

Thematic Network Project in the area of Languages

Sub-project 7: Translation and Interpreting

COURSE PROFILE RECOMMENDATIONS

Sub-project 7: Translation and Interpreting

Course Profile Recommendations

Appendix to the Final Report for Year Three

1 Introduction

Under the auspices of the European Language Council's Thematic Network Project in the area of Languages, the Scientific Committee on Translation and Interpreting has developed the following recommendations. Based on the national status quo and needs reports completed in the course of the first and second year of the project and the problem areas identified therein, the objective of the recommendations is to suggest improvements in the course profiles of translation and conference interpreting as well as public service and business interpreting at institutional, national and European level.

The three main course profiles have been developed by subgroups within the Scientific Committee, and were discussed at two meetings in April and October 1998. A list of the SC members is appended to this report.

1.1 *Philosophy and principles*

While it is generally recognised that the varying legal and educational systems among European state members exclude a harmonisation of HE translation and interpreting courses, it is felt that agreement on a common profile would increase transparency of translation and interpreting courses across Europe and thus facilitate exchange and mobility among students and teachers, as well as support the development of standards in the field.

The profiles have been set up with the understanding that it is left to the individual institution to weigh or combine the content matters mentioned in a way that complements the particular institute's profile and specialisation. Broadly speaking, two situations can be distinguished: undergraduate training (generally over four years immediately after secondary school) and postgraduate training. By definition postgraduate training addresses students who already have a university background, and who have already acquired a number of skills, particularly in critical thinking and management of material; the approach will be different depending on whether their background is in language and literature or in a completely different field such as law, medicine, business management, or engineering.

Without distinguishing further between the different HE systems in Europe, the recommendations for translation and conference interpreting apply to degrees whose fundamental characteristics are T&I studies; one or two T/I modules incorporated into the curriculum of language courses are not considered. The degrees are typically conferred after 4 or 5 years of university level study and the graduates are qualified for national certification without further procedure where such a system exists.

The course profiles below distinguish between

- Translation
- Conference interpreting
- Public service and business interpreting

Though both require the ability to transfer a text expressed in one language into another, in performance the two processes of translation and interpreting respectively draw upon fundamentally different aptitudes and skills. The

execution of a written translation permits (long) reflection and the consultation of documents and auxiliary material, whereas all forms of interpreting presuppose that this has already taken place and exploit the interpreter's rapidity and spontaneity in conveying an immediately comprehensible text. A course profile for interpreting would therefore include or presuppose a certain level of translation skills, and in the following recommendations part of the course profile for translation will be considered a prerequisite for a course in conference interpreting in undergraduate courses irrespective of whether the final degree is one of translation and/or interpreting.

The general concept of A-, B-, and C-languages is employed, A-language being the native language of the translator/interpreter, B-language being a foreign language that one translates or interprets from and into, and C-language being a foreign language that one only translates or interprets from.

2 A course profile for translation

A course in translation should take the following points into account:

Native (A-)language competence is a major factor in translation and must have been developed at an early stage. It should both be considered a prerequisite and be further trained throughout the course.

Foreign (B-/C-)language competence must be high before entering a translation course, although it cannot be assumed that all students will be totally proficient as from year 1. Where significant improvement in the knowledge of a language is required, other training sources such as language centres/language institutes ought to be involved.

However, in some cases, and especially where less widely used languages are concerned, ab-initio courses in language and culture are needed at the universities/T+I schools in order to secure the necessary and sufficient candidates for T/I courses covering language combinations with one or two of the less widely used and taught languages.

Cultural Studies are essential and should include area studies and everyday contrastive cultural phenomena, which means that knowledge of one's own culture has to be developed too. Some knowledge of the organisation of the European Union is a further asset.

Translating competence rests on two sets of skills, both of which have to be developed. One is related to students' ability to understand a text and its purpose (*critical text analysis*) and to transpose it into the target language (*contrastive text linguistics and contrastive cultural studies*). The other has to do with students' skill at retrieving useful information and includes the study of terminology and the introduction to new technologies (*data banks and the various tools of computer aided translation (CAT)*).

LSP Translation will be introduced after securing a basic general translation competence. New areas of special interest for translators emerge all the time; examples of such areas could be (but is not at all restricted to) translating for the

media (for instance, dubbing and subtitling) and translating web pages for the Internet.

Translators and real life

No training would be complete without exposure to real life working conditions and a code of professional practise should be introduced. This can be achieved in two ways (ideally to be combined):

Project management to expose students to real life conditions (stress, time pressure, teamwork), and work placements to reinforce and strengthen the students' experience with real work situations.

Theory and Practice

While it is agreed that the principal objective of the translation courses is to train students to become professional translators, it is recommended that the HE institutions must integrate a critical and reflective component in translation theory and research. Translation is not to be considered a mere practical skill but rather a result of careful preparation and reflection and therefore requires and deserves the dignity attributed to other recognised university courses. This means that translation courses provide students with the option of doing post-graduate research after their professional diploma or master's degrees. It also means that they train translators who will be able to think about the tasks at hand and thus are in a better position to understand the needs of their clients.

2.1 Recommended profile for a 4-year undergraduate course in translation

The following is provided as an illustration of how the ideal training of translators can be distributed over four years. The suggested profile leaves it up to the individual institutions to combine several contents to form one course module (which would make a course more basic in its design) or equate one content with one course module (which would make for a more differentiated course with respect to this particular content matter) or set up any desired combination between these two options. The weight (and credits) attributed to the individual courses determines the individual profile of a HE institution.

Year 1:

Text Analysis and Text Production (A-level)

to include translation-relevant text analysis (coherence, text typology, cultural specific patterns in texts, differentiating between cotext and context), developing writing skills for different text types and for different readerships (including summaries).

Comparative (Text) Linguistic Studies 1

to include contrastive grammar, phraseology, semantics and/or text structure.

Cultural and Area Studies 1

to include an introduction to the history, literature, political institutions as well as to the legal, economic and social framework and setting of the B-language (C-language) countries contrasted with A-language countries, awareness of cultural facts and of everyday contrastive cultural phenomena.

Introduction to Data Processing and Translation Tools

to include an introduction to data/word/text processing, translation tools (from dictionaries to computer data banks), use of office and basic translation software.

Introduction to Basic Translation Techniques

to include an introduction to the various relationships between source and target texts, problem analysis (contrastive lexical and cultural patterns, text norms).

European Competence

to include an introduction to the European Union as a major employer for future translators, its institutions, policies, functions as well as perspectives and problems.

Year 2:

Abstracting and Editing (A-language)

to continue translation-relevant text analysis and the development of writing skills with a focus on abstracting (changing information quantity, quality, and sequencing) and editing (proof-reading and revising by adapting to various stylistic requirements and text norms).

Comparative Linguistic Studies 2

to intensify the contrastive syntax, phraseology, semantics, text structure and/or cultural studies introduced in year 1 and focus on representative text samples.

Comparative Cultural and Area Studies 2

to continue the history, literature, and other cultural instruction initiated in Year 1.

Introduction to the Profession

Introduction to the legal status of the translator, contracts, remuneration, liabilities, professional organisations, licences, certification, fees, etc.

General Translation 1

Application of text analysis, text typology and/or text production (covered in year 1 in A-language) to the selected language combination using the support of computer assisted translation aids.

Methodology in Translation

Introduction to the principal steps in the decision-making process in translation, systematic transfer of selected aspects of the source text into a target text, identifying and translating cultural patterns in texts on the basis of the author's/translator's world knowledge, reproducing coherence (gaps) in the target text, using text-linguistic parameters (e.g. thematic progression).

Introduction to Translation Theory and Research

A first approach to translation theory (history of translation, linguistic, communicative, functional and/or actionable approaches to the translation process); introduction to doing research work and to theoretical approaches in translation (theoretical, empirical, applied) and the consequences of these categories for a theory of translation, classification of different research concepts and their value for a theory of translation.

Year 3:

General Translation 2

Introduction to various translation techniques (synoptic, selective, 'documentary') including the use of data processing and translation tools, translating different text types for different purposes and for varying readerships, changing the type of text and anticipated readership, text norms and their linguistic manifestations, introductory project management scenarios.

Oral Translation Techniques

Oral communication techniques, rhetorics, sight translation of simple/difficult texts using restructuring and rhetoric devices.

Documentation and Terminology

Principles of terminology (conceptual hierarchies, concept-term assignment), principles and problems of standardisation, documentation and terminography (including the use of online sources).

Domain-Specific Studies 1

Introduction to a domain subject (in Economics, Law, Science & Technology, and/or Medicine, etc.).

LSP Translation Techniques 1

Introduction to specialised translation, the role of domain-specific knowledge, strategies of identifying terminological patterns and term variations, LSP text typology, introductory LSP project management scenarios.

Translation Theory 2

Advanced translational approaches and theory. Critical evaluation of their value for the translation process and for practical translation purposes.

Professional Ethics

User-translator relationship: awareness of customers' needs and of the variety of readerships and purposes that a translation may have to serve; ability to account for necessary changes to the source text such as paraphrasing, additions or deletions; clear understanding of a translator's responsibility for the final product, and of its limits.

Year 4:

General Translation 3

Translating difficult (pragmatic) texts with varying purposes, reinforcing the use of computer-assisted translation aids, case studies in user-oriented translations, advanced project management (meeting deadlines, team work).

Terminology Management

Translation-oriented terminology, terms-in-context and their meaning and transfer, setting up (context-specific) glossaries (data bank access) and researching terminology (bi-texts), multilingual terminology management.

Domain-Specific Studies 2

Advanced studies in Economics, Law, Science & Technology.

LSP Translation 2

Translation of difficult LSP texts, identification of necessary background knowledge, researching the context-specific meaning of terms, parallel texts, cultural specific in LSP texts.

Advanced Translation Tools

Translation memory systems and machine translation, pre- and postediting.

In a 4-year course profile recommendations include the enhancement of native (A-)language competence (from text analysis to editing and abstracting) in years 1 and 2, the advancement of foreign language competence as well as comparative (text) linguistic, cultural and area studies, also in years 1 and 2, the development of skills in data processing and in the use of new translation tools from introductory courses in years 1 and 2 to more advanced courses in years 3 and 4.

For a postgraduate course, some of the components should be made entry requirements, others may be regrouped or refocused. Room can also be made for the training in literary translation.

2.2 Recommendations for translation

At **institutional** level the Scientific Committee strongly recommends

- the implementation of the general ideas in the above profile
- the setting up of clear entrance requirements, particularly for foreign language competence (aptitude test)
- mandatory work placements (if possible abroad)
- the integration of theory and practice in translation courses
- flexibility in the organisation of courses to accommodate the innovative course set ups needed for project management,
- (shorter) intensive courses in areas that are subject to frequent change
- CDA (curriculum development at advanced level) to cater for the needs to develop specialised translation skills in areas such as media translation, including subtitling, localisation and technical writing, as well as genre specific text production in the A- and B-languages.

At **national** level the Scientific Committee recommends that national authorities provide the necessary framework for the degree course profile and the use of clear entrance requirements (aptitude tests) as regards the foreign language competence.

The resources at the individual institutions make it impossible for any one institution to develop necessary and sufficient course modules for new areas in specialised translation. At **European** level the SC therefore recommends that necessary and sufficient support for CDA projects and mobility (student & staff) be available.

3 A course profile for conference interpreting

As indicated in section 1.1 above, a course in interpreting would also build on a certain level of translation skills.

Language skills apart, the student of interpreting further needs a general aptitude for this particular professional skill, and it is therefore recommended that all students entering an interpreting course are required to pass an aptitude test before admission to the course.

While entrance examinations as far as language skills are possible/obligatory in a number of European countries, it is recommended that they become obligatory in all countries and that special aptitude tests be further developed.

3.1 Recommended profile for an undergraduate course in conference interpreting

At present undergraduate degrees (minimum 4 years university degree courses) involving conference interpreting vary between combined degrees in translation and interpreting and degrees where students specialise in interpreting, typically in the third and fourth year.

Undergraduate degrees should continue to include language enhancement as well as *translation theory and practise*.

The following points made in the recommendations for translation, cf. 2.1 above, are also relevant for conference interpreting:

A-language and cultural competence. Enhancement courses are necessary in years 1 and 2 for students who will proceed to study interpreting in years 3 and 4.

Foreign (B-/C-)language competence. Enhancement courses are necessary in years 1 and 2 for students who will proceed to study interpreting in years 3 and 4.

Cultural studies are essential and should include area studies and everyday contrastive cultural phenomena, which means that knowledge of the student's own culture should be developed, too. A course in *International Organisations* is essential as would be an introduction to certain aspects of subjects such as medicine and international law (possibly a contrastive study of the different legal systems in force).

Translation theory and research as well as *interpreting theory and research* should form part of an undergraduate course, even for those students whose intention it is to become practitioners without devoting themselves to postgraduate research.

Translation skills apart, the following subject areas should form an essential part of any degree course in conference interpreting:

Churchotage, liaison may form part of preparatory studies during the first two years but do not fall within the category of conference interpreting.

Diction, pronunciation and speech making. The language enhancement courses of the first two years should place stress on oral aspects of language production, certainly in the foreign language, but also in the mother tongue.

Preparing for Practice

Students should be introduced to the ethics of the profession/diplomatic protocol at an early stage. Moreover, documentation research/pre-conference preparation of materials, compilation of glossaries/term-banks should form an integrated part of the interpreting course.

Consecutive interpreting

Text analysis, note-taking techniques and *sight translation exercises* are essential to enable the students to produce a fluent and accurate consecutive interpretation of a speech of up to 6-7 minutes in length. Consecutive interpreting is taught from B into A and from A into B. A prescriptive approach insisting upon one particular technique is to be discouraged in favour of a more eclectic one to enable the student to develop her/his own personal technique.

Courses in consecutive interpreting should precede and be considered a pre-requisite for courses in simultaneous.

Simultaneous interpreting

Building upon the skills acquired during the year of consecutive interpreting, students will be trained to cope with speeches with a diversity of subject areas, style and register. A high degree of technicality and specificity can hardly be demanded from students presenting simultaneous interpreting as part of an undergraduate course. The objectives should rather be to train the students to interpret speeches of a more general nature (current affairs for example) clearly and correctly. Where simultaneous is also taught from A into B, language exercises will most probably be necessary.

New developments in the profession mean that an increasing number of interpreters will work via relay or interpret for the media in the future. With the traditional forms of interpreting as the starting point, new course modules ought to be developed to cater for the needs of the professional environment in the future.

3.2 Postgraduate courses

At the same time as the Thematic Network Project in the area of Languages, a CDA project in Conference Interpreting has been running with the support of the European Commission's Joint Interpreting and Conference Service (JICS), the European Parliament's Directorate for Interpreting and the European Commission DG XXII.

It is recommended that a one-year postgraduate degree (60 ECTS) in conference interpreting be based on the curriculum developed by the project on a University Programme at Advanced Level (Masters-type) in Conference Interpreting.

4 A course profile for public service and business interpreting (PSBI)

The philosophy behind these course profiles is to recommend and develop standards of teaching - and subsequently standards of exercising/practising - PSBI in order to ensure that services offered within the area of PSBI will be of the same high quality all over the EU, and thus to ensure that minorities and disadvantaged groups or individuals will be given the possibility of being treated according to principles equal to those of a native speaker. This high quality of PSBI can only be produced by a person having achieved a high level of competence and high standards of professional ethics.

It is hoped that the implementation of the recommended courses will contribute to giving all types of PSBI (business interpreting, court interpreting, etc.) equal status and attention, and that the level of PSBI as a whole will be raised, so that PSBI will obtain a higher level of professionalism and prestige.

A characteristic of the recommended course profiles is that the languages involved will not only be those of the European Union, but also languages such as Vietnamese, Urdu, Somali, Serb, Croatian, Arabic, etc., spoken by major groups of immigrants in the EU.

Entrance requirements. Since public service interpreters always work bi-directionally in two languages, it is important that potential PSBI students have a satisfactory command of both (or all) of their working languages. It is therefore recommended, that entrance requirements and tests - both written and oral - are set up in order to ascertain their competence in both (all) working languages. If necessary, it is recommended that language enhancement courses are set up prior to the entrance tests in order to enable interested students to meet the entrance requirements and consequently to pass the tests.

Ethics. Students have to achieve a rigorous ethical code of conduct including elements such as confidentiality, impartiality, awareness of limitations, etc. Most of the ethical elements are common to PSBI activities in general, but some are specific to and depend on the PSBI activity actually carried out, i.e. depend on the setting. The specific ethical elements will be mentioned in connection with the module dealing with this particular setting.

Cultural, social, political studies. The course develops the students' language skills and terminological knowledge in both languages including an introduction to the target and the source language environment. The course offers an overview of social, political, cultural and labour market conditions in the source language country and in the target language country.

Subject area studies. The course imparts knowledge of the practical/factual aspects of various subject areas as well as knowledge of the terminological aspects of these areas.

Translation studies. As PSB-interpreters are very often asked to translate various documents in relation to an interpreting job, there are some specific translation modules in the course, or elements of translation are part of interpreting modules.

Theory and Practice. Even though the principal objective of the PSBI course is to train students to become professional PSB-interpreters, theoretical components such as interpreting and translation theories should be included together with modules on terminological problems, interpreting techniques, ethics, etc.

Teaching staff. It is recommended that teaching be provided by three groups of people, i.e. people with long-standing experience in the already more established forms of interpreting, people with long-standing experience in PSBI, and people who are specialists within the subject areas concerned: nurses, doctors, policemen, judges, social workers, or housing officers.

As far as *teaching methods* are concerned, a great variety of strategies are recommended; they should comprise lectures, seminars, exercises of various kinds (terminology, translation, interpreting), role plays, visits, traineeships, etc. In class simulations, attention should also be given to attitude and non-verbal communication. In general, teaching should be as realistic as possible. Thus, texts should mirror real-life situations.

Depending on needs, courses will be either *full degree courses* or *continuing education courses* (cf. below). A full degree course should be full time for a period of two or three years and lead to a diploma or degree in PSBI. Modules offered within the framework of continuing education should be part-time diploma or certificate.

The full degree course profiles as well as the contents of individual modules follow the principle of moving from the general towards the more specific and from the introductory towards a more advanced level.

4.1 Recommended course profiles for public service and business interpreting

The following course contents - taken as a whole - are to be considered as recommendations for a full degree course. Thus, a student following all the modules indicated and passing the final exams will be considered a fully-fledged public-service interpreter mastering all the various settings of PSBI. Such a full degree course might be relevant for people wanting to become all-round public service interpreters, but having no previous experience or training.

However, quite a lot of practising interpreters, irrespective of whether or not they have already had some training, might want to follow either a brush-up course or a course dealing with a specific subject referring to a specific setting in which they should like to work as an interpreter. It should thus be possible to run the below-mentioned modules individually/separately within the framework of continuing education. It will then be up to the individual HE institutions to establish courses embracing just one of the modules in question or combining two or more modules depending on the needs at any given time. This means that a given course sequence might differ from another depending on which modules it includes, or in other words: depending on which modules are in demand.

It should also be possible to establish tailor-made modules, i.e. modules tailored to meet the needs of a specific group and including elements from two or more of the modules mentioned below. As a whole, great flexibility is recommended.

Because of the great differences regarding the level of - preexisting - competences and thus regarding the needs of the students, it is recommended that interested students be given the possibility of selecting modules according to their needs, those needs being defined by themselves or by their employer. Admission tests will be necessary to ensure that the student's proficiency is at a sufficient level to enable him/her to follow the selected modules.

Below follows recommendations for the contents of a full degree course from which specific modules can be picked for part time programmes, i.e. for continuing education courses:

4.1.1 Basic module

The duration of this module (or programme) is recommended to be one year and it will teach the fundamentals of PSBI and related subjects (such as translation).

Interpreting techniques regarding consecutive interpreting, involving memory training and note-taking exercises, summary exercises, paraphrasing, sight translation, management of capacities strategies (listening, analysis, memory, and production), etc., as well as interpreting techniques regarding simultaneous interpreting in the whispered mode (chuchotage). Particular attention is paid to dialogue interpreting exercises in order to enhance the ability to deal with the bi-directionality of the two languages in PSBI. Full understanding of the fundamental characteristics of interpreting as such (full and accurate transfer of meaning in its semantic and pragmatic sense).

Ethics. Impartiality, confidentiality, awareness of limitations, and no personal advantage.

Full understanding of the often problematic nature of PSBI (i.e. interpreting? mediation? brokering? assistance? advocacy?) Professionalism, i.e. a reliable and workable professional code (ensuring information about the assignment, strict delineation and observance of the professional competence and role vis-à-vis the client, dress code, punctuality, etc.). A thorough understanding of the client's needs, rights and status and of the role of the interpreter.

Contrastive cultural and area studies. General world knowledge combined with knowledge of the history and the political institutions as well as the legal, economic and social structures of the language environments involved.

Introduction to basic translation techniques (text analysis, relationship between source and target text, problem analysis, etc.)

Methodology of terminological work (how to use dictionaries and other sources, and how to build up concept systems by comparing texts from the languages involved).

Introduction to information technology and data processing with a view to terminological studies in connection with the preparation of various interpreting and translation assignments.

Short introduction to *various settings of PSBI* (interpreting in legal settings, medical and psychiatric interpreting, social interpreting, business interpreting, etc.).

4.1.2 Specialisation modules

Apart from further training of the interpreting skills, the purpose of the specialisation modules is to give the students an in-depth knowledge of the structures, procedures and terminology of specific PSBI settings as well as an in-depth understanding of the specific ethical and cultural features attached to interpreting in each of these settings. It is recommended that the length of each module be, at least, one semester.

4.1.2.1 Interpreting in legal settings

The purpose of this module is to enable the interpreter to mediate, for instance, the communication between the police/court and the defendant or witness that does not speak the language of the police/court. This mediation should be so good that it places the defendant or witness on equal terms with a native speaking defendant or witness.

To that end, the module embraces an introduction to civil law and civil proceedings, criminal law and criminal proceedings, immigration laws with a view to interpreting for the police and various legal authorities. It includes visits to courts in order to attend meetings and watch trial procedure.

Furthermore, the module embraces lectures on legal affairs (given by specialists such as police officers, judges, attorneys, prosecutors, etc.), terminology studies, dialogue interpreting exercises (combined with note-taking exercises and studies of specific ethical features regarding interpreting in legal settings), and translation exercises (indictments, certificates, sentences, etc.).

Finally, the module includes exercises involving simultaneous interpreting in the whispered mode or with the use of simultaneous interpreting equipment. The purpose of these exercises is to train the students' ability to interpret simultaneously the reading of indictments, the interrogation of witnesses, the pronouncement of sentences, a.o., in order to ensure a smooth court performance.

4.1.2.2 Medical and psychiatric interpreting

The purpose of this module is to enable students to mediate the communication between doctors, psychiatrists, nurses, health service representatives, etc., and patients/clients.

To that end, the module embraces lectures on medical and psychiatric subjects (given by doctors, nurses, psychiatrists, etc.), terminology studies, dialogue interpreting exercises, and translation exercises (medical certificates, casebooks, etc.).

It is recommended that particular attention be paid to the ethical demands made on the interpreter in these settings and that the interpreters-to-be are prepared for the emotional/psychical implications of interpreting in these settings.

4.1.2.3 Social interpreting

The purpose of this module is to enable students to mediate the communication between social authorities (be it staff at schools, job centres, social authorities, etc.) and people not speaking the source language.

To that end, the module embraces lectures on social affairs (given by social workers, labour market representatives, education authorities, etc.), terminology studies, dialogue interpreting exercises (with particular attention to the features specific for interpreting in these settings), as well as translation exercises (certificates, etc.).

4.1.2.4 Business interpreting

The purpose of this module is to enable students to mediate the communication between businessmen not speaking the language of one another.

To that end, the module embraces lectures on import-export (distribution forms, payment, transport, etc.), foreign/international trade, etc., (given by representatives from trade and industry), terminology studies, dialogue interpreting exercises (with particular attention paid to the fact that in business settings the interlocutors often come from the same social class, whereas the interlocutors in the above-mentioned settings often belong to very different social classes), exercises in simultaneous interpreting in the whispered mode and/or with portable equipment, as well as translation exercises (business letters, trade documents, etc.).

4.2 Summary of recommendations for PSBI

It is recommended that efforts be made to ensure the quality and professionalisation of PSBI activities either by setting up full degree courses or by offering separate modules within the framework of continuing education. The content of the courses and the modules should reflect the above-mentioned philosophy and principles and, in every respect, be of the highest possible quality. These quality standards also apply to teaching methods and staff.

In either case, entrance requirements and tests upon entry as well as final examinations or assessments followed by certification procedures are strongly recommended.

It is recommended that *user groups* (i.e. various institutions, hospitals, courts, etc.) and the *interpreters* themselves are informed of - and thus, hopefully, convinced of - the importance of being able to offer PSBI assistance of the highest possible quality.

It is recommended that *national governments/authorities* support the developments of the sufficient and necessary PSBI courses to secure high-quality

interpreting services for everyone (native and non-native speakers) in these vital areas of community life.

In order for these recommendations to be put into practice throughout the European Union, it is recommended that the European Commission supports (financially and otherwise) the development of the sufficient and necessary courses in all EU Countries, e.g. by means of CDA initiatives and affirmative action through awareness-raising campaigns.

5 Final remarks and summary of recommendations

In the light of the general international development and the increasing demand for professional translation and interpreting services in Europe and beyond, and in the light of the joint declaration of the ministers in charge of higher education in France, Germany, Italy and the United Kingdom (the so-called Sorbonne agreement of 25 May 1998) and the reactions thereto, it is vitally important that courses in translation and interpreting are of the highest possible quality across Europe.

The course profiles presented above form recommendations for translation, conference interpreting, as well as public service and business interpreting respectively.

In view of the forthcoming enlargement of the EU and the extended need for translation and interpreting services, students of translation/interpreting should be encouraged to widen their range of languages, thus applying acquired translation or interpreting skills to the study of an additional less-widely-taught language.

This, however, would presuppose that national governments provide the necessary funds and that the individual institutions of higher education make the relevant programmes available.

The Scientific Committee thus strongly recommends the following at **institutional** level:

- the implementation of the general ideas in the above profiles
- the setting up of clear entrance requirements, particularly for foreign language competence (aptitude test)
- mandatory work placements
- the integration of theory and practice in translation and interpreting courses
- flexibility in the organisation of courses to accommodate the innovative course set ups needed for project management
- (shorter) intensive courses in areas that are subject to frequent change
- CDA (curriculum development at advanced level) to cater for the needs to develop specialised translation skills in areas such as media translation, including subtitling, localisation and technical writing, as well as genre specific text production in the A- and B-languages
- CDA to cater for the needs to develop interpreting skills in an ICT environment, including interpreting via relay or the interpretation of video conferences

- efforts to ensure the quality and professionalisation of PSBI activities either by setting up full degree courses or by offering separate modules within the framework of continuing education.

At **national** level the Scientific Committee recommends that national authorities provide the necessary framework for the degree course profiles and the use of clear entrance requirements (aptitude tests) as regards the foreign language competence of the T+I students.

It is thus recommended that *national governments/authorities* support the development of the sufficient and necessary courses to secure high-quality translation and interpreting services for everyone (native and non-native speakers) be that in a political, professional, social, legal or medical context.

In order for these recommendations to be put into practice throughout the European Union, it is recommended that the European Commission supports (financially and otherwise) the development of the sufficient and necessary courses in all EU Countries, e.g. by means of the above-mentioned initiatives within the area of higher education and, when necessary, affirmative action through awareness-raising.

5.1 Research

It has been stressed several times in the course profile recommendations that elements of academic research be included in the curricula.

- Universities having a specific propensity for research are thus encouraged to integrate research work in course profiles at all levels.
- It is recommended that national governments/authorities allocate the necessary and sufficient research funds to universities offering degree courses in translation and/or interpreting.
- It is recommended that the EU supports research projects in T/I or related subject within the 5th framework programme or otherwise, and that mobility at ph.d. student/post-doc. level is also facilitated through necessary and sufficient financial support.