MONASH University

INT [Improvements to NAATI Testing] 2:

Options for interpreter assessment delivery including specialisations

A report prepared for NAATI by the

Translation and Interpreting Studies Program, School of Languages, Literatures, Cultures and Linguistics, Faculty of Arts

Monash University

Dr Jim Hlavac
Prof. Rita Wilson
Dr Marc Orlando
Assoc. Prof. Helen Tebble
Dr Shani Tobias
and
Mr Jonathan Beagley

Letter of Transmittal

Translation and Interpreting Studies
School of Languages, Literatures, Cultures and Linguistics
Faculty of Arts
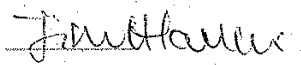Monash University

Clayton VIC 3800

18 April 2016

Mr Robert Foote
Manager Development – INT Project
National Accreditation Authority for Translators and Interpreters Ltd

PO Box 223
Deakin West ACT 2600

Dear Mr Foote,

Contained in this document is a report to NAATI entitled 'Options for interpreter assessment delivery including specialisations'. This report is submitted to NAATI in fulfilment of the requirements of a commissioned project undertaken by Monash University towards the NAATI – Improvements to NAATI Testing – Research Opportunities. The report addresses the required contents of the proposal.

Yours sincerely,

Jim Hlavac

in his own name and on behalf of:

Dr Jim Hlavac
Prof. Rita Wilson
Dr Marc Orlando
Assoc. Prof. Helen Tebble
Dr Shani Tobias
Mr Jonathan Beagley

TABLE OF CONTENTS

Summary

This report presents a discussion of relevant features and recommendations relating to 'Options for interpreter assessment delivery including specialisations' as part of the INT (Improvements to NAATI Testing) Stage 2 Project. The authors acknowledge NAATI's role in the regulation of certification procedures for interpreters and translators in Australia, and its status as an internationally recognised certifier of interpreter and translator practitioners across a wide range of languages, and including spoken-language and sign-language interpretation as well as translation.

This report has been commissioned to address the need to locate and evaluate relevant information on 'generalist' interpreter testing as well as on interpreter testing in specialised areas, with particular reference to the following: court interpreting, healthcare interpreting, conference interpreting and business interpreting. The report gives an overview of systems of testing employed in other national, supra-national and/or regional certifying authorities to provide a comparative perspective to the way that interpreting is currently being testing and/or credentialed in countries that are comparable to Australia or which are proximate to Australia in a geographical sense. Further, this report provides discussion on general performance-based features of interpreting, without testing being a part of this, followed by a discussion of the actual testing tools that are employed in other interpreting testing systems.

The report identifies and describes levels of skill demonstration required for contemporary interpreting practice in a range of settings, and sets these out as recommendations, with a fuller description of these with suggested test components. This report makes 10 recommendations, set out below, and contained also in Section 6.

This report is structured in the following way. Section 1 contains a brief introduction after which, Section 2 provides a survey of systems of interpreter credentialing that are found in other countries or other areas. Section 3 gives a performance-based evaluation of interpreting. Second 4 examines the same features, with the addition of testing systems considered. Section 5 is an overview of planning, infrastructure, logistic and personnel issues related to interpreter testing. Second 6 contains the recommendations for the delivery of generalist and specialist interpreter examinations. Section 7 contains works cited. Section 8 contains appendices that contain further discussion of psychometric features of tests.

List of Recommendations

General Recommendations:

Recommendation 1: We propose that the relationship between the generalist level and the specialised levels (and assessment delivery for each) is one in which the former precedes the latter. In other words, for most candidates, successful completion of the generalist testing precedes admission to attempt an examination in a specialised area.

Recommendation 2: Examinations should adequately test a variety of aspects of interpreting quality. In particular, they should evaluate candidates' interpreting technique and ethical decision-making processes. Candidates' contextual and linguistic knowledge, such as terminology, grammar, types of discourse and style, should also be assessed. Whilst performance-based exam components are particularly suited to the assessment of interpreting technique, contextual and some linguistic aspects may be more easily assessed through knowledge-based exam components.

Recommendation 3: Tests should be, where possible, conducted live. Scope exists for the delivery and assessment of initial components of generalist testing through electronic or remote means. For the remaining components of the generalist test, as stated, consideration should be given to the live delivery of tests. While live delivery of a candidate's performance may usually be recorded for the purpose of examination by examiners located remotely, consideration should also be given, to the *live* examining of candidates, *in addition to* examination on the basis of recorded performance.

Recommendations for generalist testing:

Recommendation 4: Generalist testing should include:

(for spoken–language interpreting between English and LOTE; and sign-language interpreting between spoken English and Auslan)

1) Dialogue interpreting; 2) Consecutive interpreting; 3) Sight translation; 4) Simultaneous interpreting

(for sign-language interpreting between written English and Auslan, otherwise known as 'Deaf Interpreting')

1) Simultaneous sight translation;   2) Consecutive sight interpreting

Recommendation 5: The prevalence of remote interpreting now justifies the inclusion of the following further, additional components in a generalist examination: 5) Telephone interpreting (except for 'Deaf Interpreting' – sign-language interpreting between written English and Auslan); 6) Videoconference interpreting

Recommendation for Court interpreting specialisation

Recommendation 6. It is recommended that the following components be included in the court interpreting exam: 1) Simultaneous interpreting, including chuchotage for spoken-language interpreting; 2) Consecutive interpreting; 3) Sight translation (legal texts and/or evidence); 4) Knowledge of legal terminology and of the legal process and legal proceedings in Australia (and also of other relevant jurisdictions in the case of test candidates of spoken-language interpreting); 5) Knowledge of ethics in legal contexts, and of questions relating to interactional management

Recommendations for Healthcare interpreting specialisation

Recommendation 7: It is recommended that the Healthcare interpreting examination comprise two parts: Part 1 - knowledge of terminology and the healthcare system in Australia, medical knowledge, ethics and the role of the interpreter, briefing before a consultation, and analysis of a written transcript of a medical consultation; Part 2 - demonstration of dialogue interpreting, consecutive interpreting, simultaneous interpreting (including spoken and chuchotage for English/LOTE candidates and spoken and signed simultaneous interpreting for English/Auslan candidates) and ability to sight translate; demonstration of ability to introduce role, participate in briefing and use telephone or video-link to engage in remote interpreting.

Recommendation 8: In relation to Part 2 of Recommendation 12, the further points given below recommend that a specialist Healthcare interpreter seeking accreditation

needs to: 1) demonstrate knowledge of medical terminology in formal and informal varieties, some dialectal, in both English and the relevant LOTE or Auslan in written form and in a live role play; 2) demonstrate knowledge of the structure and function of the interpreted medical consultation in writing through analysis of a written transcription of a medical interaction, as well as through spoken- or sign-language interpretation in a complete live role play; 3) identify in a written transcript of a medical interaction the stages or sub-genres of an interpreted medical consultation e.g., the instructions and feedback for a neurological examination; 4) demonstrate in writing, and in a live situation, his/her knowledge of the interpreter's role in healthcare settings; 5) demonstrate in writing his/her understanding and strategies for coping with simple and difficult ethical challenges; 6) demonstrate competence in briefing a healthcare practitioner through a preliminary written test and via a role play; 7) demonstrate in live situations medical knowledge of symptoms, diagnosis and treatment of specific health conditions.

Recommendation for Conference interpreting specialisation

Recommendation 9: It is recommended that the Conference interpreting examination consist of two phases: the first phrase consists of consecutive interpreting only; the second phase consists of simultaneous interpretation of a seen speech, an unseen speech or signing, and thirdly a requirement specific to spoken-language interpreting – group interpreting in simultaneous mode ('chuchoshout), or a requirement specific to sign-language interpreting – media interpreting.

Recommendation for Business interpreting specialisation

Recommendation 10: It is recommended that the Business interpreting examination be conducted in two phases. In the first phase, a test candidate is required to perform rapid written translation (for spoken-language interpreting) or rapid sight translation (for sign-language interpreting) of business-theme texts of approx. 1000 words and long consecutive interpreting bi-directionally. In the second phase, a test candidate is required to perform simultaneous interpreting bi-directionally for monologic speeches or signing, and further, to perform as an interpreter in a multi-party interaction comprising 4 (or more) speakers/signers with spoken-interpreters performing simultaneous (chuchotage) interpreting into one language, and consecutive interpreting into the other language, while sign-language interpreters perform bi-directional simultaneous interpreting. Turn length is reflective of that found in multi-party interactions: between 25 and 150 words (or equivalent signing).

1 Introduction

Interpreting has existed as a profession in Australia for several decades and has existed in the international context for even longer. Australia has stood at the forefront of certification and testing of interpreters (and translators) since the establishment of NAATI in 1977 and few countries even today have a national and widely-recognised institution that certifies and tests candidates across different levels of ability, for spoken-language and sign-language interpreting (and translation) between a significant number of languages and English. Innovation has been a characteristic of the provision of interpreting services in this country as evidenced by the creation of the first world-wide telephone interpreting service in Australia in 1975.

Interpreting in Australia, as in other countries, has undergone major changes over the last thirty years. Remote interpreting, which encompasses video-link as well as telephone interpreting, has grown greatly due to technological developments and in response to the need for services to regional and other areas where the provision of face-to-face interpreting is problematic. The roll-out of the National Broadband Network will have further, commensurate changes on the availability of high-speed bandwidth to further extend the accessibility and use of remote interpreting.

Interpreting is also undergoing changes that are found elsewhere across contemporary workplaces. These include an increasing diversification of work practices, specialisation of capabilities, higher mobility geographically and greater flexibility in working-time availability, as well as standards relating to customer service, liability, clarification of contractual obligations and continuous professional development. As Anthony Pym, a leading scholar in the field and current President of the European Society for Translation Studies, outlined, '[m]ost of the recent associations for interpreters correspond more clearly to the progressive diversification that the interpreting profession itself has undergone, corresponding to the institutional recognition of new areas of activity' (Pym, 2014, p. 475).

An important recent development is the emergence of supra-national or international standards, through the International Standards Organization (ISO) which currently has seven standards relating to interpreting:

- ISO 13611:2014 'Guidelines for community interpreting';

- ISO CD 18841 'Interpreting – General guidelines';

- ISO CD 20108 'Simultaneous interpreting – Quality and transmission of sound and image input. Requirements';

- ISO DIS 20109 'Simultaneous interpreting – Equipment – Requirements';

- ISO AWI 20539 'Translation, interpreting and related technology – Vocabulary';

- ISO DIS 2603 'Simultaneous interpreting – Permanent Booths – Requirements';

- ISO DIS 4043 'Simultaneous interpreting – Mobile booths – Requirements';

and a further draft likely to be released in April 2016 – ISO CD 20228 'Legal Interpreting'. The establishment of ISO standards reflects the need to describe and formalise standards for clients, practitioners, agencies and the profession as a whole (through professional associations and other relevant organisations such as NAATI). Descriptions of standards in ISO documents now have a strong and influential if not binding effect on national-level descriptions of standards and means of performance level demonstration.

This report examines 'interpreting' and 'interpreters' and both terms are used throughout the report as hypernyms for 'spoken-language interpreting' between English and a language other than English (hereafter: LOTE) and 'sign-language interpreting' between English and Auslan only. Data and examples drawn on relate typically to interpreting and interpreters where the activity as well as the practitioner are readily recognisable in the role of inter-lingual transfer via a spoken or sign language *to the exclusion* of other activities, such as being a guide, healthcare worker, business person, amenities facility employee, etc.

2 A survey of some national, supra-national and regional systems of interpreter credentialing

The current NAATI system consists of varying levels of accreditation, from Recognition to Conference Interpreter (Senior). With the exception of the level 4 and 5 Conference Interpreter accreditation levels, the current NAATI system does not account for specialisations within the field. Pym notes, 'after the heroic age of the generalist national and international groupings in the 1950s and 1960s, there has been a progressive specialization of associations' (Pym, 2014, p. 466). Indeed, growing numbers of organisations now feature credentialing in specialist areas of interpreting, sometimes with the concomitant effect that the specialist credential, in the absence of an accompanying generalist credential, becomes a general benchmark for many more or even all types of interpreting. While a generalist accreditation system has its advantages, particularly in regards to new and emerging language groups, specialist accreditation serves the purpose and need of identifying particular areas of practice as distinct and specific, and therefore requiring demonstration of performance standards in distinct and specific areas. As a report from the European Commission's DG Interpretation notes, 'Only a rigorous accreditation system guarantees an equivalent standard of training, thus ensuring confidence in the legal services with regards to professional quality' (European Commission -

Directorate General Interpretation, 2009, p. 12).

The selection of testing systems outside Australia discussed here reflect countries or areas that have current testing systems and/or interpreting sector profiles that are relevant to the Australian interpreting sector. Predominantly Anglophone countries are presented first, followed by predominantly non-Anglophone ones. Information about the credentialing authority, where available, is also given.

Predominantly Anglophone Countries

2.1 United Kingdom

Interpreter credentialing in the United Kingdom is offered by two organisations: the Chartered Institute of Linguists (CIoL) and the UK Institute of Translation and Interpreting (ITI). ITI is a small-scale professional organisation that has criteria for entry to its membership but nothing further. Discussion here will focus on the CIoL only.

The Chartered Institute of Linguists is the coordinating body for interpreting tests that have become the benchmark and generalist interpreting standard. It offers two interpreting credentials: Diploma in Public Service Interpreting (DPSI) and Diploma in Police Interpreting (DPI). These credentials are not based on coursework of any kind and are multi-part interpreting examinations only. Short preparatory courses are available to help candidates prepare for the DPSI and DPI exams, but these are not mandatory and are organised by third parties. The DPSI and the DPI are not, by themselves, a sufficient credential for potential interpreters to be able to work. In many settings in the UK: interpreters need to be accepted on the National Register of Public Services Interpreters (NRPSI). For those with a DPSI or DPI, this is a formality that leads to 'full status' membership on the NRPSI. Membership for those applying with other qualifications (e.g. university qualifications in T&I) is decided on a case-by-case basis.

The DPSI fulfils the role of a generalist qualification, while many who complete the DPSI also complete one of the legal-based pathways available: DPSI test candidates are required to choose from one of the following five pathways (formerly options): English Law, Scottish Law, Northern Irish Law, Health and Local Government. The chosen pathway determines the content of the various 'units' of the examinations. Therefore, those with the DPSI are required to possess the ability to interpret in *a* specialist area: court/legal; health; or social services/public services. This information is not obvious from DPSI holders' credentials and needs to elicited. The DPSI therefore functions as a generalist credential, and commonly also as a legal interpreting specialist credential. In the UK, no further credential exists beyond the DPSI in areas other than court/police interpreting. The DPI, on the other hand, is a specialist examination. All exam content relates to the police setting, and the CIoL explains that the DPI qualifies recipients:

To apply for registration on the List of Metropolitan Police Interpreters (Metropolitan Police Service)

For registration on the National Register of Public Service Interpreters (NRPSI)

For interpreting work with UK Visas and Immigration and the National Crime Agency

For work in courts through the MoJ Framework Agreement (by registration at Tier 1 with Capita TI) ('IoLET Level 6 Diploma in Police Interpreting (QCF)', n.d.)

Although police interpreting is considered a specialisation on its own for the purposes of the Chartered Institute of Linguists, much of the test content is shared with the DPSI.

2.2 United States of America

The United States of America (USA), unlike the United Kingdom, does not have a single body in charge of accrediting or certifying interpreters. Several bodies exist, with the majority specifying a particular domain. These two domains are medical and court interpreting. A generalist credential does not exist in America, due partly to the paucity of social services which themselves require interpreting services, partly due to the fact that the federal and state governments in the USA directly or indirectly support services that include the provision of interpreting services. Service provision of interpreting services is motivated by federal or state laws relating to the ability of all to communicate in the courtroom, and due to legal responsibilities (fear of litigation) in public hospitals for staff members to communicate adequately with patients. There is also a mix of national or federal, and state authorities, usually for specific fields of interpreting. While there are some national bodies, such as the National Board of Certification for Medical Interpreters (NBCMI) and National Center for State Courts' Consortium for Language Access in the Courts, the systems in place, particularly when it comes to legal interpreting, are devolved to the states' authority. There is no generalist interpreting credential in the USA. Credentials in Health Interpreting may be commonly used in other settings, e.g. welfare, social services.

2.2.1 National Board of Certification for Medical Interpreters

This federal certification has three levels of credentials:

- Screened Medical Interpreter (similar to NAATI 'Recognition');

- Qualified Medical Interpreter (only involves completion of 'written & qualification exams' and is intended 'for minority languages');

- Certified Medical Interpreter (CMI) (both written and oral exams must be completed to

achieve this credential).

The NBCMI website's FAQ refers to the first two credentials and states they 'will be developed in the future' (NBCMI, n.d.). No further information about these levels is given in the CMI Candidate Handbook.

From mid-2014 onwards, applicants are required to have, at a minimum, completed high school, a minimum of 40 hours of medical interpreter training and proof of oral proficiency in both English and LOTE (not further specified).

2.2.2 Certification Commission for Healthcare Interpreters (CCHI)

The Certification Commission for Healthcare Interpreters, another national body created in 2009, provides another form of certification for medical interpreters in the USA. The CCHI administers two credentials: Core Certification Healthcare Interpreter (CoreCHI) and Certified Healthcare Interpreter (CHI) (Certification Commission for Healthcare Interpreters, 2014).

Candidates must be at least 18 years old, have a high school diploma or equivalent, 40 hours of healthcare interpreter training and linguistic proficiency in English and LOTE (Certification Commission for Healthcare Interpreters, 2016).

CoreCHI is language neutral, so all interpreters can attain the CoreCHI certification. CHI, however, is only available in Mandarin, Arabic and Spanish (Certification Commission for Healthcare Interpreters, 2014).

2.2.3 Consortium – State Court Interpreting Exams

There is a de facto national credentialing body for legal interpreters in the USA—the National Center for State Courts (NCSC). A total of 44 of all 50 states participate in the NCSC's Consortium for Language Access in the Courts, and thus, according to Wallace, 'the court interpreting certification exam administered by this entity holds absolute primacy and is the most important gatekeeper to the profession' (Wallace, 2012, p. 67). It is important to note that the Federal Court Interpreter Certification Examination (FCICE) is also administered by the NCSC (as will be discussed in the following section).

While each state is charged with implementing the testing procedures and choosing their own cut-off scores, the tests are all developed by the NCSC. While most member states administer all three parts of the oral exam at once, three of the 44 states have implemented a bifurcated model aimed at predicting overall success in the certification process (Wallace, 2012). By doing so, Wallace claims that states have been able to reduce costs associated with administering examinations by using the simultaneous interpreting section of the exam as a 'predictor of success'. In other words, only those candidates who pass the simultaneous interpreting exam are able to advance to the consecutive interpreting and sight translation

exams.

2.2.3.1 Judicial Council of California – Court Interpreters Program

California is a member of the Consortium for Language Access in the Courts and its Court Interpreters Program represents a typical implementation of the NCSC Consortium testing. The Judicial Council of California (JCC) is an example of a state credentialing program for interpreters. The JCC's Court Interpreters Program is part of the NCSC Consortium. This is comprised of two levels of credentials depending upon the language. All candidates are required to take a written exam consisting of 135 multiple choice questions on the following topics: English language; court terminology; and ethics and professional practice. The written exam is administered by Prometric at their testing centres. Exams are computer-based and candidates have 2 hours to complete the exam. In order to pass written exam, candidates must score 80% or higher.

For registration, candidates must pass the aforementioned written exam in addition to an oral proficiency exam in English and another in their language other than English (LOTE). For certification, only available in 14 languages, candidates must pass the written exam in addition to a bilingual interpreting exam.

2.2.4 Federal Court Interpreter Certification Examination

The Federal Court Interpreter Certification Examination (FCICE) is also conducted through the National Center for State Courts (NCSC). The NCSC conducts this on behalf of the Administrative Office of the United States Courts. The FCICE serves as a means of quality assurance for legal interpreters in the USA by requiring all court interpreters to achieve minimal quality standards. Unlike the state exams, the FCICE is only available in the Spanish-English pair 'since that is the primary interpreting need in the federal judiciary' (Administrative Office of the US Courts, 2016). That is, the function of the US Federal Court is restricted to a smaller number of matters and is a high-level court with a lower frequency of need for interpreting services.

2.2.5 National Association of Judiciary Interpreters and Translators (NAJIT)

Although NAJIT formerly conducted examinations for legal interpreters, as of 2015 the future of those formal examinations is unclear (NAJIT, 2015). Some within the organisation have called for the examinations to be cut permanently due to the increasing prevalence of state court interpreter exams as well as the introduction of the Federal Court Interpreter Certification Examination (as discussed above).

2.2.6 Conference Interpreting

Conference interpreting in the USA is not subject to certification. Currently, very few universities offer coursework in conference interpreting. Perhaps the most famous is Middlebury Institute of International Studies at Monterey, which offers a Master of Arts in Conference Interpretation as well as a Master of Arts in Translation and Interpretation. University of Maryland offers a Graduate Certificate of Professional Studies in Consecutive Interpreting and a Master of Professional Studies in Interpreting. For the latter, students must choose between conference interpreting and public service interpreting. Wake Forest University also offers a Master of Arts in Interpreting and Translation Studies. All three universities are recognised by AIIC as meeting their minimum standards. Information is not available about entrance or exit testing of students or the attributes that graduate interpreters bear in relation to minimum standards of performance.

The Department of State in the USA provides a brief description of conference and diplomatic interpreting, but without information on training resources internal to the organisation. Instead, interpreting services are likely to be procured from external organisations, as the following statement suggests. 'By enabling communication between U.S. leaders, officials and citizens and their foreign counterparts, interpreters *working on behalf of* the State Department are often an essential component of our country's foreign policy efforts' (US Department of State, 2013, italics added).

2.2.7 Business Interpreting

Business interpreting is not an identifiable area of testing (or training) in the US. Interpreters are a rare feature of staff company resources that engage internationally. This was reported by Harry Obst, the former Head of Language Services for the Department of State of the USA, and a close follower of the language services provided by national or federal authorities in the USA. He laments the lack of interpreting services (and translation services) amongst US companies engaging with overseas markets (Obst, 2010).

2.3 Canada

Canada is a country that, in the area of language policy, has many similarities to Australia. It has a national policy of cultural diversity, integration of immigrants, recognition of indigenous communities and languages, together with an official national policy of English-French bilingualism. This last point accounts for 'terminology' and 'terminological consistency' being prominent features of T&I practice and work as all government departments and agencies are required to consistently employ terms in both languages that apply to the same referents. The national organisation is an umbrella organisation, the Canadian Translators, Terminologist and Interpreters Council (CTTIC), that encompasses all provincial organisations, that themselves

are professional associations. The responsibility of organising and setting certification examinations lies with the provincial professional associations: Association of Translators and Interpreters of Alberta (ATIA), the Society of Translators and Interpreters of British Columbia (STIBC), the Association of Translators, terminologists and Interpreters of Manitoba (ATIM), the Corporation of Translators, Terminologists and Interpreters of New Brunswick (CTINB), the Association of Translators and Interpreters of Nova Scotia (ATINS), the Association of Translators and Interpreters of Ontario (ATIO) and the Association of Translators and Interpreters of Saskatchewan (ATIS). The associations in Ottawa, British Columbia and Quebec are the best resourced and have the most comprehensive systems of testing/credentialing. It should be noted that in Canada, an examination is not the sole means of gaining an interpreter or translator credential.

The CTTIC and its provincial organisations administer certification exams in conference interpreting, court interpreting, translation and terminology. The Ordre des traducteurs, terminologues et interprètes agréés du Québec (OTTIAQ), though no longer a member of CTTIC, largely offers the same pathways to certification as its counterparts in other provinces. Thanks to a Pan-Canadian reciprocity agreement which guarantees that certifications granted by one province are recognised throughout Canada, OTTIAQ certifications are still recognised outside of Quebec and vice versa.

The CTTIC does not administer certification exams in community and medical interpreting (CILISAT has taken on this role – see 3.3.1 below). However, some members of CTTIC provide for community and medical interpreters to become members on the basis of training and/or a certification from a third party. This is the case with the ATIO in Ontario, for example. CTTIC does, however, certify conference interpreters and court interpreters by examination. In British Columbia, the STIBC will offer certification examinations in Community Interpreting and Medical Interpreting from 2017 onwards that will include the following:

Community Interpreting

Written component:
      Part 1: Professional Practice
      Part 2: Ethics
      Part 3: Translation of a Text on Community Services Theme into English

Oral component:
      Part 1: Sight Translation into Language of Speciality
      Part 2: Consecutive Interpretation

Medical Interpreting

Written component:
      Part 1: Interpreter Professional Practice and Ethics

Part 2: Translation of Terminology into the Language of Speciality and of a Text on a Medical Theme into English

Oral component:
Part 1: Sight Translation into Language of Speciality
Part 2: Consecutive Interpretation

2.3.1 CILISAT (Ontario)

The Community Interpreter Language and Interpreting Skills Assessment Tool (CILISAT) is a community interpreting examination administered by Cultural Interpretation Services for Our Communities (CISOC). CISOC, a registered charitable organisation, was founded in 1993. In 1994, Ontario's Ministry of Citizenship, Culture and Recreation requested that the organisation develop a tool to assess language proficiency and interpreting abilities of potential community interpreters. The exam is recognised by the province of Ontario for the accreditation of community interpreters. Nevertheless, it appears that it has also been adopted as a de facto measure of quality assessment outside of Ontario by various agencies. The exam is administered in over 50 languages and dialects.

Although the certification process does not explicitly comprise screening of candidates, CISOC notes that different agencies administer the examination differently. CISOC themselves, for example, require potential candidates to participate in an interview prior to being allowed to be admitted to the CILISAT examination.

The exam comprises three sections: 1) Sight Translation; 2) Dialogue Interpreting; 3) Consecutive Interpreting. The first section contains two sight translations, one from English into LOTE and another from LOTE into English. The second section contains a single dialogue interpreting scenario.

Candidates must score 75% or more in order to become certified. Nevertheless, a second 'cut' score of 70%, according to CISOC, 'represents minimal competence for entry into *interpreter training*' (emphasis added) ('CISOC', 2011). Even a score of 75%, CISOC notes, 'offers only a threshold measure of a person's current skill' (CISOC, 2014, p. 4). CISOC, as an agency, requires its own interpreters to undergo training (170 hours in total) *in addition to* certification through CILISAT.

2.3.2 CTTIC & OTTIAQ

In addition to certification by examination, it is possible for candidates to be certified 'on dossier'—i.e. on the basis of a portfolio submitted by the candidate. This option is intended for candidates with a recognised diploma and two years of professional experience or, for those without a recognised diploma, five years of professional experience. Candidates are then evaluated on the basis of their experience and the application they put forward.

Candidates in Quebec and New Brunswick can also become certified through a mentorship process.

2.3.2.1 *Basic Requirements of Certification (ATIO)*

Although CTTIC provides for certification by examination, an examination is not the only means by which a person may gain certification. In fact, certification procedures are not uniform throughout the provinces. For example, candidates in Ontario can be admitted to the certification examination without any experience if they have a recognised diploma in interpreting or have completed recognised training in interpreting. Conference interpreters can be admitted on the basis of 100 days of experience (at least 50 days into each active language and at least 30 days from each passive language). Court interpreters can also fulfil these requirements with 600 hours of experience as a court interpreter in Canada or, if accredited by the Ontario Ministry of the Attorney General, 300 hours of experience as a court interpreter.

Community and medical interpreters in Ontario are also eligible to take the certification examination if they can prove proficiency in either French (CEFR C1 or equivalent) or English (IELTS 7 or equivalent) and meet one of the following criteria:

1. hold a recognised university degree in community or medical interpreting or a recognised post-secondary program in community or medical interpreting

2. are accredited by a recognised certifying body and have worked for 300 hours as a community or medical interpreter

3. have 600 hours of experience as a community or medical interpreter in Canada

Although the ATIO website explains that community and medical interpreting candidates are required to take an examination within five years of being admitted to the association or be certified 'on dossier', it is not clear which certification exam is administered to these candidates as CTTIC does not mention an exam in these two subfields of interpreting—only court and conference.

2.3.2.2 *Basic Requirements of Certification (OTTIAQ)*

For OTTIAQ, unlike its counterparts in CTTIC, candidates cannot be certified through examination. Candidates must obtain certification either by mentorship or by equivalence. Candidates with a recognised diploma (at this point the only two universities recognised are Concordia University and University of Montreal) are required to either participate in a mentorship program lasting 6 months or show proof of two years of professional work experience. Candidates without a recognised diploma but who have completed equivalent coursework can also obtain certification after a mentorship or if they have two years of professional experience. The latter pathway is intended for students who have completed a degree in interpreting outside of Quebec.

Finally, candidates with 'equivalent training' may apply to be certified, although it is

not clear on what basis OTTIAQ decides what constitutes 'equivalent training'. In addition, all candidates are required to demonstrate proficiency in French—irrespective of language combination and certification pathway—and take a course on ethics and professional standards of practice.

OTTIAQ Credentialing Pathways		
Diploma AND	Mentorship (6 months) OR	Course on Ethics and Professional Standards of Practice
	Two years of professional experience	
Equivalent Training		

Table 1 – Pathways to Credentials through OTTIAQ

OTTIAQ's system of credentialing depends heavily upon tertiary education in interpreting and translation. As it is not possible to become a member by passing an examination, OTTIAQ therefore requires a university degree in interpreting. It also relies on a relatively labour-intensive mentorship process. This system is characteristic of a training + apprenticeship model.

2.3.3 Conference Interpreting

The following options exist for accreditation as a conference interpreter. Although many of the provincial organisations offer certification examinations through CTTIC, candidates are generally required to have completed a diploma in interpreting in order to be admitted to the exams—or else prove that they have experience in the field (100 days for ATIO and 2 years for OTTIAQ, as shown in the above sections). There are no details available on any of the Canadian CTTIC websites about the contents of the Certified Conference Interpreter exam, except that it includes 'consecutive interpreting' and 'simultaneous interpreting'.

Only two universities in Canada meet AIIC's interpreter training criteria: Glendon College at York University and University of Ottawa. Both universities offer a Master in Conference Interpreting. Students are not automatically certified upon completion of these degree programs. Meeting AIIC criteria for interpreter training is simply a gauge of the quality of a given training program and not a mechanism for certification of interpreters as such. Nevertheless, completion of a degree may help students to meet AIIC membership requirements.

Predominantly non-Anglophone Countries

2.4 Belgium

2.4.1 Interpreter training – conference interpreting and 'social interpreting'

Belgium is a country that has two areas of strength in interpreting: university or tertiary institutions that train students in consecutive and simultaneous interpreting; public service interpreting (particularly in Flanders) with the recent innovative programs at the Catholic University of Leuven, and the University of Antwerp, that include training and testing in court interpreting and 'social interpreting' (community or public services interpreting). The former area has trained and supplied the national (and international) market with conference interpreters. The latter has developed on the basis of social and governmental programs that recognise the need to train and ensure standards of performance for interpreters working in the public sector and in the courts.

The certification system for 'social interpreters' in Flanders is generalist. However, several settings are considered outside the realm of social interpreting: court, asylum proceedings and conferences. Social interpreting includes 'public services, employment services, healthcare, mental health, education, well-being, social housing, civic integration [and] shelter of asylum seekers' (Agentschap Integratie en Inburgering / Kruispunt Migratie-Integratie, 2015, p. 5). Upon certification, social interpreters may elect to have their names added to the Flemish Register for social interpreters.

The Belgian region of Flanders has implemented an innovative system of credentialing for 'social interpreters and translators'. Candidates who have never taken coursework in interpreting and translation and who have little or no experience in the field are required to enrol in a training program. This program consists of the following parts:

1. Language Test (Dutch)
2. Information Session
3. Basic Training Course
   a. Module 1
   b. Module 2
4. Certification Exam

For the Dutch language test, candidates are required to reach at least a level of B2[1] according to the Common European Framework of Reference for Languages (CEFR). This test is a prerequisite to the information session, although the guide to the program explains that 'exemptions are granted in some cases' without indicating what the reasons for such

---

[1] The Common European Framework of Reference for Languages contains the following levels in order from lowest to highest: A1 (Breakthrough or beginner), A2 (way stage or elementary), B1(Threshold or intermediate), B2 (Vantage or upper intermediate), C1 (Effective operational proficiency or advanced), C2 (Mastery or proficiency).

exemptions could be.

Candidates then attend a day-long information session in which they learn about the profession. The goal of this session is to help candidates decide between social interpreting and social translation, and they learn about remuneration, required skills and job stability, among other things.

Once candidates have chosen, they can enrol in a basic training course. In the case of social interpreting, the courses are jointly organised with university interpreting programs: 'Both trainers employed by the centre (experienced certified social interpreters) and by the faculties teach classes' (Agentschap Integratie en Inburgering / Kruispunt Migratie-Integratie, 2015, p. 9).

The course consists of 130 hours of classes and is comprised of two modules. Although candidates have already jumped through several hurdles at this point, the training course includes a further hurdle. At the end of the first module, candidates are required to take a test. Candidates must pass this test in order to move on to the second module. During this module, 'candidates improve upon their skills through practical exercises and role plays' (Agentschap Integratie en Inburgering / Kruispunt Migratie-Integratie, 2015, p. 9) in addition to preparing for the certification exam.

Finally, upon completion of the second module of the training course, candidates are eligible to take the certification exam. The average pass rate for interpreters is 30 percent (Agentschap Integratie en Inburgering / Kruispunt Migratie-Integratie, 2015, p. 10).

The Flemish Social Interpreter Exam assesses four key competences:

1. process oral messages
2. reproduce oral messages
3. comply with the code of ethics
4. resolve ethical conflicts

2.4.2 Court interpreters

Court interpreting is not considered to be a part of social interpreting. In fact, as noted in the ImPLI Final Report, the profession of sworn interpreter or translator in Belgium is not regulated and each judicial district has its own requirements for sworn interpreters (Salaets & Balogh, 2012, p. 74). As the report notes, this leads to vast differences among practitioners: some are highly qualified in other professions (law or conference interpreting) but have no training in legal interpreting; others have no degree or training; others still may have specific training in legal interpreting.

The situation in Flanders has, however, been changing. More and more interpreters receive training prior to becoming legal interpreters, and in some districts training is compulsory (Salaets & Balogh, 2012, p. 75). Three training programs for legal interpreters

currently exist: Legal Interpreting and Translation (LIT or GVT in Flemish) through Lessius University College (although this now appears to have been taken over by University of Louvain [KU Leuven]) and two courses through LinguaJuris.

LIT Program Modules		
Legal Training	Legal Training	
	Ethics	
	Legal Methodology and Research	
Legal Dutch and Terminology		
Legal Interpreting		
Legal Translation		
Police Interrogation		

Table 2 – LIT Program Modules, adapted from KU Leuven website

The KU Leuven court interpreting course is selective: entry is based on successful completion of the Dutch and other language screening tests. Candidates are required to score at least 80% on each screening in order to be admitted to the training course. Candidates' level in Dutch is expected to be at a C1 level; candidates' level in the other language is expected to be at a B2 level.

The KU Leuven program has testing at the end of each module. The type of testing depends upon the module. For example, the Legal Training submodule uses an open book exam consisting of multiple-choice questions, short answer questions and fill-in-the-blank exercises in order to test candidates' knowledge. The Ethics submodule is a practical, written exam in which candidates are asked to apply the Code of Ethics.

Interact.J					LinguaJuris Certificate of Legal Interpreting and Translation		
Belgian Justice	Interpreting Skills	Hearings with an Interpreting	Proceedings	Simulations	General	Translation	Interpreting

Table 3 – Legal Interpreting Courses Offered in Belgium

Interact.J is an intensive week-long course consisting of five modules: 1) the Belgian justice system; 2) Introduction to interpreting and ethics; 3) Observation and analysis of an interpreted hearing; 4) Proceedings; 5) Mock trial and prison visit. Participants are required to have 'excellent knowledge' (seemingly defined elsewhere as C1) of French or Dutch and 'thorough knowledge' (translations mine) of another language. This course is aimed at speakers of

languages of lesser diffusion as a means of improving the quality of interpreting due to the widespread use of informal interpreters for these languages.

Students for the LinguaJuris Certificate of Legal Interpreting and Translation course are required to have already completed a Master's degree in translation or interpreting or be 'professionals with equivalent skills' (translation mine) (LINGUAJURIS - n.d.). They must also have C1 proficiency in French or Dutch and B2 proficiency in their other language. The LinguaJuris website does not mention any exams, and the ImPLI report, citing the Dutch version of the LinguaJuris homepage, indicates there is no 'initial or final screening'. In other words, it appears neither of the LinguaJuris courses includes testing to evaluate students' abilities.

2.5 Sweden

In Sweden, a government body called Kammarkollegiet (Swedish Legal, Financial and Administrative Services Agency) is charged with accrediting interpreters. *Auktoriserad interpreter* is a professional title and is protected by law (European Commission , n.d. (b)). The title is granted upon passing a qualifying exam. Notably, Sweden is one of only 13 countries to protect the titles of translator and interpreter in the European Union (European Commission, n.d.). Aspiring interpreters take two exams in order to become authorised, as shown below.

Swedish Authorised Interpreter Exam	
Written Test (5 hours)	General Background Knowledge
	Terminology
Oral Test (2 hours)	Interpreting Role Plays
	Interpreting Techniques and Professional Ethics

Table 4 – Swedish Authorised Interpreter Exam

Candidates are not required to have received training prior to taking the interpreter exam. Despite the lack of a formal requirement for training, according to the Qualitas Project, 'it is extremely difficult, if not impossible to pass the exams for authorization without some experience and training in interpreting' ('SWEDEN | QUALITAS', n.d.). Candidates are, however, are required to be at least 18 years of age, not under legal guardianship and 'known for integrity and otherwise [be] suitable as an interpreter or translator' (Sveriges Riksdag, n.d.) on the authorization of interpreters and translators - riksdagen.se', n.d.). Exams are offered in a myriad of languages, with the precise calendar varying based on demand.

It also appears that candidates can become certified without the exam if they have completed various recognised training programs or university degrees in interpreting (Kammarkollegiet, 2015).

Authorised interpreters in Sweden ('Auktoriserad tolk') work in a variety of fields. Indeed, the authorisation test includes a written component on Swedish society and terminology in the following fields: 'health care, social issues, the labour market, social insurance and law' (Idh, 2007, p. 136). Specialist qualifications in court and healthcare also exist for 'interpreters who want to specialize further' (Idh, 2007, p. 137). Due to the fact that various fields of interpreting are included in the generalist exam, it is presumed that authorised interpreters without specialist qualifications are able to work in legal and medical settings. It is unclear how specialist qualifications work in the Swedish system.

2.6 Spain

Spain is one of the European countries with a code law tradition, and is one of the few countries in the EU in which the profession of 'sworn interpreter/translator' (traductores/as-intérpretes jurados/as) is legally protected. The Ministry of Foreign Affairs maintains a list of sworn translators and interpreters throughout the country, 'principally for consular or diplomatic translation and interpretation' ('SPAIN | QUALITAS', n.d.). In order to be included on this list, candidates must pass an exam administered by the Ministry of Foreign Affairs.

Candidates who have obtained a degree in translation and interpreting may be exempt from taking the exam if their coursework included 24 credits in legal and/or economic translation and 16 credits in the language for which they are seeking certification.

Candidates may also be included on the list if they have 'equivalent qualifications' and are citizens of the European Union or European Economic Area (EEA).

Spanish Ministry of Foreign Affairs Exam	
Written Translation Exam	1 journalistic or literary text without dictionary (timed) and translated from Spanish
	1 journalistic or literary text without dictionary (timed) and translated into Spanish
	1 legal text translated into Spanish *with* dictionary (timed)
Oral Exam	Brief oral summary of short, non-specialised text

Table 5 – Spanish Ministry of Foreign Affairs Exam

Despite being a sign of quality for interpreting, Qualitas' profile on Spain poignantly notes: 'No evaluation of interpreting skills is included' ('BELGIUM | QUALITAS', n.d.). In other words, the Ministry of Foreign Affairs 'qualification' for interpreters is in no way based on interpreting ability but merely translation abilities, knowledge of the legal system and ability to speak both Spanish and another language.

2.7 Norway

The Norwegian Interpreter Certification Examination (NICE), established in 1990, follows a familiar test format. Candidates must pass a written exam in order to be admitted to the oral exam. Upon passing both exams, candidates are awarded official certification.

The certification examination as a whole aims to measure candidates' proficiency in the following subject areas:

- Healthcare and medicine

- Jurisprudence and law enforcement

- Social affairs and welfare, work and business, and life in the community

Upon certification, interpreters can be listed on a national register. Until the mid-2000s, the administration of the Norwegian Interpreter Accreditation Exam (NICE) lay in the hands of the Directorate of Immigration which financed the testing and awarded 'authorisation' to successful candidates. ('Authorisation' is the term used in Norway and I employ hereafter the equivalent term used in Australia, 'accreditation'.) At the same time, institutions from the higher education sector, initially the University of Oslo and later the Olso and Akershus University College of Applied Sciences, have been responsible for the design and content of the NICE, selection of a board of examiners, and assessment of test candidates. Accreditation in Norway has been and remains a responsibility of government bodies, with close co-operation with the education sector.

Reflecting recent social policy, in 2006 the Directorate of Integration and Diversity (IMDi) was established in Norway with the brief to act as 'a competence centre and a driving force for integration and diversity'. This is the government body that took over the role of the Directorate of Immigration and which is now the licencing body for the government accreditation of interpreters and also the body that administers the Norwegian National Register of Interpreters (NNRI). Acceptance onto the NNRI now can occur according to demonstrated skill level, and accredited interpreters are accepted according to their level, from 5 (lowest) to 1 (highest). It is important to note that the NICE is an examination that enables successful test-takers to be accepted into the NNRI and that this is a high-level and aspirational goal, but not the only pathway to acceptance into the NNRI. Pass rates for the NICE have been comparable to those for the NAATI para- professional and professional interpreter exams and for nearly the last 10 years, other measures of performance ability have been adopted to allow acceptance onto the NNRI. (These include those accredited at level 5 – potential interpreters who have a mark of 80% or above from the IMDi's written bilingual test, and who have completed a short course on interpreting ethics and interpreting techniques.)

While an accreditation system with different levels or accreditation may appear confusing or even disadvantageous compared to a single system that has uniform standards for accreditation, this 'fine-grained' categorisation provides entrants to the profession with a clear pathway of further steps to undertake to move towards (further) training and a more advanced level of expertise. Users of interpreter services in Norway are informed of the level of

accreditation of the interpreter as well and there is generally a higher pay scale for interpreters with level 1 and 2 accreditation compared to those with only level 4 or 5. The lower levels can accommodate and certify individuals whose languages are not amongst those included in the formal NICE test schedule. But there remain problems with such a system that are familiar to Australians: end users of interpreting services not knowing or caring to know of the differences between the different levels, and also the employment of unaccredited and untested/untrained interpreters, and even family members or children to interpret. This has occurred although there have been guidelines that require that all services provided by public amenities are fully understood by recipients, where required through adequate interpreting services.

An exciting development from Norway is the recent release of a report on interpreting services nationally. The report – NOU 2014:8 'Interpreting in the public sector: a question relating to the right to due process of law and equal treatment' - was presented to the Minister of Children, Equality and Social Inclusion and there will be hearings and discussions by government authorities of the recommendations contained in the report (Regjeringen.No 2014, p.8).

Despite having a scaled and flexible system of interpreter accreditation, targeted audits of the qualifications held by interpreters showed that 60% of legal interpreters and up to 90% of medical interpreters lacked accreditation. It is clear that even a multi-scale system that accommodates to various level of demonstrated interpreting ability does not fully tackle the problem of unaccredited and untested interpreters remaining in the industry. Further measures were known to be necessary to address this problem. A key aim of the report has been to address the problem of not having sufficient numbers of accredited interpreters, and for a law to be passed that requires the employment of accredited interpreters. To this end, the report recommends that it should be an obligation in the public sector that only accredited interpreters are employed for assignments, and that this should be passed into law as of 1 January 2019. This is an important step in the formalisation and professionalisation of interpreting services that will mandate accreditation as a legislated pre-requisite for practice. Further recommendations from the report relate to almost all areas of interpreting:

Quantification of needs and services:
- Central statistic-collation of number of migrants in local areas, number of interpreting assignments and languages required.

Management and allocation of interpreting requests. (Open tendering of interpreting contracts has been a feature of T&I services in Norway for many years.) The report further recommends:
A partial re-centralisation of human resources management, by following model interpreting allocations systems established by current publicly-owned institutions, and a single booking system for 'small or rare' languages.

Equity and access:
Introduction for accreditation system for indigenous languages spoken in northern Norway.

Remuneration of time and according to skill level:

Pay scales with differentiated rates for interpreters according to accreditation level held and remuneration for preparation and travel time.

Policy towards clients and service-partners:
Training of public employees in communicating with interpreters.

Technology and PD
Increasing use of video-link interpreting, including a government-funded development and competence centre for its practice and use.

Pathways to accreditation
The continuation of a multi-level accreditation system, including the retention of the lowest level, those who have passed not an interpreting exam but a written bilingual test and who have attended a 3-day intensive course on interpreting ethics and techniques.

Aspirational models for training
Establish a Bachelor Degree in Interpreting at university level that will contain a full 3-year program consisting of 180 ECTS.

The 'outward-looking' nature of public policy development in Norway meant that members of the committee visited Australia and familiarised themselves with the provision of interpreting services 'on the ground' in this country, as well as with recent recommendations to a remodelling of the current NAATI testing system (INT stage one completed in November 2012).

The Interpreting Services Review Committee worked closely with the Norwegian Ministry of Justice and with the Ministry of Health and Care Services, as well as with the Directorate of Integration and Diversity (IMDi) in coming to these recommendations. The work of the IMDi in co-ordinating the current accreditation system and in managing the directory of accredited interpreters was instrumental in this industry-wide review of interpreting services. If accepted, these recommendations will propel Norway to the forefront of T&I policy and service-provision internationally.

2.8 China

The most authoritative translation and interpreting proficiency qualification accreditation is the China Accreditation Test for Translators and Interpreters (CATTI), administered by CIPG under the guidance of the Ministry of Personnel. The certificate awarded is called the Translation and Interpretation Proficiency Qualification Certificate of the People's Republic of China. This is the official qualification; it is incorporated into the national system of professional qualification certificates, though those without certificates can still legally practice translation and interpreting. The certificate is one of the prerequisites for 'translation and interpreting professional and technical posts'.

It has four levels, here given from lowest to highest: Level 3 Translator and Interpreter, Level 2 Translator and Interpreter, Level 1 Translator and Interpreter, Senior Translator and Interpreter. Those at the Senior level have to be experienced experts and also to 'make great contributions to translating and interpreting undertakings and training translators and interpreters in both theory and practice'. At the other end of the scale, Level 3 practitioners have 'rudimentary scientific and cultural knowledge and a general competence for bilingual translation and interpretation and can accomplish general translation work'.

Tests are designed to evaluate linguistic knowledge, background knowledge and translation knowledge (for more on this, see Translators Association of China, 2009).

Of the 80,299 examinees who have registered for the test, 12,702 have passed it (about 16 %). Some Chinese institutions of higher learning have incorporated the test into their syllabus and require that postgraduates majoring in translation or interpreting attain a Level 2 qualification. The website reports that the pass rate for translators of Level 3 is about 20%; for translators of Level 2, 16%; for interpreters of Level 3, 13%; and for interpreters of Level 2, 11%.

Other accreditations by other organisations include the National Accreditation Examinations for Translators and Interpreters (NAETI), the Shanghai Interpretation Accreditation (SIA) and the Accreditation for Interpreters and Translators (AIT).

China, like Australia, is one of the few countries to have a numerically graded scale of certified translators and interpreters, indicating their level of expertise, from level 3 (lowest, equivalent to NAATI old 'language aide') to senior (highest). Another point of similarity is the TAC's policy of limited, 3-year certification, with a 're-issuing' of certification only upon demonstration of further, professional development.

2.9 Taiwan

Taiwan is of interest as a country that has a strong trade and business focus in its translation and interpreting sector. Its T&I sector is very strongly influenced by the languages spoken in its trade partners: Anglophone countries in the Pacific-Rim area, followed by Japanese, then German. The Taiwanese Ministry of Education is the administrator of interpreting exam. What is termed a 'generalist' interpreting exam, is the English and Chinese Translation and Interpretation Competency Examinations (ECTICE). This assesses candidates in language proficiency with a knowledge-based component and in interpreting ability with a performance-based consecutive interpreting component. Notably, the exam is only offered in one language combination (English<>Chinese) and only evaluates consecutive interpreting ability (Liu, 2013, p. 164).

The performance-based component is further divided into two sections: short consecutive interpreting (3 minutes per speech, broken up into six to eight segments) and long consecutive interpreting (5 minutes per speech, broken up into two or three segments). In each section, candidates interpret two speeches from Chinese into English and two speeches from English into Chinese. The speaking rate for the performance-based component is set at 100-110 English words per minute (Liu, 2013, p. 165). In other words, speeches for short consecutive are approximately 300 words, and long consecutive speeches are approximately

500 words. Liu (2013, p. 164) remarks that 'Taiwan's simultaneous interpretation market is small and dominated by a small group of professionals. The necessity of adding a simultaneous interpretation test is still under review by the Ministry of Education'.

2.10 European Union – European Masters in Conference Interpreting

In Europe, the profession of conference interpreter is not specifically protected by any EU legislation, but the EU has an interest in co-ordinating and advancing training institutions with particular standards to facilitate a pool of university-trained interpreters to apply for positions working for the European Commission or the European Parliament, employed by the EU Directorate General for Interpretation. The EU has its own entrance tests, but university degrees in conference interpreting serve as de facto pre-requisites to an entrance test. Nevertheless, many universities in Europe have collaborated by way of the European Masters in Conference Interpreting (EMCI) consortium. The consortium sets standards for curriculum and final examinations.

The aims of the program are as follows:

> Within the framework of the European Union's drive towards the promotion of knowledge through wider access to specialist education and of the objective of improved employability through the acquisition of specialist competence, this programme is designed to equip young graduates with the professional skills and knowledge required for conference interpreting. It seeks to meet the demand for highly-qualified conference interpreters, in the area of both widely and the less widely-used and less-taught languages and in view of the expansion of the Union and of the Union's increasing dialogue with its non-European partners. The curriculum was developed in consultation with the European Institutions and continuation of this cooperation is an integral part of the programme.
> In developing the programme, the participating institutions combined their individual expertise, and it is their aim to optimise their use of resources through transnational cooperation in the delivery of the programme.
>
> In order to honour their commitment to quality maintenance as laid down in the EMCI Quality Assurance Standards, the participating institutions shall regularly review changing needs and new developments and permanently update the programme. The Programme shall make use of new technologies where appropriate and shall contribute to the dissemination of their application. The partner institutions shall pursue a common policy on student

recruitment and assessment, based on the aims of the programme and on the Quality Assurance criteria, as laid down in the Quality Assurance Standards, which underpin the core curriculum. The participants aim to contribute to spreading good practice across Europe. ('Course structure | EMCI', n.d.)

The consortium is comprised of 11 European universities: Universiteit Antwerpen (Antwerp, The Netherlands); ELTE University (Budapest, Hungary); Universitatea Babeş-Bolyai (Cluj-Napoca); Faculté de Traduction et d'Interprétation (Geneva, Switzerland); Boğaziçi University (Istanbul, Turkey); Univerza v Ljubljani (Ljubljana, Slovenia); Universidad Pontificia Comillas (Madrid, Spain); ESIT – Université Sorbonne Nouvelle Paris 3 (Paris, France); ISIT (Paris, France); Univerzita Karlova v Praze (Prague, Czech Republic); Università degli Studi di Trieste (Trieste, Italy); Uniwersytet Warszawski (Warsaw, Poland) ('European Masters in Conference Interpreting | EMCI', n.d.). There are some universities that are amongst the top ten T&I training institutions that are conspicuous in their absence from the list: Vienna, Germersheim (Mainz) and Zürich.

Among the requirements of EMCI membership is the use of aptitude tests. The panel of judges 'generally includes a majority of professional interpreters and interpreter trainers. These tests may vary for a number of reasons to do with the number of applicants, the language combinations offered or institutional constraints' ('Course structure | EMCI', n.d.). Nevertheless, the complete aptitude test, as defined by the consortium consists of an interview, the 'oral reproduction of short and structured speeches' from candidates' B and C languages to their A language. A general knowledge test is also required, although the format varies: some institutions test the general knowledge as a section of the oral aptitude test, whereas others use a separate, written exam. At some schools the aptitude test also includes: a sight translation; a brief presentation in the candidate's A or B language on a topic chosen by the test panel; written tests (in some cases, these are eliminatory).

EMCI Aptitude Test Components	
Required	Optional

Interview	Basic consecutive interpreting (reproduction of short, structured speeches from B and C languages to A language)	General Knowledge Test (Oral or Written)	Sight Translation	Brief presentation on a topic chosen by the panel of examiners	Written Tests (can be eliminatory)

Table 6 – EMCI Aptitude Test Components- Pre-entrance 'hurdle' test.

EMCI also sets standards for final examinations at member institutions. Students can be tested in AB, ABC or ACC combinations. The exact number of speeches is not specified on the EMCI website, but they recommend 'speeches on a variety of subjects in different registers'. Speeches should also be 5-7 minutes for consecutive and 10-15 minutes for simultaneous. Candidates must pass all final exam components for all language combinations at the same session. However, candidates who fail an ABC combination may instead be evaluated as if they had an ACC combination.

2.11 International Associations - AIIC

The International Association of Conference Interpreters (AIIC, for its acronym in French) is an international organisation that defines standards for conference interpreters regardless of where they live and work. Historically, AIIC has been a highly influential organisation for conference interpreting, and many institutions aim to meet their minimum standards for conference interpreter training, including several in Australia.

The organisation has established professional standards, primarily concerned with the working conditions of conference interpreters. Membership in AIIC is based on previous experience as a conference interpreter (minimum 150 days of work as a conference interpreter, with at least 50 days in each language pair) and members must be sponsored by at least three active members with whom the candidate has worked. Furthermore, sponsors must 'have 5 years seniority in the languages they are sponsoring' (AIIC, 2011). AIIC likens this process to 'passing the test of the workplace'. The requirement for three sponsorships, however, is intended to ensure that only qualified interpreters succeed in becoming members—regardless of number of days worked.

Interpreting institutions must meet the following criteria in order to be listed on the AIIC website:

- The course is only open to post-graduate students
- Aptitude test before course begins (one year) or at an early stage in the course for longer courses
- The course is taught by conference interpreters
- The curriculum must include instruction in both consecutive and simultaneous interpretation
- Course must be at least 2 semesters (1 academic year) long
- The course must have already run for one academic year (AIIC, 1999)

AIIC has also drafted best practice recommendations for interpreting schools/departments:

- Programmes at post-graduate level are more appropriate to train conference interpreters for entry into the profession.
- Applicants have to pass an aptitude test before being admitted to the school.
- Applicants are encouraged to spend considerable time living and working or studying in a country where their non-native languages are spoken before they consider entering a professional training programme.
- The school and teaching faculty inform candidates before and during their studies about relevant potential employment opportunities.
- Is the curriculum posted online?
- Courses are designed and interpretation classes taught by practising conference interpreters whose language combinations are recognised by AIIC or by an international organisation.
- Teachers of interpretation have had some teacher training specifically related to interpretation.
- All programmes are delivered by a combination of native speakers of the students' A and B/C (native and non-native) languages.
- The curriculum includes a theory component and a course which addresses professional practice and ethics. These courses should be delivered by practising conference interpreters.
- The final diploma in Conference Interpretation is only awarded if the candidate's competence in both consecutive and simultaneous interpreting in all working language combinations has been assessed and judged consistent with professional entry requirements.
- Final examinations are conducted in an open and transparent fashion. Candidates should understand the assessment criteria.

- Final examination juries are composed of teachers from the academic programme and external assessors who are also practising conference interpreters. The latter's assessment of each examinee's performance should count towards the final mark awarded.
- Representatives from international organisations and other bodies that recruit interpreters are invited to attend final exams as observers if they are not already present as external assessors.
- Interpreting Schools/university courses may not benefit financially from assignments worked by their students. (AIIC, 1999)

2.12 International Associations – IMIA

The International Medical Interpreters Association (IMIA) is a US-based international organisation that has a role of describing and advising, but not prescribing standards of practice and performance amongst medical/healthcare interpreters. In its 'Standards of Practice', it gives information on what clients can plan for and expect of medical interpreters in an interpreted healthcare setting. These things include:

- a briefing (where possible)

- role-explanation

- short consecutive (dialogue) interpreting is the norm that this Standard describes, and simultaneous interpreting is a desirable but not an obligatory skill that can be expected of medical interpreters: 'If the interpreter is competent in simultaneous mode, he or she uses it when it is important that the speaker not be interrupted (e.g. psychiatric interview, periods of high emotion)' (IMIA, 2007: 26.)

2.13 Business Interpreting

Very few regimes exist specifically addressing the accreditation of business interpreters. There are a handful of courses dedicated to business interpreting. One of them is listed at the University of Bath, which offers an MA Interpreting & Translating and has recently added an MA Translation with Business Interpreting to cater for growing market demand in China. Students enrolled in the MA Translation with Business Interpreting take one course on interpreting: it covers liaison and consecutive interpreting in business contexts. Students also learn business skills and advanced translation.

Interactions in business settings often require the interpreter to occupy a role of provider of inter-lingual transfer *and* another role, such as 'company employee', 'team member' and/or 'host/guide'. Those who occupy the role of business interpreter are often to be found in multi-national companies. In East Asia (Breaden, 2015) and in Europe, it is common for major

commercial companies and organisations to have staff whose duties include interpreting (and translation) usually *along with* other duties that are in line with the company's or organisation's goals.

3 Performance-based evaluation of interpreting

There are many popular perceptions of what 'good' interpreting is. There is a growing body of research identifying how interpreters, interpreter trainers, agencies, accreditation authorities and end-users ascertain what makes a good interpreter. Initially, much of this research focussed on conference interpreting only. Quality in interpreting depends on the exact context and situation of the interpreted encounter, and different fields of interpreting have different needs. There are significant differences in the types of discourse used in each discipline and the types of ethical problems faced by interpreters, these differences necessarily entail quality standards that are specific to each field.

Quality in interpreting can also be understood as a way of measuring how interpreters meet minimum standards for performance. This is a particularly important aspect of quality in the context of accreditation given that the goal of the accreditation process is to ensure objective standards are met.

According to Pöchhacker (2001) evaluation of the quality of interpreting is either process- or product-oriented Although product-oriented aspects of interpreting are the most obvious and the easiest to evaluate for outsiders, it is equally important to evaluate process-oriented aspects (Pöchhacker, 2001), such as job preparation, and delivery-related aspects required for interpreters to perform optimally (Tryuk, 2007; Zwischenberger, 2010). Research skills, access to and familiarity with glossaries, contextual knowledge and self-monitoring are also vital components of the interpreting process (Bontempo & Napier, 2009).

Interpreting is, by nature, a multi-party interaction, and so quality must be studied from multiple perspectives. From the perspective of accreditation authorities (and agencies), quality in interpreting can also be understood as complying with minimum standards or requirements. This is the idea that quality should be measured objectively and reliably. Quality in interpreting should be evaluated against 'external standards' and not 'derived from the results of individual members of a group' as in norm-referenced testing (Vermeiren, Van Gucht, & De Bontridder, 2009, p. 301). In the next few sections, we will examine some of the factors associated with quality as seen by interpreters and their end users.

3.1 Interpreter Perspective

Interpreters engage in self-evaluation or self-monitoring on an ongoing basis as a part of their practice. Interpreters' perspectives are particularly important to examine due to the insight of interpreters into their own practice, and surveys of practising interpreters are a useful tool for

understanding their perspective of quality.

One factor to consider is the role of job preparation and how well interpreters are able to prepare for jobs. Of the 95 community interpreters surveyed in Poland by Tryuk, 70 felt that they were generally well-prepared for their interpreting jobs, and 25 indicated that they did not feel well-prepared (Tryuk, 2007, p. 97). Those who did not feel well-prepared cited the following reasons:

1. the interpreters think they do not have an adequate knowledge of the terminology in the specific discipline;
2. they signal lack of knowledge of interpreting theory and in the majority of cases would be willing to undertake specialist studies in this area, especially some kind of training in interpreting;
3. they do not have access to all the documents essential for making the interpreting much easier.   (Tryuk, 2007, p. 97)

Similarly, Zwischenberger's (2010) survey of conference interpreters identified three groups of quality criteria: content-related, form-related and delivery-related. Of the form-related criteria, the correct form of terminological forms was ranked the most important. Of the content-related criteria, sense consistency with original (roughly equivalent to accuracy or fidelity) was ranked the most important. In fact, sense consistency with original ranked most important overall, with 88.6% of AIIC members and 90.6% of VKD (German Association of Conference Interpreter) members identifying it as 'very important'. Logical cohesion, fluency of delivery and correct terminology were ranked the next most important (in that order). Synchronicity was ranked the least important by VKD members, whereas native accent was ranked the least important by AIIC members.

Content-related criteria	Form-related criteria	Delivery-related criteria
Sense consistency with original	Correct terminology	Fluency of delivery
Logical cohesion	Correct grammar	Lively intonation
Completeness	Appropriate style	Pleasant voice
		Synchronicity
		Native accent

Table 7 – Categories of quality criteria identified by conference interpreters in order of relative importance by category (adapted from Zwischenberger, 2010, p. 135)

Although Zwischenberger's study focusses on quality in simultaneous interpreting, many of the criteria identified in her study are likely to be of similar importance in other modes of interpreting. Synchronicity, for example, is likely to be of little importance in consecutive or dialogue interpreting, whereas sense consistency with original is likely to be of equal importance in consecutive interpreting.

Participants in the study also ranked the same criteria for various subgenres of conference interpreting. AIIC members in the survey ranked criteria such as synchronicity and

pleasant voice as 'top priorities' for media events. Technical congresses, however, required more attention to correct terminology and completeness, according to both groups of participants (Zwischenberger, 2010, p. 137). Whereas content-related criteria, like logical cohesion and sense consistency with the original are largely product-oriented (i.e. focussed on what the interpreter produces), form-related criteria largely depend on interpreters' *prior knowledge* and are process-oriented. Correct terminology depends on adequate preparation and/or familiarity with the domain being interpreted. Preparation is a 'pre-process skill' (Albl-Mikasa, 2013, p. 19).

Still more studies have examined the role of personality and dispositional factors of interpreting to be able to predict with greater accuracy who will be a successful professional interpreter (Bontempo & Napier, 2009, 2011; Bontempo, 2012; Fan, 2012). Fan, for example, mentions the following personality traits: stress tolerance, mental stamina and fast learning curve (2012, p. 123). Bontempo argues that the role of personality should not be neglected in predicting who will become a successful interpreter and mentions the prevalence of psychological profiling in many high-stress careers (Bontempo, 2012, p. 99). Fan lists common qualities of 'seasoned interpreters' to include 'assertiveness, resilience, curiosity, intelligence, confidence, and being able to handle stress' (Fan, 2012, p. 4).

Fan (2012) also recorded whether or not interpreters in his survey had teaching experience and found that 'interpreters who have taught more than nine years (the mean years of teaching experience) perceived two aptitudes to be more important when compared against those who have taught for less than nine years: memory capacity and fast learning curve' (Fan, 2012, p. 133).

3.2 End User Perspective

Quality in interpreting can also be measured by evaluating if end user specifications have been met successfully. The particular specifications depend, naturally, on the type of end user and the interpreting setting.

Three commonly cited aspects of quality for end users, particularly for health and legal interpreting, are:

- Trust

- Professional knowledge (both of procedures and specialist terms)

- Impartiality (Edwards, Temple, & Alexander, 2005)

In the case of court interpreting, style can be particularly important, as shown by Berk-Seligson's research on style, register and politeness and their effects on end user perceptions (Berk-Seligson, 1989, 1999, 2009). As Pöchhacker explains, Berk-Seligson's 1988 study showed that 'two stylistically different versions of a court interpreter's rendering of witness testimony […] significantly affect the way in which listeners perceiver and judge the original

speaker's credibility' (Pöchhacker, 2001, p. 419). Clearly, style, register and politeness can have a significant effect on the quality of an interpreted event.

For conference interpreting, end users' concerns over quality tend to focus on sense consistency with original message, logical cohesion and fluency. Amini et al's 2015 study of user expectations of conference interpreting showed that the most important factors were: sense consistency with original message and logical cohesion. Fluency of delivery and correct terminology were the third and fourth most important factors (Amini, Ibrahim-González, Ayob, & Amini, 2015).

In Moser's study of conference interpreter end users who she interviewed after an interpreted meeting, the most common expectation of end users was faithfulness to the original (Moser, 1995, 1996, cited in Kurz, 2001). End users also preferred 'focus on essentials over completeness of rendition across almost all conference types' (Kurz, 2001, p. 402). For technical meetings, terminology was seen as particularly important. Kurz gives a detailed overview of a number of studies on user perspectives of conference interpreting (2001).

4 Performance-based evaluation through testing

4.1 Generalist

With the exception of the USA and much of Canada, most of the countries surveyed here have generalist interpreter qualifications. Generalist interpreter certification frameworks, where they exist, tend to cover various subfields of what is generally termed community interpreting in Australia. Social interpreters in Flanders, for example, work in most community settings, primarily within healthcare and social services settings. Social interpreting in the Flemish system specifically excludes court, asylum hearings and conference interpreting. The Swedish model of authorised interpreters is another example of a generalist qualification—interpreters are tested on knowledge of topics that would undoubtedly be classified as community interpreting in Australia: healthcare, social issues and employment, among others.

For the sake of this report, we will assume that generalist interpreting is the same as community interpreting since they tend to serve the same function in most countries.

4.1.1 Written Components

Many generalist interpreting exams also include written components. When written exam components do exist, they are often knowledge-based and used to test terminology, ethics and general and/or cultural knowledge. NICE's written component, for example, includes general language usage, terminology and realia (essentially knowledge of both Norwegian society and the society of the foreign language). The General Language Usage section is worth 50% of the entire written exam mark, and candidates must score at least 80% on it in order to have the other sections of their exams marked. The Terminology section is worth 30% of the entire written exam mark. The realia section is worth 20%. Dictionaries and other language aids are

not permitted.

NICE Exam Section	Required Score	Weight
General Language Usage	80%	50%
Terminology		30%
Realia (knowledge of both Norwegian society and the foreign society)		20%

Table 8 – NICE Written Exam Components, Adapted from Mortensen, 2001, p. 14

In Sweden, the written test covers candidates' knowledge of Swedish society and knowledge of terminology in both Swedish and the other language (Idh, 2007, p. 136). Candidates must achieve at least 80% on the written test to be allowed to proceed to the oral test. The pass rate for the written test is less than 50%.

4.1.2 Oral Components

The majority of generalist interpreting exams include role plays that mimic real-life interpreting encounters. This is a form of performance-based assessment with high face validity. Dialogue interpreting role plays have high face validity because they *appear* to adequately test for the skills interpreters need. However, as noted in section 4.2, high face validity is not necessarily the best indicator of future performance.

CILISAT only tests candidates in three tasks: sight translation, dialogue interpreting and consecutive interpreting. Candidates are required to perform sight translation in both directions. Candidates only interpret one dialogue, however, and the entire exam only lasts 45 minutes. Candidates much achieve at least 75% overall to be certified.

CISOC Community Interpreter Exam		
Dialogue Interpreting	Sight Translation	Consecutive Interpreting

Table 9 – CILISAT/CISOC Community Interpreter Exam Components

The CILISAT is scored by two markers. The dialogue interpreting component is assessed in five areas: general vocabulary; technical terms; grammar; appropriate register, level of language and tone; and pronunciation and audibility. Each area of assessment is worth 2 points (2 points for 'very good' and 0 points for 'definitely too poor to be an interpreter'). Candidates receive ten points (two for each of the five areas of assessment) in each language, for a total of 20 points. To pass, candidates must score at least 14 out of 20.

While the majority of exams specifically test interpreting skills, the Spanish sworn translator/interpreter framework is noteworthy for *not* including any interpreting whatsoever. The majority of the exam consists of written translation. The oral component of the exam consists solely of reading a non-specialised text aloud and then discussing it with the test panel.

Little is known about how the exam is marked, other than it is a 'points system combined with holistic evaluation' ('SPAIN | QUALITAS', n.d.).

The Norwegian test, however, is conducted entirely before a live panel of examiners. The first section consists of interpreting two dialogues. Each dialogue lasts 15 minutes and covers one of the three major subject areas covered by the certification (that is, healthcare and medicine; jurisprudence and law enforcement; social affairs and welfare, work and business, and life in the community). This constitutes the first session of the exam and candidates are generally afforded a 2-3 hour break before moving on to round two. Only candidates who score an average of 82% on both dialogues, with no less than 78% on each dialogue, proceed to round two.

NICE Oral Exam Components		
Phase One	Phase Two	
Dialogue Interpreting	Consecutive Interpreting	Interpreting Techniques and Ethics
2 dialogues of 15 minutes each	Short monologue of approx. 200 words from LOTN [Language other than Norwegian] to Norwegian	Candidates are asked to respond to two questions orally before the test panel
	Short monologue of approx. 200 words from Norwegian to LOTN	

Table 10 – NICE Oral Exam Format, adapted from Mortensen 2001, p. 15 and Test Specifications for The Norwegian Interpreter Certification Examination (NICE)

In round two, candidates are asked to interpret two short monologues consecutively—one in each direction for which the candidate is being evaluated. Each monologue (such as a speech) is approximately 200 words long and is divided into 3 segments. Candidates interpret each segment separately. The average cut score for this round is the same as round two; each candidate must earn an average of 82% on both monologues and must not score less than 78% on either monologue.

To pass the oral exam successfully, candidates much score an average of 85% on the dialogue interpreting and consecutive interpreting sections in addition to 'an acceptable evaluation of their answers' (Giambruno, 2014, p. 178) to the two questions on ethics and interpreting techniques.

The oral exam is quite demanding and lasts from 2 ½ to 3 hours in total. Candidates are generally allowed to have an extended break following the first part of the exam. By administering the exam in two sessions and using the first session as a screener, NICE improves the cost-effectiveness of their exam procedure. Candidates are given their results immediately after the oral exam.

The NICE's oral exam tests two essential skills for interpreters: dialogue interpreting and consecutive (speech) interpreting. Finally, the oral component of the exam also includes

'questions pertaining to interpreting techniques and professional ethics' (Mortensen, 2012, p. 15) to which candidates are expected to answer orally. While one question is usually fact-based, candidates can be 'required to reflect on a posed professional problem and suggest an appropriate solution'.

It is unclear how the exam is marked. Examinations are tape-recorded 'for use during evaluation and in the case of discrepancies', but no further detail is given regarding evaluation of exams, other than that candidates must pass the first section of the exam in order to proceed to the latter sections.

The Flemish Social Interpreter exam consists of a Dutch language test, a language other than Dutch (LOTD) test and two role plays, which are intended to be 'simulation[s] of a real interpreting situation in the non-profit sector' (Agentschap Integratie en Inburgering / Kruispunt Migratie-Integratie, 2015, p. 11). Each role play lasts 15 minutes.

Each candidate is judged by three to four jury members, with each assessing different skills. One or two of the jurors, for example, assess the candidate's LOTD. The guide notes that for languages of lesser diffusion, 'there is only one juror assessing the additional language' (Agentschap Integratie en Inburgering / Kruispunt Migratie-Integratie, 2015, p.11)

Flemish Social Interpreter Exam Components	
Dutch Language Test	Listening Comprehension
	Speaking Skills
Second Language Test	Listening Comprehension
	Speaking Skills
Role Plays (2 dialogues of 15 minutes each)	Process Oral Messages
	Reproduce Oral Messages
	Comply with Code of Ethics
	Resolve Ethical Conflicts

Table 11 – Flemish Social Interpreter Exam Components

Notably, the social interpreting exam does not include a 'knowledge test on ethics', in contrast to the exam for social translators. Instead, candidates are expected to resolve ethical conflicts during the two role plays. A candidate is considered to have passed 'when they prove they possess the four key competences and meet the B2-level in both languages' (Agentschap Integratie en Inburgering / Kruispunt Migratie-Integratie, 2015, p. 12). Candidates must pass all exam components to pass the test.

The Chartered Institute of Linguists exams consists of five units regardless of specialisation, as shown in the table below.

CIoL Units				
Interpret consecutively and	Provide a sight translation into	Provide a sight translation from	Translate into English in the	Translate from English in the

simultaneously (whispered) in the public services	English in the public services	English in the public services	public services	public services

Table 12 – List of Units in Chartered Institute of Linguists Testing Scheme

In other words, CIoL tests all candidates in chuchotage (whispered simultaneous), consecutive interpreting, sight translation and written translation, regardless of the subject area chosen as a pathway. The subject area does not change the skills tested but merely the content of the texts chosen.

4.1.3 Common Exam Components & Comparison with Current System

The NAATI Professional Interpreter Exam, for comparison, consists of the following components:

NAATI Professional Interpreter Exam				
Performance-based Exercises			Knowledge-based Questions	
Dialogue	Consecutive Speech	Sight Translation	Social/Cultural	Ethics
2 dialogues, consisting of approx. 400 words each	2 passages, each consisting of approx. 300 words	2 documents, each from a different subject area and consisting of approx. 200 words	Four questions to be answered orally, two in each of the candidate's languages	Four questions to be answered orally, two in each of the candidate's languages

Table 13 – Components of current NAATI Professional Interpreting Exam.

The NAATI exam contains many of the same components in other tests. For more detailed information on common exam components, see Table below.

Common Generalist Exam Components					
Performance-based Exercises			Knowledge-based Questions		
Dialogue Interpreting	Consecutive Interpreting	Sight Translation	Social/Cultural	Ethics	Language Knowledge
Generally 2 dialogues, 15 minutes each (or 300 words)	2 passages, usually one in each direction	2 texts, usually one in each direction	The number of questions varies greatly; many tests incorporate multiple-choice	At least 2 questions (sometimes conducted orally) & up	Listening and speaking skills (usually elicited as a separate, and

			questions for these	to four	definable 'stand-alone' category)

Table 14 – Common Components of Generalist Exams

Whilst most generalist exams cover sight translation, dialogue interpreting and consecutive speech at a minimum, the inclusion of social/cultural questions is not very common for generalist exams. Most exams also include questions on ethics.

4.2 Medical

Medical or healthcare interpreting is one of the main fields in which interpreters typically work. One medical interpreting specialisation is conducted by the National Board of Certification for Medical Interpreters (NBCMI) in the USA.

National Board of Certification for Medical Interpreters (NBCMI) Exam	
Written Exam	Oral Exam
Roles of the medical interpreter	Consecutive Interpreting (Medical)
Ethics	
Cultural Competence	
Medical Terminology	Sight translations (into LOTE only)
Medical Specialties	
Standards of practice	
Legislation and regulations	

Table 15 – NBCMI Exam Components

The NBCMI written exam, conducted in English, covers: medical knowledge (without transfer); roles; ethics; cultural awareness; medical specialties; standards of practice; legislation and regulations (National Board of Certification for Medical Interpreters, 2009). The oral exam covers '12 mini-scenarios' and 2 sight translations (from English into LOTE) and is focussed exclusively on medical interpreting. It does not include simultaneous interpreting, sight translation into English or written translation: 'The job analysis showed that while medical interpreters sometimes perform these tasks, the frequency was not statistically significant' ('CMI Handbook', 2013, p. 10).

Another certification procedure for medical interpreters in the Certification Commission for Healthcare Interpreters based in the USA. CoreCHI is a knowledge-based test consisting of 100 multiple-choice questions about interpreting practices, healthcare terminology, interacting with healthcare professionals and cultural competence. The exam is computer-based and administered in a proctored environment in all 50 states of the US and in Canada. The test is in English and can be taken by speakers of any language (Certification Commission for Healthcare Interpreters, 2014, p. 9).

The Certified Healthcare Interpreter Exam (CHI) consists of the CoreCHI exam and a

computer-based oral performance exam. Candidates are tested in simultaneous interpretation, consecutive interpretation and sight translation. The performance component lasts 60 minutes total and is only offered for Spanish, Arabic and Mandarin interpreters.

Certified Healthcare Interpreter (CHI) Exam	
Written Exam	Oral Exam
Manage an Interpreting Encounter	Dialogue Interpreting
Healthcare Terminology	(4 vignettes; bi-directional)
Interact with Other Healthcare Professionals	Simultaneous Interpreting (2 vignettes; one in each direction)
Prepare for an Interpreting Encounter	Sight Translation/Translation of Healthcare
Demonstrate Cultural Responsiveness	Documents (3 brief sight translations & translation from English to LOTE)

Table 16 – Certified Healthcare Interpreter Exam Components, Adapted from CHI Candidate's Examination Handbook (2014)

The Chartered Institute of Linguists (CIoL) in the UK offers a health pathway in its Diploma of Public Service Interpreting. The CIoL examination procedure stays the same; the exam content, however, changes depending upon the subject pathway chosen. The health pathway, for example, covers a variety of procedures specific to practising in the medical field. The procedures, some of them interactions within themselves, others being part of a larger interaction are the following: 1) examination; 2) diagnosis; 3) assessment; 4) treatment; 5) management; 6) monitoring; 7) registration; 8) prescription; 9) referral; 10) screening; 11) health promotion; 12) history taking (IoLET, 2016).

4.3 Legal/Court

Court/legal interpreting specialisations exist in several countries. While there is no nationally applicable certification in Belgium, court interpreters are generally qualified through completion of university programs or other training courses in the field. An example of one such program can be seen in Table . Each particular jurisdiction in Belgium, however, has different requirements for its sworn interpreters.

Legal Training
Legal Dutch and Terminology
Legal Interpreting
Legal Translation
Police Interrogation

Table 17 – Court Interpreting Modules at KU Leuven

The USA has a framework for certifying court interpreters. 44 of the 50 states participate in the NCSC's Consortium for Language Access in the Courts. Although each of the 44 participating states implements the certification process somewhat differently, the processes are generally based on the NCSC guidelines. The Consortium for Language Access in the Courts develops the test constructs and guidelines for their implementation and makes them available to the state court bodies to adopt and administer. Whilst NCSC can contract with state courts to administer the tests, others may choose to administer them internally or outsource certain components to third party testing agencies. States may choose to administer certain components as screening tests to reduce the cost, such as New Jersey, where the simultaneous interpretation exam is tested as the first phase as a way of eliminating candidates who are unlikely to pass the entire exam.

State Court Interpreter Exam Components		
Sight Translation	Consecutive Interpretation	Simultaneous Interpretation
English to Other Language (200-225 words)	English to Other Language (400-450 words)	English to Other Language only (800-850 words)
Other Language to English (200-225 words)	Other Language to English (450-500 words)	

Table 18 – Components of the State Court Interpreter Certification Examination

FCICE is also developed by the NCSC and appears substantially similar to the individual state exams, with the notable addition of a written component. FCICE is only available in Spanish.

FCICE consists of two phases. The first phase is a written examination. The second phase is an oral examination. Successful candidates are included in the National Court Interpreter Database from which court interpreters are recruited. The two phases of the exam are conducted in alternating years, meaning that the whole certification process takes two years. Although there are no prerequisites for the exam, the National Center for State Courts' FCICE Examinee Handbook suggests, among other things, that enrolling in university-level coursework in the candidate's second language may be helpful preparation, as is 'an hour or two practicing interpreting skills every day' (NCSC, 2014, p. 41). Furthermore, NCSC provide a 'Self-Assessment of Readiness to Take the FCICE' in order to help potential candidates decide whether they are capable of passing the FCICE.

Federal Court Interpreter Certification Examination (FCICE) Components	
Written Exam	Oral Exam

Reading Comprehension	Usage	Error Detection	Synonyms	Best Translation of a Word/Phrase	Sight Translation (English to Spanish and Spanish to English)	Simultaneous Interpretation into Spanish (monologue)	Consecutive Interpretation (English to Spanish and Spanish to English)	Simultaneous Interpretation into English (witness testimony)

Table 19 – Components of the Federal Court Interpreter Certification Examination (FCICE)

The written phase of the examination consists of five sections (listed in Table 15) that are designed to measure candidates' proficiency in English and Spanish. This serves to screen potential candidates prior to the more intensive, resource-heavy oral examination. Candidates must score at least 75% on the written exam in order to be eligible for the oral exam. Notably, the written examination uses legal texts to ensure the authenticity of the language Federally Certified Court Interpreters (FCCIs) are expected to understand and use. As such, the language used in the exam is specialised, and the exam tests for 'a high degree of literacy in the source and target languages and familiarity with a range of language varieties and registers' (NCSC, 2014, p. 18).

The oral phase of the examination takes approximately 45 minutes and a score of 80% is required to pass. The oral examination is a form of performance-based assessment. In other words, unlike the written examination, which measures linguistic knowledge, it is intended to test candidates' performance on tasks that they are likely to perform as professional court interpreters.

Of particular note is the fact that FCICE incorporates objective measures into the oral examination: 'the passing score on the examination is 80 percent as measured by preselected words or phrases that are embedded in the examination text for use as objective scoring units' (NCSC, 2014, p. 35).

CTTIC also administers examinations in court interpreting. The process consists of two phases: one written, one oral. Candidates pay for each exam phase separately.

Components		**Minimum Score (per component)**
Written Translation		
On a general legal or court related subject from a LOTE/LOTF into English (or	Legal terms & technical vocabulary commonly used in court proceedings from English (or	70%

French)	French) into LOTE/LOTF	
Legal Knowledge		70%
Ethics		70%

Table 20 – CTTIC Written Court Exam Components

Candidates must earn 70% on each component of the written examination to be invited to the oral component. In order to pass the oral component, candidates must also achieve at least 70% on each component.

Components		Minimum Score (per component)
Sight Translation		70%
From English (or French) into LOTE/LOTF	From LOTE/LOTF into English (or French)	
Simultaneous Interpretation		70%
From English (or French) into LOTE/LOTF		
Consecutive Interpretation		70%
From English (or French) into LOTE/LOTF	From LOTE/LOTF into English (or French)	

Table 21 – CTTIC Oral Examination in Court Interpretation

Examinations are 'marked independently by two markers' (Hale et al., 2012, p. 128). Markers are provided with a marking guide that gives examples of what they consider major (omission of a phrase or more, definite lack of comprehension, nonsense) and minor (mistranslation of a single word, lack of precision, wrong shade of meaning) mistakes.

CIoL exams, as previously mentioned, all contain the same components, which are shown in 12.

4.3.1 Common Legal Interpreting Exam Components

The following table contains a summary of the most commonly found components of legal interpreting exams.

Common Legal Exam Components			
Performance-based Exercises			Knowledge-based Questions
Simultaneous	Consecutive	Sight	Legal Knowledge

Interpreting	Interpreting	Translation	
Usually only into LOTE, *not* both directions	2 passages, usually one in each direction	2 texts, usually one in each direction	This usually covers legal terminology and technical terms, but it can also include knowledge about legal procedures in one or both countries

Table 22 – Common Components of Legal Interpreting Exams

4.4 Conference interpreting

Generally speaking, conference interpreters acquire credentials through university degrees rather than through examination. This is the case in Canada, for example, where admission to CTTIC and OTTIAQ are contingent upon completion of a recognised university degree or an equivalent qualification from another institution. Whereas CTTIC administers exams to candidates, despite requiring a university degree or equivalent qualification, OTTIAQ requires either two years of professional experience. Candidates with a diploma but no experience may still become members after a six-month mentorship program.

In Europe, candidates also primarily obtain their credentials through the university system. In particular, the ECMI consortium has set standards for interpreter training institutions.

Internationally, AIIC accredits conference interpreters on the basis of professional experience (150 days) and sponsorship by three existing AIIC members. The most common gage of quality for conference interpreters is successful completion of tertiary education in conference interpreting from a well-known institution. Major employers of conference interpreters, such as the United Nations and the European Commission, also impose more testing in order to be accepted on their interpreter panels, serving as yet another way to assess interpreters.

4.5 Business interpreting

There are no business interpreting credentials internationally and there is a paucity of studies that examine business interpreting from the aspect of users.

5 Overview of planning, infrastructure, logistic and personnel issues relating to interpreter testing

5.1 Planning

Planning of interpreting testing needs to consider a variety of psychometric factors. Some psychometric factors that need to be addressed include validity, reliability, washback (both

positive and negative; for more information on washback, **see section 0**), scoring methods and authenticity of source content. Access and justice also need to be addressed in the test planning process to ensure that the test is geographically accessible and applicable, and also that bias does not affect the testing process.

5.1.1 Validity

Validity is a way of seeing whether or not a test actually measures what it claims to measure. A test that is valid, in other words, effectively evaluates candidates on the skills that it claims to evaluate them on. There is a need to balance validity considerations against other factors, such as feasibility of the exam procedures.

In order for a certification exam to be valid, there must also be a standard against which we test the exam as being 'valid'. If we surmise that most commonly used activities in community interpreting are dialogue interpreting and consecutive interpreting, for example, then the exam should ensure that successful candidates are able to interpret in both modes.

Validity depends upon knowing what activities interpreters are required to use frequently. Specialised exams should test different material based upon the activities commonly encountered in those subfields of interpreting. For a court interpreting exam to have excellent face validity (that is, it appears to measure the necessary skills to interpret in court), it should test court interpreters in both consecutive and simultaneous (particularly chuchotage) interpreting in a legal setting. These assumptions should be tested to better understand precisely which activities are important for which subfield and in what frequency they occur.

Other considerations are the extent to which telephone and videoconference interpreting are being introduced into modern practice for interpreters. To understand the utility of testing for these modes of interpreting, it is imperative to study the prevalence of these modes in current practice and projected increases in newer modes.

5.1.2 Reliability

Reliability is the degree to which a test is consistent—despite differences in test version, examiners, location, language combination, etc. This includes the idea that test takers in different language combinations should be taking exams that are of similar difficulty and scored using the same scale.

While there are several aspects to reliability, two of the most important are intra-rater reliability and inter-rater reliability. Intra-rater reliability refers to an individual rater's consistency over time or for different candidates, whereas inter-rater reliability refers to the degree to which multiple raters agree on the same candidate's performance. Both must be taken into careful consideration during the planning stages to ensure that extensive examiner training is developed and that panels contain multiple examiners.

5.1.3 Cost Effectiveness

Certification procedures should also aspire to be cost effective. As mentioned above, one potential way of making certification more cost-effective is by using a bifurcated testing model. In other words, by introducing multiple phase examinations, it is possible to eliminate unsuitable candidates earlier on in the examination process. Doing so not only reduces the cost of administering exams but also improves the logistics of administering examinations by reducing the demands on examiner panels. For example, analysis of data from the Consortium for Language Access in the Courts in the USA shows that simultaneous interpreting examinations are highly predictive of overall success in certification procedures. Several Consortium member states already administer the simultaneous interpreting exam as a screener in order to save costs. Furthermore, simultaneous interpreting lends itself well to remote examinations and can also be conducted en masse, potentially leading to further economic benefits of scale.

5.2 Infrastructure

Australia has a network of universities and post-secondary training institutions (VET providers), quite a few of which are involved in the delivery of interpreter training and have extensive experience in administering interpreting exams.

Computer labs at universities and TAFEs could be used to administer 'written' exam components electronically in a proctored environment, for example, and could be rolled out later to other locations and based on demand. Nevertheless, this may still reduce access to populations in more geographically isolated areas. Universities or VET sector providers without translation and interpreting courses could be used by outside administrators if need be, otherwise testing would be limited to universities with translation and interpreting courses, further reducing geographic access.

The demands of online testing on infrastructure are considerable. High-speed broadband connections would be required to ensure sufficient bandwidth for audio and, especially, videoconference interpreting. This is of particular consequence for online testing of signed languages where video is not an option but a necessity. Such bandwidth requirements—barring rapid deployment of the National Broadband Network and subsequent upgrades to fibre to the home throughout Australia—make online testing of audio and videoconference interpreting from a home-based PC or Mac computer unlikely for at least a few years.

In 2012, the Judicial Council of California Court Language Access Support Program set guidelines for Video Remote Interpreting (VRI) in American Sign Language, notably with respect to video resolution and bandwidth:

> 1. Video camera: Minimum video resolution of 720p (1280 x 720 pixels, progressive, at 30 frames per second); ideal resolution of 1080p30, 1080p50, or 1080p60 (1920 x 1080 pixels, progressive, at 30,

50, or 60 frames per second, respectively).
2. Endpoint bandwidth: Every endpoint must support at least 768k video calling.

These requirements mean that most home Internet connections will not reliably support these kinds of speeds considering the need for upload and download simultaneously. Nevertheless, it may be possible to use easier-to-deploy 4G services in more remote areas; the feasibility of this would have to be investigated more thoroughly. At present, current bandwidth capacity does **not** allow a reliable means for the transfer *and* recording of testing via the same, single video-link. Thus, remote interpreting as a 'first-stage' component of generalist testing would need to be restricted initially to telephone interpreting (for spoken language interpreters interpreting between English- and LOTE-speaker, and for sign-language interpreters *only* where an Auslan-signer is located proximally to them, and the English-speaker is located at the other end of the telephone line). For the video-link interpreting components of testing, venues with specialist video-link infrastructure would need to be sourced so that all parties to the interaction were located at a facility that has this specialist infrastructure. The recommended video-link interpreting components of testing are therefore to be conducted *not from a test candidate's home computer, but from a specific venue with adequate video-link infrastructure.*

Further to this, for video-link interpreting there would need to be *two* recordings of the test candidate's performance made. One recording would need to be made of the other interlocutor or interlocutors for whom the interpreter is interpreting, while the other recording would need to be made of the interpreter him- or her-self. (It is recommended that video-link interpreting be restricted to interlocutors – including the interpreter – who are located at two sites only, not three. This means that at one site there is the interpreter alone or with one other interlocutor, while at the other there are two allophone interlocutors or one interlocutor only.) Both recordings need to be supplied to examiners so that they have all source speech (or signing) and the test candidate's interpretations.

Video-link technology via dedicated systems still have variable quality in terms of the *recording* of synchronously transferred video+audio data. At the same time, freeware programs that accompany Skype such as EVAER (Excellent Video and Audio Recorder) for example, have good recording functions, but the source transfer via Skype is subject to variation in quality and frozen or distorted video and especially audio transfer. Until substantially advanced bandwidth is available and rolled out, ie. the National Broadband Network, there is little point in proposing, for the purposes of assessment and examination, more than what is recommended here in terms of remote testing. At the same time, nearly all aspects of performance conducted in live tests are transferrable to video-link mediated tests. Particular protocols such as clarification of role, and the explication of discourse (spoken or signed) or other information or events, relevant to the communicative situation, that are unheard or unseen to others, are features that need to managed by the interpreter. These should be included in the interpreter's *test performance* and marking criteria allocated to a candidate's demonstration of these protocols in a test situation.

Lastly, the interpreter, at the commencement of a remotely interpreted interaction, should outline the courses of action for all participants to follow should there be a breakdown in communication through technology failure, ie. loss of audio and/or visual link. It should be emphasised that the interpreter *should not* be expected to solve problems or to troubleshoot shortcomings that are related to technology itself. But the interpreter needs to know how to explain protocols of how to enable or re-establish communication for all parties should a breakdown occur, where this is possible and practical.

5.3 Logistics

Exams, once drafted, will need to be subjected to tests to ensure they are valid, reliable (for each new version drafted) and fair. A database of tests could be maintained with a versioning system (as is used by NCSC) to better coordinate updates to test content.

Specialist exams could be developed on an ad hoc basis for less common languages, i.e. when a specific number of candidates have expressed interest in the project.

The choice of venue for the examinations is also of importance. This report suggests that the specialist tests be conducted at 'examination centres' that are nominated by NAATI such as existing university T&I training centres at Monash, UNSW, Macquarie, UWS, UQ etc, via AUTIF, the Australian University Translation and Interpreting Forum. The specialist tests conducted at these examination centres would occur once annually and may be restricted to a certain number of languages each year.

Using bifurcated models of testing, written components could be administered on a larger scale and be eliminatory, reducing the demands for live actors and test panels, required for the second part.

5.4 Personnel

Personnel heavily influence intra- and inter-reliability in interpreter testing. Examiners are required to fully understand extensive training to ensure discrepancies in scoring are reduced as much as possible. Furthermore, for oral interpreting exams, multiple examiners must be involved in the evaluation process to ensure accuracy and transparency.

Written exams and staged testing can be useful in reducing the need for human capital without significantly affecting validity or reliability. Long evaluation procedures and travel time (i.e. for face-to-face oral exams) also pose problems to recruiting examiners, particularly for languages of lesser-diffusion.

While screening measures have many advantages, including reducing the cost of testing unsuccessful candidates, they may also constitute an additional administrative burden. It may

nevertheless be preferable to use screening tests due to the fact that they tend to be much more cost-effective. Cost savings from screening tests could possibly be used to fund additional administrative staff, improving the overall financial stability of the organisation.

The formation of examination panels should rest on the suitability (experience as a practitioner as a primary attribute and experience as an assessor as a secondary attribute) of examination panel candidates. Further, members selected for examination panels should receive training in evaluation and assessment.

Where possible, there should be variation in the personnel between those who design the content of tests, and those who examine test candidates' performance. Currently, test designers are members of examination panels, and the possibility of nominating, for example, former, rather than current members of examination panels to be test designers should be explored.

6 Recommendations for the delivery of testing for generalist and specialised areas of interpreting

Specialisation, besides increasing the standards demanded of interpreters, encourages interpreters to improve their skills and attain additional certification (Turner, 2007, p. 154). Specialisation, by providing an additional credential attainable through self-study and/or professional development courses, incentivises interpreters to engage in professional development (Angelelli & Jacobson, 2009). It is also important to recognise that while interpreters may have preferences for specific fields, for many it is simply not feasible to work solely in one area. By requiring all interpreters to have a generalist qualification at a minimum, it will enable them to work in fields outside their specialisation when and if necessary.

> **Recommendation 1**: We propose that the relationship between the generalist level and the specialised levels (and assessment delivery for each) is one in which the former precedes the latter. In other words, for most candidates, successful completion of the generalist testing precedes admission to attempt an examination in a specialised area.

> **Recommendation 2**: Examinations should adequately test a variety of aspects of interpreting quality. In particular, they should evaluate candidates' interpreting technique and ethical decision-making processes. Candidates' contextual and linguistic knowledge, such as terminology, grammar, types of discourse and style, should also be assessed. Whilst performance-based exam components are particularly suited to the assessment of interpreting technique, contextual and some linguistic aspects may be more easily assessed through knowledge-based exam components.

Recommendation 3: Tests should be, where possible, conducted live. Scope exists for the delivery and assessment of initial components of generalist testing through electronic or remote means. For the remaining components of the generalist test, as stated, consideration should be given to the live delivery of tests. While live delivery of a candidate's performance may usually be recorded for the purpose of examination by examiners located remotely, consideration should also be given, to the *live* examining of candidates, *in addition to* examination on the basis of recorded performance.

Candidates should have self-assessment tools available on the NAATI website in order to quickly and easily gain an idea of whether they are ready to take an interpreting exam (particularly for the generalist exam). Self-assessment tools should also allow candidates to assess whether they are even suited to the profession at all (Bontempo, 2012, p. 99). Self-assessment tools provide no guarantee of future success. But they can be instructive to potential candidates for them to decide whether or not to proceed to apply to undertake a formal test.

6.1 Generalist Testing

Generalist testing should incorporate a variety of tasks that represent the tasks most often required of interpreters.

Based upon standards and examination components outside of Australia for generalist interpreters, we recommend the following:

Recommendation 4: Generalist testing should include

(for spoken–language interpreting between English and LOTE; and sign-language interpreting between spoken English and Auslan):

1) Dialogue interpreting; 2) Consecutive interpreting; 3) Sight translation; 4) Simultaneous interpreting

(for sign-language interpreting between written English and Auslan, otherwise known as 'Deaf Interpreting')

2) Simultaneous sight translation; 2) Consecutive sight interpreting

Most generalist certifications test candidates in these activities directly: they evaluate test-takers based upon their performance on mock exercises with realistic scenarios or texts.

In addition, telephone interpreting and videoconference interpreting are growing in popularity. Some interpreters work primarily or even exclusively as telephone interpreters, and entire agencies are dedicated exclusively to these modes of interpreting. Video relay and video

interpreting is increasing greatly for English/Auslan interpreters in some parts of Australia.

Videoconference interpreting is based upon more recent technology, and the technology is still relatively in its infancy. Agency and interpreter interest in this mode is still relatively modest, although this is likely to improve dramatically as technology improves and access to true high-speed internet is rolled out, via the NBN, throughout Australia.

> **Recommendation 5**: The prevalence of remote interpreting now justifies the inclusion of the following further, additional components in a generalist examination: 5) Telephone interpreting (except for 'Deaf Interpreting' – sign-language interpreting between written English and Auslan); 6) Videoconference interpreting

Evaluating candidates in these two further modes of interpreting should result in two outcomes. First, it will ensure that interpreters are able to meet minimum standards for telephone and videoconference interpreting. It is vital to evaluate candidates in both telephone and videoconference interpreting to ensure the profession continues to address rapid growth in these two modes.

The inclusion of these last two tasks will improve confidence in telephone and videoconference interpreting services. This relationship is synergistic: as the general standard of interpreting via telephone and/or videoconference amongst interpreters improves, so will the uptake of these services by end-users and their subsequent confidence in the abilities of the interpreter.

The exams should include questions on linguistic and contextual knowledge as these factors have been identified by interpreters as important in ensuring quality. Linguistic and contextual knowledge includes terminology, grammar and common discourse styles, among others. Questions could include choosing the best sentence out of a selection or selecting the correct term for a given sentence. Several short texts from a variety of fields common to community interpreting should also be included (i.e. health, social services, immigration) and accompanied by multiple-choice reading comprehension questions. Such questions allow test designers to assess not only English or LOTE comprehension but also sociocultural and field specific knowledge. By ensuring even interpreters with generalist qualifications have some knowledge of common fields of community interpreting, the test will be a better predictor of whether candidates will perform well as professionals.

Generalist Exam Components	Spoken-language inter-	Sign-language inter-	Deaf inter-preting

		preting	preting (spoken English/ Auslan)	(written English/ Auslan)
1. Ethics, Society, Culture and Language	Four ethics questions (open response)	Yes	Yes	Yes
	Four social/cultural questions (open response)	Yes	Yes	Yes
	40 questions eliciting linguistic proficiency in English (grammar, semantics, vocabulary – multiple-choice)	Yes	Yes	Yes
	40 questions eliciting linguistic proficiency in LOTE or Auslan (grammar, semantics, vocabulary – multiple-choice)	Yes	Yes	Yes
2. Dialogue Interpreting	500 word (or sign language equivalent) component from a dialogue, interpreted consecutively from one of three subject areas: health, law, social welfare (speakers'/signers' turns to be no longer than 35 words or sign language equivalent)	Yes	Yes	No
	500 word component from a dialogue, interpreted consecutively (from one of the two remaining subject areas) (speakers' turns to be no longer than 35 words)	Yes	No	No
	500 word component from a dialogue, interpreted simultaneously (from one of the two remaining subject areas) (speakers' turns to be no longer than 35 words)	No	Yes	No
3. Consecutive Interpreting	300 word speech interpreted from English to LOTE or Auslan (broken up into two parts, with each part being no more than 170 words, and no less than 130 words)	Yes	Yes	No
	300 word speech interpreted from LOTE to English (broken up into two parts, with each part being no more than 170 words, and no less than 130 words)	Yes	Yes	No
	50 segments of Auslan signing that are part of a single communicative event that are rendered into written or text-based English – equivalent to approx. 1000 words of written text. Consecutive Sight Interpreting	Yes	Maybe	Yes
4. Sight Translation	250 word document (from one of three subject areas: health, law, social welfare) from English to LOTE or Auslan	Yes	Yes	No

	250 word document (from one of the two remaining subject areas) from LOTE or Auslan to English	Yes	No	No
	750 word unseen script from written English into Auslan (simultaneous mode) (3 renditions of this for Deaf Interpreting candidates only)	No	Maybe	Yes
5. Simultaneous Interpreting	300 word monologue from English into LOTE or Auslan	Yes	Yes	No
	300 word monologue from LOTE or Auslan into English	Yes	Yes	No
6. Telephone Interpreting (Dialogue Interpreting) (For spoken-language interpreting between English and LOTE only)	400 word dialogue (from one of three subject areas; health, law, social welfare) (speakers' turns to be no longer than 35 words)	Yes	Yes (Auslan interpreter and Auslan signer are at one end of telephone connection, English-speaker at other.)	No
	400 word dialogue (from one of the two remaining subject areas) (speakers' turns to be no longer than 35 words)	Yes	No	No
7. Videoconference Interpreting	400 word dialogue (from any of the three subject areas: health, law, social welfare) (speakers' turns to be no longer than 35 words)	Yes	Yes	No
	300 word speech for consecutive interpreting (from any of the three subject areas: health, law, social welfare) (broken up into two parts, with each part being no more than 170 words, and no less than 130 words) from LOTE into English	Yes	No	No
	300 word speech for simultaneous interpreting (from any of the three subject areas: health, law, social welfare) (broken up into two parts, with each part being no more than 170 words, and no less than 130 words) from spoken English into Auslan	No	Yes	No
	750 word written text for simultaneous interpreting from written English into Auslan	No	Maybe	Yes

Table 23 – Suggested Components for Generalist Interpreting Exam

The elements of NAATI's generalist accreditation exam could look much like the above. All of the elements could be administered at once, for example at a NAATI office or at a university with appropriate invigilation from NAATI and/or university staff, much like the current model of administering exams.

In order to reduce the costs associated with test administration on-site, it may make more sense to administer parts 1 and 5 of the generalist exam – 'Ethics, society, culture and language' and 'Telephone interpreting' (for English/LOTE and spoken English/Auslan candidates only) as the first phase as they are the interpreting modes most easily adaptable to remote testing. The first-stage part of the exam would still retain validity due to the fact that candidates could be tested under realistic conditions via the telephone interpreting component. On the other hand, not all interpreters work in this mode, and candidates with no intention of working as telephone interpreters may object to this phase being eliminatory. Nevertheless, as noted earlier, this mode, as well as video-link interpreting, is growing in popularity, so the number of interpreters who are likely to work in these areas in the future will likely rise..

A sequencing of the components for the generalist accreditation exam, in which the exam is administered in two phases, can be seen in Table 24 below.

First Phase		Second Phase				
Ethics, Society, Culture and Language Questions	Telephone Interpreting	Dialogue Interpreting	Consecutive Interpreting	Sight Translation	Simultaneous interpreting	Video-conference Interpreting

Table 24 – Proposal for Generalist Exam Format to be conducted over two phases

As noted above, telephone interpreting (for spoken-language interpreting, and for signed-language interpreting in which the Auslan-signer is co-located with the Auslan-English interpreter) and the computer-administered (and proctored) textual component could be conducted initially as first phase or 'hurdle' component for the generalist exam. At the same time, the 'hurdle' nature of it could serve the purpose of providing initial results to test candidates of their performance so that they can realistically assess their own likelihood of being able to attempt further components of the generalist interpreting test. By only administering the face-to-face exam or live testing to those who pass the first phase, the cost of administering the exams could overall be be reduced.

As for all exams, content should be standardised. The generalist exam, in particular, lends itself well to standardised test content. Because the exam should be based on authentic content from Australia (where practitioners will be accredited to practice), it is reasonable to start with a set of standardised dialogues, speeches and documents in English. These would then be translated into the other languages as needed.

6.1 Court interpreting

Like its generalist counterpart, the court interpreting test should be broadly representative of the knowledge and skills required of interpreters in legal settings. As a result, we recommend the inclusion of the following tasks:

> **Recommendation 6.** It is recommended that the following tasks be included in the court interpreting examination: 1) Simultaneous interpreting, including chuchotage for spoken-language interpreting; 2) Consecutive interpreting; 3) Sight translation (legal texts and/or evidence); 4) Knowledge of legal terminology and of the legal process and legal proceedings in Australia (and also of other relevant jurisdictions in the case of test candidates of spoken-language interpreting); 5) Knowledge of ethics in legal contexts, and of questions relating to interactional management.

		Spoken-language inter-preting	Sign-language inter-preting
Written Components	Terminology (100 multiple-choice questions) (50 in English; 50 in LOTE)	Yes	Yes, English only
	Legal systems and legal proceedings (50 multiple-choice questions) (25 in English; 25 in LOTE)	Yes	Yes, English only
	Ethics and the interpreter in legal contexts (4 short answer questions focussed on legal contexts) (2 in English; 2 in LOTE)	Yes	Yes, English only
	The interpreter and interactional management of court, police and lawyer-related interactions (4 short answer questions focussing on situational and procedural aspects of legal settings and the interpreter working with	Yes	Yes, English only

	other interlocutors) (2 in English; 2 in LOTE)		
Simultaneous interpreting	1000 words of court proceedings (bi-directional chuchotage simultaneous interpreting) (500 words in English, 500 words in LOTE or Auslan signed equivalent)	Yes	Yes
Consecutive interpreting	1000 words of witness testimony from LOTE/Auslan into English.	Yes	Yes
Consecutive interpreting	1000 words or equivalent signs of witness testimony from Auslan / English into LOTE.	Yes	Yes
Simultaneous and consecutive interpreting	2000 words of multi-party court proceedings (consec. and simultan., broken up into turns of no more than 100 words or equivalent signs) (Spoken-language interpreting: Consecutive interpreting into English; Chuchotage simultaneous into LOTE) (Sign-language interpreting: Simultaneous interpreting into Auslan; Simultaneous interpreting into English)	Yes	Yes
Sight translation	1000 words from written LOTE into spoken English	Yes	No
	1000 words from written English into spoken LOTE or signed Auslan	Yes	Yes

Table 25 – Proposed Court Interpreting Exam Components

The written exam could be administered separately from the oral exam. Candidates would have to earn 80% in each component of the written exam in order to be invited to proceed to the further parts of the exam. Terminology lends itself well to multiple-choice questions and marking of this section, and the section on law and legal proceedings could follow a similar format, together with the ethics questions and interactional management questions. This would mean that the first four sections could be tested electronically and marked within a short space of time. Candidates could, for example, take the written exam in a proctored computer lab or similar environment. The infrastructure required for such a testing environment is minimal, and exams could be administered all across Australia. The first four sections could be scored in a short space of time and those score at least 80% in each of the first four sections could be invited to proceed to the further, second phase of testing.

6.2 Healthcare interpreting

"Since interpreters have a set of experiences and attribution theories from a particular cultural context, it is therefore critical they understand the western bio-medical culture in order to facilitate the clinician's work toward the best health outcomes of the patient." (Turner 2007, p. 180) The philosophy of contemporary healthcare practised in Australia and in other, predominantly Anglophone immigrant/refugee receiving countries is patient-centred care,

enabling the healthcare practitioner to negotiate treatment with the patient in their social context. Thus healthcare practitioners are required to be highly knowledgeable and competent in their branch of medicine or allied health and equally competent in communicating with their patients, clients and their carers.

This means that medical interpreters must not only have substantial knowledge of the domain of healthcare to interpret the medical information, but also have highly developed competence in identifying and relaying the nuances of interpersonal meaning expressed by the healthcare practitioner, patient/client and their carer.

The implications for certifying medical interpreters are that the instruments of assessment must at least examine:

- the integrity of the candidate for their high level of ethical conduct;
- the candidate's knowledge of a variety of healthcare sub-disciplines of both medicine and allied health and the way language is used to perform these branches of healthcare;
- their ability to interpret the interpersonal meanings in conjunction with the delivery of medical information expressed by the healthcare practitioner, the patient/client and their carer.

The variety of communicative contexts in the medical domain will require the medical interpreter to be a highly competent bilingual, skilled to interpret in the following modes.

The number of skills and the type of knowledge base that is required of professional healthcare interpreters justify the Healthcare interpreter examination being conducted in two phases:

Recommendation 7: It is recommended that the Healthcare interpreting examination comprise two parts: Part 1 - knowledge of terminology and the healthcare system in Australia, medical knowledge, ethics and the role of the interpreter, briefing before a consultation, and analysis of a written transcript of a medical consultation; Part 2 - demonstration of dialogue interpreting, consecutive interpreting, simultaneous interpreting (including spoken and chuchotage for English/LOTE candidates and spoken and signed simultaneous interpreting for English/Auslan candidates) and ability to sight translate; demonstration of ability to introduce role, participate in briefing and use telephone or video-link to engage in remote interpreting.

Healthcare interpreting requires interpreters to be able to process a variety medical discourse, terminology and system knowledge (Angelelli, Agger-Gupta, Green, & Okahara, 2007; Ertl & Pöllabauer, 2010; Tebble, 2009, 2014). Interpreters need an adequate understanding of the medical context in order to facilitate the clinician's work toward the best health outcomes of the patient' (Angelelli et al., 2007, p. 180).

Apart from understanding the socio-political context and organisation of the healthcare domain in Australia and in the countries from which their clients may have come, the medical interpreter needs to have a command of the plain English and technical terminology of medical terms and procedures and their equivalent in the LOTE or Auslan. This terminology includes

the systems of the body implying anatomy, physiology, stages of life; and familiarisation with the medical conditions and practices of sub-branches of medicine and allied health; preventive medicine; medical procedures and equipment for different types of diagnosis and treatment; organisational procedures for emergency wards, admission to and discharge from hospital, post-operative care, and "the hospital in the home".

Such knowledge is put into action by medical and allied health staff as they engage in communicating with their patients (and their carers) through the services of the medical interpreter speaking a LOTE or signing in Auslan.

This use of language in action may be in the predominant discourse format of the interpreted medical consultation whose stages require different uses of language depending on what the physician or health practitioner and patient, or in fact, the interpreter is doing. These stages of the interpreted medical consultation resulting from intensive linguistic analysis described by Tebble (e.g., 1999, 2009, 2014) are: Greetings, Introductions, the Contract Stating and Eliciting the Problem; Ascertaining the Facts, Diagnosing the Facts*, Stating the Resolution or the Exposition, Decision by Patient*, Clarifying any Residual Problems, Conclusion and Farewell. All stages are obligatory except those marked*. Although they may well occur they are not always spoken. The Contract is that stage of the medical consultation when the interpreter ensures that both patient and healthcare practitioner understand the role of the interpreter and the ground rules for working with the interpreter to ensure good use of his or her services.

The medical interpreter needs to be familiar with this genre of medical communication to appreciate what is happening at each stage and to monitor his/her progress and performance to ensure the best delivery of what is said between the healthcare provider and patient (and carer when present). The medical interpreter needs to relay not only transactional information but understand the styles and purposes of communication. He or she must render appropriately and at the relevant stages of consultations, metalingual topics of how the consultation will proceed, a range of eliciting strategies from the physician or other healthcare practitioner; a range of instructions telling the patient what to do; relay narratives from the patient; relay explanations; relay medical procedures; relay seemingly low key as well as verbal feedback from both physician and patient; identify and relay topic uptake from the physician; relay prescribing; relay assurance as well as bad news; as much of their work.

Competence in interpreting these uses of discourse types in a variety of medical and allied health sub-disciplines can be assessed both in writing and orally, and with self-reflection. The medical interpreter needs to identify them within the micro-medical context and simultaneously make the most suitable discourse semantic choices to relay the speaker's expressed attitude to what they are saying. In this way the medical interpreter will be revealing the healthcare practitioner's expressed and implied philosophy of patient centred care and simultaneously fulfilling his or her professional ethical obligation to relay all that is said. That is, the medical interpreter needs to competently relay both the content and the speaker's attitude which are bound up in the discourse semantics of each utterance.

Given the various channels of communication available for medical and allied health consultations, medical interpreters need to be assessed on their knowledge of the protocols and use of the equipment for both telephone interpreting and videoconference interpreting.
A variety of short written materials is used in medical consultations and they are required to be

interpreted on the spot. Medical interpreters should also demonstrate sight translation skills for interpreting such information.

Longer consecutive interpreting than that which is used for dialogue interpreting may be required of the medical interpreter for hospital/community meetings; and for occasional medical research meetings that include overseas visitors. Thus, medical interpreters need to be able to interpret speeches and lengthy segments of speech for special meetings and for patients with special needs.

Skills in simultaneous interpreting (in spoken and chuchotage channels, and bi-directionally in English and Auslan) need to be demonstrated for use in both in general healthcare settings and mental health settings.

The role of the medical interpreter is often misunderstood due to the failure of the health practitioner and the interpreter to brief each other prior to an interpreted medical consultation. This vital skill of preparation needs to be demonstrated by candidates and tested for NAATI certification. This should be demonstrated both orally and in writing.

As a professional the medical interpreter needs to be accountable for his/her performance and upon completion of their live interpreted role play should be able to reflect upon his/her performance and give an account of several aspects of his/her work to one or more examiners.

Recommendation 8: In relation to Part 2 of Recommendation 11, the further points given below recommend that a specialist Healthcare interpreter seeking accreditation needs to: 1) demonstrate knowledge of medical terminology in formal and informal varieties, some dialectal, in both English and the relevant LOTE or Auslan in written form and in a live role play; 2) demonstrate knowledge of the structure and function of the interpreted medical consultation in writing through analysis of a written transcription of a medical interaction, as well as through spoken- or sign-language interpretation in a complete live role play; 3) identify in a written transcript of a medical interaction the stages or sub-genres of an interpreted medical consultation e.g., the instructions and feedback for a neurological examination; 4) demonstrate in writing, and in a live situation, his/her knowledge of the interpreter's role in healthcare settings; 5) demonstrate in writing their understanding and strategies for coping with simple and difficult ethical challenges; 6) demonstrate competence in briefing a healthcare practitioner through a preliminary written test and via a role play; 7) demonstrate in live situations medical knowledge of symptoms, diagnosis and treatment of specific health conditions.

Part 1 of the Healthcare interpreting examination consists of short answer, long answer and multiple-choice responses to questions, as well as written responses to a transcript of a medical consultation. It includes the following:

1. Medical terminology (100 multiple-choice questions) (50 in English, 50 in LOTE for English/LOTE candidates, 50 in English only for English/Auslan candidates)

2. General medical knowledge, common conditions and the healthcare system in Australia (100

multiple-choice questions) (50 in English, 50 in LOTE for English/LOTE candidates with LOTE questions that relate also to the healthcare system in country/countries in which LOTE is spoken) (50 in English only for English/Auslan candidates)

3. Test candidates will be required to demonstrate their ability to understand and respond to ethical issues pertaining to healthcare interactions and to describe the interpreter's role in real or hypothetical situations. (4 questions). (2 in English, 2 in LOTE for English/LOTE candidates, 4 in English only for English/Auslan candidates)

4. Test candidates will be required to provide two written responses of approx. 100 words each of how they would seek a brief from a healthcare worker in relation to two specified medical consultations. The candidates will respond to two short descriptions of medical scenarios by writing about how they would seek further information from the healthcare worker about how to approach the interpreted interaction, and what, if any, information they would wish to convey to the healthcare worker before the interaction.

5. Test candidates will be required to identify at least 4 different segments of an English-language medical consultation transcript that each represent a distinct sub-genre of the medical consultation eg., the instructions and feedback for a neurological examination.

Below is a schematic outline of Part 1 of the Healthcare interpreting examination:

		Spoken-language inter-preting	Sign-language inter-preting
Written Components	Medical terminology (100 multiple-choice questions) (50 in English; 50 in LOTE)	Yes	Yes, English only
	General medical knowledge, common conditions and the healthcare system in Australia (100 multiple-choice questions) (50 multiple-choice questions in English) (50 multiple-choice questions in LOTE for spoken-language interpreters relating also to country/countries in which LOTE is spoken)	Yes	Yes, English only
	Ethics and the role of the interpreter (4 short answer questions focussed on health contexts) in either written English or written LOTE (for	Yes	Yes

	English/LOTE candidates) or all 4 question in written English (for English/Auslan candidates)		
	Briefing before a medical consultation. Two written descriptions of how the candidate, as an interpreter, would seek information from a healthcare worker for the purposes of preparing for the interpreted medical consultation (1 in English, 1 in LOTE for English/LOTE candidates; 2 in written English for English/Auslan candidates	Yes	Yes
	Identification of 4 segments from a transcript of an English-language medical consultation between a healthcare worker and a patient that represent a distinct stages or sub-genres of the medical consultation. This identification is done entirely in written English	Yes	Yes

Table 26 – Proposed Healthcare Interpreting Exam Format – Part I

Below is a schematic outline of Part 2 of the Healthcare interpreting examination:

		Spoken-language inter-preting	Sign-language inter-preting
Dialogue interpreting I	3000 words of a specified stage of medical consultation (bi-directional dialogue consecutive interpreting) (segments up to 100 words or signed equivalent in length) English into LOTE/Auslan and LOTE/Auslan into English. In this exercise, the test candidate is required to ask for a brief and to formally introduce his/her role to healthcare workers and the patient (and patient's family members where there is capacity to include these in the	Yes	Yes

	dialogue interpreting exercise).		
Dialogue interpreting (Remote interpreting)	1500 words of a specified stage of medical consultation (bi-directional dialogue consecutive interpreting) (segments up to 100 words or signed equivalent in length) English into LOTE/Auslan and LOTE/Auslan into English. In this exercise, the test candidate is required to ask for a brief and to formally introduce his/her role to healthcare workers and the patient. Further, the interpreter is required to show knowledge of protocols relevant to telephone/video-link interpreting in his/her description of role and capacity to perform management of the interaction to ensure inter-lingual transfer between all parties.	Yes (either telephone or video-link for spoken-language interpreters)	Yes (video-link interpreting only for sign-language interpreters)
Consecutive interpreting and simultaneous interpreting I	3000 words of medical consultation of general healthcare nature (consec. and simultan.) (segments up to 200 words or signed equivalents in length) (Spoken-language interpreting: chuchotage simultaneous interpreting from English into LOTE; consecutive interpreting from LOTE into English – approximately half, ie. 1500 words chuchotage and half, ie. 1500 words consecutive interpreting) (Sign-language interpreting: simultaneous interpreting from English into Auslan and from Auslan into English)	Yes	Yes
Consecutive interpreting and simultaneous interpreting II	1000 words of a medical consultation in a mental health setting (consec. and simultan.) (segments up to 100 words or signed equivalents in length) (Spoken-language interpreting: spoken	Yes	Yes

	simultaneous interpreting or chuchotage simultaneous interpreting from LOTE into English of occasionally incoherent and unclear speech; consecutive interpreting from English into LOTE – approximately half, ie. 500 words chuchotage and half, ie. 500 words consecutive interpreting) (Sign-language interpreting: simultaneous interpreting from English into Auslan and from Auslan into English)		
Sight translation	1000 words from written LOTE to spoken English	Yes	No
	1000 words from written English to spoken LOTE / signed Auslan	Yes	Yes

Table 27 – Proposed Healthcare Interpreting Exam Format – Part II

6.3 Conference interpreting

Many conference interpreting certification frameworks presume candidates will have first completed tertiary training in conference interpreting. Limiting potential test takers to only those who have either prior experience as a conference interpreter or to those who hold a post-graduate degree in interpreting is congruent to the criteria for membership in AIIC, OTTIAQ and CTTIC. Potential freelance interpreters for the European institutions are also required to meet these conditions before they are admitted to the inter-institutional accreditation exam. Screening potential test takers in such a way is consistent with standards used around the world.

To reflect the current requirements for conference interpreters in Australia, we recommend the conference interpreting skills be tested in one direction only. The direction into which a test candidate interprets will usually be his/her A-language (whether this is English, LOTE or Auslan). For successful test candidates of the spoken-language Conference interpreting examination, accreditation will be issued for one language direction only. A test candidate of spoken-language Conference interpretation who seeks accreditation into *both* language directions is required to sit *two* separate examinations, each in a different language direction. For successful test candidates of the sign-language Conference Interpreting examination, accreditation will be issued for both language directions, ie. from English into Auslan, and from Auslan into English.

A test candidate is free to nominate the language direction into which s/he wishes to interpret and this does not need to correlate with the test candidate's A-language (or 'first' or 'dominant' language).

Recommendation 9: It is recommended that the Conference interpreting examination consist of two phases: the first phrase consists of consecutive interpreting only; the second phase consists of simultaneous interpretation of a seen speech, an unseen speech or signing, and thirdly a requirement specific to spoken-language interpreting – group interpreting in simultaneous mode ('chuchoshout), or a requirement specific to sign-language interpreting – media interpreting.

Below is a schematic outline of the Conference interpreting examination.

First Phase	Second Phase		
Consecutive Interpreting	Simultaneous Interpreting	Simultaneous Interpreting	**For spoken-language interpreting only**
800 word speech or equivalent signing from B > A language	(Seen speech)	(Unseen speech or signing)	Group interpreting in simultaneous mode
	From B > A (1500 words for spoken-language interpreting)	From B > A (1500 words for spoken-language interpreting)	750 words from unseen speech/talk heard as whispered source speech and interpreted simultaneously in full voice (also known as 'chuchoshout'). From B >
(for both spoken-language and sign-language interpreting)	From English > Auslan	From Auslan > English	

	(2000 words for sign-language interpreting from English into Auslan)	(2000 words or equivalent signing for sign-language interpreting from Auslan into English)	A.
			For sign-language interpreting only Media interpreting Simultaneous interpreting of 750 word unseen text from English into Auslan in a simulated media situation, interpreting information from an emergency services source.

Table 28 – Proposed Conference Interpreting Examination Format

The content is largely based on the current exam format. For the simultaneous components, candidates should be given a list of topics in advance from which to prepare, and candidates should be given the text of the 'seen' speech 24 hours in advance. Topics include: agriculture, mining, tourism, diplomacy, education, diplomacy, trade, a topic spoken about from the perspective of an academic (either from natural sciences or from social sciences/humanities). The simultaneous interpreting component of the conference interpreting exam should be conducted in booths that contain conference interpreting equipment. Test candidates will use conference interpreting equipment to perform simultaneous interpreting. Performance of simultaneous interpreting will be in the booth for spoken-language interpreting, but the demonstration of simultaneous interpreting will have validity for simultaneous conference interpreting that occurs outside booths, such as in situations when 'chuchoshout' needs to be employed, i.e. whispered source speech interpreted simultaneously to a group in a loud voice. Simultaneous interpreting performed by a sign-language interpreter will not be performed in a booth but in a setting proximate to other speakers and/or signers.

While the exam could be offered in two phases, for logistic reasons it may make more sense to administer both tests at the same time due to the need for on-site test panels. A short break should be provided for candidates and examiners between the first and second phases.

6.4 Business interpreting

Business interpreting is unique due to the prevalence of multi-party interactions as well private

dyads, often with little or no conference interpreting equipment available and rapid translation. Content for each scenario should be from a variety of fields and the test candidate should be given the topic of the business interaction, or a description of the business setting prior to the exam in order to prepare. Information on the topic of the business interaction or a description of the business setting is not the same as providing a test candidate with the contents of a speech text (as with the Conference interpreting examination above). Providing test candidates with the business topic or setting allows them to prepare themselves in a way which is typical for real-life business settings that feature interpreters (cf. test validity).

We suggest the following in regard to the content of the Business interpreting examination.

> **Recommendation 10:** It is recommended that the Business interpreting examination be conducted in two phases. In the first phase, a test candidate is required to perform rapid written translation (for spoken-language interpreting) or rapid sight translation (for sign-language interpreting) of business-theme texts of approx. 1000 words and long consecutive interpreting bi-directionally. In the second phase, a test candidate is required to perform simultaneous interpreting bi-directionally for monologic speeches or signing, and further, to perform as an interpreter in a multi-party interaction comprising 4 (or more) speakers/signers with spoken-interpreters performing simultaneous (chuchotage) interpreting into one language, and consecutive interpreting into the other language, while sign-language interpreters perform bi-directional simultaneous interpreting. Turn length is reflective of that found in multi-party interactions: between 25 and 150 words (or equivalent signing).

Below is a schematic outline of Part 1 of the Healthcare interpreting examination:

First Phase		Second Phase	
Rapid written translation of texts used in business settings, eg. contracts, tenders, submissions (spoken language interpreting only) 1000 words from LOTE to	Consecutive Interpreting (spoken language interpreting) 800 word speech from English to LOTE	Simultaneous interpreting (spoken language interpreting) 1200-1500 words from English to LOTE Simultaneous interpreting	Business meeting - multi-party interaction. 2000 word interaction comprising 4 speakers/ signers. Turns are

English (candidates given 90 minutes to perform written translation) 1000 words from English to LOTE (candidates given 90 minutes to perform written translation) Sight translation of texts used in business settings, eg. contracts, tenders, submissions (sign language interpreting only) 1000 words from written English to Auslan only (candidates are given 10 minutes reading time to read the text, and after this, up to 15 minutes to deliver their sign-language interpretation into Auslan)	800 word speech from LOTE to English 800 word speech from English to Auslan 800 word / signed equivalent speech from Auslan to English (sign language interpreting)	1200-1500 words from LOTE to English (sign language interpreting) 1200-1500 word speech from English to Auslan 1200-1500 word / signed equivalent speech from Auslan to English	between 25 and 150 words (or equivalent signing) (spoken language interpreting) simultaneous (chuchotage) into one language and consecutive interpreting into the other (sign language interpreting) bi-directional simultaneous interpreting between English and Auslan

Table 29 – Proposed Business Interpreting Examination Format

Topics for business interpreting include: finance, agriculture, marketing, mining, tourism, education, trade, occupational psychology, accounting or a topic spoken about from the perspective of a businessperson (either as a representative of a business organisation, or as an service provider advisor to a business organisation). Computer and printer facilities should be provided, where possible, to spoken-language interpreters to perform the rapid translation task. The rapid translation task is intended for a written text in one language to be presented in the other language in written form only, ie. the business interpreting test candidate is not required to orally deliver the text as a sight translation. For the sign-language interpreter, the text in written English is to be interpreted into Auslan as a sight translation.

The different modes of interpreting contained in the above proposed Business interpreting examination (simultaneous interpreting, consecutive interpreting, multi-party interactions,

rapid translation or sight translation of specialist documents) are common to the type of interpreting and translation tasks that are performed by diplomatic interpreters. That is, the private nature of diplomatic interactions, with attendant features of secrecy and discretion, as well as the dynamics of power and influence are similar in many ways to the interactional practices recognisable in business interpreting settings. The idea of re-naming this specialist interpreter examination 'Business/Diplomatic Interpreting' should be considered. Alternatively, a fifth specialisation 'Diplomatic Interpreting' could be considered that is based on the same test components as the proposed 'Business Interpreting' exam, with diplomacy- and politics-related texts, speeches and signing replacing business-related ones.

7 Works Cited

Administrative Office of the US Courts. (2016). Federal Court Interpreter Certification

Examination. Retrieved 1 March 2016, from http://www.uscourts.gov/services-

forms/federal-court-interpreters/federal-court-interpreter-certification-examination

Agentschap Integratie en Inburgering / Kruispunt Migratie-Integratie. (2015). *Training and certification of social interpreters in Flanders*.

AIIC [International Association of Conference Interpreters] (2011). Conference interpreting training programmes best practice. Retrieved 2 April 2016, from http://aiic.net/page/60

AIIC [International Association of Conference Interpreters] (2011). What are the requirements to become a member of AIIC? Retrieved 2 March 2016, from http://aiic.net/page/4046

Albl-Mikasa, M. (2013). Developing and Cultivating Expert Interpreter Competence. *The Interpreters' Newsletter*. 18, 17-34.

Amini, M., Ibrahim-González, N., Ayob, L., & Amini, D. (2015). Users' Quality Expectations in Conference Interpreting. *International Journal of Multicultural and Multireligious Understanding*, *2*(5), 1–17.

Angelelli, C., & Jacobson, H. E. (2009). *Testing and assessment in translation and interpreting studies: a call for dialogue between research and practice*. In: C. Angelelli & H. Jacobson, (Eds.). *Testing and assessment in Translation and Interpreting studies* Amsterdam; Philadelphia: John Benjamins. 1-10.

Angelelli, C. V., Agger-Gupta, N., Green, C. E., & Okahara, L. (2007). The California Standards for Healthcare Interpreters: Ethical principles, protocols and guidance on roles and intervention. In C. Wadensjö, B. E. Dimitrova, & A.-L. Nilsson (Eds.), *The Critical Link 4*. Amsterdam/Philadelphia: John Benjamins. 167-177.

BELGIUM | QUALITAS. (n.d.). Retrieved 17 February 2016, from http://www.qualitas-project.eu/country-profiles-be

Berk-Seligson, S. (1989). *The role of register in the bilingual courtroom: evaluative reactions to interpreted testimony*. Retrieved from http://www.degruyter.com/view/j/ijsl.1989.issue-79/ijsl.1989.79.79/ijsl.1989.79.79.xml

Berk-Seligson, S. (1999). The impact of court interpreting on the coerciveness of leading questions. *Forensic Linguistics*, *6*, 30–56.

Berk-Seligson, S. (2009). The impact of politeness in witness testimony: The influence of the court interpreter. *Multilingua - Journal of Cross-Cultural and Interlanguage Communication*, *7*(4), 411–440.

Bontempo, K. M. (2012). *Interpreting by design: A study of aptitude, ability and achievement in Australian sign language interpreters*. Macquarie University. Retrieved from http://www.researchonline.mq.edu.au/vital/access/services/Download/mq:37411/SOURCE1?view=true

Bontempo, K., & Napier, J. (2009). Getting it right from the start: Program admission testing of signed language interpreters. In C. V. Angelelli & H. E. Jacobson (Eds.), *Testing and assessment in translation and interpreting studies : a call for dialogue between research and practice*. Amsterdam/Philadelphia: John Benjamins, 247-295.

Bontempo, K., & Napier, J. (2011). Evaluating emotional stability as a predictor of interpreter competence and aptitude for interpreting. *Interpreting*, *13*(1), 85–105.

Breaden, J. (2015). Interpreting internationalisation: Interlinguistic mediators in the Japanese organisastional economy. Cultus: 8: 172-189.

Certification Commission for Healthcare Interpreters. (2014). *Certification Commission for Healthcare Interpreters Candidate's Examination Handbook*. Retrieved from http://www.cchicertification.org/images/pdfs/candidatehandbook.pdf

Certification Commission for Healthcare Interpreters. (2016). STEP 1: Are You Eligible? - CCHI. Retrieved 23 March 2016, from http://www.cchicertification.org/get-certified-basic-steps/step-1-are-you-eligible

CISOC [Cultural Interpretation Services for Our Communities] (2011). CILISAT. Retrieved 29 January 2016, from http://www.cisoc.net/en/cilisat

CISOC [Cultural Interpretation Services for Our Communities] (2014) Guide to the CILISAT Test. Retrieved from http://www.cisoc.net/_Files/CILISAT_Guide_C_test_2014.pdf

Conference Interpreting Training Programmes Best Practice. (1999, December 1). Retrieved

    2 March 2016, from //aiic.net/page/60

Course structure | EMCI. (n.d.). Retrieved 2 March 2016, from

    http://www.emcinterpreting.org/?q=node/13

Edwards, R., Temple, B., & Alexander, C. (2005). Users' experiences of interpreters: The

    critical role of trust. *Interpreting: International Journal of Research & Practice in*

    Interpreting, *7*(1), 77–95.

Ertl, A., & Pöllabauer, S. (2010). Training (Medical) Interpreters—the Key to Good Practice.

    MedInt: A Joint European Training Perspective. *The Journal of Specialised*

    Translation, *14*, 165–192.

European Commission (n.d. (a)). - Translator/Interpreter. Retrieved 10 February 2016, from

    http://ec.europa.eu/growth/tools-

    databases/regprof/index.cfm?action=profession&id_profession=8015&tab=countries

    &quid=2&mode=asc&maxRows=*#top

European Commission (n.d. (b)). – Regulated Professions Database. Auktoriserad tolk

    (Sweden). Retrieved 10 February 2016, from http://ec.europa.eu/growth/tools-

    databases/regprof/index.cfm?action=regprof&id_regprof=15769

European Commission - Directorate General Interpretation. (2009). *Reflection Forum on*

    Multilingualism and Interpreter Training: Final Report. Retrieved 8 April 2016, from

    http://www.sktl.fi/@Bin/55385/final_reflection_forum_report_en.pdf.

European Masters in Conference Interpreting | EMCI. (n.d.). Retrieved 23 March 2016, from

    http://www.emcinterpreting.org/

Fan, D. (2012). Interpreters' Views on the Necessary Aptitudes of Interpreters. *Compilation*

    & Translation Review, *5*(2).

Giambruno, C. (Ed.) (2014) *Assessing Legal Interpreter Quality through Testing and*

Certification: the Qualitas Project. Alicante: La Universidad de Alicante.

Hale, S., Garcia, I., Hlavac, J., Kim, M., Lai, M., Turner, B., & Slatyer, H. (2012).

Improvements to NAATI testing. Retrieved from

https://www.naati.com.au/media/1062/intfinalreport.pdf

Idh, L. (2007). The Swedish system of authorizing interpreters. In C. Wadensjö, B. Englund

Dimitrova, & A.-L. Nilsson (Eds.), *The Critical Link 4* (Vol. 70, pp. 135–138).

Amsterdam: John Benjamins Publishing Company. Retrieved from

https://benjamins.com/catalog/btl.70.16idh

IoLET [Institute of Linguists, Educational Trust]. (n.d.). Level 6 Diploma in Police

Interpreting (QCF). Retrieved 29 January 2016, from

https://www.ciol.org.uk/index.php?option=com_content&view=article&layout=coil:n

orelated&id=207&Itemid=674

IoLET [Institute of Linguists, Educational Trust]. (2016). IoLET Level 6 Diploma in Public

Service Interpreting (QCF) Retrieved 29 January 2016, from

https://www.ciol.org.uk/index.php?option=com_content&view=article&layout=coil:n

orelated&id=206&Itemid=673

Ivars, A. J., & Calatayud, D. P. (2013). Mindfulness training for interpreting students.

Lebende Sprachen, *58*(2).

Kammarkollegiet [Public Authority Registration Agency, Sweden] (2015), KAMFS

[Kammarkollegiets föreskrifter om register över utbildade tolkar]. (Retrieved from

http://www.kammarkollegiet.se/sites/default/files/KAMFS%202015%3A5%20Kamm

arkollegiets%20f%C3%B6reskrifter%20om%20register%20%C3%B6ver%20utbilda

de%20tolkar.pdf

Kurz, I. (2001). Conference interpreting: Quality in the ears of the user. *Meta: Journal Des

Traducteurs / Meta: Translators' Journal*, *46*(2), 394–409.

Lee, J. (2009). Toward more reliable assessment of interpreting performance. In S. B. Hale, U. Ozolins, & L. Stern (Eds.), *The Critical Link 5*. Amsterdam/Philadelphia: John Benjamins, 171–185.

LINGUAJURIS (n.d.) *Certificat.* Retrieved 6 February 2016, from http://www.linguajuris.org/certificat_fr.html

Liu, M. (2013). Design and analysis of Taiwan's interpretation certification examination. In D. Tsagari & R. van Deemter (Eds.), *Assessment issues in language translation and interpreting*. Frankfurt: Peter Lang, 163–178.

Messick, S. (1996). Validity and washback in language testing. *ETS Research Report Series*, *1996*(1), i–18.

Mortensen, D. (2012). Measuring quality in interpreting: A report on the Norwegian Interpreter Certification Examination (NICE).

NBCMI [National Board of Certification for Medical Interpreters] (2009). *What Every Medical Interpreter Needs to Know to Get Nationally Certified*.

NBCMI [National Board of Certification for Medical Interpreters] (2013) *Certified Medical Interpreter Handbook*. National Board of Certification for Medical Interpreters.

NBCMI [The National Board of Certification for Medical Interpreters] (n.d.). F.A.Q. Retrieved 6 February 2016, from http://www.certifiedmedicalinterpreters.org/faq

NCSC [National Center for State Courts] (2014). FCICE Examinee Handbook. http://www.ncsc.org/~/media/Microsites/Files/FCICE/FCICE%20Examinee%20Handbook%20FINAL%20DRAFT%2012%2030%2014.ashx.

Obst, Harry. (2010). *White House Interpreter. The Art of Interpretation*. Bloomington, IN: Author-House.

Pöchhacker, F. (2001). Quality assessment in conference and community interpreting. *Meta: Journal Des Traducteurs / Meta: Translators' Journal*, *46*(2), 410–425.

Pym, A. (2014). Translator associations—from gatekeepers to communities. *Target*, *26*(3), 466–491.

Regjeringen.No [Government Administration Services, Norway] (2014) NOU 2014: 8. September 27). Retrieved 8 April 2016, from https://www.regjeringen.no/no/dokumenter/NOU-2014-8/id2001246/

Salaets, H., & Balogh, K. (2012). ImPLI: Improving Police and Legal Interpreting: Final report JLS/2010/JPEN/AG. *Status: Published*. Retrieved from https://lirias.kuleuven.be/handle/123456789/386661

Sawyer, D. B. (2004). *Fundamental aspects of interpreter education: Curriculum and assessment* (Vol. 47). Amsterdam ; Philadelphia: John Benjamins Publishing Co.

SPAIN | QUALITAS. (n.d.). Retrieved 17 February 2016, from http://www.qualitas-project.eu/country-profiles-es

Sveriges Riksdag [Swedish Parliament] (n.d.). Swedish Code of Statutes 1985: 613 Ordinance (1985: 613) on the authorization of interpreters and translators - Retrieved 10 February 2016, from http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Forordning-1985613-om-aukto_sfs-1985-613/?bet=1985%3A613

SWEDEN | QUALITAS. (n.d.). Retrieved 10 February 2016, from http://www.qualitas-project.eu/country-profiles-se

Tebble, H. (2009). What can interpreters learn from discourse studies? In S. B. Hale, U. Ozolins, & L. Stern (Eds.), *The Critical Link 5: Quality in Interpreting: A Shared Responsibility*. Amsterdam/Philadelphia: John Benjamnis. 201–219.

Tebble, H. (2014). A genre-based approach to teaching dialogue interpreting: the medical consultation. *The Interpreter and Translator Trainer*, *8*(3), 418–436. http://doi.org/10.1080/1750399X.2014.972651

Tryuk, M. (2007). Community interpreting in Poland. In C. Wadensjö, B. Englund

 Dimitrova, & A.-L. Nilsson (Eds.), *The Critical Link 4* (Vol. 70, pp. 95–105).

 Amsterdam: John Benjamins Publishing Co. Retrieved from

 https://benjamins.com/catalog/btl.70.12try

Turner, G. H. (2007). Professionalisation of interpreting with the community: Refining the

 model. In C. Wadensjö, B. E. Dimitrova, & A.-L. Nilsson (Eds.), *The Critical Link 4*

 Amsterdam/Philadelphia: John Benjamins, 181-192.

US Department of State. (2013). Interpreting. Retrieved 8 April 2016, from

 http://www.state.gov/m/a/ols/c56505.htm

van Deemter, R., Maxwell-Hyslop, H., & Townsley, B. (2014). Principles of testing. In C.

 Giambruno (Ed.), *Assessing legal interpreter quality through testing and*

 certification: The Qualitas Project Alicante: University of Alacant/Alicante

 Publishing, 27–39.

Vermeiren, H., Van Gucht, J., & De Bontridder, L. (2009). Standards as critical success

 factors in assessment. In C. V. Angelelli & H. E. Jacobson (Eds.), *Testing and*

 Assessment in Translation and Interpreting Studies: A Call For Dialogue Between

 Research and Practice. Amsterdam/Philadelphia: John Benjamins. 297–330.

Wallace, M. (2012). Rethinking Bifurcated Testing Models in the Court Interpreter

 Certification Process. In D. Tsagari & R. van Deemter (Eds.), *Assessment Issues in*

 Language Translation and Interpreting. Frankfurt: Peter Lang. 67–83.

Zwischenberger, C. (2010). Quality criteria in simultaneous interpreting: An international vs.

 a national view. *The Interpreters' Newsletter*, *15*.

8 List of Abbreviations

AIIC – International Association of Conference Interpreters

AIT – Accreditation for Interpreters and Translators (China)

ATIA – Association of Translators & Interpreters of Alberta (Canada)

ATIM – Association of Translators & Interpreters of Manitoba (Canada)

ATINS – Association of Translators & Interpreters of Nova-Scotia (Canada)

ATIO – Association of Translators & Interpreters of Ontario (Canada)

ATIS – Association of Translators & Interpreters of Saskatchewan (Canada)

CATTI – China Accreditation Test for Translators and Interpreters

CCHI – Certification Commission for Healthcare Interpreters (USA)

CEFR – Common European Framework of Reference for Languages

CILISAT – Community Interpreter Language and Interpreting Skills Assessment Tool (Canada)

CIoL – Chartered Institute of Linguists (UK)

CISOC – Cultural Interpretation Services for Our Communities (Canada)

CIPG –

CHI – Certified Healthcare Interpreter (USA)

CMI – Certified Medical Interpreter (USA)

CoreCHI - Core Certified Healthcare Interpreter (USA)

CTTIC – Canadian Translators, Terminologist and Interpreters Council

CTINB – Corporation of Translators, Terminologists and Interpreters of New Brunswick (Canada)

DG – Directorate General (EU)

DPI – Diploma of Police Interpreting (UK)

DPSI – Diploma of Public Service Interpreting (UK)

ECTICE – English and Chinese Translation and Interpretation Competency Examinations (Taiwan)

ECTS – European Credit Transfer and Accumulation System (EU)

EMCI – European Masters in Conference Interpreting (EU)

ESIT – École Supérieure d'Interprètes et de Traducteurs (France)

FCCI – Federally Certified Court Interpreter (USA)

FCICE – Federal Court Interpreter Certification Examination (USA)

GVT – Legal Interpreter Training (Belgium)

IELTS – International English Language Test System

IMDi – Directorate of Integration and Diversity (Norway)

ISIT – Institute of Intercultural Management and Communication (France)

ISO – International Organisation for Standardisation

ITI – Institute of Translation & Interpreting (UK)

JCC – Judicial Council of California (USA)

LIT – Legal Interpreter Training

LOTD – Language Other Than Dutch

LOTE – Language Other Than English

LOTF – Language Other Than French

LOTN – Language Other Than Norwegian

NAETI – National Accreditation Examinations for Translators and Interpreters (China)

NAJIT – National Association of Judiciary Interpreters & Translators (USA)

NBCMI – National Board of Certification for Medical Interpreters (USA)

NCSC – National Center for State Courts (USA)

NICE – Norwegian Interpreter Certification Examination

NNRI – Norwegian National Register of Interpreters

NRPSI – National Register of Public Service Interpreters (UK)

OTTIAQ – Ordre des traducteurs, terminologues et interprètes agréés du Québec (Canada)

SIA – Shanghai Interpretation Accreditation (China)

STIBC – Society of Translators & Interpreters of British Columbia (Canada)

TAC – Translators Association of China

T&I – Translation and Interpreting

VKD – Association of Conference Interpreters

9 Appendices

Appendix 1 - Validity

What is validity? Validity is a way of seeing whether or not a test actually measures what it claims to measure. A test that is valid, in other words, effectively evaluates candidates on the skills that it claims to evaluate them on. There is a need to balance validity considerations against other factors, such as feasibility of the exam procedures.

In order for a certification exam to be valid, there must also be a standard against which we test the exam as being 'valid'. This means that the exam features should match those forms of behaviour demonstration that occur in the workplace.

Validity, thus, depends upon knowing what activities interpreters are required to use frequently. Specialised exams, then, should test different material based upon the activities for those subfields of interpreting. For a court interpreting exam to have face validity (that is, at face value, it appears to measure a given aptitude), it should test court interpreters in consecutive and simultaneous (particularly chuchotage) interpreting in a legal setting.

Other considerations are the extent to which telephone and videoconference interpreting are being introduced into modern practice for interpreters. To understand the utility of testing for these modes of interpreting, it is imperative to study the prevalence of these modes in current practice and projected increases in newer modes.

Predictive validity

Predictive validity is the degree to which an exam can predict future performance and what will let us best predict overall success in the field. Being able to predict future performance is essential to upholding professional standards. Predictive validity is related to the notion that exams are merely intended to be a way of 'sampling' candidates' performance. In other words, candidates should perform as well on their exams as they would in real life on a typical interpreting job. Exam performance should, ideally, reflect their average performance in the field as professional interpreters.

An assessment's predictive validity can be measured empirically by comparing pass rates for a single cohort across exam components. By analysing pass rates, it is possible to see a correlation between components.

There is one major impediment to the predictive validity of most traditional testing: test anxiety. Accreditation exams are quite costly and are in some cases only offered annually or biannually, so candidates are understandably under a lot of pressure to perform well. These factors inhibit many candidates from performing their best. There is limited research available on stress-reduction through mindfulness in interpreting students (cf. Ivars & Calatayud, 2013).

Quantitative studies carried out by New Jersey Administrative Office of the Courts showed that "81% of candidates who passed the simultaneous exercise also passed the other two components" (Wallace, 2012, p. 72). These studies were the basis of using simultaneous interpreting as a screening exercise for the rest of the exam.

Wallace (2012) claims that states have been able to reduce costs associated with administering examinations by using the simultaneous interpreting section of the exam as a 'predictor of success'. In other words, only those candidates who pass the simultaneous exam are able to advance to the consecutive interpreting and sight translation exams. Indeed, on the basis of Wallace's analysis of NCSC Consortium oral exam test scores for Spanish, she found that 69% of those who passed the simultaneous portion passed the exam overall. Thus, the simultaneous exam was shown to be a better predictor of overall success—mirroring findings in New Jersey's pilot program—than either consecutive interpreting or sight translation. Only

60% of those who passed the consecutive portion went on to pass the overall exam. Sight translation was an even worse predictor of success—only 45.6% of those who passed sight translation went on to pass the exam overall.

Appendix 2 – 'Washback'

Washback is the notion that test design will have consequences (whether positive or negative) on instruction of a given skill. Perhaps the most popular form of negative washback is the idea of 'teaching to the test'. In other words, it is the notion that a test will influence how and what teachers teach to their students.

Positive feedback, however, is the idea that a test can positively influence what students learn. One form of positive feedback is that previously ignored topics may be covered by teachers. Messick (1996, p. 8) proposes that washback is strongly linked to test validity. Indeed, he posits that positive washback (leading to instruction that is more representative of the skills actually needed by students) is a natural consequence of a test that is neither too narrow nor too broad in scope. Ideally, the test should be broadly representative of a domain. For example, a generalist interpreting exam that focusses solely on dialogue interpreting may lead to a vicious circle in which candidates only bother to learn dialogue interpreting. By contrast, a generalist interpreting exam that covers dialogue interpreting, consecutive interpreting and sight translation may lead to positive washback. In other words, by requiring all three tasks of candidates, candidates (and their instructors) will likely compensate by learning (or teaching) those additional tasks. Inversely, testing only dialogue interpreting will likely lead to candidates and their instructors focussing exclusively on that skill.

Appendix 3 - Reliability

Reliability is essential in test design. Reliability is the degree to which a test is consistent—despite differences in test version, examiners, location, language combination, etc. This includes the idea that test takers in different language combinations should be taking exams that are of similar difficulty and scored using the same scale. Tests should also be reliable from year to year. In other words, even if the texts used for consecutive interpreting exam components are changed each year, they should be roughly the same level of difficulty and on a similar topic. Reliable testing ensures that consistent standards are strictly enforced.

Test-retest reliability

Test-retest reliability is an important aspect of test reliability. Test-retest reliability is concerned with the test's consistency over time. For a test to be reliable, it should not matter when or where the test is offered. If test content is changed from year to year or even from

session to session, then new content should be analysed for consistency with previous exams. Ideally, new material should be piloted to ensure that the results are consistent with previous sessions.

Intra-rater Reliability

Intra-rater reliability is the degree to which a particular examiner scores consistently. To put it another way, a test with high intra-rater reliability is one in which the same examiner uses the same scale consistently for all candidates—regardless of language pair, test location, test date, etc. While training for examiners may help partially reduce some causes of unreliability, such as 'erratic behaviour' (Lee, 2009, p. 183) in examiners, research suggests it can never completely eliminate rater bias and other rater effects.

Inter-rater Reliability

Inter-rater reliability is the degree to which multiple examiners (on the same panel, for example) grade candidates consistently. It may also be used to compare sets of examiners (for example, a Spanish-English panel from 2007 vs. a Spanish-English panel from 2008).

Using multiple examiners is essential to limiting examiner bias and other effects. In particular, Vermeiren et al. note several challenges to examiner objectivity:

> the significance effect (influence of another paradigm), the halo effect (when a judgment on a specific dimension is influenced by some other dimension), the sequence effect (lasting effect of a previous test taker), the contamination effect (influence of the grader's own agenda), the personal comparison (personal tendency to judge severely or in a compliant way). (Vermeiren et al., 2009, p. 305)

Appendix 4 - Access

Access is an important aspect of ensuring fair testing. When it comes to testing, it is relevant to address financial, geographical, personal and educational aspects of access. It also concerns equipment and conditions of testing. Financial access addresses the affordability of testing for users. For an exam to be accessible, it needs to be affordable for users.

Geographical access is of particular importance in interpreting testing in Australia. Institutional (particularly NAATI, but also to a lesser extent universities) infrastructure is often present in only larger cities.

Personal access is primarily understood in terms of accommodations for those with disabilities or impairments.

Educational aspects of access are concerned with opportunity and ensuring that test

takers had the possibility of studying and learning the necessary competencies.

The last aspect, equipment and test taking conditions, is of importance for interpreting exams. Test takers should be familiar with the equipment used to take the exam, particularly when it comes to computer-based or online testing schemes. Test takers need to have opportunities to access the equipment and conditions prior to taking the test itself.