6 APPENDICES

Table 1: Competences Healthcare Interpreter/ Community Interpreter

REFERENCES	COMPETENCE 1	COMPETENCE 2	COMPETENCE 3	COMPETENCE 4
HEALTHCARE INTERPRETER: Refki, Avery, Dalton (2013)	General Requirements: understanding of the healthcare system: insurance procedures, in-hospital services + knowledge of institutional barriers: prevent people from accessing services	Regulatory Requirements: awareness of the standards and Patient's Rights	Legal Requirements: understand liability considerations, confidentiality, US laws + Code of Ethics	X
HEALTHCARE INTERPRETER: National Standards of Practice for Interpreters in Health Care, published by the National Council on Interpreting in Health Care [USA]	X	Respect: dignity of all parties + Role Boundaries: personal involvement	Confidentiality + Impartiality: objectivity + Professionalism: honest and ethical/ skill limitations - to particular assignments + The interpreter advocates for working conditions that support quality interpreting	Professional Development: continues to develop language and cultural knowledge/seeks feedback/ mentoring/ participate in associations
COMMUNITY INTERPRETER: National Standard Guide for Community Interpreting Services [Canada]	X	X	X	X

REFERENCE	COMPETENCE 5	COMPETENCE 6	COMPETENCE 7	COMPETENCE 8
HEALTHCARE INTERPRETER: Refki, Avery, Dalton (2013)	Interpreter's Role & Responsibilities: conduit/clarifier/ cultural broker/ Advocacy/ Transparency	Medical Terminology: medical terms + their formation	Cultural Knowledge: values, world views, stereotypical attitudes, prejudice	Language: false friends, basic understanding of structure, accents, register, regional differences + faithful to meaning

HEALTHCARE INTERPRETER: National Standards of Practice for Interpreters in Health Care, published by the National Council on Interpreting in Health Care [USA]	Accuracy: advises parties that everything said will be interpreted + manages the flow of communication + corrects errors in interpretation + maintains Transparency + Advocacy: To prevent harm to parties that the interpreter serves	Professionalism: The interpreter is prepared for all assignments [asks about the nature of the assignment and reviews relevant terminology]	Cultural Awareness	Accuracy: renders all messages accurately and completely, without adding, omitting or substituting + register, style, and tone of the speaker
COMMUNITY INTERPRETER: National Standard Guide for Community Interpreting Services [Canada]	Interpreting competence: knowledge/awareness of the interpreter's own role in the interpreting encounter	Knowledge of subject areas and relevant terminology + Research and Technical Competence: additional linguistic and specialized knowledge	X	Interpreting Competence: comprehend the original message and render it in the target language without omissions, additions or distortions

Table 2: TRAMIG competence profile for trainers of CI [10]

FIELD COMPETENCE	- language proficiency and intercultural competences - knowledge of the professional field - knowledge of the existing standards and specifications - mastering techniques used in consecutive interpreting and manifest highly-developed listening skills, memory skills, note-taking skills and delivery, knowledge of interaction dynamics
INTERPERSONAL COMPETENCE	- ability to integrate into a teaching team and work as part of a team - ability to teach students/trainees how to apply and critically assess codes of professional ethics - ability to teach students/trainees time and resource management - ability to teach students/trainees to work in sensitive settings - ability to teach students/trainees how to manage stress
ORGANIZATIONAL COMPETENCE	- ability to understand students/trainees' needs and expectations - ability to design a curriculum/course syllabus - ability to update a programme or a course
INSTRUCTIONAL COMPETENCE	- ability to explain the learning objectives - ability to encourage students/trainees - ability to draw up a lesson plan - ability to use existing professional and specialist tools and integrate them into training
ASSESSMENT COMPETENCE	- ability to define assessment methods and criteria - ability to assess students/trainees' entry level - ability to assess students/trainees' level of attainment - ability to evaluate a curriculum, syllabus and lesson

10 For reasons of brevity we propose this condensed version of the profile proposed by the TRAMIG project. The full edition is available at: http://tramig.eu/wp-content/uploads/2019/10/CI-and-IC-Trainer-Profile.pdf