

THE REGISTERED APPRENTICESHIP OCCUPATIONS AND STANDARDS CENTER OF EXCELLENCE (AOSC)

Interpreters and Translators National Occupational Framework

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RAPIDS Code: 3045

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(added recommended number of hours for apprenticeships on page 1)

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Introduction to Using This Document

Under the Registered Apprenticeship Technical Assistance Centers of Excellence award, the Urban Institute leads the Occupations and Standards work. One of the main objectives of Urban's project is to create high-quality, well-researched, consensus-based work process schedules that are nonproprietary and widely available. This document is a product of that work and contains three sections: the occupational overview, the work process schedule, and the related technical instruction.

The **occupational overview** is a general introduction, including alternative job titles, any prerequisites, and, if applicable, the total number of hours needed to complete a time-based or hybrid program.

The **work process schedule** outlines the major job functions, competencies, and/or hours an apprentice completes in a registered apprenticeship program. It outlines what apprentices are expected to learn on the job with the support of a mentor or journeyworker (a worker mastering the competencies of an occupation in a particular industry), including both core competencies and those deemed optional by experts in the field. The work process schedule is the foundational document guiding a program.

Urban works with numerous experts to ensure the content is thoroughly researched and vetted to reflect the expectations of industry, educators, labor unions, employers, and others involved in apprenticeship for this occupation. Sponsors and employers can use the work process schedule as their program standards with assurances it has been approved by experts in the field.

The **related technical instruction** presents considerations for the coursework that apprentices will undertake to supplement on-the-job learning. It is intended to serve as a reference to sponsors exploring their options for the accompanying classroom, virtual, or hybrid training.

How to Use the Work Process Schedule

Sponsors can adapt the work process schedule to accommodate their needs for competency- or time-based or hybrid programs. In a **competency-based** apprenticeship, sponsors assess apprentices' progress across core and optional competencies listed in the work process schedule. In a **time-based** apprenticeship, apprentices complete a predetermined number of hours across major job functions and the program overall. In a **hybrid** apprenticeship, sponsors monitor apprentices' hours spent on major job functions and assess their proficiency across competencies.

Each program type has a different method of assessment:

- **For a competency-based program**, apprentices engage in activities and make progress toward proficiency in the identified competencies. Sponsors overseeing apprentices' work assess their mastery of the outlined competencies using the following rating scale:

4—Competent/proficient (able to perform all elements of the task successfully and independently)

3—Satisfactory performance (able to perform elements of the task with minimal assistance)

2—Completed the task with significant assistance

1—Unsuccessfully attempted the task

0—No exposure (note the reason—absence, skill isn't covered, etc.)

The competencies may be completed in any order. Apprentices must perform at a level 4 or 3 in all competencies listed as “core” to complete the apprenticeship program successfully.

- **For a time-based program**, sponsors monitor apprentices' completion of hours in training across major job functions. The total number of hours recommended for this occupation is listed in the occupational overview and is based on guidance from the US Department of Labor. Generally, apprentices must have at least 2,000 hours overall for on-the-job learning, but occupations of greater complexity may require more hours. Sponsors will provide apprentices with supervised work experience and allocate the total number of hours across the major job functions to adequately train their apprentices.
- **The hybrid approach** blends both competency- and time-based strategies. Sponsors measure apprentices' skills acquisition through a combination of completing the minimum number of hours of on-the-job learning successfully demonstrating identified competencies. Sponsors will assess apprentices' proficiencies as described for competency-based programs with a rating scale of 0–4 for every core competency. Generally, apprentices have at least 2,000 hours overall for on-the-job learning, but occupations of greater complexity may require more hours. Sponsors will document apprentices' completion within a minimum and maximum range of hours assigned for each major job function.

Interpreters and Translators

Occupational Overview

Occupational Purpose and Context

Interpreters and translators facilitate effective communication between multiple parties, working between the source language and target language. An interpreter interprets verbal communication from the source language to the target language, while a translator translates written materials from the source language into the target language. Interpreters may rely on simultaneous interpretation (listen to what the speaker is saying while concurrently saying it in another language) and/or consecutive interpretation (listen to what the speaker is saying, and convey the message into another language after the speaker has paused).

Interpreters and translators may be expected to provide verbal, written, or sign translation and interpretation. They may provide interpretation and translation services in a variety of contexts, such as health care, education, legal representation, and government operations. Interpreters and translators use their cultural knowledge to bridge communication barriers between employers and clients.

Potential Job Titles

American Sign Language interpreter (ASL interpreter), court interpreter, educational interpreter, interpreter, medical interpreter, sign language interpreter, interpreter/translator, translator, certified interpreter/translator, language justice specialist

Apprenticeship Prerequisites

Candidate should demonstrate the ability to speak, read, write, and/or sign fluently in at least two languages, one of which is usually English or American Sign Language. Candidate should have formal schooling in a nonnative language and/or demonstrated proficiency in literacy assessment before the apprenticeship program.

Recommended Length of Apprenticeship (Time/Hybrid Programs Only)

The recommended length of time for on-the-job training in an interpreter and translator apprenticeship is 4,000 to 5,000 hours.

Work Process Schedule

Interpreters and Translators

ONET Code: 27-3091.00

RAPIDS Code: 3045

Instructions for Use:

Competency-based programs: In the “performance level achieved” column of the work process schedule (see examples starting on the next page), assess apprentices’ performances on each competency with the scale below. No monitoring of hours is required for this approach. See “Guidelines for Competency-Based, Hybrid and Time-Based Apprenticeship Training Approaches,” US Department of Labor, Employment and Training Administration, Office of Apprenticeship, October 20, 2015,

<https://www.apprenticeship.gov/sites/default/files/bulletins/Cir2016-01.pdf>.

- 4—Competent/proficient (able to perform all elements of the task successfully and independently)
- 3—Satisfactory performance (able to perform elements of the task with minimal assistance)
- 2—Completed the task with significant assistance
- 1—Unsuccessfully attempted the task
- 0—No exposure (note the reason—absence, skill isn’t covered, etc.)

Time-based programs: In the “hours” row, specify the number of hours apprentices will fulfill for each job function. No assessment of competencies is required for this approach.

Hybrid programs: In the “performance level achieved” column, assess apprentices’ performances on each competency using the 0–4 scale above. In the “hours” row, identify a range of hours apprentices should spend working on each major job function.

Job Function 1: Interprets messages accurately and completely from source language into target language (for consecutive, simultaneous, or ASL interpretation)

Hours (time-based and hybrid programs only):

Competencies	Core or optional	Performance level achieved (0–4) (competency-based and hybrid programs only)
A. Clarifies point of view of interpreting (in first person, which is standard, or third person) to both parties before beginning interpretation	Core	
B. Actively listens to messages to comprehend their entire meaning	Core	
C. Renders precise interpretation in real time without omissions or additions	Core	
D. Requests and incorporates clarification of speaker’s statements when necessary	Core	
E. Provides idiomatic interpretation (modifying the literal meaning of the source message) to accurately convey meaning from source language to equivalent meaning in target language, taking into account relevant cultural variations	Core	
F. Adopts vocabularies typically used in formal, consultative, and casual modes of communication, including colloquial slang, idiosyncratic slang, and regionalisms to accurately reflect speaker’s intention	Core	
G. Preserves the tone and emotional level of the speaker, and manages the delivery, speed, and length of the speaker’s statement (projection, pace, and pausing)	Core	
H. Uses memory skills including chunking, prediction, visualization, and notetaking where necessary	Core	
I. Works in teams or pairs to coordinate transitions during longer periods of interpretation	Core	
J. Operates headsets and other necessary technology	Core	
K. Applies own cultural knowledge to render an accurate and meaningful interpretation of the original message	Core	
L. Acknowledges the existence of power relations and dynamics between the parties involved and works toward full understanding between such parties	Core	

M. Provides fully accurate interpretation in conflict or uncomfortable situations, addressing limitations when they arise	Core	
N. Renders the source message in the same register as the speaker, with alterations only in rare instances of misunderstanding	Core	
O. Self-monitors for comprehension and output of interpretation by reflecting on performance and/or taking notes after	Core	

Job Function 2: Translates messages accurately and completely from source language into target language (for written translation)		
Hours (time-based and hybrid programs only):		
Competencies	Core or optional	Performance level achieved (0–4) (competency-based and hybrid programs only)
A. Provides accurate translations and summaries (as needed) of source language text, audio, and video material into target language with a clear awareness of audience specificities	Core	
B. Applies a translation methodology to translate complex texts that contain difficult, idiomatic, highly technical, and/or colloquial writing within the translator’s specialized field	Core	
C. Understands entire translation document before translating specific portions	Core	
D. Identifies and accurately writes summaries of translations, as needed	Optional	
E. Undertakes the necessary research to ensure accurate and meaningful translation of the original message	Core	
F. Shows familiarity with word processors (e.g., Word) and machine translation tools, such as Computer Assisted Translation (CAT) tools, Memsourc, Trados, and Google Translate	Core	
G. Checks own work either through verbally confirming comprehension or rereading translated work	Core	
H. Reviews translations to ensure accuracy, completeness, correct grammar, and spelling	Core	

I. Collaborates with editors in the final stages of translation review	Core	
J. Maintains documentation of translation versions and editing progress when appropriate	Optional	
K. Preserves narrative perspective of source documents (such as first person or third person points of view), or clarifies when translation has been paraphrased or modified in any way	Core	
L. Follows routines and protocols to ensure quality control, prevent inaccuracies, and respond to translation objections	Core	

Job Function 3: Demonstrates professional and ethical behavior when interpreting speech or translating text

Hours (time-based and hybrid programs only):

Competencies	Core or optional	Performance level achieved (0-4) (competency-based and hybrid programs only)
A. Follows ethical codes that protect the confidentiality of information to maintain the privacy and professionalism of clients	Core	
B. Understands personal biases in sensitive situations and applies these insights to ensure professional and impartial conduct	Core	
C. Asks for and receives feedback and guidance from appropriate external sources regularly to improve performance	Core	
D. Uses professional technology including web conferencing (e.g., Zoom, Microsoft Teams) and other office software as required by employer or contractor	Core	
E. Demonstrates familiarity with organizational policies and processes and industry-specific standards of practice (e.g., taking on client requests through the agency instead of independently)	Core	
F. Remains calm and compassionate when dealing with conflict and crisis situations	Core	
G. Communicates progress on longer tasks to clients	Optional	

H. Identifies challenges and develops strategies for addressing them independently, with assistance from supervisors, as needed	Core	
I. Manages unfamiliar terms and concepts in a manner that maintains transparency and supports effective communication for all parties	Core	
J. Addresses ethical dilemmas using decision making skills and established codes of ethics to support optimal outcomes and maintain integrity	Core	
K. Maintains impartiality by separating personal values, beliefs, and biases from those of all parties to respect their autonomy and self-determination	Core	
L. Recognizes that individuals have different levels of acculturation and intracultural variation to avoid making assumptions that may misrepresent a speaker's meaning	Core	

Job Function 4: Build on subject matter knowledge and vocabulary, and engage in continuous learning		
Hours (time-based and hybrid programs only):		
Competencies	Core or optional	Performance level achieved (0–4) (competency-based and hybrid programs only)
A. Understands the latest terminology within a specific field (e.g., law, medical, political, etc.) in both the target and source language	Core	
B. Builds some subject matter expertise on the topics being translated and interpreted to fully understand the context of the source language	Core	
C. Consults with experts in their respective field for newest developments in vocabulary, slang, protocol, etc.	Core	
D. Takes an active role in their professional growth and seeks out opportunities to immerse self in the nondominant language formally or informally	Optional	
E. Continually self-assesses interpretation and/or translation skills and keeps up with technology changes or developments and industry specific tools, working to improve where necessary	Core	

Job Function 5: Understands and applies communication skills with clients and colleagues		
Hours (time-based and hybrid programs only):		
Competencies	Core or optional	Performance level achieved (0–4) (competency-based and hybrid programs only)
A. Demonstrates professional email and phone etiquette, including responding in a timely manner	Core	
B. Uses positive and respectful verbal, nonverbal, and written communication with colleagues and clients	Core	
C. Supports client intake as directed by the supervisor, including identification, assessment, and response to interpretation and/or translation needs of clients	Optional	
D. Approaches sensitive situations with empathy in dealing with clients' needs	Core	

Related Technical Instruction

Interpreters and Translators

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Instructions for Use:

Registered apprenticeships must include at least 144 hours of related technical instruction (RTI). Courses offered by accredited colleges and universities may be assigned a credit hour determination rather than a contact hour determination. In general, an academic credit unit is the equivalent of 15 clock hours of instruction.

Development and Use of This RTI Outline: Employers and academic institutions may approach RTI in markedly different ways. Our goal was not to identify the single best way to provide RTI or to identify a single provider whose content we deemed to be superior. Instead, our goal was to survey numerous education providers, including employers, institutions of higher education, high schools, private continuing education providers, labor organizations, professional associations and, in some cases, municipalities that provide worker training, to identify topics or courses common among those providers that align with the job functions included in this work process schedule. Those common topics or courses are reflected in the RTI outline provided below, which may be useful in developing your RTI program or communicating your needs to an educational partner.

Licensure or certification requirements: States do not generally require occupational licensure for interpreters; however, some states require courtroom interpreters and medical interpreters to hold a certification in that field. Certifications are available in the following areas.

As of 2021, 50 states have requirements for sign language interpreters. Some states require annual registration and others require a state license. Some states just have certification requirements for medical, legal, and educational interpreters. Currently, the Registry of Interpreters for the Deaf (RID) offers two certification tests through Center for the Assessment of Sign Language Interpretation, LLC (CASLI): the Certified Deaf Interpreter (CDI) and the National Interpreter Certification (NIC) (<https://rid.org/rid-certification-overview/available-certification/nic-certification/>). The Registry of Interpreters for the Deaf (RID), Inc., awards the Certified Deaf Interpreter (CDI) credential to individuals who are deaf or hard of hearing and meet the following eligibility requirements: candidates must submit an audiogram or letter from an audiologist to confirm a hearing loss of at least 60 decibels in the better ear, hold at least a bachelor's degree, pass the Generalist Knowledge Exam, and pass the Deaf Interpreter Performance Exam administered by CASLI. For those who are not hearing impaired, RID offers the National Interpreter Certification (NIC) credential. To be eligible for this certification, an individual must have completed a bachelor's degree and pass the NIC Knowledge exam followed by the

NIC Interview and Performance Exam. In the past, RID administered multiple ASL certifications, such as the National Interpreter Certification Advanced or Master certifications. Although RID continues to recognize these certifications, the exams are no longer offered.

The organization recognizes many certificates that were offered previously, such as the SCL for legal interpreters. There are other organizations that have offered and still offer specialized certificates. There are special certificates for educational, medical, and mental health interpreters. Some states chose the Board of Evaluation of Interpreters (BEI) evaluation system in addition to CASLI or instead of the RID system. BEI offers testing for ASL to Spanish trilingual interpreters, legal, medical, and general community interpreters.

The Boys Town National Research Hospital in Omaha, Nebraska, operates the Educator Interpreter Performance Assessment program, though the credential they award is no longer recognized by RID. The State of Texas Board for Evaluation of Interpreters offers ASL certifications to those seeking to become interpreters in Texas, Illinois, Michigan, and Missouri, though other states may recognize the BEI credential as valid. RID does not currently recognize the BEI credential.

Certified Healthcare Interpreter™ (CHI, available in Arabic, Mandarin, and Spanish) and Core Certification Healthcare Interpreter (CoreCHI)—these credentials are conferred by the Certification Commission for Healthcare Interpreters (CCHI); the CoreCHI and CHI-Spanish credentials are accredited by the National Commission for Certifying Agencies (NCCA). Candidates for both certifications must submit proof of language proficiency in English and a language other than English and completion of a medical interpreter education program of a 40-hour duration minimum. The CoreCHI certification is a knowledge test assessing the interpreter’s core professional knowledge and ethical practice. The CHI certification is conferred to interpreters who in addition to passing the CoreCHI exam pass a dual-language interpreting performance exam, which tests interpreting skills in the consecutive, simultaneous, and sight translation modes, and in translation.

Certified Medical Interpreters (CMI)—this credential is conferred by the National Board of Certification for Medical Interpreters (NBCMI) and offers certification based on demonstrated oral proficiency in English and the foreign language in which the interpreter wishes to be certified, plus completion of an approved medical interpreter education program that is at least 40 hours long.

American Translators Association (ATA)—the ATA certification requires an individual to pass a three-hour exam focused on language proficiency and translator techniques and skills. In some instances, organizations or institutions are required to obtain certified translations. In such a case, the translation must be conducted or reviewed and approved by a translator who holds ATA certification status.

Accreditation requirements of instructional provider for licensure or certification, if applicable:

There are no accreditation requirements of instructional programs for licensure; however, the Certification Commission for Healthcare Interpreters does offer certification for medical interpreters, which may be required by individual states or employers for those working or providing interpreter services in a health care setting.

Anticipated changes in licensure or certification requirements, if known: None

Examples of state licensure or certification requirements:

Consortium for Language Access in the Courts—40 states are part of this organization that provides opportunities for interpreters to become “certified” or “qualified” in their field. To become qualified, interpreters must pass a written test in English, as well as a language proficiency exam in English and the interpreter’s foreign language. In addition, most states required interpreters to complete a short (1–3 days) workshop to orient themselves to the court system. A qualified interpreter who also takes and passes a Court Interpreter Certification Exam, if it is available in their foreign language, is considered a certified court interpreter.

Many states do not, themselves, certify interpreters for the deaf or hard of hearing but require interpreters to be listed on the Registry of Interpreters for the Deaf (RID). RID maintains a directory of state licensure and certification requirements for Interpreters at <https://rid.org/advocacy-overview/state-information-and-advocacy/>.

The state of Oregon has a specific legislature for medical interpreter certification with specific requirements for the state registry and holding a national certification in the health care interpreting field.

The states of California and Colorado require that interpreters working in the workers’ compensation field hold either a state court interpreter or a national health care interpreter certification.

US federal courts offer a Federal Court Interpreter Certification program, but this is limited to English/Spanish language interpreters.

Examples of RTI providers for this occupation

Professional associations and labor organizations: Several of the professional organizations that represent interpreters and translators provide information about approved education and training providers or provide instruction or continuing education opportunities directly to members, or indirectly by linking members to third-party providers through workshops and seminars.

Military: Defense Language Institute Foreign Language Center (<https://www.dliflc.edu/>)

Colleges and universities: A number of colleges and universities offer short-term foreign language interpreter and translator education and certificate programs through their noncredit and continuing education programs. These programs generally provide between 40 and 100 hours of training in translator or interpreter techniques, as well as in specialty areas such as court interpreting or medical interpreting, where specialized vocabulary, an understanding of professional terminology, and advanced training in ethical and professional conduct are critical. Although most colleges and universities offer instruction or degrees in one or more foreign languages, which may enable an individual to pass a foreign language proficiency exam, these academic programs may not include instruction on interpreter techniques.

No-cost online providers: No-cost providers, including Coursera and EdX, provide instruction that may improve language proficiency, introduce students to specific terminology needed to translate or interpret in the fields of medicine or law, and help them specialize in conference or other types of interpreting services:

- International Organizations for Interpreters (https://www.coursera.org/learn/international-organizations?trk_location=query-summary-list-link)
- Clinical Terminology for International and U.S. Students (https://www.coursera.org/learn/clinical-terminology?trk_location=query-summary-list-link)
- EdX language courses (<https://www.edx.org/learn/language>)

Continuing education or specialty education providers: Numerous specialty education providers offer interpreter and translator training or certificate programs. Some of these providers focus on specializations within the field, such as medical interpreter or court interpreter, while others focus on general practice and language proficiency. Examples of these providers include the following:

- Castillo Language Services (<https://castillolanguageservices.com/training>)
- Heartland Alliance (<https://www.crossculturalinterpretingservices.org/training.html>)
- The Medical Interpreting and Translating Institute Online (Mitio) (<https://www.mitio.org/medical-interpreter-certification>)

Udemy Professional Spoken Language Interpreting Basics Overview (<https://www.udemy.com/course/professional-foreign-language-interpreting/>)

Prerequisite knowledge, skills or experience typically required by RTI providers for this occupation

Bilingual, as demonstrated by a language proficiency exam. Some employers require interpreters to be fluent in at least three languages.

Literacy assessment may be implemented before the apprenticeship program.

Language proficiency exams are administered by multiple organizations. However, the three “gold standard” organizations for measuring language proficiency are:

- American Council on the Teaching of Foreign Languages (ACTFL) (<https://www.actfl.org/assessment-research-and-development/actfl-assessments>)
- Defense Language Institute Foreign Language Center (<https://www.dliflc.edu/>)

Gallaudet University: American Sign Language Proficiency Interview (<https://gallaudet.edu/american-sign-language-proficiency-interview-aslpi/>)

Introduction to Interpreting and Translating

Hours: 14

Sample learning objectives

- Explain the role of the interpreter and the various fields in which interpreters work.
- Explain the challenges, opportunities, and requirements to work in the various interpreter specialty areas, such as medical interpreting, court and legal interpreting, community and social interpreting, conference interpreting, government interpreting, and music or theater interpreting.
- Differentiate between interpreters and translators.
- Describe the process by which interpreters provide simultaneous and consecutive interpreting services.
- Explain the role of relay or intermediary interpreters.
- Describe the role of translators, the types of documents they are typically asked to translate, and the organizations that request or require document translations.
- Describe the process by which translations are certified and name the organizations or certifying bodies that provide this function.
- Explain the importance of understanding cultural and contextual information when preparing translations and describe the process by which translators conduct research to identify this information.
- Demonstrate the ability to participate in cross-organizational or interorganizational translation efforts.

Ethical Practice in Interpreting and Translating and a Client's Right to Privacy

Hours: 10–15

Sample learning objectives

- List and explain the key federal and state laws, regulations, and executive orders that guarantee limited English proficient individuals' access to a qualified interpreter.
- List and explain the laws governing access to interpreters for deaf and hard-of-hearing individuals.
- Develop a language access plan for an organization that receives federal funding.
- Describe the obligation of interpreters and translators to avoid conflicts of interest, act with impartiality, and maintain confidentiality and provide a sample of strategies that can be used to meet these requirements.
- Explain the limitations of practice that apply to the work of interpreters and translators and give examples of situations where interpreters and translators must be particularly cautious to not exceed their role.
- Explain the need for interpreters and translators to appropriately communicate their credentials to potential clients and interlocuters.
- Differentiate between bilingual advocates or representatives and qualified translators, especially in the case of legal proceedings and maintaining privilege.
- Describe the importance of providing translations that accurately represent the information presented in the original language or document, and discuss the appropriate way for interpreters and translators to react when there are errors in the original communication (such as missing words, incorrect grammar, incorrect usage, incorrect information, or conflicting statements).
- Explain the importance of certifying translations and provide examples of instances in which certifications are required. Discuss strategies translators can use to ensure fidelity of the translation.

Consecutive and Simultaneous Interpreting, Notetaking, and Translation

Hours: 40–60

Sample learning objectives

- Demonstrate proficiency in writing and speaking English and a foreign language or American Sign Language.
- Demonstrate the ability to identify key messages in a delivered message and relay these messages in clear, understandable, concise, and accurate language.
- Explain the difference between echoic memory, working memory, and long-term memory and how each of these types of memory is used to assist the interpreter.
- Demonstrate the ability to accurately perform consecutive and simultaneous interpreting of increasingly long interactions or speeches of increasing difficulty.
- Demonstrate the ability to use appropriate notetaking techniques to enhance the quality and accuracy of interpreting.
- Demonstrate the ability to accurately translate and certify the accuracy of a translation performed by another individual.
- Explain the different types of tools, including memory prompts (such as storytelling, visualization, identifying logical threads, etc.), that enable an interpreter to provide consecutive interpretation for increasing longer messages.
- Demonstrate the ability to provide consecutive interpretation for speeches, discussions, or descriptions.
- Describe the role of gesture, facial expression, and intonation in understanding and conveying information during interpreting sessions.
- Describe effective strategies for working across companies or organizations to produce translations that are technically correct and leverage content or contextual expertise that may come from different members of a translation team.

Advanced Notetaking

Hours: 15–20

Sample learning objectives

- Explain and demonstrate structured notetaking for interpreting.
- Demonstrate the ability to use symbols effectively to remember and convey information accurately.
- Demonstrate the ability to use notes in the provision of simultaneous and consecutive interpreting.
- Use notetaking to provide simultaneous and continuous interpretation of increasingly longer dialogues, speeches, movies, or conversations.

The Business of Interpreting, Translation, and Preparing for Assignments

Hours: 10–20

Sample learning objectives

- Demonstrate the ability to communicate with potential clients about your skills, areas of interpreter and translator competency, and billing practices.
- Demonstrate the ability to conduct research on the client, assignment, and location to determine if there will be any unique requirements or challenges, such as challenging work environments, clients with developmental or speech and language disabilities, tensions between speakers that could make interpreting difficult or translation certification requirements that could be challenging to meet or require the recruitment of additional expertise.
- Identify any equipment that will be needed to perform interpreter or translation services and either provide accurate information to clients about what is needed or demonstrate the ability to obtain the necessary equipment to bring to the assignment.
- Demonstrate the ability to create and submit an invoice for payment based on the requirements of the agency, client, or individual interpreter's contract requirements.
- Discuss effective strategies for tracking time on task, creating work logs, and creating a sample invoice for jobs that require tracking of hours.
- Demonstrate the ability to create a contract or work agreement that appropriately describes the interpreter or translator services to be provided, the time and location of the assignment, any specific requirements for the hosting person or organization, cancellation or rescheduling policies, and billing policies.
- Develop a set of symbols in preparation for an upcoming interpreter assignment.
- Explain and demonstrate how to assemble, review, and tag preparatory documents to aid in performing interpreter or translation services.
- Review background documents or information about an assignment to ensure that the interpreter has the appropriate credentials, does not have a conflict of interest, and can accept the assignment.

Interpreting in Difficult Situations

Hours: 20–30

Sample learning objectives

- Explain the appropriate steps to take in the event that an interlocuter is speaking too fast or in the event that the interpreter cannot hear or understand an interlocuter.
- Demonstrate the effective use of tactics to manage a combative, agitated, or hostile interlocuter.
- Demonstrate an understanding of key concepts of human psychology and ways to identify interlocuters who are fearful, in stress, under the influence of drugs or alcohol, developmentally disabled, or in crisis.
- Demonstrate strong ethical practice in situations where an interlocuter is revealing highly personal medical, legal, financial, or personal information.
- Demonstrate the ability to perform interpreting services in instances where interlocuters are not physically present with the interpreter.
- Explain the steps an interpreter would take if after an assignment begins, the interpreter realizes that he or she is not qualified for the subject matter being communicated, or if there is a conflict of interest in providing services for a particular interlocuter or client.
- Demonstrate the ability to provide accurate interpreter services in the event of technology or other equipment failure during the course of interpreting.
- Describe effective strategies for translating “high stakes” documents, such as educational transcripts, legal documents, culturally significant documents, and documents with national security implications.
- Discuss conditions under which a translator or interpreter may be required by law to notify authorities about information included in an oral or written translation.
- Demonstrate strategies for translating or interpreting documents or conversations when jokes, inuendo, cultural references, colloquialisms, slang, or insults are included or when content deemed appropriate in one culture could be offensive to recipients of the interpreting or translating services.

Use of Technology for Interpreting and Translating

Hours: 10–30

Sample learning objectives

- Define, provide examples, and explain the advantages, disadvantages, and appropriate use of computer-aided interpreter technologies.
- Demonstrate the ability to provide interpreting services using remote interpreting technologies, such as telephones, computer-based videoconference equipment, and conferenced-based videoconferencing equipment, including when the interlocuters are located in the same room but the interpreter is not or the interpreter is in the room with one interlocuter but not the other.
- Discuss the advantages and limitations of machine interpreting and its potential impact on the occupational of interpreting.
- Explain how translators conduct research to develop the background and contextual knowledge needed to produce an accurate translation.
- Demonstrate the ability to productively engage in group editing, including through the use of editing software.
- Explain how translators utilize online, cloud-based, and other electronic tools to conduct research, produce translations, work as part of a group to create and review documents, and consider the translations of others when embarking on challenging or unique translations.
- Explain the purpose, advantages, and disadvantages of various computer-assisted translation tools, and demonstrate proficiency in using these tools (or a subset of these tools, based on an employer's preferences). These tools include, but are not limited to, Linguee, SDL Trados Studio MemoQ, Fluence Now, ProZ, The Free Dictionary, SmartCAT, Wordfast Pro, Zanata, Translators Cafe, Interactive Terminology for Europe (IATE), Microsoft Language Portal, OmegaT, Website Word County Memsorce, etc.

Specialty training: court and legal interpreting, social service and community interpreting, medical interpreting, educational interpreting, music and theater interpreting, interpreting for business, interpreting for government agencies, and conference interpreting

Hours: 40–100

Sample learning objectives

- Demonstrate knowledge of terminology specific to the field in which interpreter or translation services will be provided.
- Demonstrate appropriate professional conduct in situations where the type of interpreting provided may be uncomfortable for the interpreter or interlocuter, such as in medical or legal interpreting or translating.
- Demonstrate the ability to translate precisely, using the terminology used by the interlocuter.

- Demonstrate the ability to explain instances where words may not translate correctly between English and a foreign language because of differences in vocabulary, dialect, slang, or cultural sensitivities.
- Explain protocols and expectations for professional conduct in the environment(s) in which the interpreter or translator is expected to work (or the types of documents he or she will be expected to translate).
- Demonstrate proficiency in interpreting spoken conversations or speeches of increasing length and complexity or of translation documents of increasing length and complexity.

Relevant military experience

MOS 09L—military interpreters and translators

Military interpreters and translators must achieve certain proficiency levels in English and foreign language to qualify for this military occupation. At more advanced levels, individuals must also obtain a security clearance to qualify for this work. Those who meet the language proficiency requirements complete a six-week training course to enhance their interpreter and translator skills.

MOS 09L10—performs low- and mid-level interpretation. Conducts sight translations of foreign language material into English. Assists in language and cultural awareness. Verifies low-level translation.

MOS 09L20—performs mid-level interpretation. Provides guidance to subordinate soldiers. Supervises the development of foreign language skills. Prepares written translations from foreign documents. Verifies mid-level interpretation.

MOS 09L30—requires a minimum foreign language reading proficiency rating of R2, as measured by the Defense Language Proficiency Test (DLPT) or an alternative reading proficiency test validated by the Defense Language Institute Foreign Language Center (DLIFLC). Verifies documents and performs translations. Performs duties as high-level escort as interpreter and translator. Must have SECRET security eligibility.

MOS 09L40—similar to the L30 duties but at a higher level and assists in the development and maintenance of English and foreign language skills.

MOS 09L50—Provides advisory support in the utilization of linguist assets.

Diversity, equity, and inclusion

Because of the nature of this field, and the reliance on native speakers of foreign language, it can be challenging to meet diversity, equity, and inclusion goals. In addition, it is important to recognize that in some instances, native speakers of foreign language have not lived in a foreign country and may not be fully aware of cultural differences and expectations of those who are from other countries. It is also important to demonstrate cultural sensitivities and improprieties to ensure that the interpreter does not act in a way that would be offensive or threatening to an interlocuter, such as in cases when

sensitive information may be communicated or an interlocuter is in a potentially embarrassing or compromising situation, such as when receiving medical care or when engaged in legal proceedings. Resources are available from a number of professional organizations in the interpreting and translator field to help practitioners identify and achieve Emotional Quotient Inventory (EQI) goals, which examine an individual's social and emotional strengths and weaknesses, including the following:

- *Building an Organizational Response to Disparities in Health Care: Five Pioneers from the Field*, Centers for Medicaid and Medicare Services, updated July 17, 2019, <https://www.cms.gov/About-CMS/Agency-Information/OMH/Downloads/Building-an-Organizational-Response-to-Address-Health-Disparities-Case-Study-Report.pdf>.
- “Lessons from the Field: Providing Language Services for Diverse Populations,” Centers for Medicaid and Medicare Services, July 2022, <https://www.cms.gov/About-CMS/Agency-Information/OMH/Downloads/Lessons-from-the-Field.pdf>.
- Maria Dipasquale, “Don’t Miss the Signs: Regional Accents in Sign Language,” Publishing Solutions Group, March 31, 2015, <https://publishingsolutionsgroup.com/blog/dont-miss-the-signs-regional-accents-in-sign-language/>.
- Richard Brooks, “A Guide to the Different Types of Sign Language Around the World,” *The Language Blog*, May 10, 2018, <https://www.k-international.com/blog/different-types-of-sign-language-around-the-world/>.

ACTFL Strategic Plan (<https://www.actfl.org/resources/about-actfl/actfl-strategic-plan>)

Works Consulted

Asian and Pacific Islander Institute on Domestic Violence. August 2009. "Resource Guide for Advocates & Attorneys on Interpretation Services for Domestic Violence Victims." <https://evawintl.org/wp-content/uploads/InterpretationResourceGuide.pdf>.

Certification Commission for Healthcare Interpreters. 2018. "CHI Exam Specifications: Performance Examination." https://cchicertification.org/uploads/2017_CHI_Exam_Specs.pdf.

———. 2016–17. "Test Content Outline 2017." https://cchicertification.org/uploads/2017-CoreCHI_Exam_Specs-brochure.pdf.

Francesca Mayr, "Simultaneous vs. Consecutive Interpreting: What's the difference?," GLOBO, August 24, 2017, <https://www.helloglobo.com/blog/simultaneous-vs.-consecutive-interpreting-whats-the-difference>.

Glassdoor. "Interpreter and Translator Jobs." https://www.glassdoor.com/Job/interpreter-and-translator-jobs-SRCH_KOO,26.htm (accessed August 2022).

Indeed. "Remote Interpreters." <https://www.indeed.com/q-Remote-Interpreter-jobs.html?vjk=e16bc4a5f50a0dfd> (accessed August 2022).

Lensa. "Interpreter and Translator Jobs." <https://lensa.com/> (accessed August 2022).

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