

## PLANNING AND STRUCTURING A PROGRAM

The education consists of five domains that we recommend be utilized. Respectfully each domain consists of several topics. The extent and focus of these topics can be modified according to the needs of each educational institution.

### Implementation and adjusting of the Curriculum

It has been a common aim that higher education degrees in Europe should be of similar extent, even so BA degrees vary between 120 ects and 240 ects. That is why this curriculum is devised in a way where the extent of modules can be modified to fit the respective country's higher education system.

Interpreter training is located in different countries within different formal or informal educational systems, e.g. universities, colleges, vocational schools, national Deaf associations, private programmes, and Deaf community organisations, etc. This curriculum is designed for 180 ects (3 years) but can be modified to fit different educational systems and circumstances from short informal and intensive courses to a five-year-long master's degree.

In *Appendix 2* there is an example on how to schedule and carry out 180 ects (full time 3-year) programme. ECTS credits are based on the learning achievements and workload of a course. ECTS makes study programmes more transparent. The credit system is designed to make it easier for a student to move between different countries. Depending on the country, one ECTS credit point varies between 25 and 30 study hours.

For more information see: [http://ec.europa.eu/education/resources/european-credit-transfer-accumulation-system\\_en](http://ec.europa.eu/education/resources/european-credit-transfer-accumulation-system_en)

If the education is implemented to fit smaller educational entities/courses, there should be careful consideration on what can be left out and what the minimum requirements are. E.g. should a student have prior experience of interpreting, and if they should, how much? What are the expectations related to student's language skills? Regardless of the extent of education we recommend that the following topics always be included in the education: ethics, interpreting process theory, interpreting practice, self-reflection.

This curriculum should not be followed literally but modified based on need and circumstances. *Appendix 2* presents one example of implementing the education. If there is a significant need for example text to sign language or international sign interpreting, the amount of those studies should be increased. The necessity and extent of some topics, e.g. entrepreneurship and professional expertise depend on how interpreter services are provided in each country. We also encourage educators to add new topics to national curriculums, if needed.

At the end of their studies students specialise in certain domains. The content of Professional expertise depends on the needs of the society or prior knowledge and goals of a student. Options for Professional expertise can include the following:

- conference interpreting
- community interpreting for deafblind people
- community interpreting for consumers with minimal language skills
- text-to-sign interpreting

- interpreting in media
- translation

### **A training program for Deaf interpreters**

The education of Deaf interpreters is organized both in connection with the education of hearing interpreters and as separate entities. For one reason or another in some countries deaf students aren't allowed in sign language interpreter education with hearing students. That might then actually work as a stepping stone to a separate education. On the other hand, financial constraints in smaller countries could make it impossible to have a class only for DIs.

If it is not possible to arrange the education solely for a (national) Deaf interpreter group or in connection with a group of hearing interpreters, there are other possibilities. Education can be implemented e.g. in an international group of Deaf interpreters. In international groups important national topics should also be covered to ensure sufficient competency related to national circumstances (nationally significant domains for DIs e.g. translation, international sign, consumers with minimal language skills etc.).

For more information about the Deaf interpreters in Europe see: <https://www.deaf-interpreters.com/output1>