

**Labour market
intelligence for the
Qualifications Strategy in
translation and
interpreting**

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Introduction

The purpose of this report is to provide evidence to guide the next steps in developing a qualification strategy for interpreting and translation. Its ultimate purpose is to assist in creating an agreed way forward that can deliver the interpreting and translation skills that the UK needs now and in the future.

The context for this work emphasises its importance. Globalisation is now an accepted fact of life and changes such as the rapid economic development of countries like China and closer ties with those in Eastern Europe underscore the importance of language skills to UK business. Migration, such as that stimulated by expansion of the European Union and those seeking asylum, continues to pose social challenges, particularly for public sector and community organisations. These political changes in Europe and a refocusing of political and military priorities are also giving rise to new demands for interpreting and translation skills. In short, interpreting and translation are crucially important to the economic, social and political future of the UK.

Despite the importance of the sector it is not well represented in official statistics because it is not a distinct category in the systems used to classify industry and occupational information. This means that a lot of the standard information that is available for other sectors, such as numbers of businesses, people working and their training and qualifications, cannot be obtained from these sources. Collecting numerical information from within the sector itself is also difficult, partly as a consequence of the large numbers of freelancers working in the sector. The report is therefore more reliant than would otherwise be the case on views expressed through focus groups and interviews.

Independent consultants were commissioned by CILT, the National Centre for Languages, to undertake the research for this project and compile this final report. The views expressed in the report are therefore those of the researchers and the people they have quoted; they do not represent an official statement of position by CILT.

Rather, the report should be seen as the basis for an informed discussion through which a Qualifications Strategy for interpreting and translation will be developed in the coming months. CILT will be consulting extensively across the UK on how best to meet the challenges identified in this report.

Summary

The key conclusions are:

- a framework of qualifications needs to be developed that
 - is relevant and accessible to the different communities of interpreters and translators
 - builds on well-established qualifications
 - allows employers and clients to identify where qualifications should, and should not, be regarded as equivalent
 - supports progression from the basic through to the highest level commercial and public sector interpreting and translation

immediate priorities should be developing

- access to appropriate qualifications for people who are reported to be unable to achieve the Diploma in Public Service Interpreting (DPSI) because they work in less common languages, lack local providers or the amount of work and income they are generating makes it prohibitively expensive for them. This could be achieved by developing complementary qualifications or extending current provision and funding to make the DPSI fully accessible
- coherence and consistency in level 3¹ qualifications, agreement across the sector on the roles for which these qualifications are appropriate and clear routes for progression to higher level qualifications
- entry level qualifications that cover ethical and other essential components of the interpreter's role that are appropriate for use in community and similar settings and offer clear progression routes to further achievement
- current occupational standards need to be reviewed with the sector and other stakeholders, including awarding bodies, to ensure they can support such qualifications at the full range of levels required to comprehensively cover the different areas of interpreting and translation
- unit-based or modular provision needs to be developed that can assist people who want to move between different contexts, such as justice and health, and give recognition to continuing professional development activity

¹ Throughout this report references to numbered levels of qualifications refer to the system used for National and Scottish Vocational Qualifications. This no longer aligns with the National Qualifications Framework levels which is relevant to vocational qualifications in England, Wales and Northern Ireland. For details see www.qca.org.uk/libraryAssets/media/nqf_changes.pdf .

- higher education provision could be enhanced by incorporating work experience and utilising real-life resources to improve vocational relevance of initial education and training
- funding of language departments, courses and learners needs to be investigated in more detail to assess the extent of the threat to existing provision and the steps needed for future aspirations to be realised
- full utilisation of such qualifications developments is likely to be dependent upon the common acceptance of corresponding professional standards, more extensive commitments from Government and public sector agencies to utilise interpreters and translators that meet these standards and education of the client base on the value of the sector and how best to utilise interpreting and translation services
- this in turn will be subject to broader cultural influences such as the extent to which exclusive reliance on English is regarded as acceptable
- further work is needed to accurately quantify the likely demand for qualifications for interpreters and translators.

This is particularly the case for those working part-time as freelancers and in community settings. It may be appropriate to consult sector bodies on the further development of registers for such interpreters and translators. Those Sector Skills Councils and Standards Setting Bodies that have substantial self-employment in their sector that is not well enumerated by official statistics may also be able to offer suggestions on how to tackle the problem of identifying and contacting freelancers.

- on balance the evidence suggests there
 - will be increased demand for translators and particularly interpreters in the future
 - there is substantial scope for continuing professional development to improve the skills of parts of the existing workforce

Overall we believe the evidence we have collected to date clearly identifies key issues that need to be addressed in the development of a Qualifications Strategy for interpreting and translation. What we are currently unable to do, because of data limitations, is to precisely quantify aspects of supply and demand.

1 Overview of the sector

1.1 Composition of the sector and problems with official statistics

- 1.1.1 The sector is made up of two overlapping occupational groups: interpreters and translators. Most professional interpreters and translators will be working for specialist agencies who will in turn offer their services to a hugely diverse range of clients.
- 1.1.2 Some of the largest private sector businesses will also directly employ or engage their own interpreters and translators as an in-house resource.
- 1.1.3 Similarly in the public sector local authorities, Government departments, health trusts and similar bodies may employ their own professionals, although the numbers will be relatively modest. Interpreting and translation units within these organisations may also provide services to other, usually local, bodies.
- 1.1.4 Finally there is the voluntary and community sector. In some instances they will operate in a similar way to commercial agencies, providing services to other organisations and especially the public sector. For others the interpreting and translation service is a necessary adjunct to their primary objectives of delivering support and services to particular communities. In this environment there may be a greater reliance on informal interpreters and translators drawn from those same communities.
- 1.1.5 Even for those who are seeking to earn a living from interpreting and translation a large proportion will do so on a self-employed basis and may register with a number of different agencies². Further evidence for this from our own survey and other sources is mentioned in Appendix 7. There is no guarantee that someone registered with an agency will be receiving paid work through them. Schellekens (2004) reported that the number of ad hoc freelancers was almost four times as high as the number used frequently.

1.2 Available evidence on the size of the sector

- 1.2.1 For the reasons explained in detail in appendix 1 it is not possible to use available official statistics to provide accurate estimates of the number of individuals working in these occupations. Indeed the extent of freelance working and the use of informal

² Perez & Wilson (2006) reached similar conclusions in research for the Scottish Executive. This is sufficiently well-established that a careers website (http://www.prospects.ac.uk/cms/ShowPage/Home_page/Using_your_language_skills/interpreting/p!eigpcdl;jsessionid=a630c5d3b27e11494f5b; accessed 16 January 2008) advises that “*The profession is becoming increasingly dominated by freelance interpreters ..*”

interpreters and translators mean that the boundaries of this occupational group can be difficult to define and hence enumerate.

- 1.2.1 An indicator of the size of the sector can be gleaned from the membership of the professional and industry bodies. These include:
- The Chartered Institute of Linguists (CioL) has founded the National Registry for Public Service Interpreters in the UK with about 2,000 people currently on this register
 - The CioL had a total membership of 6,200 in July 2007 (although these will not all be working as interpreters and translators)
 - The Institute of Translation and Interpreting had just over 1,500 qualified members in January 2008
 - The Association of Welsh Translators and Interpreters had about 280 text translators and 24 interpreters in membership in January 2008
- 1.2.2 To attempt to provide an overall best estimate of the size of the workforce we have used three sources of information:
- results from our own survey
 - number of interpreting and translation organisations
 - Labour Force survey figures for people working as interpreters and translators in agencies
- The method of calculating this estimate and the rationale for this approach is set out in detail in Appendix 7.
- 1.2.3 Our conclusion is that the sector workforce is of the order of 13,000 people. For the reasons explained in Appendix 7 this figure should be regarded more as a statement of the likely order of magnitude rather than a precise figure.
- 1.2.4 The bulk of this workforce will be accounted for by dedicated interpreting and translation organisations. Within our survey two organisations reported the number of people working for them to be in the thousands. Informal intelligence from the sector suggests the number of such organisations may just reach double figures.
- 1.2.5 By comparison, the Association of Translation Companies had 165 members in July 2007. These will represent the core of the industry. However they are likely to be only a minority of all businesses in the industry. The Experian Prospect Locator database shows 1,463 businesses entered under the Yellow Pages category of Translators and Interpreters. It is likely that, as in most industries, these will be predominantly very small businesses, including those with no employees beyond the principals.

1.3 Describing the sector workforce

- 1.3.1 Survey responses from twenty-two organisations provided information on the demographic composition of the people working for them. These organisations accounted for just over half of the workforce reported by survey respondents. As explained in section 1.2 great care should be exercised in using absolute figures. However there is no evidence to indicate that the respondents who provided these data are atypical of the wider survey respondents. The following proportions on the demographics of the workforce should therefore be relatively robust. Just under two-thirds (64%) were female. Broadly similar results were obtained by Schellekens (2004).
- 1.3.2 Almost three-quarters (74%) were aged between 30 and 50, with marginally more of the remainder (14%) being in the under 30 age group.
- 1.3.3 Nearly half the workforce (48%) are native English speakers. Slightly fewer (40%) are native speakers of another language and one in ten are bilingual³.
- 1.3.4 Earlier research by Schellekens (2004) found that
- 44% of the language professionals originated from the UK; 30% from EU; 11% from Eastern Europe; and 12% from the rest of the world.
 - 48% individuals worked as translators; 9% as interpreters; and 42% as both interpreters and translators.
 - 57% interpreted and/or translated between English and one other language; the rest worked between 3 or more languages.
- 1.3.5 Overall the workforce is comparatively highly qualified with well over half (60%) holding the equivalent of a degree or higher qualification. However only a small number of respondents answered this question so the results should be treated as broadly indicative rather than as accurate proportions.

Table 1 Qualifications levels

<i>qualification level</i>	<i>number⁴</i>
post-graduate degree, certificate or diploma	435
degree, HND, level 4 S/NVQ or equivalent	722
introductory level 3 certificate or equivalent	435
Other	129

base: 12 responses; 1,721 members of the workforce

³ By bilingual we mean people who have been fluent speakers of at least two languages prior to developing such abilities within the education system.

⁴ Due to the limited number of responses to the survey the tables derived from it will report actual numbers rather than percentages.

2 Demand for interpreting and translation

2.1 Diverse requirements and levels of demand

2.1.1 A particularly important aspect of the nature of demand for interpreting and translation services is the level of competence required. This was highlighted in focus group discussions held across the UK⁵. In the public sector this can range at the highest level from what is required in courts of law, through services such as housing and social services to information on leisure activities and the like.

“.. you do have different levels of need. For instance if I am going into the housing executive I don't really need the same level of training and understanding as I do in a court case..”

Belfast focus group

“Because there are two levels of communication. One is just saying what you want to say and the other is when the communication must be more precise, like the cases with the police..”

London focus group

2.1.2 Clearly the implications for errors vary by context. An example was provided of a Zimbabwean man who was accused of blackmail but this had been wrongly interpreted to him as being charged with being a black male. References to failures to use an interpreter were referred to in the report and reflected in the recommendations of the Victoria Climbié enquiry. Errors in areas such as the legal and health services can have profound effects on the individual.

2.1.3 A similar range of requirements exist in the business and commercial context. Errors in translations of contracts and international trade documents could potentially risk millions of pounds, problems in marketing materials could have important adverse effects but more basic interpreting skills could be adequate for many front line staff.

2.2 Changes in demand

2.2.1 There was broad evidence of an increase in demand for interpreters over the last few years from the focus groups.

“..from then (2004) things have changed dramatically, there is an awful lot more (demand)..”

Belfast focus group

⁵ Details of the focus groups are presented in appendix 4 and the topic guide is reproduced as appendix 5. Unless otherwise stated the quotations and findings reported in this section of the report are drawn from these focus groups.

“.. there’s been a massive upsurge in need in the last five years in the public sector”
Glasgow focus group

“The interpretation side has risen quite significantly.”
London focus group

“We’ve seen a drastic increase in the demand of interpreters .. from the public sector .. particularly with the new languages”
London focus group

2.2.2 The picture for translation appears to be more mixed. For a public sector Welsh language translation service there had been a substantial increase in demand.

“We’re doing more and more now... We have got such an amount of written work that we are constantly having to re-jig our timetables and turn work away.”
Swansea focus group

For another agency

“.. translation is steady, it hasn’t changed, it hasn’t risen over the last four or five years.”
London focus group

Thanks to the substantial increase for interpreting this agency had been doing well but as a consequence the proportion of translation work was thought to have fallen from 35-40% to 15% of their total activity.

This is consistent with the findings from Schellekens (2004) that companies offering interpreting and translation services reported a demand in particular for interpreters and from research in the public sector in Scotland by Perez & Wilson (2006).

2.2.3 However the extent to which this is currently causing problems in meeting demands is rather less marked. This may partly be the result of agencies having registers of freelance interpreters and translators that are not fully utilised.

Table 2 Comparing demand for services to the capacity to supply

	<i>interpreters</i>	<i>translators</i>
demand is far greater or greater than our ability to supply	7	6
demand is about the same as our ability to supply	19	20
our ability to supply is far greater or greater than demand	10	14
<i>Base</i>	<i>36</i>	<i>40</i>

2.3 Recruitment difficulties

2.3.1 Nonetheless there is evidence that these increases in demand are creating recruitment difficulties.

"We are having difficulty recruiting written translators never mind simultaneous translators⁶.." Swansea focus group

"We are also importing interpreters from across the water for a number of court cases and so on .." Belfast focus group

"I've got pretty much the same concerns .. which is quality, sufficiently qualified interpreters but in terms of numbers and standards at the same time." London focus group

"We work quite closely with about four local authorities and there always seem to be languages that they can't find interpreters in." London focus group

2.3.2 Around one in twelve survey respondents did not know whether their organisation had experienced recruitment difficulties, whether for employees, freelancers or sub-contractors, in the previous twelve months. For those able to report on recruitment issues, difficulties appeared to be slightly more common for interpreters (39%) than for translators (29%), although again the base figures are again modest (31 and 35 respectively).

2.3.3 Recruitment difficulties for interpreters were most commonly due to a low number of applicants generally, applicants lacking general language skills (both reported by eight people) and knowledge of context-specific language (such as business or public sector terminology, cited by six people).

2.3.4 These same problems were also common amongst translators (reported by five, seven and five people respectively). The ability to use computer aided translation systems was also cited by four people.

2.3.5 There is also evidence of unmet demand from clients. The Institute of Translation and Interpreting is cited by Summers (2006) as stating that a shortage of trained interpreters is posing a threat to the justice system. Both the focus groups and other sources identify a particular problem when requests for interpreters are made at short notice, unsociable hours and for hard-to-reach geographical areas.

⁶ Simultaneous translators should be treated as a reference to what others would refer to as interpreters.

“The main issue, however, was the overall shortage of interpreters, and, in particular, interpreters with the required level of qualification.”

Perez & Wilson (2006), para. 7.17

2.4 Languages in demand

2.4.1 There is demand for a very broad range of languages. One Scottish agency reported covering

“over the span of a year up to seventy or eighty languages which could range from your mainstream European languages to African dialects as well”.

Glasgow focus group

Similarly the Metropolitan Police is reported to have a database of interpreters who speak up to 75 languages according to Summers (2006). Perez & Wilson (2006) identified a need for as many as 100 languages in the public sector in Scotland.

2.4.2 This may particularly be the case for those providing interpreting services.

“We find for translation that we’re asked to provide .. in a far narrower range of language than we’re asked for interpreting.”

London focus group

Particular organisations may also have areas of specialism. A unit within a Scottish university, for example, was *“mainly involved with the mainstream languages, currently French and German ..”*

2.4.3 One of the main areas of increasing demand has been for Eastern European languages, linked to changes from the European Union, as noted below.

“(W)e’ve seen massive leaps in the requirements specifically for the Eastern European languages.”

London focus group

2.4.4 At the same time the demand for traditional languages, including Western European languages, remain high.

“Even though the demand for languages like Polish, Lithuanian, etc. is higher than it was a few years ago we find the traditional languages are still very high on our list, so French and German are still high, Portuguese is quite high.”

London focus group

2.4.5 For organisations in the public sector the demand will reflect the composition of the local communities and their facility with English. This can be expected to be varied and complex.

“We have a Bangladeshi community, a Chinese community whose first language is not English. There’s also a large African community with various

different languages. There's Polish, Russian, Filipino, but it's not much of an issue in the Filipino community because a lot of them have learned English as a second language, but not all."

Swansea focus group

- 2.4.6 Demands also change and can be quite volatile. This is partly because of the drivers outlined in the next section of the report. What is clear is that it remains difficult for some organisations to assess the demands they are likely to face.

"These are all symptoms of a greater problem (of) erratic and inconsistent demand. For example, Portuguese was the most desirable language a couple of years ago and the numbers are there but the overall demand is so much lower than it was two years ago."

Glasgow focus group

"In terms of the Welsh language the work we do with the private sector ... could take off. It depends whether you're an optimist or a pessimist. Some say the bubble's about to burst and some say we're going to be doing the European Union and simultaneous translation is on the cards."

Swansea focus group

- 2.4.7 The breadth of languages that need to be covered was reflected in the survey. When asked to identify the languages in which there was a need for more interpreters and translators, either now or in the next three years, the responses covered fifty-nine different languages. The full list is presented in appendix 6. The most commonly cited were Eastern European languages (Polish, Romanian, Lithuanian, Czech), Pashto, Kurdish and Mandarin Chinese.

- 2.4.8 Only a small number of respondents, fourteen, were able to quantify the additional full-time equivalent demand for interpreters and translators that would be required. The overall total was 56.

- 2.4.9 There is further evidence of a continuing need for more British Sign Language (BSL) interpreters.

"Interpreter demand far exceeds supply. There is a chronic shortage of appropriately qualified British Sign Language/English Interpreters."

Centre for Deaf Studies (2006)

"There are an estimated 9 million deaf and hard of hearing people in the UK .. 50,000 of those use British Sign Language."

Multi Agency Interpretation & Translation Group (2007)

2.5 Drivers of demand: positive influences

EU expansion, immigration and immigration policy

2.5.1 Major drivers for the demand for interpreting and translation skills are associated with developments in, and particularly expansion of, the European Union (EU). This takes several forms.

2.5.2 First, there is the expansion in the number of official languages recognised by the EU which gives rise directly to additional demands. For example, recognition of the Irish language is expected to have a particularly important impact in Northern Ireland. The Belfast focus group provided evidence that the EU was struggling to find interpreters and translators in sufficient numbers and of appropriate quality. This is further complicated by the different dialects that are used, with work currently underway to agree a standardised form.

2.5.3 Second, the accession of new states facilitates movement of people.

“.. especially with the new EU accession states coming through, we’ve seen massive leaps in the requirements specifically for the Eastern European languages.”
London focus group

“.. there was a significant increase in the diversity of the local populations ... due to an influx of refugees and asylum seekers and also economic migrants from the new European accession states.”

Multi Agency Interpretation & Translation Group (2007)

A report by IPPR, Drew & Sriskandarajah (2006), suggested that the number of new migrants from Rumania and Bulgaria, beyond those already in the UK, would be 41,000 and 15,000 respectively during the first year following accession.

2.5.4 A recent report by Pollard et al (2008) has estimated that about 1 million migrants have arrived in the UK from the A8 accession countries (Poland, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Slovakia and Slovenia) since 2004. The largest numbers were from Poland. Poles are now the single largest foreign national group resident in the UK. However this wave of migration is very different from those in the past, such as from countries in the former British empire. Many of the new migrants come for economic reasons and do not intend to stay in the UK permanently. It is estimated that around half of those arriving since 2004 have already left the UK. This report also notes that these migrants have been highly dispersed across the UK. Unfortunately it does not information on the language skills of these migrants.

2.5.5 More general immigration is also a major driver of demand, such as

“.. the massive influx of asylum seekers..”

Glasgow focus group

Home Office statistics⁷ show that asylum applications are rising. There were 6,595 applications (excluding dependants) in the first quarter of 2008, an increase of 16% from the previous year. Total applications in 2007/08 were 24,345, 7% higher than in the previous year. The top five countries of origin were Afghanistan (2,570), Iraq (2,220), Iran (2,195), Zimbabwe (2,070) and China (1,975).

The extent and impact of this varies between areas. Whilst inward migration is recognised as a common phenomenon

“In North Wales it is very different to South Wales. In South Wales inward migration has always been there. In North Wales there has been very little inward migration.”

Swansea focus group

The emergence of inward migration in such areas creates particular problems. Impact can be greater because services are less prepared for and find it more difficult to meet new language needs. Neither the services nor the individuals looking to access them will have sizeable and established communities to fall back on. Whilst provision of simultaneous translation between Welsh and English is well established this does not extend to other languages, even where meetings and events have been specifically targeted at members of minority ethnic groups.

- 2.5.6 The geographical impact of immigration is also conditioned by policy decisions relating to the dispersal of immigrants.

“The other thing I think probably has an impact on that, certainly more so in the regions, is that immigration policies have changed, whereby there is an increase in dispersal of new arrivals to the country into different pockets, other metropolitan or rural pockets of the country where there isn’t the language skills in situ to support those people integrating into the community.”

London focus group

“I think within the last five years in Cardiff there was one dispersal of asylum seekers and although that was meant to be targeted at either ethnic or linguistic groups ... that hasn’t always worked.”

Swansea focus group

The Home Office (ibid.) note that the majority of asylum seekers are supported in dispersal accommodation. The regions with the greatest share of such accommodation are:

⁷ See <http://www.homeoffice.gov.uk/rds/pdfs08/asylumq108.pdf>

Yorkshire and the Humber	21%
North West	21%
West Midlands	16%
Scotland	11%
North East	11%

The local authorities with the most dispersal accommodation are Glasgow City, Leeds, Birmingham, Newcastle and Liverpool.

Migrants entering the UK under the Worker Registration Scheme are also geographically dispersed, as shown by Pollard et al (2008). Workers per thousand residents are particularly high in the City of London and those with more than 20 A8 workers per thousand are as geographically diverse as Boston, Dungannon, Isles of Scilly and Perth & Kinross.

- 2.5.7 Despite EU accession being a lengthy process it still appears that little assessment of the impact on language requirements makes its way to those working in the sector.

“Then the difficulty is who is prepared to invest into it from the Government point of view.. in Romanian where .. we’re hoping that from January they will be joining.. Will the number be there or will the numbers not be there, so what we invest in today, will it turn in to something or not?”

Glasgow focus group

“.. there’s very little communication between areas of business and immigration trends ..”

London focus group

Legal and policy requirements and influences

- 2.5.8 Many providers of public services are required by equality legislation to ensure their services and information are available to all groups in the community and this is driving demand for interpreting and translation services.

“.. it is section 75 of the Northern Ireland Act which is the equality law and everyone has to provide equality of opportunity for users so a lot of the public service provision and judiciary are looking for translations and interpreting..”

Belfast focus group

Although this specific evidence relates to Northern Ireland similar requirements are in place in all nations across the UK. Thus,

“Service providers must make reasonable adjustments for disabled people under the Disability Discrimination Act, such as providing extra help or making changes to the way they provide their services, and will also be required by the

updated race legislation to ensure public access to the information and services they provide. This legislation emphasises the need to provide accessible information for the groups that the legislation is intended to benefit; without effective translation, interpretation and communication support, equal access to information is not possible, and failure to provide accessible information may now be interpreted, in law, as indirect discrimination”

McPake & Johnstone (2002)

This evidence relates to Scotland and similar points are made in relation to the legislation in Wales in Cardiff Research Centre (2006). Schellekens (2004) noted the introduction of the Disabilities Discrimination Act (DDA) would be likely to aggravate the shortage of BSL/English interpreters even further.

This is also important in England, as evidenced by the public sector strategy for interpreting and translation developed in Leicestershire.

“The Single Equalities Bill is also a key document that sets out the responsibilities organisations have to ensure that their services are accessible to all. The strategy needs to be developed and implemented with regard to this legislation.”

Multi Agency Interpretation & Translation Group (2007)

2.5.9 Another area in which policy impacts on demand is via the military.

“Another example of that is defence policy and its impact on language provision and the perceived needs of language provision. The Iraq war has thrown up a few issues..”

Glasgow focus group

“Once upon a time our dominant language (for the military) was Russian (but this) .. has shrunk .. The Indo-Iranian empire has expanded to fill the gap. I mean languages like Farsi, Pashto spoken in Afghanistan, so that is a growth area for us.”

London focus group

The latter point may be reflected in the survey results where Pashto was one of the highest areas of demand for additional skills.

2.5.10 There is also evidence from the sector that Government could have a more far-reaching and positive impact on demand by adopting a coherent strategy towards language issues.

“Then again it’s the overall shift in the thinking of Government, where do they want to go? For example in the criminal justice sector you have Lord

Advocate's Guidelines. From our experience these are the only professional, recognised standards that there are .. there is nothing else. ...

"The public sector just aren't getting their act together. They are saying 'Well we might want this, we might want that' but there is no co-ordinated thinking at Government level."

Glasgow focus group

- 2.5.11 As indicated in the first quotation some important building blocks for this are already in place. This also includes the National Agreement on Arrangements for the use of Interpreters, Translators and Language Service Professionals in Investigations and Proceedings within the Criminal Justice System. This is issued by the Office for Criminal Justice Reform, was revised in 2007 and can be accessed at <http://police.homeoffice.gov.uk/news-and-publications/publication/operational-policing/national-agreement-interpret.pdf> . This includes guidance on sources of interpreters and translators, qualifications requirements and links to sources setting standard terms and conditions. The Mental Health Act Code of Practice also states that relevant staff in local authorities and NHS Trusts should have access to a pool of trained interpreters and guidance in how to use them.
- 2.5.12 However the challenge of creating a coherent strategy should not be underestimated. For example, public sector, voluntary and community organisations in Leicestershire⁸ have been working together to develop a collaborative service across the public sector with a single point of access and supported by a central database of interpreters and translators. Whilst substantial progress has been reported on the ground, strategic commitment and issues like data sharing have proved more difficult to achieve.

Business development and global connectivity

- 2.5.13 Changes in the extent and character of international trade is also affecting the demand for interpreting and translation services. In the period from 1995 to 2005 the value of UK imports grew, in current prices, from £168,123M to £269,984M whilst exports grew from £153,880M to £210,894M according to HMRC (2008b). Patterns of trade have also been changing. HMRC (2008a) also report remarkable annual growth rates for the period 1999-2006 in exports to Dubai (17.3%), China (13.2%) and Poland (11.3%)

⁸ This information has been drawn from documents kindly provided for the purposes of this research by the Leicestershire & Leicester City Learning Partnership and an interview with a LLCLP member of staff. Subsequent references to Leicestershire in this report are based on the same sources.

and in imports from China (20.4%), Russia (19.9%), Norway (18.7%) and Turkey (15.4%).

2.5.14 This was identified as an important driver of demand the focus groups.

“.. the manufacturing industry is being exported and therefore the connections within companies now where manufacturing takes place are much more extended so there is a growing internationalisation of business ..”

Belfast focus group

2.5.15 It is also linked to more general connectivity between countries that can facilitate the movement of people and hence demand for language skills.

“We have suddenly moved from having one connecting flight to Amsterdam to connections to maybe thirty-five different places and that is common across the UK..”

Belfast focus group

2.5.16 As could be expected from the nature of the job, it is more common for translation services to be provided for clients based outside the UK.

Table 3 Proportion of work for clients based outside the UK

<i>Proportion</i>	<i>Interpreting</i>	<i>Translation</i>
None	11	8
Some	4	10
About half	0	0
Most	0	5
All	0	0
<i>Base</i>	<i>15</i>	<i>19</i>

2.6 Drivers of demand: negative influences

2.6.1 There are also factors that are inhibiting the growth of interpreting and translation services.

English as a commonly spoken language

2.6.2 The economic and political importance of English-speaking countries appears to have created two related barriers to recognising the importance of speaking other languages. The first is that English is commonly spoken in many other countries, directly reducing demand for interpreting and translation services. Linked to this is an attitude that being able to speak another language is therefore less important.

“I think there are two things. One is that although this international change is taking place it is set against the context that we use a language which a lot of

people see as being sufficient. That is a huge barrier both to language learning and to any other value placed on languages here.” Belfast focus group

“To me the problem reflects our whole approach nationally to language and cultural skills. We don’t value them because the rest of the world speaks English, the usual truism.” Glasgow focus group

- 2.6.3 There are also concerns that the language needs of new arrivals and older, established UK residents could be dismissed on the basis that they should learn or improve their English.

“That’s our biggest challenge, which has indirectly created lots of racism.”

London focus group

This group also pointed out that people tend to resort to their first language at times of stress.

“I always forget some vocabulary in English, although I speak really good English, when I’m in a crisis. .. I would cry in Gujarati.”

London focus group

This may be a growing and particular issue for ageing first generation populations in the UK and the service providers, such as health and social care, that are likely to have increasing contact with them. The demand for support may increase due to

“Aging ethnic minority service users who often revert to their ‘mother tongue’ at time of illness, infirmity and stress.”

Multi Agency Interpretation & Translation Group (2007)

Informal provision and client understanding

- 2.6.4 Effective demand will also be reduced by the use of informal services. This has a number of drawbacks for those who rely on such provision. This relates to the different components of skills that interpreters and translators need, an issue we discuss in the next section. First, the quality may be undermined by the general level of language skills.

“.. you get small companies straying into this .. where they give you a brochure which has been translated into French and I suspect it was done by somebody with a very rudimentary knowledge of French..” Belfast focus group

“A standard way of replying from a company when you approach them as an interpreting or translation company is, oh, the general manager’s sister’s daughter is in the sixth year in school and she’s doing French and German and we use her.” Glasgow focus group

"We often get things from companies that think, oh, we've got a Welsh speaker and they've done it and they obviously don't use the language on a regular basis and we might as well start from scratch."

Swansea focus group

2.6.5 Even if general language skills are good there may still be a problem with context-specific requirements.

"I remember a colleague of mine at a trade event being hauled in to be used as an interpreter for somebody who had a business in fish farming. She was expected to retrieve or understand those concepts as an interpreter .."

Belfast focus group

2.6.6 Finally there may also be problems over ethical issues.

".. and it is someone who is the uncle of a friend or whatever. They don't know the principles of interpreting, whether they should be giving advice or not ... so even when you have got people who have got the languages, they haven't got the skills and training, they don't understand the principles behind it .."

Belfast focus group

2.6.7 Appreciating the need for professional interpreting and translation services, knowing what they can and cannot offer and knowing how best to utilise them indicates the need to develop client understanding.

"However good an interpreter may be, if a service provider (the client) cannot work properly with that person, any session could be damaged."

London focus group

".. they don't understand how to work with you as well. I think that needs to be recognised and promoted. They need to take workshops."

London focus group

I think one of the things to add to the list, although it is a bit of a by-product, is to actually plug the gaps in knowledge and awareness amongst ... the grass roots customer. From my sector it's the (front line staff) who don't quite understand why they have to call somebody off this list and pay them x amount an hour when Julio down at the Italian takeaway is quite happy to come along and do it for nothing."

London focus group

"So there is actually a need for training of those people who will use interpreting services so that they know how to do it, how to brief people and how to act in that situation."

Belfast focus group

“You have to recognise that proofreading is an inherent part of the service .. It’s that lack of recognition of that whole area ..”

Glasgow focus group

2.6.8 Some provision is already available in this area. Reference was made at the London focus group to the extensive guidance provided within the Metropolitan Police. A provider associated with a local authority in the North West of England already delivers training for clients within the authority and other public services such as in the health service and Job Centres.

“We also have other training .. for the users of the interpreter which so far has been so successful .. we are providing free training to all the users and our partners in the North West.”

London focus group

Developing awareness of translation and interpreting services was also a recommendation for the public sector in Scotland from Perez & Wilson (2006).

2.6.9 However it was noted that this may be difficult to transfer to all settings. In addition those that participated may well be the ones who need the training least.

2.6.10 Supply can also create an effective demand. When a police force in Scotland introduced a service for their officers

“.. the cost to the police rose dramatically during the first year because there was a service. What was actually happening before was the officer on the street wasn’t bothering to do it because it was too much effort ... When the word got out that ‘we can ‘phone up this agency and they will get somebody here’ the ordinary bobby on the beat thought ‘well yes, it helps me to get my result’ and so the budget for that ... just exploded.”

Glasgow focus group

This also links to the recognition that a greater professionalisation of services would improve quality and increase the volume of paid work.

“There is a powerful push towards the professionalisation of the interpreters and translators. This would enhance the quality of the interpretation and translation, and ... at the same time, it would outlaw the use of ‘informal’ interpreters and translators- family (including children), friends, bilingual staff who happen to be in the agency in question.”

McPake & Johnstone (2002)

Funding and other inhibitors

2.6.11 Lack of funding can also inhibit the demand for interpreting and translation services, even where there may be a policy requirement for such provision.

"What's happened is, of course, the costs have increased for Government. ..

[T]hey are forced to cut their costs.."

Glasgow focus group

2.6.12 One way of dealing with this is to try to utilise other providers.

"I think there's a pattern already emerging that, although there's a statutory duty to provide translation services, more and more is falling to the voluntary sector ..

Because of the number of languages I think the statutory agencies are struggling and it also affects budgets."

Swansea focus group

2.6.13 Lack of a ready service may also reduce demand.

"The first people arriving are always struggling for accessing services .. because there's that extra burden of having to provide interpreters. ..I've been to a meeting once and the representatives from the health services was saying, 'oh, but it takes so much longer if we get somebody from the community because they don't speak English, they don't understand the appointments system and they might just turn up and we can't communicate with them. And we go to get (a telephone interpreting service) and that takes time'. So unfortunately that creates discrimination."

Swansea focus group

2.7 Skill gaps and a low skills equilibrium?

2.7.1 Only two respondents to the survey provided information on the number of interpreters and translators working for them whom they regard as fully proficient. However both of these organisations had substantial numbers of people working for them and a total of four hundred people were judged not to be fully proficient. Between them these two respondents identified skills lacking in all the areas indicated in the questionnaire (see question 15a) in Appendix 3) except general language skills. Similarly only three organisations who sub-contracted interpreting and translation work to other organisations commented on the proportion of people supplied by these sub-contractors that they regarded as fully proficient. All three said 'some', a rather worrying response given they could have opted for the higher proportion of 'most'. All of them identified 'knowledge of context-specific language (e.g. business or public sector terminology) as the only skills lacking.

2.7.2 Considerably more survey respondents were willing to comment on the skills that were lacking and how this could best be addressed. The most commonly cited problem was with knowledge of context-specific language, such as business or public-sector terminology, both for translators (17 respondents) and interpreters (15 respondents). Customer or client service skills were also frequently identified by 12 and 9 respondents respectively. Once again the ability to use computer-aided translation

systems was another major challenge, specified by 12 respondents with respect to translators.

- 2.7.3 There was a wide range of views on what were the most appropriate vehicles for delivering development provision to tackle these problems with longer courses, short courses and on-the-job support all frequently cited.

Table 4 Appropriate vehicles for delivering development support

<i>form of support</i>	<i>interpreters</i>	<i>translators</i>
on-the-job coaching or mentoring	13	12
computer based e-learning	6	8
other self-help materials	8	5
short courses or workshops	16	11
longer courses or qualifications	14	16
other provision	2	2

base: 26 responses; numbers do not add to the base as this was a multicode question

- 2.7.4 A similarly diverse range of obstacles to individuals maintaining or enhancing their abilities were identified.

Table 5 Obstacles to people maintaining or enhancing their abilities

<i>obstacle</i>	<i>Interpreters</i>	<i>translators</i>
lack of provision in the skills/knowledge/behaviours required	12	8
lack of provision using appropriate vehicles for delivery	4	3
lack of time for development	9	11
individuals not recognising their development needs	11	12
provision is too expensive	16	15
provision is inaccessible for other reasons	11	13
other obstacles	5	5

base: 26 responses; numbers do not add to the base as this was a multicode question

- 2.7.5 Further comments through the survey and the focus groups indicate that this may be a serious problem.

“The market is saturated by unqualified and incapable interpreters and translators. ... There are noticeably higher levels of qualification amongst translators from other EU countries.” *survey respondent*

“.. many will not invest time or money on improving their skills: they make enough money doing a bad job, and so don't care.” *survey respondent*

"I think there are definitely poor skills within interpreting and translation.."

Belfast focus group

The Swansea focus group also provided an example of a serious ethical failure in the behaviour of a freelance interpreter.

2.7.6 There is also evidence to associate this with a structural problem within the sector.

"There are without a doubt highly qualified individuals in Scotland but because of the way the industry operates they're not interested because of salaries or for career reasons, they will not take part in this. So the fragmented version of interpreters that you would see are the ones who suit the current demands of the market, not necessarily the quality issue, it is what the market is going for."

Glasgow focus group

Volatility in demand is handled through the use of freelancers but this means their work, and hence income, can be variable. Downward pressure on rates for work can further reduce that income. The market is then self-selecting people who are willing to work in this environment. As a result

"It won't really sustain a professional career for many of the people who aspire to enter the profession... because of the churn, the incredibly high turnaround of people coming for a couple of years, .. you're young and you want to perfect your English and get a bit of experience and then move on. So it's that sense of continuity but it can't be sustained because there isn't enough work."

Glasgow focus group

2.7.7 As a result there was a widespread demand for greater professionalisation and regulation in the sector.

"I think many of the European countries and possibly some of the Asian countries have standards and are .. certified interpreters .. We don't have that in Britain."

Glasgow focus group

"We're talking about a framework .. interpreting as a profession is an invisible profession."

London focus group

"I just feel there's some work to be done in the sector to get a more professional aspect."

Swansea focus group

"I'm not sure if there is anything but like a body regulating the interpreters work .. there is nothing regulating .."

Swansea focus group

3 Skill requirements

3.1 General language skills

3.1.1 It is self-evident that those working in the sector must be highly competent in the languages they are interpreting and translation from and to. A particular point raised in the Belfast focus group is that we should not necessarily assume that a native speaker has the level of competence required in their first language.

3.1.2 Effective use of language skills requires a lot more and this section of the report deals particularly with these other abilities.

“I think we need to move away from a general assumption (that) speaking languages means we can interpret.”

London focus group

“Speaking the language per se is not enough. Knowledge of the specialist field is also required.”

Schellekens (2004)

3.2 Level of skills

3.2.1 The demand for different levels of interpreting and translation skills was highlighted as a key issue at the start of section 2. This can be directly related to differing skill needs in terms of the levels of linguistic ability and associated knowledge and behaviours required in different contexts.

3.2.2 Substantial further work will be necessary to clearly distinguish these levels of skills, knowledge and behaviours and to relate them to levels of qualifications.

3.3 Knowledge of systems and context

3.3.1 Some evidence on the need to have knowledge and understanding of the context you are working in has already been set out in the earlier sub-section dealing with informal provision. Further, extensive evidence came from the focus groups.

“You need an awareness of the system you’re working with and that takes some time to build up... We have to take onboard the speciality and technicality required by each area. Interpreting in health is very different to interpreting in courts, in understanding the system and supporting the person who needs your service.”

London focus group

“Well if you took the field of education you would want them to have some understanding about how a child learns and how a parent or guardian may support that learning ... I suppose you expect an interpreter in any role to have an empathy for, and an understanding for, the context in which the translation or interpreting is taking place... Essentially what the interpreter needs to know is

how to research the areas in which they are working .. I am not sure if all of us would be able to actually define what we mean by caution or surety of bail or all of these terms but an interpreter needs to know exactly what these things mean. ... There are also important issues such as understanding the different (legal) systems.”

Belfast focus group

There is also support for this from existing research.

“In order to work reliably and effectively, interpreters working in the public sector must have: a familiarity with and an objective understanding of the culture(s) in question; an ability to function professionally in all situations; a sound knowledge of the structure, procedures and commonly used terminology of the professional areas in which they work; and complete impartiality of attitude, speech and script.”

Scottish Translation, Interpreting & Communication Forum (2004)

- 3.3.2 For some interpreters and translators it will be important for them to adapt the language they use to the specific context they are working in at a particular time.

“It would be totally inappropriate at say an Assembly session to be translating to colloquial or almost jargon or slang but on the other hand when we’ve got open public meetings ... it would be totally inappropriate to be very formal. So we’ve got to get the register right whatever the type of meeting.”

Swansea focus group

3.4 Cultural understanding

- 3.4.1 A particularly important area is cultural understanding. Again this emphasises that interpretation and translation requires abilities beyond a technical exchange of words and sentences from one language to another. The goal is communication and that occurs in a social context.

“.. translation isn’t just about linguistic exchange of words. It is also about understanding the different cultures .. about a whole society that is changing... it’s the whole cultural understanding and the traditions, the geography, the climate, the every inch of the range of countries that speak that language enters into your understanding and your knowledge.”

Belfast focus group

“.. it’s not only a question of speaking the language now, it’s a question of noticing the differences between different phrases, but also the cultural approach and how that person may perceive what is happening.”

London focus group

“Also you were talking about cultural awareness .. but from my perspective, without that any interpreting session may again be damaged.”

London focus group

“We are set up in .. a hospital and in health helping someone to manage their health, take on medication, follow their treatment, requires cultural awareness because our beliefs are constructed in that setting. ... Culture is about passing messages properly, in appropriate language that is acceptable in both parties and that’s how we work.”

London focus group

“It’s not whether you’ve got a big heart and you can see their side of it, it’s cultural understanding.”

Swansea focus group

“But generally what we look for, as well as their ability to interpret and their experience, is the cultural understanding and whether they understand the issues in the community.”

Swansea focus group

- 3.4.2 Further discussion in the London focus group emphasised that this was an in-depth cultural understanding and appreciation, not the kind of awareness that could be introduced in a one day workshop.
- 3.4.3 Cultural understanding is so important commercially that the graduate careers website www.prospects.ac.uk identifies cultural consultants as
- “an emerging career that combines translating, interpreting and in-depth knowledge of particular cultures.”*

3.5 Ethics

- 3.5.1 Discussions also identified the important distinction between bilingual advocates and interpreters. Interpreters need to understand the ethical dimensions and limits of their role.

“And confidentiality,.. that’s the most important because of the nature of the work too.

I think the ethics, I’d like to reinforce that. Because if you have a small group of people, if it’s not totally ethical and confidential, the word will just travel round that community within no time.”

Swansea focus group

This issue was also referred to earlier in the sub-section on informal provision.

- 3.5.2 This also relates to being clear on the role of the interpreter and how this is distinct from that of the bilingual advocate.

“Community interpreters are often viewed as advocates or “cultural brokers” who go beyond the traditional neutral role of the interpreter.”

Moser-Mercer (2007)

4 Supply

4.1 Background

4.1.1 An important factor that could affect the future supply of interpreters and translators is the extent of languages provision in schools. In England it ceased to be compulsory to study another language at Key Stage 4 and the numbers entered for GCSE language examinations had fallen by 29% between 2001 and 2006. However the potential impact of this on the sector may be more limited since the proportion of pupils achieving A*-C grades has been rising. Full details on achievement at school are provided in CILT (2006). Further information relating to community language learning across England, Wales and Scotland is available in CILT (2005).

4.1.2 Concern has been expressed over whether those entering higher education today are as able as those in previous years.

“Where I have also had a concern for some years is the mismatch .. between the standards achieved by pupils coming through the system and their ability, or lack of ability, to get on that curve to achieve the standards we think they should be achieving at honours level .. my gut reaction is that the standards have slipped quite dramatically.”

Glasgow focus group

4.1.3 More generally there was a hope that Governments and administrations in all nations would adopt a strategic approach to the development of language skills.

4.1.4 In Northern Ireland there was a perception that whilst they were starting from a lower position the current discussion around a language strategy created opportunities to learn from and surpass arrangements in other parts of the UK.

“(T)here is no strategic direction at department level, i.e. Government department level, there is an absence of any kind of language unit or international unit within our education system. We stand quite apart from any other education system not only throughout the UK and throughout Europe but throughout the world in that we do not have an international unit. ..

one of the recommendations in the language strategy .. will be that we need some sort of language council in Northern Ireland because one of the advantages we have is the scale we work in, the scale is graspable..”

Belfast focus group

4.1.5 There was a similar demand for a strategic approach in Scotland.

“(O)ne of the things I’m arguing for .. is a step change in provision in Scotland in languages. We’re not willing as a society to make a commitment in the longer

terms, it's all short termism. .. You have to have a fundamental review of where we are with languages." *Glasgow focus group*

A specific policy recommendation to the Scottish Executive also referred to
".. establishing a language strategy for Scotland"

Perez & Wilson (2006)

4.2 Current provision

- 4.2.1 Once again it is not possible to use standard statistical sources to provide a reliable picture of the supply of interpreting and translation skills. An appropriate example are the data for Higher Education which are available at www.hesa.ac.uk/index.php?option=com_datatables&Itemid=121&task=show_category&catdex=3 . Provision is classified in relation to the language studied. The languages, as opposed to literature, cultural and other, content can vary and does not address the specific requirements of interpreting and translation.
- 4.2.2 To the extent that graduates from these general language courses can provide an initial pool from which interpreting and translation talent can be developed the picture is an encouraging one. In the period from 1996/97 to 2005/06 the number of language students grew by more than half (52.6%) to 139,190. Within this the growth in post-graduate numbers was more modest but still substantial, rising by over a third (36.2%) to 17,732 students.
- 4.2.3 The following tables list the providers of current interpreting and translation courses as at 31 January 2008. Whilst every effort has been made to include all relevant provision it should not be taken as a comprehensive statement of provision. This will also change over time, as lack of funding and take-up can influence which courses are offered.

Table 6 Post-graduate provision

Institution	Course	Qualification	Notes
Aston University	TESOL & Translation Studies	MA	
	Translation Studies Translation in a European context	MA MA	French German Spanish
University of Wales, Bangor	Translation Studies	MA	languages covered: Welsh, English, French, German, Spanish, Italian
University of Bath	Translation and Professional Language Skills	MA	French, German, Italian, Russian, Spanish
	Interpreting and Translation	MA	Chinese, French, German, Italian, Japanese, Russian and Spanish
University of	Translation Studies	MA	

Birmingham			
University of Bradford	Interpreting and Translation	MA	FINAL YEAR, ENDS SEP 08
	Interpreting and Translation for International Business	MA	FINAL YEAR, ENDS SEP 08
University of Bristol	MA/Diploma in Translation		French only
University of West of England	Translation (Distance Learning)	MA/PG Diploma	Arabic, French, German or Spanish
Cardiff University	Simultaneous Translation (Welsh)		
University of Central Lancashire	British Sign Language/English Interpreting and Translation	PG Diploma	
	British Sign Language and Communication Studies	UCLAN Graduate Diploma	
	British Sign Language/English Interpreting	PG Diploma	
City University	Translation Skills	PG Certificate	ES-EN only, distance learning
	Legal Translation	MA/Diploma	
Durham University	Arabic-English translation	MA	aimed at Arabic native speakers
	Interpreting with the Deaf Community	PG Diploma	
University of East Anglia	Literary Translation	MA	
	Applied Translation Studies	MA	
University of Edinburgh	Translation Studies	Msc	
	Translation Studies	PhD	
University of Exeter	Applied Translation	MA	
	Applied Translation with integrated study abroad	MA	
	Literary translation	MA	
University of Glasgow	Translation Studies	MLitt	
Heriot-Watt University	Interpreting Studies & Skills	Certificate	BSL/English
University of Hull	Translation Studies	MA/Diploma	French German Spanish Italian
Imperial College London	Scientific, Technical & Medical Translation with Translation Technology	MSc	
University of Leeds	Interpreting studies	MA	BSL/English
	Interpreting studies	PG Diploma	BSL/English
University of Leeds – centre for Translation Studies	Applied Translation Studies	MA	
	Conference Interpreting & Translation Studies	MA	

	Translation Studies and Interpreting Screen Translation Studies Interpreting Conference Interpreting	MA MA MA PG Diploma	BSL-English
London Metropolitan University	Applied Translation Studies interpreting	MA MA, (also PG Certificate, PG Diploma)	public service, conference, remote
University of Manchester	Translation and Interpreting Studies (MATIS) Translation and Interpreting Studies Translation and Interpreting Studies	MA MA MA	all lang combinations AR-EN, EN-AR CHI-EN, EN-CHI
Middlesex University	Interpreting Theory and Practice of Translation	MA MA	
Newcastle University	Translation Studies Professional Translation for European Languages	MA MA	CHI JA
University of Nottingham	interpreting & translation	MA	Chinese/English only
University of Portsmouth	Translation Studies Translation Studies: Translation Studies: Translation Studies Distance Learning	MA PgDip PgCert MA	
Queens University, Belfast	Translation	MA	Special Features Community Interpreting, offered in conjunction with the Northern Ireland Council for Ethnic Minorities
Roehampton University	Specialised Translation Audiovisual Translation	MA/PgDip MA/PgDip	
University of Salford	Arabic/English Translation Arabic/English Translation with Interpreting Translating Applied linguistics Chinese/English/Chinese Translating with Interpreting	MA/PgDip MA/PgDip MA/PgDip MA/PgDip	Full or part time Full or part time
	Interpreting & Translating	MA/PgDip	
SOAS	Translation Theory and Practice (Asian and African Languages)	MA	links with IMPERIAL and UCL
Sheffield University	Translation Studies Screen Translation	MA MA	Arabic, Chinese, Dutch, French, German, Greek, Italian, Japanese, Persian, Portuguese, Russian, Spanish and Swedish
University of	Translation	MA/PGDip	

Surrey	Specialist Translation and Translation Technology Audiovisual Translation Business Translation with Interpreting	MSc/PGDip/PGCert MA/PGDip MSc/PGDip/PGCert	
University of Wales, Swansea	Translation with Language Technology Literary Translation	MA/PGDip/PG Cert MA	
UCL	Translation Studies Advanced Scandinavian Translation Studies	MA	
University of Warwick	Translation, Media and Cultural Transfer Translation Studies Translation Studies Translation, Writing and Cultural Difference	MA MA/Diploma Certificate MA	
University of Westminster	Bilingual Translation Interpreting, Translation and Diplomacy Technical and Specialised Translation translation and Interpreting Translation and Linguistics Conference Interpreting Techniques	MA MA MA MA Postgraduate Diploma/MA European Masters in Conference Interpreting (EMCI) Certificate awarded with either qualification	Full time or part time day Full time or part time day Full time or part time day Full time or part time day Full time, day
Sign Language International	British Sign Language/English Interpreting	PG Diploma	

Table 7 Undergraduate provision (Masters in Scotland)

Institution	Qualification and duration of course
Aston University	
Translation Studies: French	4SW/4FT Hon BSc
Translation Studies: French and German	4SW/4FT Hon BSc
Translation Studies: French and Spanish	4SW/4FT Hon BSc
Translation Studies: German	4SW/4FT Hon BSc
Translation Studies: German and Spanish	4SW/4FT Hon BSc
University of Bristol	
Deaf Studies (interpreting)	3FT Hon BSc
The University of Buckingham	

English Language Studies (EFL) for Translating	2FT Hon BA
English Studies for Translating (EFL/ESL)	2FT Hon BA
University of Central Lancashire	
Business Management in China	3FT Hon BA
Deaf Studies	3FT Hon BA
City Lit Institute	
Deaf Studies (Communication Support and Education)	3FT Hon BA
University of East Anglia	
Interpreting & Translating with Double Hons Lang	4FT Hon BA
Translation, Media and French	4FT Hon BA
Translation, Media and French (3 years)	3FT Hon BA
Translation, Media and Spanish	4FT Hon BA
Translation, Media and Spanish (3 years)	3FT Hon BA
Translation, Media with French and Spanish	4FT Hon BA
Heriot-Watt University, Edinburgh	
Applied Languages & Translating: French/German	4FT Hon MA
Applied Languages & Translating: French/Spanish	4FT Hon MA
Applied Languages & Translating: German/Spanish	4FT Hon MA
Langs(Interpreting & Translating) French/German	4FT Hon MA
Langs(Interpreting & Translating) French/Spanish	4FT Hon MA
Langs(Interpreting & Translating) German/Spanish	4FT Hon MA
The University of Wales, Lampeter	
Welsh, Translation and Subtitling	3FT Hon BA
University of Leicester	
French and Italian (4 years)	4FT Hon BA
London Metropolitan University	
Accounting and Applied Translation	3FT Hon BA
Applied Translation	3FT Hon BA
Applied Translation and Business	3FT Hon BA
Joint Degrees - (Applied Translation (4))	3FT Hon BA/BSc
Middlesex University	
Business Studies with a Modern Language	3FT Hon BA
Computing with a Modern Language	3FT Hon BSc
Development Studies with a Modern Language	3FT Hon BA
Education Studies with a Modern Language	3FT Hon BA
International Political Studies and Mod Language	3FT Hon BA
International Publishing	3FT Hon BA
Modern Languages and Translation	4SW Hon BA
Philosophy and Translation	3FT Hon BA
Translation	3FT Hon BA
Translation and English Language	3FT Hon BA
Translation and TEFL	3FT Hon BA
Roehampton University	
Journalism & News Media and Translation	3FT Hon BA/BSc

Photography and Translation	3FT Hon BA
Translation and Internet & Multimedia Computing	3FT Hon BA/BSc
The University of Salford	
Arabic/English Translation & Interpreting	3FT Hon BA
Mod Lang & Trans & Interpreting (Ital/Port)	4FT Hon BA
Mod Lang & Translation & Inter (French/German)	4FT Hon BA
Mod Lang & Translation & Inter (French/Italian)	4FT Hon BA
Mod Lang & Translation & Inter (French/Port)	4FT Hon BA
Mod Lang & Translation & Inter (French/Span)	4FT Hon BA
Mod Lang & Translation & Inter (German/Italian)	4FT Hon BA
Mod Lang & Translation & Inter (German/Port)	4FT Hon BA
Mod Lang & Translation & Inter (Italian/Spanish)	4FT Hon BA
Mod Lang & Translation & Inter (Spanish/Port)	4FT Hon BA
Mod Lang & Translation & Interpreting (Ger/Span)	4FT Hon BA
University of Surrey	
Languages with Translation (4 years)	4SW Hon BA
University of Wales Swansea	
Translation	4FT Hon BA
University of Wolverhampton	
Interpreting (BSL/English) Specialist Award	3FT Hon BA/4-6PT

Table 8 Further Education

Institution	Course type	Course name	Awarding body	Qualification	Notes
Rochdale Work Based Learning		Community Interpreting – Essential Skills and Knowledge	OCN	level 2	25 learners 06/07
Abraham Moss Leaning Centre Greenheys Adult Learning Centre Hulme Adult Learning Plymouth Grove Learning Centre Witington Learning Centre		Community Interpreting – Essential Skills and Knowledge	OCN	level 2	101 learners 06/07
Manchester Adult Education		Community Interpreting – Essential Skills and Knowledge	OCN	level 2	21 learners to date 07/08
Global Language Services	Distance learning	Diploma in Public Service Interpreting	IoLET	IoL DPSI	
WEA London Region		Community Interpreting – Essential Skills and Knowledge	OCN	level 2/3	14 courses with average of 12 learners each in 06/07
WEA Southern Region		Community Interpreting – Essential Skills and Knowledge	OCN	level 2/3	3 courses in 06/07
Mary Ward Centre	Part time day, 10 weeks	Understanding community interpreting	OCNLR	up to 3 credits at level 1	
		Community Interpreting,	OCNLR	Certificate,	

		Essential Skills and Knowledge		9 credits at Level 2 & 3	
RM Europe Ltd	Part time day, 10 weeks	Certificate in English - Japanese Interpreting and Translation	n/a		Private company
Sheffield College	Weekend, 33 weeks Part time day, 33 weeks	Certificate in Interpretation and Translation	OCNSYH		The course is aimed at all ethnic minority groups and people who speak English and one Community Language e.g. Urdu, Arabic, Bengali, Somali and Chinese etc.
University Of Bedfordshire	Part time, 1 year	Diploma in Public Service Interpreting	IoLET	IoL DPSI	
Morley College	Part time evening, 30 weeks	Diploma in Public Service Interpreting	IoLET	IoL DPSI	Law option in Polish will be offered from June 2008
	Part time, 1 day, 10 wks	Community Interpreting, Essential Skills and Knowledge	OCNLR	Level 3	
Goldsmiths, University Of London	4 terms, Weekend	Diploma in Translation (Italian-English/English-Italian)	IoLET	IoL DipTrans	
Belfast Metropolitan College	Part time	Introduction to BSL/English Interpreting	CACDP		
Bracknell And Wokingham College	10 Weeks, Part time	Diploma in Translation (English into French)	IoLET	IoL DipTrans	
Bracknell And Wokingham College	10 Weeks, Part time	Diploma in Translation (French into English)	IoLET	IoL DipTrans	
University of Westminster	Part time evening	Diploma in Translation <ul style="list-style-type: none"> - English – Arabic - English – Czech - English – Farsi - English – French - English – German - English – Italian - English – Spanish - English – Turkish - French – English - German – English - Italian – English - Spanish - English 	IoLET	IoL DipTrans	
		Diploma in Translation – bilingual classes English – Portuguese - English English – Polish - English English – Russian – English	IoLET	IoL DipTrans	
	12 weeks, part time	Introduction to Translation Skills Special Study Certificate		n/a	
City College, Birmingham	4 hours per week, day or evening, 1	Introductory Certificate in Translation Studies	Accredited by IoLET	Introductory Professional Accreditation	Contact enquiries@city.col.ac.uk

	year course			at Level 3	for languages offered
	5 hours per week, 24 weeks	Introduction to Public Service Interpreting	West Midlands Access Federation	OCN Certificate Level 2	Contact enquiries@citycol.ac.uk for languages offered
	5 hours per week, day, 1 year	Certificate in Bilingual Skills	IoLET	Level 3 Certificate	Contact enquiries@citycol.ac.uk for languages offered
	3 hours/week, day or evening, plus 15 Sat workshops, 1 year	Diploma in Public Service Interpreting	IoLET	IoL DPSI	Health or legal option available Contact enquiries@citycol.ac.uk for languages offered
Boston College	Part time, evening	Diploma in Public Service Interpreting	IoLET	IoL DPSI	Law option Polish and Portuguese only
Dewsbury College	Tuesday evening, 28 weeks	Level 1-2 BSL	CACDP	Level 1-2 NVQ	
Doncaster College	Part-time	Level 3 NVQ BSL	CACDP	Level 3 NVQ	
Cardiff University		Spanish into English - Intermediate Translation Skills		n/a	preparation for the IoLET DipTrans
		Spanish into English - High Level Translation - Skills I		n/a	preparation for the IoLET DipTrans
		Spanish into English - High-Level Translation – Module 1 Practice of Translation	Assessed by IoLET		
		French into English - High-Level Translation – Module 1 Practice of Translation	Assessed by IoLET		
Goldsmiths College – PACE	Part time, weekend, day	Diploma in Public Service Interpreting	IoLET	IoL DPSI	Law option Spanish, Portuguese and Turkish only
College of North West London	Part time, day	Diploma in Public Service Interpreting	IoLET	IoL DPSI	Courses only run if a min. of 4 people attend – 9 languages offered
	Part time	Certificate in Community Interpreting	LOCN		
Liverpool Community College		Diploma in Public Service Interpreting – health option	IoLET	IoL DPSI	health option
		Introduction to Interpreting	MOCN	Level 1	
		Interpreting Skills (Level 2)	MOCN		
University of Northampton		Diploma in Public Service Interpreting	IoLET	IoL DPSI	Health option 20 languages available
University of	1 year, part-	Diploma in Public Service	IoLET	IoL DPSI	

Bedfordshire City University	time	Interpreting Diploma in Translation	IoLET	IoL DipTrans	
Hopwood Hall college		Certificate in Bilingual Skills	IoLET	IoL CBS	
London Metropolitan University		Basic BSL DPSI short courses	IoLET		All options have been offered, subject to numbers or funding
		Preparatory course for Diploma in Public Service Interpreting – police/immigration	IoLET		Preparation for DPSI
Stevenson College, Edinburgh	Part time day	Diploma in Public Service Interpreting	IoLET	IoL DPSI	
	Part time, evening	Introduction to Public Service Interpreting	Assessed by IoLET		Equivalent to IoLET Module A
South Thames college		Community Interpreting	OCNLR	Level 2 and/or Level 3	
University of Sussex, Centre for Continuing Education	Part-time	level 4 BSL interpreting	CACDP	Level 4 NVQ	
St Helen's College (associate Liverpool John Moores University)	Part-time	Level 4 NVQ BSL	CACDP	Level 4 NVQ	
RNID (London)	Part-time	Level 4 NVQ BSL	CACDP	Level 4 NVQ	
Sign Language Internation (Newark)	Part-time	Level 4 NVQ BSL	CACDP	Level 4 NVQ	
University of Sussex	Part-time	Level 4 NVQ BSL	CACDP	Level 4 NVQ	
East Holton NVQ Assessment Centre (Dorset)	Part-time	Level 4 NVQ BSL	CACDP	Level 4 NVQ	
Sign Solution (West Midlands)	Part-time	Level 4 NVQ BSL	CACDP	Level 4 NVQ	
Communication Plus (W. Midlands)	Part-time	Level 4 NVQ BSL	CACDP	Level 4 NVQ	
Actual Signs (London)	Part-time	Level 4 NVQ BSL	CACDP	Level 4 NVQ	

- 4.2.4 We also understand that the OCN Community Interpreting – Essential Skills and Knowledge course is provided at the College of North West London, Harrow College, Croydon CALAT and other colleges in the London area.
- 4.2.5 We also understand that some private companies offer the DPSI on an ad hoc basis.
- 4.2.6 City University also developed a Foundation Degree in Public Service Interpreting, which has been accredited, but is not currently offered by any institution.

4.3 General comments on supply

4.3.1 Our survey asked whether pre-employment education and training was adequate in terms of the numbers and quality of people coming through the system. Table 9 suggests a serious problem with the quality of education and training in terms of its capacity to provide recruits with the required abilities. It also suggests that translation may again fare better than interpreting in terms of the quantity of people coming forward.

Table 9 Is current pre-employment education and training fully adequate in terms of providing the required ..?

	<i>Number answering ..</i>			<i>Base</i>
	<i>Yes</i>	<i>No</i>	<i>Don't know</i>	
Quantity of new ...				
Interpreters	11	14	4	29
Translators	18	6	5	32
Quality of new ...				
Interpreters	6	17	5	28
Translators	7	18	7	32

4.3.2 Not surprisingly an absolute majority of survey respondents thought new training courses and qualifications would help improve pre-employment education and training.

Table 10 Could new training courses or qualifications improve pre-employment education and training for new interpreters and translators?

<i>Response</i>	<i>Number</i>
Yes	17
Possibly	13
No	1
Don't know	2

Base: 33

4.3.3 For many, such provision should be at a high level, although there was also demand for additional level 2, and especially, level 3 provision.

Table 11 Level of new training or qualifications sought

<i>level of course/qualification</i>	
Post-graduate degree, certificate or diploma	17
Degree, HND, level 4 S/NVQ or equivalent	17
Level 3 S/NVQ or equivalent	13
Level 2 S/NVQ or equivalent	4
Non-accredited training course	4
Don't know	7

Base: 30 responses; numbers do not add to the base as this was a multicode question

4.3.4 The respondents to the survey are predominantly interpreting and translation agencies and others who employ professional staff, either directly or as freelancers. Although the evidence is limited in terms of the number of respondents it does indicate the potential for improving the quality of provision to better meet their needs and expanding the supply of interpreters. This is explored in more detail in sections 4.4 and 4.5.

4.3.5 What the survey is less able to reflect are the needs of other groups, such as those working less formally in the voluntary and community sectors. Overall the evidence from this research suggests the challenge here is to ensure there is provision that is relevant (covering key issues such as ethics), accessible (including in terms of time, cost and geography) and offers progression to the higher levels. An example for achieving this is mentioned in section 4.6.7.

4.4 Higher education provision

- 4.4.1 Higher education may be serving the needs for translation rather better than those for interpreting.

“It’s easier to get good translations in most languages purely because in the UK there are any number of good, university-level translation courses whereas, perhaps with the exception of the most recent past, interpreting courses at university are not so well established as the translation ones.”

London focus group

McPake & Johnstone (2002) cite Corsellis (1998) in arguing there is a need for a new higher level qualification, set at Master's level, for public sector interpreters.

- 4.4.2 Within the translation field there was a concern as to whether the current courses were fully equipping people for common working environments, such as in the public sector.

“There’s two different translators aren’t there. There’s people like us who tend to do everyday translations (in a local authority) and then you’ve got people who adapt books and things like that. There tends to be, in my opinion, too much emphasis on that kind of translating in the training provided nationally.”

Swansea focus group

- 4.4.3 One route for tackling this would be to include work experience in higher education provision. However this did not seem to be happening.

“Maybe courses, degrees and that kind of thing, offering work experience to go in so people know exactly what’s expected of them.

We’ve often offered university departments the opportunity for placements with us but they very rarely take it up.

Same with us. They’ve no interest whatsoever.”

Swansea focus group

- 4.4.4 Concern was also expressed about the closure of language departments and courses.

“That’s already happening as far as I’m aware in the higher education sector south of the border where language departments have closed, it’s no secret. They’re also closing here north of the border ..”

Glasgow focus group

“(A) University does offer an evening course but due to lack of

interest or funds they've had to cancel two years running now. We've wanted to send people on it but haven't been able to."

Swansea focus group

4.4.5 This is also an area where there is a lack of policy and strategy. Both in Higher and Further Education it was stated that the funding bodies

".. have no policy because they devolve the policy decisions to the colleges or the universities. In languages there's never been a policy. My association challenged them and they said no, the colleges are self-determining. The only policy that they will put in is specialist funds for social inclusion or for IT. So they always devolve it down to the individual institution.."

Glasgow focus group

4.4.6 Even where there is funding its adequacy was questioned.

"(L)anguages, as part of social sciences, is at the lowest level of funding. If the average unit is one, languages are three quarters. The funding is always the least for languages. So on top of that if they devolve it down to the universities or colleges then the universities get the least amount of money per student for a language student. So the obvious thing to do is to get rid of that or reduce it or keep it quite low. And that has happened again and again."

Glasgow focus group

4.5 Diploma in Public Service Interpreting (DPSI)

4.5.1 The DPSI is the benchmark for public sector interpreting in environments such as the justice sector.

"It's a recognition of their professionalism and the DPSI has that recognition."

Glasgow focus group

"The only thing that is standardised is the DPSI."

London focus group

"Successful completion of the Diploma in Public Service Interpreting (DPSI) provides interpreters and translators with the only professional certificate of competence currently available in this field. Those who have gained a DPSI can ensure service users that they are working with qualified staff trained to nationally recognised and assessed standards."

Scottish Translation, Interpreting & Communication Forum (2004)

4.5.2 In the last two years just over one thousand people have been candidates for the DPSI. Almost two-thirds of these were for the English Law option; other options include Scottish Law, Health and Local Government. In 2007 the examination was offered in 53 languages.

4.5.3 Questions were raised as to whether sufficient people are achieving the DPSI to meet current needs.

“At the moment a court will say for example, interpreters must have a DPSI and ... they have got it printed all over the place. They know that it is not possible to run the court system with every interpreter having a DPSI .. how may do you turn out .. let’s say there are 30 or 40 interpreters going through each year in Scotland. That’s only a small minority, a small proportion of interpreters we use.”

Glasgow focus group

4.5.4 A series of problems were inhibiting the wider take-up of the DPSI. These included:

- cost

“There is the problem .. because it costs so much. .. You can do it by distance learning but you have to go over and do the examinations and it costs an awful lot of money.”

Belfast focus group

“It’s very expensive. .. This is one of the major factors for the DPSI at the present time is its cost.”

Glasgow focus group

“It’s extremely expensive. ... The DPSI is a fantastic goal but it is prohibitive in its cost.”

London focus group

This is particularly a problem for those who plan to work freelance and for whom work, and hence income, may be very limited.

“If I’m honest there are times when I’ve discouraged people from taking the DPSI because I don’t foresee them recouping their investment for many, many years to come.”

Glasgow focus group

- less common languages

The difficulty here is that the way the examination functions requires several people to speak the same language.

“In some cases their languages never come up because when we offer the DPSI we have to have at least three people per language .. and some of them just don’t make it. Japanese say or Turkish.”

Glasgow focus group

“The problem with the DPSI is how do you do a DPSI if you speak Lingala? .. (F)or a couple of years I’ve been trying to get enough Lingala speakers together to run it in Lingala but I can never get more than one or two.”

London focus group

CloL are able to offer the qualification for less common languages but this incurs extra cost.

- training

“And the problem as well is the DPSI is an examination. It’s not actually a course that develops you for something, ... you’ve got to move around and find all the training courses that are running everywhere to plug all the gaps and get yourself up to the required level.”

London focus group

- local providers

Provision may not always be available. In Leicestershire, which includes the first city in Europe expected to have a majority non-white population in the next few years, there are currently no providers of the DPSI. A local public sector consortium is working to ensure that this gap is filled in the near future.

4.6 A framework: standards, qualifications and progression

- 4.6.1 There is a clear need for a framework of professional and occupational standards and qualifications that can relate to the different levels of interpreting and translation required (as set out in section 2.1) and provide the possibility of progression.

“They need to be able to say each of the people we have used for interpreting or translating, they have this standard and they work to these standards.”

Belfast focus group

“There isn’t a structure there... I want standards we can all access, we can all recommend to our interpreters .. something that doesn’t say this qualification only should be used to gain entry to that service provider.”

Glasgow focus group

“I think the range of opportunities now for people to be able to develop means that there is a need for a structure of qualification that matches that...”

London focus group

- 4.6.2 Within the public sector the DPSI already provides a high level benchmark that any framework should seek to support. Whilst other aspects of a framework are developed it is important that existing components that are working are not undermined.

“DPSI has a place to play. I’m not going to undermine it ..”

Glasgow focus group

- 4.6.3 One challenge is to provide affordable access to the DPSI or create a complementary qualification that can overcome the barriers for those people for whom this is an appropriate level of qualification but is not accessible for the reasons outlined in the previous sub-section. Approaches to tackling some of the issues are already being used. For example, in Scotland an agency is also delivering the DPSI via distance learning and offering a more limited option.

“We have come up with one module of DPSI for the second workforce (those not working full-time)”.

Glasgow focus group

- 4.6.4 A further challenge is to develop a consistent framework that can extend to cover interpreters and translators working in areas other than the most technically demanding contexts such as parts of the criminal justice and health systems.

“From a community interpreting provider’s point of view, because we don’t work in courts, we don’t work with the police, the DPSI is not our benchmark qualification. We use the level 3 qualifications .. we find it the most useful in the health and housing environment where we do most of our work.”

London focus group

- 4.6.5 Whilst there are therefore some appropriate qualifications already available there are still problems in terms of equivalence between different qualifications.

“There’s lots of different level 3 qualifications flying around, lots of people provide them but they have different standards. Some are extremely strong and vigorous qualifications, the assessment is really thorough, some less so. .. There’s no kind of standard...”

We’ll get people coming with a level 3 community interpreting qualification but it’s from somewhere else and when we actually investigate we find that it’s not quite the same as the one we’re used to so we’re not really assured of what it is that people have learned or what standard they’ve really had to reach..”

London focus group

- 4.6.6 A framework should also encourage progression. A structure of qualifications should *“be able to pick people up in certain contexts and move them on, and move them on, and move them on. There may be a hierarchy of contexts where the language*

needs become more technical .. but the structure needs to map across that."

London focus group

- 4.6.7 This is already beginning to happen in practice. For example, in Leicestershire local public services have collaborated with providers to agree a route for progression. Learners can work from OCN level 1 and level 2 qualifications to the level 3 IoL Certificate in Bilingual Skills and thence the DPSI.

4.7 Continuing professional development (CPD)

- 4.7.1 There is a general recognition of the important of continuing professional development.

"I think that as in any sort of profession there is a need for people to be able to refresh their skills and develop their skills even if that doesn't necessarily lead to anything other than what they have so many hours of CPD."

Belfast focus group

"We have looked at various other ways such as CPD programmes which will be an amalgamation of various activities, training and experience .."

Glasgow focus group

- 4.7.2 In some instances CPD is related to recognised professional development.

"As I said, there are two levels within the Association (The Association of Welsh Translators and Interpreters), basic and full, so that's part of your continuous professional development towards the full one. But that's about it really. The Association does provide courses and conferences and things like that, training seminars really. They're not accredited in any way."

Swansea focus group

- 4.7.3 Other forms of development are completely reliant on working in an appropriate organisation.

"When somebody in the company or a new member of staff shows an interest in simultaneous translation it's all in-house. It involves shadowing an experienced colleague. When they feel they can take over for five or ten minutes, maybe quarter of an hour, at a meeting they do so. We've recently asked a freelancer who helps out when we're snowed under or hires equipment from us to give the less experienced members of the team an introductory course. But otherwise there's only really in-house."

Swansea focus group

4.8 Employer investment in skills

- 4.8.1 Our focus groups indicate that some employers are making substantial investments in skill development. We found a private sector company that was involved in delivering the DPSI, including on a distance learning basis, and offering slightly higher pay rates to those that had achieved this qualification. Another employer achieved similar ends through a close working relationship with a local college. Similarly within local authorities we found examples of substantial provision that extended outside the organisation and for anyone on their approved list of freelancers, as well as support for development of full-time staff.
- 4.8.2 However the participants in the focus groups are likely to be representative of better, rather than typical, practice. Structural factors affecting the industry suggest there is likely to be a substantial under investment in skills development. These factors include the widespread use of freelancers (in which case the investment needs to be provided by the individual), the volatility of demand (which means employers and individuals face difficulties in securing returns on their investments) and the limited recognition of the professional nature of interpreting and translation services (which encourages informal practices and undermines fee rates).

4.9 Mismatches between supply and demand

- 4.9.1 To summarise and test out the emerging findings from the research a final questionnaire was circulated to industry experts; this is reproduced in Appendix 8. Eleven experts responded by 21 August 2008. Although this is a numerically small number it reflects a high level of sector knowledge since the respondents included the European Union, a major interpreting and translation membership organisation, organisations in England, Wales and Northern Ireland, local authorities and those with knowledge of commercial and voluntary and community services.
- 4.9.2 Respondents were invited to agree, disagree or indicate they did not know the answer to a series of questions. These responses were scored 1, -1 and 0 respectively and the summary scores are given in Table 11a.

Table 11a Expert perspectives on supply and demand

<i>Statement</i>	<i>Score</i>
1. Most organisations have a supply of interpreters and translators that can meet demand	-7
2. Demand for translators has been steady but that for interpreters has increased significantly in recent years	-2
3. There is a lack of adequately trained interpreters to meet demand in the following areas.	
a. justice system	6
b. health service	3
c. local authority services	4
d. other public services	5
e. business and commercial	3
4. There is a need for more Welsh language translators	1
5. The main languages (or groups of languages) where there is a need for more interpreters or translators include	
a. Eastern European languages	9
b. Mandarin Chinese	6
c. British Sign Language	8
6. Pre-employment education and training needs to:	
a. increase the number of new interpreters	2
b. maintain the number of new translators	2
The main skills lacking in the existing interpreting and translation workforce are:	
a. knowledge of context-specific language (e.g. business or public sector terminology)	2
b. customer / client service	2
and for translators	
c. the ability to use computer-aided translation systems	2
7. Pre-employment education and training needs to improve the quality of new interpreters and translators	10
8. Higher education needs to make greater use of work experience to improve the quality of new interpreters and translators	10

4.9.3 This is consistent with the earlier evidence presented in the report. Below we summarise the key findings from the entirety of the evidence.

- **there is a current shortfall in skills supply compared to demand in the sector in terms of having sufficient appropriately skilled people**

The results for question 1 above are consistent with the modest evidence of current skills shortages reported in section 2.2.3 and 2.3.2.

- **the shortages appear to be greater for interpreters than for translators.**

The complexity of question 2 has tended to mask this but the accompanying comments from respondents have helped to explain this. In part it reflects variation in experience.

“There is huge demand in London for interpreters, that is not a new thing.”

“We’ve seen a steady increase in demand for both interpreters and translators. Of course, the increase in interpreting work has been much stronger.”

This supports the points made in sections 2.2.1-2. However there is variation. One respondent to the final consultation reported significant increases in both interpreting and translation in Northern Ireland. Another thought demand for interpreters was falling in terms of business work, possibly rising in the public sector and steady or rising in EU institutions.

- **shortages appear to affect the justice sector most strongly but are still present in the other major sectors**

The strength of problems identified for the justice sector in 3.a above is consistent with the evidence reported in 2.3.1 from Belfast, 2.3.5 and 2.6.10.

- **a major problem is the quality of supply rather than its quantity**

The relatively modest overall agreement with the statement about increasing the supply of interpreters in 6.a above is explained by the presence of a large number of poorly qualified people and the need for professionalisation within the sector, as noted in 2.7.5 to 2.7.7 and 2.3.5. This was reiterated in comments from the later consultation. One respondent commented in relation to question 3 that *“It is the term ‘adequately trained’ that prompts a response.”* Similarly:

“More training and at different levels is needed so as to professionalise the industry”.

The need to develop provision that can relate to different levels of requirements was recognised at 2.1 and has driven the development of a practical way of tackling this and providing progression in Leicestershire (see 4.6.7). This includes provision that is appropriate for the voluntary and community sectors and those who are not full-time professional interpreters.

- **improvements in quality also need to occur in initial education and training, including through the greater use of work placements**

This was very strongly expressed in questions 7 and 8, consistent with the point made in 4.4.1-3.

- **there is a need for greater supply in relation to wide range of languages but particularly Eastern European languages, Middle Eastern languages, Chinese and British Sign Language (BSL)**

The responses to question 5 confirm the earlier evidence from 2.4.3, 2.4.7 and 2.4.9. Current figures on asylum applications suggest Middle Eastern and African languages will also need to see a greater supply. The needs in relation to BSL were particularly strongly expressed. The Minister for the Department for Education and Learning in Northern Ireland was reported to have released special funding for this in the province. Another respondent said that *“the number of interpreters for BSL and ISL needs to increase by at least 600% to meet the needs of the deaf community at present.”*

5 National and geographical perspectives

5.1 Introduction

5.1.1 Given the limitations of the data available for this report it was not judged appropriate to try to present findings in each section by nation and region. Fortunately the data that is available suggests there are strong commonalities across the UK in relation to the key findings from this research. The national and local issues have therefore been addressed within this single section.

5.2 Common issues

5.2.1 The evidence indicates that the key issues identified in the Summary are common across the nations of the UK. In particular:

Demand

- On balance there is likely to be a net increase in demand for translation and, especially, interpreting services in all four nations
- This is giving rise to difficulties securing the services of appropriately qualified interpreters and translators
- Demand is being driven by globalisation, migration and political changes
- A strategic approach to languages is needed and wider public sector commitment to service standards for translation and especially interpreting could significantly increase demand for qualified personnel
- Increasing demand is being checked by continued reliance on English, a lack of appreciation of the value of professional interpreting and translation services, the use of informal provision and limited funding to offer professional services

Skills

- There is common agreement on the breadth of skills translators, and particularly interpreters, need
- These include contextual, cultural and ethical knowledge and understanding
- There are individuals working in the sector who do not have the full set of abilities needed

Supply

- Providers of interpreting and translation skills are available across the UK
- A coherent, transparent framework of qualifications that can provide progression needs to be developed
- This is particularly the case for community language interpreting

Acquiring data on the number of interpreters and translators and their skills and characteristics is also a common issue across the nations.

5.3 Important differences

5.3.1 The demand for a strategic approach to languages generally, and interpreting and translation service standards in particular, is clearly proceeding in different ways, from different starting points and at different speeds in the four nations. Specific references have already been included in the report from Scotland, Wales and Northern Ireland on the focus of strategic discussions. No such focus was identified in discussions in England. This may simply reflect the limitations of our data. Comments from Northern Ireland and Scotland suggest there could, though, be other explanations. On a positive note, registers and service standards appear to be more developed in England, particularly in parts of the criminal justice system.

“The other thing to be aware of in Scotland, we don’t have the Metropolitan test, neither do we have a national register..”

Glasgow focus group

On the other hand the size of the task, the diversity of interests and the competing interests of different stakeholders (as evidenced at a local and senior level in Leicestershire) may make this more difficult in England.

5.3.2 Funding for education and training provision is a further factor, particularly in relation to community language interpreting. Again the systems for funding vocational education are distinct between the four nations so ensuring cost is not a barrier to access or accreditation of learning achievement will need to be addressed within the specific national context. Direct concerns about higher education provision were expressed in Wales and Scotland and indirectly in relation to England. The fact that both universities based in Leicester, arguably the most ethnically diverse city in the UK, have at different times ended their DPSI provision tends to support this indirect concern. The funding of provision within the higher education sector is therefore an issue in at least three of the nations.

5.3.3 The Celtic languages are also an important issue outside of England. This is particularly the case in Wales. The Twentieth Century witnessed a significant decline in Welsh speaking until near the end of the century. The Welsh Language Board (2003) report Census results showing an increase in the proportion of Welsh speakers from 18.7% in 1991 to 20.8% in 2001. Commitments to recognise and support the language are embedded in legislation so this increase can be expected to continue. As noted in section 2.4.6, the extent of this increase is difficult to predict. However the number of Gaelic speakers in Scotland fell by more than seven thousand to 58,552 during the same period according to Comunn na Gàidhlig (2006). In Northern Ireland

recognition and support for Irish speaking is a major political issue. However demand for Irish will also be influenced by other developments, as previously noted in section 2.5.2

“.. especially the new opportunities that have arisen as a result of Irish being accepted as a working language of the EU..”

Belfast focus group

“ .. one of the main problems that the EU department have had is that they can't find translators or interpreters with the Irish language to a necessary level, there are lots of different reasons for that..”

Belfast focus group

5.4 Sub-national differences and commonalities

- 5.4.1 There is also a need to recognise differentiation within nations. Accessing translation and especially interpreting services and working in the sector is particularly difficult in rural areas.
- 5.4.2 Access to professional interpreters was mentioned as a problem in the focus groups in England, Scotland and Wales. Providing the particular languages required in remote locations and possibly at unsocial hours is particularly challenging.
- 5.4.3 The Swansea group also identified rural location as an important barrier to people accessing education and training to equip them to work within the professional interpreting and translation community.
- 5.4.4 Once again this suggests there are common problems that cut across national and regional boundaries but tackling these will need to be informed by the different institutional contexts in each nation.
- 5.4.5 Other issues may be even more localised. Demand for particular language skills is no longer confined to ports and other urban centres; economic imperatives and Government dispersal policy mean they can arise almost anywhere at anytime.

5.5 Ensuring consistency

- 5.5.1 There are areas of policy and institutional practice where it is imperative that attention is paid to the specific national context. However in the area of standards and qualifications frameworks there was a specific request in Scotland that these should be consistent across the border.

“Obviously funding is gong to be very important but I hope you’ll not lose sight of the need for a UK-wide set of standards. We don’t want to go down any path that sees a different set of standards either side of the Tweed. That would not be to the benefit of the industry or the interpreters.”

Glasgow focus group

6 Future developments

6.1.1 Results from the survey suggest that, on balance, there is likely to be a need for more translators and, especially, interpreters in the coming years. Just under one in six respondents did not know how supply and demand would evolve in the next three years. Amongst those who did offer a view over half thought the changes would be roughly balanced. Slightly more felt that demand would grow more quickly than supply than thought the opposite would be the case.

Table 12 Changes in the balance of supply and demand in the next three years

	<i>interpreters</i>	<i>translators</i>
demand will grow faster or much faster than supply	9	8
changes in demand and supply will be roughly balanced	16	21
supply will grow faster or much faster than demand	3	5
don't know	6	7
<i>base</i>	<i>34</i>	<i>41</i>

6.1.2 Survey respondents were asked to provide similar responses but for each of the main areas of activity: community and public services; commercial and business. Again growth in demand is clearly expected to outstrip supply in all areas except public and community sector translation where the expectations of changes in supply and demand are more closely balanced.

Table 13 Changes in the balance of supply and demand in the next three years in the main sub-sectors

	<i>community/public service</i>		<i>commercial & business</i>	
	<i>interpreters</i>	<i>translators</i>	<i>interpreters</i>	<i>translators</i>
demand will grow faster or much faster than supply	13	12	11	20
changes in demand and supply will be roughly balanced	8	7	5	3
supply will grow faster or much faster than demand	4	10	1	1
don't know	5	8	2	3
<i>base</i>	<i>30</i>	<i>37</i>	<i>19</i>	<i>27</i>

- 6.1.3 It is difficult to judge how the drivers of demand will affect levels of demand in the future. According to BBC News 24 (2008) the Prime Minister and Chinese premier Wen Jiabao have agreed to boost trade between China and the UK by 50% by 2010. The demand for more Chinese speaking interpreters and translators can therefore be expected to grow considerably in the next few years especially since English-speaking amongst Chinese business people is not thought to be as common as in other East Asian countries.
- 6.1.4 A further stimulus may come from progress with the accession to the European Union of Turkey, Albania and the states and provinces once part of the former Yugoslav republic. At this point in time it is difficult to assess the effect this will have on demand for interpreters and translators within the political and economic spheres and from any increased emigration to the UK. Estimating the current number of migrants has been difficult, even for the Government, and future predictions are fraught with even more dangers. The Migration Advisory Committee⁹ is looking to assess the impact of migration on the UK labour market and it may be possible in the future to use their work to provide more informed statements on likely additional demand for interpreters and translators.

⁹ Information on the Committee and its work plan is available at www.bia.homeoffice.gov.uk/aboutus/workingwithus/indbodies/mac/aboutthemap/ .

- 6.1.5 Another major influence on the evolution of demand will lay with public policy and particularly the extent to which public sector bodies and funded agencies are willing and able to extend provision to meet the requirements of equality legislation. Again it is impossible at the moment to assess the potential impact. However given the extensive anecdotal evidence of weaknesses in current provision and the impact when professional services are made available it is reasonable to assume that additional demand could be very substantial. Our consultations suggest it will depend upon
- the willingness of public bodies and associated agencies to commit to the kind of detailed service standards operating in the criminal justice system
 - the willingness of Government to provide adequate funding to allow these commitments to be realised
 - the awareness and willingness of local managers and staff to follow the service standards
 - the availability of sufficient interpreters and translators of the required quality
- 6.1.6 Given all these difficulties in accurately assessing future demand this suggests that an important focus should be on creating systems for collating relevant information and responsive, flexible provision that can adapt to changing demands.
- 6.1.7 However, to try to provide further evidence on likely future scenarios, sector experts were asked to give their views on prospective changes and their impacts. The research instrument used in this exercise is reproduced in Appendix 8. Eleven experts responded. As noted earlier in the report this is a modest number but this belies their importance and capacity to provide informed judgements on these issues.
- 6.1.8 From the preceding work seven scenarios were identified as the potential key drivers for future demand for interpreters and translators. Respondents were asked whether these were very unlikely, unlikely, likely or very likely to happen. To summarise the results these options were scored from -2, -1, 1 and 2 respectively and the scores summed and averaged by the number of respondents (because not everyone answered every question) to give a likelihood score. The results are shown in Table 14.

Table 14 Likelihood of key future scenarios

<i>scenario</i>	<i>score</i>
3. There are new waves of migration to the UK from EU accession and other states	1.25
5. Voluntary and community organisations are expected by Government to do even more to meet the need for interpreters and translators.	1.14
1. There is a statutory or policy requirement to use professional interpreters and translators across the key public services	0.71
2. EU, UK and national policy changes increase the use of Welsh, Irish and Scots Gaelic languages.	0.57
7. Trade with Eastern Europe increases significantly with consequent increases for appropriate interpreting and translation skills.	0.56
4. EU policy expands the range of languages required to be used in official publications and meetings.	0.44
6. Trade with China increases significantly with consequent increases for appropriate interpreting and translation skills.	0.44

6.1.9 On balance our experts therefore thought that all these changes would be likely, rather than unlikely, to happen since all achieved positive average scores. Migration and increased demands on the voluntary and community sector were particularly strongly supported. No one thought that further migration was unlikely to be a factor and only one person considered that increased demand in the voluntary and community sector was unlikely.

6.1.10 Respondents were then asked to assess the impact of the scenarios they considered likely or very likely and then all the scenarios happening, in terms of the percentage increase of new interpreters and translators these would require. Two respondents thought the supply of new people would need to more than double. To make this arithmetically manageable and to ensure our estimates were seen as being conservative we treated these as if they had indicated only a doubling of demand. The percentage increases were then averaged and the impacts were then as follows:

- a) likely or very likely scenarios 57% average increase
- b) all scenarios 68% average increase

6.1.11 Since we know (see 2.3.2) that about one third of organisations in the sector are experiencing recruitment difficulties it seems reasonable to propose three prospective future scenarios

<i>change in demand</i>			<i>change in supply to meet demand</i>	
1.	no change in demand	→		one third increase
2.	probably change in demand	→		one half increase
3.	possible change in demand	→		two-thirds increase

6.1.12 It should be noted that the increase in effective supply required to meet demand in any of these scenarios will not imply an equivalent expansion of existing provision, such as from Higher Education. A substantial part of the increase should, in keeping with the conclusions reached in section 4.9.3, be met by improving the quality of existing provision and professionalising the sector. The latter will include improving and accrediting the skills of people already working in the sector who do not currently meet the stipulated occupational standards and providing progression routes.

7 Next steps: issues and actions

7.1 Issues

7.1.1 This research has identified a series of issues that will be addressed in the next stage of development of the qualifications strategy. These include:

- Reviewing and, if necessary, developing National Occupational Standards, to ensure they can fully support the qualifications that are needed in the sector
- Ensuring there are appropriate and accessible qualifications
 - For professional translators and interpreters, including those directly employed and working as freelancers and those working full and part-time
 - That accommodate the different contexts that translators and interpreters work in and the varying levels of demand this may place upon them
 - That support access and accreditation for those providing less formal translation and interpreting services, especially in the voluntary and community sector
 - That facilitate progression both by level and across working contexts
 - That offer recognition for continuing professional development
 - That build on successful qualifications that are already available

This will require extensive consultation with sector agencies, other employers, professional and industry bodies, individual translators and interpreters (including freelancers), Awarding Bodies, funding agencies and other agencies.

7.1.2 Achieving take-up of existing and new qualifications that meet these criteria raises further issues. This will include ensuring

- Appropriate funding is in place to support learners who are unable to meet the full costs of provision
- Appropriate providers are available to offer the accessible, quality provision that is needed. This will include investigating whether higher education provision is being cut back, whether it can be enhanced by the inclusion of work experience and whether changes in compulsory education are adversely affecting take-up of higher education and professional provision
- There is clarity amongst clients, employers and learners about the qualifications that are available, any equivalences between them and their appropriateness for different contexts

7.1.3 Developing the market for these qualifications will further depend on securing wider commitment from clients, and most obviously the public sector, to require the translators and interpreters they use to meet certain standards that include holding appropriate qualifications.

7.1.4 Systems will also need to be developed to secure appropriate labour market intelligence in the future. This will include

- Monitoring sources such as the Migration Advisory Committee to provide guidance on future trends in demand for clients, employers and learners
- Ensuring Awarding Bodies and higher education institutions provide regular information on the take-up and completion of relevant qualifications
- Investigating ways of developing a sound database of freelancers and agencies to help inform future research.

7.2 Actions

7.1.1 To review, update and add to our National Occupational Standards to provide appropriate support for new and existing qualifications

7.1.2 To work with key stakeholders to ensure that the most relevant and accessible qualifications are available to meet the diverse needs of the sector.

7.1.3 To work with relevant agencies and stakeholders to help ensure appropriate support is available to enable the take-up of these qualifications, both for learners and providers.

7.1.4 To strengthen our engagement with employers in the sector to ensure that their requirements are met by future training provisions and qualifications

7.1.5 To continue to monitor policy developments and trends to ensure that our future qualification strategy is up to date and adapts to the sector's needs.

APPENDIX 1 Official statistics for interpreters and translators

The major difficulty in utilising official statistics as a source of data on interpreters and translators arises from their position within the Standard Industrial Classification (SIC) and Standard Occupational Classification (SOC). These difficulties mean that it is impossible to derive useful information from official sources such as the Annual Business Inquiry, the Labour Force Survey and the various Employer Skills Surveys that are conducted across the UK.

Standard Industrial Classification (SIC)

Interpreting and translation businesses are allocated to class 74.85, Secretarial and translation activities, within the SIC. This category also covers organisations engaged in typing, transcription, proofreading and mailing activities. It is therefore impossible to assess the number of interpreting and translation businesses using data based on the SIC.

Standard Occupational Classification (SOC)

Individuals working as interpreters and translators are allocated to unit group 3412, Authors, writers, within the SOC. As the title suggests this unit group covers other occupations such as authors, writers and editors. Once again it is therefore impossible to assess the number of people working as interpreters and translators using data based on SOC because they cannot be separately identified.

Even combining the two classifications is of little assistance. The Labour Force Survey estimates there are just under eight thousand people working in SOC unit group 3412 for organisations in SIC class 74.85. However this is based on only sixteen respondents to the survey and cannot, therefore, provide a sound basis for any analyses.

This group would also not include the many interpreters and translators, for example those:

- employed in public sector bodies
- employed in commercial organisations that are not primarily engaged in secretarial and translation activities
- employed in some other capacity, with interpreting or translation an additional rather than main duty
- working voluntarily, such as for community-based organisations

APPENDIX 2

Outline of survey

The questionnaire for the survey was developed in collaboration with professional and industry bodies. Great difficulty was encountered in creating an instrument that could collect the kind of information required by the Sector Skills Development Agency and simultaneously be relative quick and easy to complete. It was suggested, for example, that some agencies would understand employees to be anyone working for the agency (including large proportions of people working freelance) rather than the legal definition of working under a contract of service (and hence excluding those working freelance). Such difficulties help explain the low number of completed questionnaires.

The web-based questionnaire was launched in mid-November. It was promoted by e-mail directly by the research team to 578 contacts on 15 November 2007 and with a reminder on 9 December. These were made up of a random selection of local authorities. There were between 11 and 14 of these in each of the English regions (a total of 106), 28 in Scotland, 22 in Wales and 25 in Northern Ireland. A further 95 contacts were in voluntary, community and other public sector organisations who had prior contact with CILT. Finally there was a list of 293 organisations that were not members of the Association of Translation Companies (ATC) or corporate members of the Institute of Translators and Interpreters (ITI). The ATC and ITI also e-mailed details of the questionnaire to their members and corporate members respectively. The questionnaire should therefore have been promoted to about seven hundred and fifty organisations.

Data from the survey was downloaded on 31 December 2007. A total of 93 people had visited the on-line questionnaire. Of these, 26 did not answer the first question and some respondents provided answers to a very limited number of questions. The remaining 53 responses were used as the basis of the analyses.

The nature of these respondents is set out in the following table.

Type of organisation	No. of responses	% of total
Interpreting or translation organisation	33	62
other private/commercial business	4	8
other public sector body	15	28
other voluntary sector body	1	2
Total	53	

Of these organisations, 16 (30%) directly employed interpreters or translators, 44 (83%) used freelancers and 21 (40%) sub-contracted work to other organisations.

The largest proportion of the workforce, just over 10,000 of a total in excess of 17,000¹⁰, was reported by interpreting and translation organisations. Most of the rest are accounted for by other private/commercial businesses. However, great care should be taken with this finding as the vast majority (6,000) were reported by a single organisation.

¹⁰ This figure is the sum of all the workforce figures reported in the survey. It is higher than the reported estimate of the workforce of 13,000 because it will include freelancers who will be double counted. The basis of these figures is explained in Appendix 7.

APPENDIX 3

Online questionnaire

The questionnaire can be viewed online at www.stratagia.co.uk/CILT/. A paper version is reproduced below.

DESCRIBING YOUR ORGANISATION AND WORKFORCE

1. Is your organisation best described as ..

an interpreting or translation organisation

 (1)

other private/commercial sector business

 (2)

other public sector body

 (3)

other voluntary sector (inc. charities and trusts) organisation

 (4)

2. Does your organisation ... *please tick all that apply*

directly employ interpreters or translators (on PAYE)

 (1)

engage individual freelance interpreters or translators

 (2)

sub-contract interpreting or translating work to other organisations

 (3)

[if only subcontracting set subcont=1 and go to q.4a]

3. How many interpreters and translators work for your organisation, whether as direct employees (on PAYE) or freelancers? *Please write in the number in the appropriate box.*

interpreter only

 (1)

translator only

 (2)

interpreter and translator

(3)

Set

IT=1 (interpreters only) if 3(1)≠0/not answered and 3(2)=0/not answered and 3(3)=0/not answered

IT=2 (translators only) if 3(2)≠0/not answered and 3(1)=0/not answered and 3(3)=0/not answered

IT=3 (interpreters and translators) if 3(3)≠0/not answered or [3(1) ≠0/not answered and 3(2) ≠0/not answered]

If IT=1 show interpreters only at questions 5a), 6, 7a), 7b), 7A, 7B, 8, 9a), 9b) (inc. 'other' write in boxes), 9c), 10a), 10b), 12, 15a), 16, 17, 18, 22, 24, 25

If IT =2 show translators only at same questions.

If IT=3 show both interpreters and translators at same questions.

4. a) Do you {set minimum educational or other requirements when recruiting or commissioning interpreters and translators?} {if subcont=1 replace text with: demand minimum educational or other requirements for interpreters or translators provided by sub-contractors?} *Please tick one box*

yes

no

don't know

If no or don't know go to q.5

4. b) What are your educational or other requirements? Please indicate if your requirements are different for interpreters and translators.

--

DEMAND FOR SERVICES

5. a) How would you compare the demand for interpreting and translating services compared to your capacity to supply these services for ..

(i) interpreters? (ii) translators?

Is ...

demand far greater than our ability to supply	<input type="checkbox"/>	<input type="checkbox"/>
demand greater than our ability to supply	<input type="checkbox"/>	<input type="checkbox"/>
demand about the same as our ability to supply	<input type="checkbox"/>	<input type="checkbox"/>
our ability to supply greater than demand	<input type="checkbox"/>	<input type="checkbox"/>
our ability to supply far greater than demand	<input type="checkbox"/>	<input type="checkbox"/>

5. b) Please elaborate on or explain the reasons for your response.

--

6. How do you expect the balance of demand and supply to evolve in the **next three years** for ..

(i) interpreters?(ii) translators?

Do you expect that ...

demand will grow much faster than supply	<input type="checkbox"/>	<input type="checkbox"/>
demand will grow faster than supply	<input type="checkbox"/>	<input type="checkbox"/>
changes in demand and supply will be roughly balanced	<input type="checkbox"/>	<input type="checkbox"/>
supply will grow faster than demand	<input type="checkbox"/>	<input type="checkbox"/>
supply will grow much faster than demand	<input type="checkbox"/>	<input type="checkbox"/>
don't know	<input type="checkbox"/>	<input type="checkbox"/>

If Q1=1 go to question 7

If Q1=2 go to question 7A

If Q1=3 or 4 go to question 7B

7. Over the next three years what changes in demand do you expect to see for ..

a) community and public service

(i) interpreters

(ii) translators

substantial growth in demand	<input type="checkbox"/>	<input type="checkbox"/>
modest growth in demand	<input type="checkbox"/>	<input type="checkbox"/>

little change in demand	<input type="checkbox"/>	<input type="checkbox"/>
modest decline in demand	<input type="checkbox"/>	<input type="checkbox"/>
substantial decline in demand	<input type="checkbox"/>	<input type="checkbox"/>
don't know	<input type="checkbox"/>	<input type="checkbox"/>

b) commercial and business

	(i) interpreters	(ii) translators
substantial growth in demand	<input type="checkbox"/>	<input type="checkbox"/>
modest growth in demand	<input type="checkbox"/>	<input type="checkbox"/>
little change in demand	<input type="checkbox"/>	<input type="checkbox"/>
modest decline in demand	<input type="checkbox"/>	<input type="checkbox"/>
substantial decline in demand	<input type="checkbox"/>	<input type="checkbox"/>
don't know	<input type="checkbox"/>	<input type="checkbox"/>

Go to question 8

7A. Over the next three years what changes in demand do you expect to see for commercial and business

	(i) interpreters	(ii) translators
substantial growth in demand	<input type="checkbox"/>	<input type="checkbox"/>
modest growth in demand	<input type="checkbox"/>	<input type="checkbox"/>
little change in demand	<input type="checkbox"/>	<input type="checkbox"/>
modest decline in demand	<input type="checkbox"/>	<input type="checkbox"/>
substantial decline in demand	<input type="checkbox"/>	<input type="checkbox"/>
don't know	<input type="checkbox"/>	<input type="checkbox"/>

Go to question 8

7B. Over the next three years what changes in demand do you expect to see for community and public service

	(i) interpreters	(ii) translators
substantial growth in demand	<input type="checkbox"/>	<input type="checkbox"/>
modest growth in demand	<input type="checkbox"/>	<input type="checkbox"/>

little change in demand	<input type="checkbox"/>	<input type="checkbox"/>
modest decline in demand	<input type="checkbox"/>	<input type="checkbox"/>
substantial decline in demand	<input type="checkbox"/>	<input type="checkbox"/>
don't know	<input type="checkbox"/>	<input type="checkbox"/>

RECRUITMENT DIFFICULTIES

8. During the last twelve months have you experienced any difficulties in recruiting people, whether as employees, freelancers or from sub-contractors, for ..

(i) interpreters (ii) translators

yes	<input type="checkbox"/>	<input type="checkbox"/>
no	<input type="checkbox"/>	<input type="checkbox"/>
don't know	<input type="checkbox"/>	<input type="checkbox"/>

If subcont=1 go to q.9c)

If answered no or don't know for (i) and (ii) and:

- option 1 or 2 for (i) or (ii) at question 5a) or option 1 or 2 at question 6, go to question 9c)

- other options at q.5a) or 6, go to question 10.

9. a) Were the difficulties in recruiting..

	(i) interpreters	(ii) translators
due to .. <i>(please tick all that apply)</i>		
low number of applicants generally	<input type="checkbox"/>	<input type="checkbox"/>
applicants lacking ...		
general language skills	<input type="checkbox"/>	<input type="checkbox"/>
knowledge of context-specific language (e.g. business or public sector terminology)	<input type="checkbox"/>	<input type="checkbox"/>
abilities to use computer aided interpreting/translation systems	<input type="checkbox"/>	<input type="checkbox"/>
skills for working with people from different cultures	<input type="checkbox"/>	<input type="checkbox"/>
other customer /client service skills	<input type="checkbox"/>	<input type="checkbox"/>
project management abilities	<input type="checkbox"/>	<input type="checkbox"/>
other skills, knowledge or behaviours	<input type="checkbox"/>	<input type="checkbox"/>
some other reason	<input type="checkbox"/>	<input type="checkbox"/>
don't know	<input type="checkbox"/>	<input type="checkbox"/>

If NOT responding “other skills, knowledge or behaviours” or “some other reason” go to q.9c)

9.b) Please give details of the other skills lacking or other reasons for recruitment difficulties

--

9. c) In which languages is there a need, now or in the next three years, for more trained interpreters or translators? *Please*

- *tick all that apply in the first two columns*

- *write in any others*

- *indicate in which one language the need is greatest in the final column.*

[NB. Software will ensure people can tick multiple boxes in first two columns but only one in third column]

	interpreter	translator	main need
<i>Western European languages</i>			
British Sign Language			
Dutch			
French			
Gaelic – Irish			
German			
Greek			
Italian			
Portuguese			
Spanish			
Swedish			
Welsh			
<i>Eastern European languages</i>			
Bulgarian			
Czech			
Estonian			
Hungarian			
Lithuanian			
Polish			
Romanian			
Russian			
Slovak			
Ukrainian			
<i>South Asian languages</i>			
Bengali			
Gujarati			
Hindi			
Punjabi			
Sylheti			
Tamil			
Urdu			
<i>East Asian languages</i>			
Chinese – Mandarin			
Japanese			
Korean			

Thai			
Vietnamese			
<i>Middle East languages</i>			
Arabic			
Farsi			
Kurdish			
Pashto			
Turkish			
<i>African languages</i>			
Amharic			
Hausa			
Ndebele			
Somali			
Yoruba			
Other languages			

If there are 'Other languages' please give details below:

(i) interpreters

(ii) translators

[If no entry in third language column go to question 10]

9. d) In terms of the main language need you identified, how many additional full time equivalent interpreters and translators are you likely to need (whether employees, freelancers or sub-contractors) in the next twelve months? *Please write in your best estimate as a number*

9. e) Is your main need for more interpreters/translators to provide interpreting/translation ..

from	into	equally into &	don't know
English	English	from English	

If subcont=1 go to q.14A

INITIAL EDUCATION AND TRAINING

10. Would you say that current pre-employment education and training is fully adequate in terms of providing the required..

a) quantity of new	yes	no	don't know
(i) interpreters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) translators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) quality of new			
(i) interpreters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) translators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. a) Could the introduction of new training courses or qualifications improve pre-employment education and training for new interpreters and translators?

yes

possibly

no *go to question 12*

don't know *go to question 12*

11. b) What level(s) of new training course or qualification would you like to see introduced?

Please tick all that apply

post graduate degree, certificate or diploma	<input type="checkbox"/>
degree, HND, level 4 S/NVQ, NQF level 4-6 qualification, or equivalent	<input type="checkbox"/>
Level 3 S/NVQ, A level or equivalent	<input type="checkbox"/>
Level 2 S/NVQ, certificate or equivalent	<input type="checkbox"/>
non-accredited training course	<input type="checkbox"/>
other	<input type="checkbox"/>

if not answered go to q. 12

don't know

11. c) Please give details of the level of 'other' courses or qualifications you would like to see.

12. What other changes would you like to see made to improve the quality or quantity of new..

a) interpreters

b) translators

13. a) Would you say there are any barriers to entering the interpreting and translating professions?

yes no don't know *If no or don't know go to q.14*

b) What are the barriers?

ABILITIES OF EXISTING INTERPRETERS AND TRANSLATORS

14. How many of your existing interpreters and translators would you regard as fully proficient in all aspects of their job? *Please provide your best estimate and write in the number in the box below*

if all are fully proficient go to question 17

Go to question 15a)

14A. What proportion of the interpreters and translators provided by your sub-contractor would you regard as fully proficient in all aspects of their job?

all most some none don't know

If 'all' go to question 18

15. a) What skills, knowledge or behaviours are lacking amongst those who are not fully proficient? Please tick all that apply

	(i) interpreters	(ii) translators
general language skills	<input type="checkbox"/>	<input type="checkbox"/>
knowledge of context-specific language (e.g. business or public sector terminology)	<input type="checkbox"/>	<input type="checkbox"/>
abilities to use computer aided interpreting/translation systems	<input type="checkbox"/>	<input type="checkbox"/>
skills for working with people from different cultures	<input type="checkbox"/>	<input type="checkbox"/>
other customer /client service skills	<input type="checkbox"/>	<input type="checkbox"/>
project management abilities	<input type="checkbox"/>	<input type="checkbox"/>
other skills, knowledge or behaviours	<input type="checkbox"/>	<input type="checkbox"/>

15. b) Please elaborate on your answer or identify the most pressing areas for development in the box below.

If subcont=1 go to question 24

16. What would be the most appropriate vehicle for delivering development provision and support for interpreters and translators ..

	(i) interpreters	(ii) translators
on-the-job coaching or mentoring	<input type="checkbox"/>	<input type="checkbox"/>
computer based e-learning	<input type="checkbox"/>	<input type="checkbox"/>
other self-help materials (e.g. CDs, books)	<input type="checkbox"/>	<input type="checkbox"/>
short courses or workshops	<input type="checkbox"/>	<input type="checkbox"/>
longer courses / qualifications	<input type="checkbox"/>	<input type="checkbox"/>
other provision	<input type="checkbox"/>	<input type="checkbox"/>

If 'other provision', please give details in the box below

--

17. Which of the following would you say are important obstacles to individuals maintaining or enhancing their abilities..

	<i>(i) interpreters</i>	<i>(ii) translators</i>
lack of provision in the skills/knowledge/behaviours required	<input type="checkbox"/>	<input type="checkbox"/>
lack of provision using appropriate vehicles for delivery	<input type="checkbox"/>	<input type="checkbox"/>
lack of time for development	<input type="checkbox"/>	<input type="checkbox"/>
individuals not recognising their development needs	<input type="checkbox"/>	<input type="checkbox"/>
provision is too expensive	<input type="checkbox"/>	<input type="checkbox"/>
provision is inaccessible for other reasons (e.g. location, timing)	<input type="checkbox"/>	<input type="checkbox"/>
other obstacles	<input type="checkbox"/>	<input type="checkbox"/>

If 'other obstacles', please give details in the box below

--

If Q1>1 go to question 19

18. What proportion of your organisation's work is in the commercial & business and the community & public service sectors?

	all community & public service			mainly community & public service			roughly equal community & commercial			mainly commercial & business			all commercial & business		
interpreting															
translating															

19. *(If Q2(1) not ticked or Q2(2) not ticked go to question 20)*

How many of the interpreters and translators who work for your organisation are .. *Please write in the number*

employees (on PAYE)

freelance, self-employed

other

If 'other', please give details of their employment status below

20. The following questions ask about interpreters and translators who work for your organisation. By this we mean both employees and freelances.

a) What is your best estimate of the number of interpreters and translators who work for your organisation that are ...

men women don't know

b) What is your best estimate of the number of interpreters and translators who work for your organisation who are in the following age bands. *If there are people for whom you do not have this information simply write the total in the bottom box*

under 30	
30 to 50	
over 50	
don't know their age	

c) What is your best estimate of the number of interpreters and translators who work for your organisation who were, prior to educational learning. *If there are people for whom you do not have this information simply write the total in the bottom box*

Bilingual	
native English speakers	

native speakers of other languages	
don't know	

21. a) Does your organisation offer its interpreting/translation services in **every** nation and region of the UK? *Please tick one box*

yes no don't know

If 'yes' go to question 22.

21. b) In which nations or regions of the UK does your organisation offer its services? *Please tick all that apply*

South West South East London
 West Midlands East Midlands East of England
 North West Yorks.& Humber North East
 Wales N. Ireland
 Scotland – Scottish Enterprise area Scotland – Highlands & Islands

22. a) What proportion of the interpreters and translators who work for your organisation have a **specific interpreting or translating qualification**?

(i) interpreters

all some none don't know

(ii) translators

all some none don't know

If none/don't know at both (i) and (ii), go to q.23

22. b) Amongst those with these **specific interpreting or translating qualifications**, how many have their highest such qualification at the following levels? *If there are people for whom you do not have this information simply write the total in the bottom box*

- post graduate degree, certificate or diploma
- degree, HND, level 4 S/NVQ or equivalent
- introductory level 3 certificate or equivalent
- other
- not known

if none/not answered for 'other' go to q. 23

22. c) Please give details of 'other' levels of qualifications in the box below.

23. a) What proportion of the interpreters and translators who work for your organisation have a **general language qualification** (that is not a specific interpreting or translating qualification)?

- all some none don't know *if none/don't know, go to q.24*

23. b) Amongst those with these **general language qualifications**, how many have their highest such qualification at the following levels? *If there are people for whom you do not have this information simply write the total in the bottom box*

- post graduate degree, certificate or diploma
- degree, HND, level 4 S/NVQ or equivalent
- introductory level 3 certificate or equivalent
- other
- don't have a language qualification
- not known

24. {If Q1>1 go to q.26}

How many of the interpreters and translators who work for your organisation are based outside the UK? *Please write in your best estimate.*

- (i) interpreters
- (ii) translators

25. What proportion of your work is for clients based outside the UK?

	none	some	about half	most	all
(i) interpreting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) translating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OTHER ISSUES

26. Please add below any other points you want to make about the demands for interpreter and translator services and how they can best be met.

--

27. If there are any sources of data, reports or other evidence we should consider please give details below.

--

28. Please tick the appropriate box(es) if you would ..

- (i) like to receive summary results from the survey
- (ii) be willing to participate in future discussion groups on these issues
- (iii) like to be kept informed of progress with this work

{If none of the response boxes are ticked go to thank you on end page}

29. Please provide your details so we can contact you with further information. Your contact details will not be linked to your questionnaire responses and will only be used to provide you with the information you have requested.

Name	
Organisation	
E-mail	
Telephone	
Address	

Post code	
-----------	--

Thank you for completing the questionnaire

APPENDIX 4

Outline of focus groups

Four focus groups were conducted in London, Glasgow, Swansea and Belfast between 3 and 13 December 2007.

The number of attendees ranged from four to fourteen. They typically included a mix of representatives from interpreting and translation agencies, public sector bodies and education and training providers.

The sessions were facilitated by Nigel Hudson, Research Director of Stratagia Ltd. and supported by Anne Marie Graham of CILT.

The sessions were digitally recorded and then transcribed. The data was coded and analysed using the software package Atlas/ti.

APPENDIX 5

Focus group topic guide

1. *Welcome and brief outline of rationale for the event and the development of a Qualification Strategy.*
Introduction to facilitator.
Confidentiality assurances.
Permission to record session. 5
2. *Introductions.*
Please **introduce yourself and the organisation** you represent.
When you have done that can you **suggest one key challenge facing interpreters and translators that we need to consider.**
That could be about the demand for interpreting and translating skills, the abilities of people entering or already working in the occupations, how we develop people's abilities or any other issue you think is relevant.
Record key issues of flip chart as aide memoire. 10
3. In what ways has the **demand for interpreting and translation services** been **changing over the last five years?**
Probe, if necessary, on differences between:
 - *interpreting and translating*
 - *public/community and business/commercial sectors**and changing language and client demands* 15
4. Do **new people** coming into the interpreting and translating occupations **have the skills, knowledge and attitudes and behaviours that are needed?**
Probe, if necessary, on:
 - *what is lacking**and differences between*
 - *interpreting and translating*
 - *public/community and business/commercial sectors.*
 -20
5. To what extent could and should these abilities be developed through **initial education and training?**
Probe, if necessary, on differences between:
 - *interpreting and translating*
 - *public/community and business/commercial sectors*
 -25
6. Do we need **new or different qualifications or programmes** of training to accommodate these changes?
Check particularly on needs of public/community sector and adequacy of a graduate route into the occupations. 35
7. Do interpreters and translators **already working** in the sector **have all the skills, knowledge and attitudes and behaviours they need?**
Probe, if necessary, on:
 - *what is lacking**and differences between*

- *interpreting and translating*
 - *public/community and business/commercial sectors* 45
8. **What kind of continuous professional development** support would be effective in developing the abilities that are needed? 50
9. **Is this support already available** in sufficient quantity and quality? If not, **who needs to do what to change this?** 55
10. Are there **any barriers** to developing your abilities and taking up appropriate support whilst working in the sector?
Probe, if necessary, on problems facing freelancers, including time and cost. 1.05
11. We talked earlier about the changes affecting the demand for interpreting and translating services in the past five years.
What do you think will be the **main challenges in the next five years?**
Probe, if necessary, on differences between:
- *interpreting and translating*
- *public/community and business/commercial sectors*
and changing language and client demands 1.15
12. What **changes** should be made **to education, training and qualifications** to meet these future demands?
Probe, if necessary, on who needs to do what to effect these changes. 1.20
13. Are there **any other issues** affecting the demands for interpreting and translations services and our ability to meet them that we should address? 1.25

That's great. Thank you for your time and help.

Quick summary of next steps and further opportunities to influence the Qualifications Strategy. 1.30

APPENDIX 6 Languages requiring more interpreters or translators

<i>Western European languages</i>	interpreter	translator
British Sign Language	6	2
Dutch	0	3
French	4	3
Gaelic - Irish	1	1
German	4	3
Greek	2	2
Italian	4	3
Portuguese	5	5
Spanish	3	4
Swedish	3	4
Welsh	5	5
<i>Eastern European languages</i>		
Bulgarian	5	6
Czech	8	7
Estonian	5	6
Hungarian	4	4
Lithuanian	9	8
Polish	10	7
Romanian	9	9
Russian	6	3
Slovak	5	6
Ukrainian	5	5
<i>South Asian languages</i>		
Bengali	6	6
Gujarati	6	6
Hindi	4	5
Punjabi	6	5
Sylheti	7	4
Tamil	5	5
Urdu	5	5
<i>East Asian languages</i>		

Chinese - Mandarin	7	6
Japanese	4	2
Korean	4	1
Thai	5	3
Vietnamese	5	1
<i>Middle East languages</i>		
Arabic	6	5
Farsi	7	2
Kurdish	9	4
Pashto	10	5
Turkish	6	5
<i>African languages</i>		
Amharic	6	3
Hausa	3	3
Ndebele	4	3
Somali	6	4
Yoruba	4	3
<i>Other languages</i>		
Canadian French	1	1
Chinese – Cantonese	1	0
Danish	0	1
Fijian	1	0
Finnish	0	1
Flemish	1	1
Gaelic - Scots	1	1
Hebrew	1	1
Latvian	1	1
Lingala	1	0
Malayalam	1	0
Maltese	0	1
Nepali	1	0
Norwegian	0	2
Tagalog	1	0
Twi	1	0

APPENDIX 7

Estimating the sector workforce

The problem

In the on-line survey¹¹ conducted for this project 46 organisations provided information on the size of their workforce, including the freelancers they use. The total workforce they report is over 17,000. This is similar to that given by Schellekens (2004). However this figure cannot be taken at face value for the reasons we explain below.

These organisations are only a small proportion of the total number of interpreting and translation organisations and other businesses that employ interpreters and translators. More positively, the survey clearly does include some of the large organisations in the sector. The largest of the organisations stated they had 6,000 people working as both interpreters and translators. Another reported 3,980 such personnel. Applying a multiplier to make our survey respondents representative of all such organisations would make the workforce much larger.

This has not been done because we know it would grossly overestimate the size of the workforce due to double counting. As we detail below the sector makes extensive use of freelancers. These may register with a range of different agencies. Simply adding the head counts for each agency together will therefore mean these individuals are counted several times, for each agency with which they are registered.

The existing literature and this research indicate that freelancing is prevalent across the sector. Unfortunately only ten survey respondents provided information on the employment status of those working for them. Within this small group the number of freelancers was over 7,000 whilst those directly employed were 115. This is consistent with Schellekens' conclusion that "*the proportion of permanent staff .. is very small indeed compared to the number of freelance interpreters and translators.*"¹² The problem of double counting of freelancers from using agency employment totals is therefore likely to be very substantial. There is also the further problem that being registered with an agency is not a guarantee that you are actually working as an interpreter or translator. As noted in the main report, Schellekens found the number of ad hoc freelancers was almost four times as high as the number used frequently.

¹¹ Details of the survey are presented in appendix 2 and the research instrument is reproduced in appendix 3. Unless otherwise stated references in this report to "the survey" mean this on-line survey.

¹² Schellekens (2004), p.14.

Our estimate

In the absence of direct and reliable data on the size of the workforce we have calculated an estimate to give as reliable a figure as possible. Our estimate of the sector workforce uses three sources of information: the survey for this research, information on the number of interpreting and translation organisations and the Labour Force Survey.

The starting point for our estimate is the Labour Force Survey (LFS). This is only able to provide us with numbers of interpreters and translators working in agencies. As is explained in appendix 1, this would exclude a very broad range of people who should be included within the sector but we will account for them later. The number of people reported by the LFS as falling in to this category is just under eight thousand. It should be noted that this is below the size threshold of ten thousand required for reliability for official statistics, so our estimate is immediately subject to a warning as to its accuracy.

Our survey acquired data from 33 interpreting and translation organisations. As with all on-line business surveys we can expect that these responses will disproportionately represent the larger businesses. This is confirmed by our achieving responses from two of the very largest organisations. Simply multiplying by a factor to represent the whole industry as defined by the Yellow Pages database would therefore hugely overestimate the workforce. We have therefore taken the total population of such organisations to be 165, corresponding to the membership of the Association of Translation Companies. Our survey respondents are far more likely to be representative of this core part of the industry and they are likely to account for the vast majority of the agency workforce. Again this will not be fully accurate. The Association has some members outside of the UK but this will be more than offset by the organisations within the wider interpreting and translation sector who are not members. Our assumption and estimate of workforce is therefore a conservative one.

The total workforce reported by these 33 survey respondents was 10,172. If our sample is representative of the population of core organisations the total workforce should then be five times this number, 50,860.

We now need to deflate this estimate in order to account for double counting of freelancers. To align this with the numbers estimated from the Labour Force Survey would require dividing by 6.44, to give 7,895.

Overall we have deflated the estimate of the workforce from our survey by 0.776; increasing it to make our sample represent the population of organisations and reducing it to take account of double counting of freelancers.

The final assumption is that this same deflator will apply to employment in other, non-agency, organisations. When this is done the contribution to the workforce from that source would be 5,553.

This gives a total of 13,448 which we have rounded to the nearest thousand.

It will be obvious from the method of calculation that this is a crude estimate of the total workforce. It should be treated more as indicating the order of magnitude of the workforce rather than an accurate enumeration.

Appendix 8 Experts questionnaire

A. Please indicate whether you agree or disagree with the following statement affecting the **current** supply of and demand for interpreters and translators by placing a ✓ in the chosen column. If you wish to qualify or expand on your answer please enter comments in the final column.

Statement	Agree	Disagree	Don't know	Comment
1. Most organisations have a supply of interpreters and translators that can meet demand				
2. Demand for translators has been steady but that for interpreters has increased significantly in recent years				
3. There is a lack of adequately trained interpreters to meet demand in the following areas.				
a. justice system				
b. health service				
c. local authority services				
d. other public services				

e. business and commercial				
4. There is a need for more Welsh language translators				
5. The main languages (or groups of languages) where there is a need for more interpreters or translators include				
a. Eastern European languages				
b. Mandarin Chinese				
c. British Sign Language				
The main skills lacking in the existing interpreting and translation workforce are:				
a. knowledge of context-specific language (e.g. business or public sector terminology)				
b. customer / client service				
and for translators				
c. the ability to use computer-aided translation systems				

6. Pre-employment education and training needs to:				
a. increase the number of new interpreters				
b. maintain the number of new translators				
7. Pre-employment education and training needs to improve the quality of new interpreters and translators				
8. Higher education needs to make greater use of work experience to improve the quality of new interpreters and translators				

B. (i) Please now give your views on possible scenarios for the next three to five years by indicating how likely the following changes are and their possible impact on the demand for interpreters and translators.

	very unlikely to happen	unlikely to happen	likely to happen	very likely to happen
1. There is a statutory or policy requirement to use professional interpreters and translators across the key public services				
2. EU, UK and national policy changes increase the use of Welsh, Irish and Scots Gaelic languages.				
3. There are new waves of migration to the UK from EU accession and other states.				
4. EU policy expands the range of languages required to be used in official publications and meetings.				
5. Voluntary and community organisations are expected by Government to do even more to meet the need for interpreters and translators.				
6. Trade with China increases significantly with consequent increases for appropriate interpreting and translation skills.				

7. Trade with Eastern Europe increases significantly with consequent increases for appropriate interpreting and translation skills.				

(ii) If the changes you consider **likely or very likely** did happen, by what percentage would the current supply of new interpreters and translators need to expand to meet demand?

no expansion needed	10%	20%	30%	40%	50%, i.e. half as many again	60%	70%	80%	90%	100%, i.e. double	more than 100

(iii) If **all** the changes listed in (i) above happened, by what percentage would the current supply of new interpreters and translators need to expand to meet demand?

no expansion needed	10%	20%	30%	40%	50%, i.e. half as many again	60%	70%	80%	90%	100%, i.e. double	more than 100

(iv) If you wish to qualify or expand on your answer please enter comments below.

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