmes in community interpreting

1 Scope

This document specifies requirements and gives recommendations for the core competences taught in training programmes in community interpreting.

This document also identifies the core competences of educators who deliver training programmes in community interpreting.

This document is applicable to signed languages and spoken languages, and addresses consecutive interpreting and simultaneous interpreting, as well as sight translation and whispered interpreting.

2 Normative references

There are no normative references in this document.

3 Terms and definitions

For the purposes of this document, the following terms and definitions apply.

ISO and IEC maintain terminology databases for use in standardization at the following addresses:

— ISO Online browsing platform: available at https://www.iso.org/obp

— IEC Electropedia: available at https://www.electropedia.org/

3.1
'A' language
primary *language* (3.16) or its strict equivalent of which the *interpreter* (3.12) has complete command and into which the interpreter interprets from all their other 'A' languages, *'B' languages* (3.2) or 'C' languages

[SOURCE: ISO 20539:2023, 3.4.8]

3.2
'B' language
language (3.16) in which the *interpreter* (3.12) is proficient, but which is not their primary language or its strict equivalent

Note 1 to entry: An interpreter interprets into this language from one or more other languages

[SOURCE: ISO 20539:2023, 3.4.9]

3.3
communicative event
encounter between two or more parties during which information is transmitted

[SOURCE: ISO 20539:2023, 3.4.32]

3.4
community interpreter
public service interpreter
interpreter ([3.12](#)) qualified to perform *community interpreting* ([3.5](#))

[SOURCE: ISO 20539:2023, 3.4.28]

3.5
community interpreting
public service interpreting
interpreting ([3.13](#)) that enables people to access services available to society as a whole, and which they would otherwise be unable to access owing to a language barrier

[SOURCE: ISO 20539:2023, 3.4.27]

3.6
consecutive interpreting
mode ([3.20](#)) of *interpreting* ([3.13](#)) performed after the speaker or signer pauses

Note 1 to entry: *Interpreters* ([3.12](#)) can use *note-taking* ([3.21](#)) to help in rendering lengthy passages.

[SOURCE: ISO 20539:2023, 3.4.13]

3.7
content
information in any form

EXAMPLE   Text, audio, video.

[SOURCE: ISO 20539:2023, 3.1.2]

3.8
continuing professional development
CPD
continuing education
maintaining, improving or increasing knowledge and skills related to a professional activity

[SOURCE: ISO 20539:2023, 3.2.6]

3.9
course
distinct set of teaching and learning activities, designed to meet defined learning objectives or learning outcomes

Note 1 to entry: A course is sometimes referred to as a credit-unit or a subject.

[SOURCE: ISO 29995:2021, 3.6.10]

3.10
educator
person who performs teaching activities

Note 1 to entry: In different contexts, an educator is sometimes referred to as a teacher, a trainer, a coach, a facilitator, a tutor, a consultant, an instructor, a lecturer or a mentor.

[SOURCE: ISO 29995:2021, 3.2.16]

3.11
healthcare interpreting
medical interpreting
interpreting (3.13) of health-related communication between patients, accompanying persons and treatment providers, or administrators, who do not use the same *language* (3.16)

[SOURCE: ISO 20539:2023, 3.4.29]

3.12
interpreter
person who interprets

[SOURCE: ISO 20539:2023, 3.1.13]

3.13
interpreting
interpretation
rendering spoken or signed information from a source language to a target language in oral or signed form, conveying both the meaning and *language register* (3.17) of the source language *content* (3.7)

[SOURCE: ISO 20539:2023, 3.1.11]

3.14
interpreting service provider
ISP
interpreter (3.12) or organization making *interpreting* (3.13) available to a client

[SOURCE: ISO 20539:2023, 3.4.20]

3.15
interpreting tutor
person who offers additional support to individual learners or small groups of learners through extracurricular or in-class activities aimed at strengthening interpreting competences

Note 1 to entry: Interpreting tutors can share the same *working languages* (3.31) as the student(s), but this is not essential in all cases.

3.16
language
systematic use of voice, characters, symbols or signs by which to communicate

[SOURCE: ISO 20539:2023, 3.1.1]

3.17
language register
language (3.16) variety used for a particular purpose or in an event of language use, depending on the type of situation, especially its degree of formality

Note 1 to entry: A person usually has more than one language register in their linguistic repertoire and can vary their use of language register according to their perception of what is appropriate for different purposes or domains.

[SOURCE: ISO 20539:2023, 3.2.2]

3.18
language tutor
person who offers personalized assistance to learners in the form of extracurricular or in-class activities to enhance their language skills

3.19
legal interpreting
interpreting (3.13) at communicative settings related to the law

[SOURCE: ISO 20539:2023, 3.4.25]

3.20
mode
established method for the delivery of *spoken language interpreting* (3.28) and *signed language interpreting* (3.25)

[SOURCE: ISO 20539:2023, 3.4.11]

3.21
note-taking
technique in *consecutive interpreting* (3.6) used by *interpreters* (3.12) for remembering, conceptualizing and summarizing information

Note 1 to entry: Note-taking is highly individual and can involve a mixture of symbols, abbreviations, words and diagrams.

[SOURCE: ISO 20539:2023, 3.4.14]

3.22
programme
consistent set of *courses* (3.9) designed to meet defined learning objectives or learning outcomes, and leading to recognition

Note 1 to entry: Recognition can take the form of a degree, a certificate of completion, participation or achievement, a badge, diploma and other forms.

[SOURCE: ISO 29995:2021, 3.6.11]

3.23
sight translation
sight interpreting
rendering written source language *content* (3.7) into the target language in the form of s*poken language* (3.27) or *signed language* (3.24)

[SOURCE: ISO 20539:2023, 3.4.17]

3.24
signed language
language (3.16) which uses a combination of hand shapes, orientation and movement of the hands, arms or body, and facial expressions

[SOURCE: ISO 20539:2023, 3.1.7]

3.25
signed language interpreting
interpreting (3.13) between two *signed languages* (3.24) or between a signed language and a *spoken language* (3.27)

[SOURCE: ISO 20539:2023, 3.4.3]

3.26
simultaneous interpreting
mode (3.20) of *interpreting* (3.13) performed while a speaker or signer is still speaking or signing

[SOURCE: ISO 20539:2023, 3.4.12]

3.27
spoken language
language (3.16) expressed orally

[SOURCE: ISO 20539:2023, 3.4.1]