

## 6 APPENDIX

### A CATALOGUE OF PROFESSIONAL KNOWLEDGE AND SKILLS

Status: Published 17 June 2020, O.J. 604-1/2020/8

#### 1. Name and code of the catalogue of standards on professional knowledge and skills

Community Interpreter for Albanian 8048327011

Klasius-P16

Language Acquisition (other, foreign, sign language, translation studies) (0231)

Klasius-SRV

Sub-level 6/1: outcomes, certified NOQ system (26100)

Qualifications Level

SQF level 6, EQF level 5

#### 2. Required professional knowledge/skills and special requirements for national occupational qualifications

##### 2.1 PROFESSIONAL KNOWLEDGE AND SKILLS

See Occupational Standards on Community Interpreter for Albanian 80483270 and Article 11 of this catalogue.

##### 2.2 SPECIAL REQUIREMENTS FOR OCCUPATIONAL QUALIFICATIONS

- SQF level 5 or a certificate issued by the National Examinations Centre (A decree on the strategies and conditions for ensuring rights to persons under international protection), and
- at least 300 hours of interpreting over the past five years, attested by letters of reference from organizations, associations, institutions and similar and
- a proof of language skills:
  - language proficiency in Slovene (CEFR level B2), attested by a certificate on education (SQF level 5) in the Republic of Slovenia, or by a valid certificate on language proficiency in Slovene at the upper level (at least B2) and

- language proficiency in Albanian, attested by a certificate on education (minimum SQF level 5) received at an institution using Albanian as the language of instruction, or by a certificate on language proficiency in Albanian for reading, listening and speaking skills (CEFR level C1), and language proficiency for writing skills (CEFR level B2).

### **3. Correspondence with study programmes**

### **4. Assessment of professional knowledge and skills**

#### **4.1 CERTIFICATION**

In the process of counselling, candidates prepare a portfolio assessed by the commission. Upon the submission of the candidates' reliable, valid and adequate proof of their knowledge, skills and competences from the occupational standard the commission may:

- give recognition of knowledge and skills of the occupational standard in full,
- give recognition of knowledge and skills of the occupational standard in part, and determine what knowledge, skills and competences still need to be tested,
- give no recognition of knowledge and skills of the occupational standard, because the candidate has no proof of any knowledge, skills and competences of the occupational standard, and shall test their knowledge, skills and competences as required.

#### **4.2 ASSESSMENT OF PROFESSIONAL KNOWLEDGE AND SKILLS**

A practical test with an oral defence.

Assessment of interpreting consists of:

- interpreting from Slovene into Albanian with an oral defence
- interpreting from Albanian into Slovene with an oral defence

Translation of a short text with an oral defence consists of:

- translation of a short text from Slovene into Albanian with an oral defence
- translation of a short text from Albanian into Slovene with an oral defence

## 5. Assessment criteria

	Assessment Criteria	Share (%)
5.1	Interpreting with an oral defence	70%
5.2	Translation of a short text with an oral defence	30%

### 5.1 INTERPRETING WITH AN ORAL DEFENCE

Assessment Area	Assessment Criteria	Share (%)
Planning	professional personal appearance, appropriate interpreting position, appropriate introduction (description of the role of interpreters in interpreted situations)	10%
	proper and adequate preparation and use of interpreting tools	
Implementation	quality interpreting: accurate, professional, clear and intelligible interpreting from Slovene into Albanian	70%
	quality interpreting: accurate, professional, clear and intelligible interpreting from Albanian into Slovene	
	an independent approach and attitude to performed tasks	
Oral defence	an in-depth reflection on the performed task (interpreting), adherence to international standards and codes of ethics valid for community interpreting	20%
	performance of the candidates: personal approach and attitude to work, communication	

Interpreting with an oral defence accounts for 70% of overall assessment.

## 5.2 TRANSLATION OF A SHORT TEXT WITH AN ORAL DEFENCE

## Assessment Criteria:

Assessment Area	Assessment Criteria	Share (%)
Planning	proper and adequate preparation and use of translation tools	10%
Implementation	comprehensible translation from Slovene into Albanian	80%
	comprehensible translation from Albanian into Slovene	
	appropriate translation from Slovene into Albanian in terms of style, register and grammar	
	appropriate translation from Albanian into Slovene in terms of style, register and grammar	
Oral defence	a comprehensible, systematic and professional justification of translation solutions	10%

Translation of a short text with an oral defence accounts for 30% of overall assessment.

## Elimination criteria:

- unfamiliarity with the basic requirements of international ethical standards for community interpreting,
- incomprehensible interpreting from Albanian into Slovene,
- incomprehensible interpreting from Slovene into Albanian.

## 6. Occupation or sets of assignments for holders of occupational qualifications and code

## 7. Level of work complexity

(VI)

## **8. Adjustments for persons with special needs**

The following adjustments shall apply:

- extension of time to provide their services,
- adjustment of place and equipment,
- taking the exam with the help of an assistant,
- adjustment of examination materials,
- adjustment of assessment.

A more detailed description of adjustments is available in the Rules and Regulations governing the implementation of the Matura exam for candidates with special needs.

## **9. Material and staffing requirements for the assessment and certification of occupational qualifications**

### **9.1. MATERIAL REQUIREMENTS**

A bright office with no distracting elements, equipped with:

- a computer with a word-processing software and internet access
- audio equipment for verification process recording

### **9.2. STAFFING REQUIREMENTS**

A licence for a member of the assessment and certification commission for national occupational qualifications may be obtained by those who meet the requirements as provided by the law governing the National Occupational Qualifications.

The commission consists of three members:

- one member with SQF level 8 and at least 5 years of experience in translation studies or translation or interpreting into Slovene,
- one member with SQF level 5 and at least 5 years of experience in translation or interpreting from Slovene into Albanian and vice versa, and a certificate on language proficiency in Albanian, attested by a certificate on education (SQF level 5) in Albanian, or by a certificate on language proficiency in Albanian for reading, listening and speaking skills (CEFR level C1) and language proficiency for writing skills (CEFR level B2) and
- one member fulfilling the requirements of point one or two above.

## **10. Validity of certificates**

No time restrictions apply.

## 11. Standards of professional knowledge and skills

Key tasks	Knowledge and skills	Assessment tasks
<p>Consecutive interpreting, chuchotage and sight translation plus translation of short texts relevant for interpreting</p>	<ul style="list-style-type: none"> <li>• interpret and translate texts connected to the interpreting task from Albanian to Slovene and vice versa</li> <li>• interpret and translate texts connected to the interpreting task (e.g. medical examination report, instructions for follow-up treatment) as accurately as possible with no unnecessary addition or omission</li> <li>• listen carefully, use various memory techniques</li> <li>• adhere to basic features of interpreting, i.e. initial introduction of all participants, positioning, turn-taking</li> <li>• select and provide interpreting suitable in the given circumstances: consecutive interpreting for a dialogue or a lengthy exchange supported by note-taking, chuchotage (for lectures) or sight interpreting</li> <li>• use different techniques of note-taking</li> <li>• recognise situations when a primary-speaker position has to be assumed and communication interrupted (e.g. asking for clarification, pointing out cultural misunderstanding)</li> </ul>	<p><b>interpret from language A to language B (as selected by the commission):</b></p> <ul style="list-style-type: none"> <li>• plan and prepare for the implementation of the task</li> <li>• understand the situation in the given role play and adopt a technique appropriate for the situation</li> <li>• introduce themselves and explain their own role</li> <li>• listen carefully</li> <li>• record numbers, personal names, facts, structure of lengthy texts</li> <li>• interpret as accurately as possible, without any unnecessary omission or addition, into the target language</li> <li>• respect the exchange of different roles</li> <li>• ask for clarification in case of misunderstanding</li> <li>• draw attention to cultural misunderstanding</li> <li>• sight translate fluently</li> <li>• speak with clarity and intelligibly</li> <li>• show ability to self-reflect after interpreting</li> <li>• interpret in first person</li> </ul>

Key tasks	Knowledge and skills	Assessment tasks
	<ul style="list-style-type: none"> <li>• respect different roles of participants (distinguish between the role of an interpreter and that of a healthcare provider, etc.)</li> <li>• invest into additional (self)training and their own professional development</li> </ul>	<ul style="list-style-type: none"> <li>• adhere to the basic requirements of the international codes of ethics for community interpreting</li> </ul> <p><b>Translate from language A to language B (as selected by the commission):</b></p> <ul style="list-style-type: none"> <li>• plan and prepare for the implementation of the task</li> <li>• understand the source text</li> <li>• use a word processor</li> <li>• accurately translate the source text into the target language</li> <li>• accurately translate the facts from the source text to the target language</li> <li>• understand and adhere to the purpose, tone and objective of the text</li> <li>• aim to imitate the original form and function of the source text in the target language</li> <li>• observe textual conventions</li> <li>• show ability to self-reflect after translation</li> <li>• understand the importance of the protection of health and the environment</li> </ul>



Key tasks	Knowledge and skills	Assessment tasks
<p>Interpreting and translation of discourse in different registers and from different fields</p>	<ul style="list-style-type: none"> <li>• use Albanian for different language users and adapt it to their age, gender, regional background as well as socio-economic status</li> <li>• understand different language varieties of Albanian (e.g. different dialects, idiomatic expressions, etc.) and different registers (e.g. less formal spoken discourse, formal standard language, etc.)</li> <li>• use register appropriate for the given situation and the type of discourse</li> <li>• use terminology typical of the interpreted field, i.e. terminology used in healthcare or educational settings, administrative procedures or police proceedings</li> <li>• know the field they interpret (e.g. know the basics of healthcare, asylum procedures, educational system in Slovenia, administrative and police proceedings, etc.)</li> <li>• respect cultural differences and respond properly</li> <li>• understand specific behaviour, gestures, tone of verbal and non-verbal communication</li> <li>• show awareness of different culture-specific roles of professionals and identities in different cultures</li> </ul>	<p><b>In their translation and interpreting, recognise and use suitable language variants, register and suitable terminology appropriate under the given circumstances (as selected by the commission):</b></p> <ul style="list-style-type: none"> <li>• plan and prepare for the implementation of the task</li> <li>• adapt the target language to the users, their age, gender, regional background, social and economic status</li> <li>• recognise different language variants and registers of the source language and interpret accordingly</li> <li>• understand terminology relevant to a specific field and situation in the source language and use it appropriately in the target language</li> <li>• shows understanding of a wider social and professional context when interpreting or translating (general knowledge and specialised knowledge)</li> <li>• recognise and respond to culture-specific situations and respect them in the target language</li> <li>• understand and use non-verbal communication</li> <li>• respect specific roles of</li> </ul>

Key tasks	Knowledge and skills	Assessment tasks
<p>Use suitable tools and technologies for translation and interpreting</p>	<ul style="list-style-type: none"> <li>• use technical equipment for remote interpreting (telephone, web applications)</li> <li>• understand the prospects and limitations of machine translation and interpreting</li> <li>• work with word processing software</li> <li>• efficiently use different computer-assisted programmes for documents, word processing and terminology management</li> </ul>	<p>different professions and different identities of service users</p> <ul style="list-style-type: none"> <li>• adhere to basic requirements of the international codes of ethics for community interpreting</li> </ul> <p><b>Make use of suitable interpreting tools:</b></p> <ul style="list-style-type: none"> <li>• plan and prepare for the implementation of the task</li> <li>• explain when and how they use machine interpreting</li> <li>• describe the use of at least one web application for remote interpreting</li> <li>• underline the protection of health and the environment</li> </ul> <p><b>Make use of suitable translation tools:</b></p> <ul style="list-style-type: none"> <li>• plan and prepare for the implementation of the task</li> <li>• use word processing software efficiently in their translation into Slovene and into Albanian</li> <li>• explain how they use terminology and terminological databases in their work</li> <li>• explain when and how they use machine translation</li> </ul>

Key tasks	Knowledge and skills	Assessment tasks
		<ul style="list-style-type: none"> <li>• outline the problem of personal data protection when using free online MT</li> <li>• underline the importance of the protection of health and the environment in their work</li> <li>• adhere to basic requirements of the international codes of ethics for community interpreting</li> </ul>
<p>Acquire additional information for the field they interpret</p>	<ul style="list-style-type: none"> <li>• recognise their own information and documentation needs</li> <li>• seek reliable information required for interpreting</li> <li>• obtain additional information for the interpreted field</li> <li>• seek additional information on language use and specific terminology for the interpreted field</li> <li>• make an efficient use of document and terminology sources (e.g. terminology databases, language corpora, etc.)</li> <li>• properly assess reliable documents and sources available online and in other media</li> <li>• create their own terminology databases needed for the interpreted field</li> </ul>	<p><b>Describe the use of resources in the selected fields of interpreting</b></p> <ul style="list-style-type: none"> <li>• describe how they invest into their knowledge in the fields they interpret</li> <li>• outline how they prepare for their work</li> <li>• explain how they gain additional information on specific language use and terminology relevant for the interpreted fields</li> <li>• indicate which documentary and terminology resources they use in their work</li> <li>• explain how they assess the reliability of documents and online resources</li> <li>• show at least one terminology database for the selected field of interpreting</li> </ul>

Key tasks	Knowledge and skills	Assessment tasks
<p>Communicate and establish contacts with colleagues, professionals and end-users</p>	<ul style="list-style-type: none"> <li>• are polite, respectful and tactful</li> <li>• recognise their own cultural, political, religious and other prejudices and refrain from them in interpreting and communication with their clients</li> <li>• work efficiently with people from different cultures, respect other cultures and recognise cultural differences</li> <li>• respect the rules of collaboration with other participants of interpreting (e.g. in healthcare settings)</li> <li>• know how to obtain information on the nature of the meeting/conversation to be interpreted and know how to agree with other participants on the behaviour protocol and positioning of all the participants</li> </ul>	<ul style="list-style-type: none"> <li>• underline the importance of the protection of health and the environment</li> </ul> <p><b>Show and present communication strategies suitable for interpreters (as selected by the commission)</b></p> <ul style="list-style-type: none"> <li>• explain why proper dress code is important</li> <li>• describe their attitude to work and communication strategies with end-users, organisations and institutions</li> <li>• give an example of a situation which could lead to cultural, political, religious or other prejudice</li> <li>• comment in accordance with the international standards of conduct and the code of ethics for community interpreting the given example of possible cultural, political, religious or other prejudice</li> <li>• recognise, based on the given example, situations in which their neutrality should be abandoned</li> <li>• describe the different roles of all participants before interpreting and explain that interpreters are bound to confidentiality and non-disclosure of information</li> <li>• decide, based on the given example, whether</li> </ul>

Key tasks	Knowledge and skills	Assessment tasks
		<p>to disclose information obtained prior to the assignment (e.g. in case of endangering human lives)</p> <ul style="list-style-type: none"> <li>• describe, based on the given example, how they would react in a situation where work of a colleague community interpreter is looked upon with contempt</li> <li>• highlight the importance of a trustworthy public image of community interpreters</li> <li>• explain, based on the given example, ethical conduct and underline the importance of the professional code of ethics for community interpreters</li> <li>• define the significance of individual articles of the code of ethics</li> <li>• underline the importance of an appropriate attitude to work, communication and quality interpreting</li> <li>• highlight the importance of the protection of health and the environment</li> </ul>

## 12. Literature and sources

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- European Network for Public Service Interpreting & Translation: Public Service Interpreting: minimally required competence in terms of knowledge, skills and attitudes, [http://www.enpsit.org/uploads/1/1/3/8/113822115/t\\_a-document\\_1-competences\\_skills.pdf](http://www.enpsit.org/uploads/1/1/3/8/113822115/t_a-document_1-competences_skills.pdf)
- Standards of the International Medical Interpreters Association: Code of Ethics for Medical Interpreters, 2007, <https://www.imiaweb.org/uploads/pages/376.pdf>

### **13. Expert group responsible for the development of the catalogue of standards on professional knowledge and skills**

- Barbara Velkov Rozman, Centre of the Republic of Slovenia for Vocational Education and Training, chair
- Dr Nike Kocijančič Pokorn, Department of Translation Studies, Faculty of Arts, University of Ljubljana
- Dr Jana Zidar Forte, Slovene Association of Conference Interpreters, Ljubljana
- Mira Grabanica, intercultural mediator and community interpreter for Albanian
- Dr Ina Ferbežar, Centre for Slovene as a Second and Foreign Language, Faculty of Arts, University of Ljubljana
- Katarina Bervar Strnad, Legal Information Centre, Ljubljana
- Dr Amalija Maček, Department of Translation Studies, Faculty of Arts, University of Ljubljana
- Barbara Rován, Association of Translators and Interpreters of Slovenia, Ljubljana
- Sonja Gole Ašanin, Government Office for the Support and Integration of Migrants, Ljubljana
- Franci Zlatař, Slovene Philanthropy, Ljubljana
- Maja Murn, Red Cross Slovenia, Ljubljana
- Robert Modrijan, Employment Service of Slovenia
- Alida Šuligoj, Cene Štupar Public Institution, Ljubljana
- Riikka Peltonen Quijano, United Nations High Commissioner for Refugees Slovenia



## A CATALOGUE OF STANDARDS ON PROFESSIONAL KNOWLEDGE AND SKILLS

Status: Published on 17 June 2020, OJ 604-1/2020/8

### 1. Name and code of the catalogue of standards on professional knowledge and skills

Intercultural mediator 2087115 011

Klasius-P16

Social work and counselling (0923)

Klasius-SRV

Sub-level 6/1: outcomes, certified NOQ system (26100)

Qualifications Level

SQF level 6, EQF level 5

### 2. Required knowledge/skills and special requirements for national occupational qualifications

#### 2.1. PROFESSIONAL KNOWLEDGE AND SKILLS

See Occupational Standards on Intercultural mediator 20871150 and Article 11 of this Catalogue.

#### 2.2. SPECIAL REQUIREMENTS FOR OCCUPATIONAL QUALIFICATIONS

- SQF level 5 or a certificate issued by the National Examinations Centre (A decree on the strategies and conditions for ensuring rights to persons under international protection) and
- at least 300 hours of intercultural mediation over the past five years, verified by letters of reference from organizations, associations, institutions and similar. Of the 300 hours, a maximum of 100 hours of intercultural mediation can be attested by a statement from the end user(s) or migrant(s), and
- a proof of language skills:
  - language proficiency in Slovene (CEFR level B1), attested by a certificate on education (SQF level 5) in the Republic of Slovenia or by an accredited certificate on language proficiency in Slovene for reading,

listening and speaking skills (CEFR level B1), and language proficiency in Slovene for writing skills (CEFR level A2) and

- proficiency in at least one other language, attested by a letter of reference from organisations, associations or institutions, etc.

### **3. Correspondence with study programmes**

### **4. Assessment of professional knowledge and skills**

#### **4.1. CERTIFICATION**

In the process of counselling, candidates prepare a portfolio assessed by the commission. Upon the submission of the candidates' reliable, valid and adequate proof of their knowledge, skills and competences from the occupational standard, the commission may:

1. give recognition of knowledge and skills of the occupational standard in full,
2. give recognition of knowledge and skills of the occupational standard in part, and determine what knowledge, skills and competences still need to be tested,
3. give no recognition of the knowledge and skills of the occupational standard, since the candidate has no proof of any knowledge, skills and competences of the occupational standard and shall test their knowledge, skills and competences as required.

#### **4.2. ASSESSMENT OF PROFESSIONAL KNOWLEDGE AND SKILLS**

A practical test with an oral defence.

## 5. Assessment Criteria

Criteria for assessment components of work process

Area of assessment	Assessment criteria	Share (%)
Planning	<ul style="list-style-type: none"> <li>• planning and preparation for task implementation</li> </ul>	5
Implementation	<ul style="list-style-type: none"> <li>• communication skills</li> <li>• understanding and respect for cultural diversity</li> <li>• professionalism and adequate performance</li> <li>• ability to distinguish between giving a personal opinion and describing the circumstances or stating facts</li> <li>• ability to overcome language and cultural barriers; solution orientation</li> <li>• ability to understand terminology in the fields of education, employment, healthcare, housing, social security, public administration, etc.</li> <li>• ability to understand operational activities of governmental and non-governmental organisations in the fields of education, employment, healthcare, housing, social security, public administration and the rights/duties of migrants accessing these institutions</li> </ul>	55
Oral defence	<ul style="list-style-type: none"> <li>• a reflection and professional assessment of the assigned task</li> <li>• candidates' performance: attitude to work, communication skills</li> </ul>	40

Elimination criteria:

No elimination criteria apply.

## **6. Occupation or sets of assignments for holders of occupational qualifications and code**

### **7. Level of work complexity**

(VI)

### **8. Adjustments for persons with special needs**

National occupational qualifications can also be obtained by persons with special needs.

The following adjustments apply:

- extension of time to provide the services,
- adjustment of place and equipment,
- taking the exam with the help of an assistant,
- adjustment of examination materials,
- adjustment of assessment.

A more detailed description of adjustments is available in the Rules and Regulations governing the implementation of the Matura exam for candidates with special needs.

### **9. Material and staffing requirements for the assessment and certification of occupational qualifications**

#### **9.1. MATERIAL REQUIREMENTS**

An office with a computer and internet access

#### **9.2. STAFFING REQUIREMENTS**

A licence for a member of the assessment and certification commission for national occupational qualifications may be obtained by those who meet requirements provided by the law governing the National Occupational Qualifications.

The commission consists of three members:

- one member with SQF level 8 and at least 5 years of experience in research or professional work in migration,
- one member with SQF level 7 and at least 5 years of experience in integration/integration of migrants and
- one member with SQF level 5 and at least 5 years of experience in integration/integration of migrants, with at least one-year experience in intercultural mediation or interpreting or translation.

#### **10. Validity of issued certificates**

No time restrictions apply.

## 11. Standards of professional knowledge and skills

Key tasks	Knowledge and skills	Assessment tasks
<ul style="list-style-type: none"> <li>• establish and facilitate intercultural communication within and outside of institutions related to the integration of migrants</li> </ul>	<ul style="list-style-type: none"> <li>• provide intercultural and language mediation in Slovene and the language of migrants in education and vocational training, employment, health-care and social security, housing, public administration, etc.</li> <li>• use different modes of language mediation</li> <li>• understand most common barriers to the integration of migrants in Slovenia</li> <li>• use and adapt terminology on intercultural mediation</li> <li>• show awareness of social, cultural and economic characteristics (including linguistic, religious, political and other) of at least one foreign country/territory and constantly strive to improve their knowledge through life-long learning</li> <li>• understand how public services work</li> <li>• understand different beliefs and practices of the migrants in need of intercultural mediation and understand culture-specific beliefs and practices present within and outside of institutions in Slovenia,</li> </ul>	<p><b>Provide mediation to migrants when accessing public and other services/organisations in education and training, employment, healthcare and social security, housing, public administration and elsewhere (as selected by the commission):</b></p> <ul style="list-style-type: none"> <li>• prepare and plan the implementation of the task</li> <li>• use computers and various online tools (websites, applications seeking employment, housing, opportunities to participate in education and vocational training, making healthcare appointments, finding forms for the assertion of rights to public funding, public administration services) useful when accessing various institutions</li> <li>• outline basic differences in the access to public institutions in Slovenia and in migrants' country of origin</li> <li>• explain the importance of their own social network in the process of intercultural mediation</li> <li>• highlight the importance of independent and proactive activities of the migrants</li> <li>• show understanding and offer support when filling</li> </ul>

Key tasks	Knowledge and skills	Assessment tasks
		<p>out forms/documents in institutional settings</p> <ul style="list-style-type: none"> <li>• use appropriate communication and professional terminology</li> <li>• use practical examples to describe the role and tasks of intercultural mediators in social, healthcare, educational and other areas:</li> <li>• Example: in exercising their rights to social transfers; when enrolling in school; when making an appointment with a specialist.</li> </ul> <p><b>Provide mediation in non-institutional settings, assist networking between the migrants and the local population, provide assistance when joining different associations, clubs, initiatives and similar (as selected by the commission):</b></p> <ul style="list-style-type: none"> <li>• prepare and plan the implementation of the task</li> <li>• give examples of barriers faced by migrants in the local settings</li> <li>• highlight the importance of respecting cultural diversity of the migrants</li> <li>• provide strategies on how to overcome these barriers</li> <li>• use a computer for local and other platforms</li> </ul>

Key tasks	Knowledge and skills	Assessment tasks
		<p>offering information on different events, websites of various clubs and associations, etc.</p> <ul style="list-style-type: none"> <li>• outline different strategies for mediation (individually or in cooperation with other migrants, organisations or experts, etc.)</li> <li>• promote their own social network and make use of it</li> <li>• respect/outline social, cultural and economic characteristics (linguistic, religious, political, etc.) of the migrants' country or territory of origin</li> <li>• present non-governmental and other organisations, associations, clubs, initiatives and similar, active in the local community</li> <li>• highlight the importance of a rational use of energy, time and materials, stress management and the protection of health and the environment in their work</li> <li>• provide strategies for mediation in communication with the local community:</li> <li>• Example: integration of a person with disabilities in sports associations; integration in a (minority) religious community, etc.</li> </ul>



Key tasks	Knowledge and skills	Assessment tasks
		<p>Outline strategies for solution-seeking communication in mediation with local public services in different fields (health, social security, education, housing, public administration, employment) or in complex situations in non-institutionalised settings (as selected by the commission):</p> <ul style="list-style-type: none"> <li>• prepare and plan for the implementation of the task</li> <li>• outline different beliefs and practices of migrants whom they assist as intercultural mediators</li> <li>• provide examples of stereotypes and prejudice faced by migrants who are end-users of their intercultural mediation and show how to overcome them</li> <li>• analyse intercultural misunderstandings and their effective resolution</li> <li>• show consideration for social, cultural and economic characteristics (linguistic, religious, political, etc.) of the migrants' country or territory of origin</li> <li>• show how they strive to improve their knowledge on the integration of migrants</li> <li>• present different ways of establishing communication between the migrants</li> </ul>

Key tasks	Knowledge and skills	Assessment tasks
		<p>and others (healthcare providers, teachers, social workers, administrative clerks, lessors, etc.)</p> <ul style="list-style-type: none"> <li>• present examples of linguistic and intercultural mediation between the migrants and service providers</li> <li>• are aware of the boundaries of their own role and of the role of intercultural mediation in relation to other participants (experts and migrants) in different fields</li> <li>• underline the importance of stress management and the protection of health and the environment at work</li> <li>• describe communication skills needed to resolve linguistic and cultural misunderstandings</li> <li>• explain strategies for acting in accordance with ethical principles (e.g. respect for professional confidentiality and protection of personal data; asking for clarification in case of misunderstanding; interrupting communication when needed, etc.)</li> <li>• clarify the importance of effective conflict resolution:</li> <li>• Example: an interview at CSW (Centre for Social Work) in case of domestic violence; a request for</li> </ul>

Key tasks	Knowledge and skills	Assessment tasks
<ul style="list-style-type: none"> <li>• Provide information to target groups/migrants on their rights and duties in Slovenia</li> </ul>	<ul style="list-style-type: none"> <li>• understand the structure and activities of state and public administration and other organisations in Slovenia, and the migrants' territories/countries of origin for whom intercultural mediation is provided</li> <li>• know categories or statuses of migrants and understand the rights and duties of migrants in Slovenia</li> <li>• assist migrants to get acquainted with the structure and activities of state and public administration and other organisations in Slovenia</li> <li>• assist migrants to exercise their rights and duties in Slovenia related to education, employment, healthcare, administrative procedures, social security, etc.</li> <li>• understand social, cultural and economic characteristics (including linguistic, religious, political and other) of at least one foreign country/territory of origin of the migrants and improve their knowledge in the process of lifelong learning</li> </ul>	<p>halal diet at school by parents; a procedure for identifying pupils with special needs at school; an examination of a migrant by a male gynaecologist, etc.</p> <p><b>Provide information to target groups/migrants (as selected by the commission):</b></p> <ul style="list-style-type: none"> <li>• plan and prepare for the task</li> <li>• search online for the provisions of the Constitution of the Republic of Slovenia and Slovene legislation on asylum, migrations, non-discrimination, education and training, housing, employment and healthcare, pension and disability insurance of non-discriminatory work and related legislation</li> <li>• outline responsibilities of different government bodies and other service providers</li> <li>• outline strategies for the provision of legislative and other relevant information on asylum and migration</li> <li>• explain and give examples of adapting information according to the target group of migrants</li> <li>• show consideration for and acknowledge social,</li> </ul>

Key tasks	Knowledge and skills	Assessment tasks
		<p>cultural and economic characteristics (linguistic, religious, political, etc.) of the migrants' country or territory of origin:</p> <ul style="list-style-type: none"> <li>• Example: information on how to arrange healthcare insurance; how to employ an asylum seeker; how to get training in Slovene for children/adults, etc.</li> <li>• explain and give a practical example of their own experience in providing information to migrants when accessing services, such as e.g.: health insurance (compulsory and additional) and healthcare services, pension and disability insurance, education, legal protection, etc. (as selected by the commission):</li> <li>• plan and prepare for the implementation of the task</li> <li>• highlight the advantages and disadvantages (mistakes, possible improvements) of their own mediation in a specific situation</li> <li>• show consideration for social, cultural and economic characteristics (linguistic, religious, political, etc.) from the migrants' country or territory of origin</li> <li>• underline the importance of the rational use of energy, time and equipment,</li> </ul>

Key tasks	Knowledge and skills	Assessment tasks
		<p>stress management and the protection of health and the environment at work</p> <ul style="list-style-type: none"> <li>• highlight the importance of distinguishing between a personal opinion and stating facts</li> <li>• present actual examples taken from their work</li> </ul> <p><b>Highlight the importance of knowing different categories of migrants and their rights:</b></p> <ul style="list-style-type: none"> <li>• plan and prepare for the implementation of the task</li> <li>• list different statuses of migrants</li> <li>• distinguish between various categories – legal statuses of migrants (asylum seekers, refugees, persons with subsidiary protection, etc. and ethnic minorities, work permits, family reunification, etc.)</li> <li>• present the rights to access different public services for each of the listed categories</li> <li>• explain the differences between different categories of foreigners in relation to the labour market, e.g. what is free access, what is single work permit, the right to unemployment benefits, etc.</li> </ul>

Key tasks	Knowledge and skills	Assessment tasks
<p>Promote intercultural dialogue between migrants and other members of the Slovene society</p>	<ul style="list-style-type: none"> <li>• understand the importance of integration as a two-way process and show ability to convey this to the target group and other residents of Slovenia in the process of intercultural mediation</li> <li>• promote social networking</li> <li>• understand the importance of intercultural dialogue in various fields: cultural, social, economic, etc.</li> <li>• respect and promote gender equality</li> <li>• understand migration processes and the importance of migrant integration</li> <li>• make workers in various organisations and others citizens aware of the cultures of migrants and facilitate them in developing an appropriate attitude towards the cultural habits, practices and beliefs of the migrants.</li> </ul>	<ul style="list-style-type: none"> <li>• underline the main differences between different statuses of migrants: asylum seekers, refugees, persons with subsidiary protection, etc. and ethnic/national minorities in Slovenia</li> </ul> <p><b>Describe strategies promoting intercultural dialogue and networking between the migrants and the local population (as selected by the commission):</b></p> <ul style="list-style-type: none"> <li>• plan and prepare for the implementation of the task</li> <li>• promote social networking</li> <li>• highlight the importance of integration as a two-way process and outline strategies for successful integration</li> <li>• give practical examples of promoting intercultural dialogue between migrants and the local population, which they plan to implement in their work</li> <li>• give their view on migration and the importance of integration</li> <li>• explain the influence of gender roles relevant for migrants' access of public institutions in Slovenia and in the process of integration in general</li> </ul>

Key tasks	Knowledge and skills	Assessment tasks
		<ul style="list-style-type: none"><li>• explain the importance of distinguishing between a personal opinion and stating facts</li><li>• underline the importance of stress management and the protection of health and the environment in their work</li><li>• highlight the significance of intercultural dialogue in different fields (cultural, social, economic, etc.)</li><li>• Example: mediation in the area with a “large” number of migrants; organising an event on intercultural topics in the local community, etc.</li></ul>

## 12. Literature and sources of information

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Vrečer, Natalija, ed. 1999. *Vsakdanje življenje beguncev in begunk v Sloveniji*. Ljubljana: Slovene Ethnological Society.

Javnoveljavni izobraževalni programi za učenje slovenščine in integracijo migrantov, prosilcev za mednarodno zaščito in beguncev v slovensko družbo:

Slovene as a Second/Foreign Language

Basic Migrant Integration

Opismenjevanje: Opismenjevanje odraslih govorcev drugih jezikov v slovenščini (z dodatkom za mladoletnike - prosilce za mednarodno zaščito) (Literacy: Literacy of Adult Speakers of Foreign Languages in Slovene (with a supplement on young seekers of international protection))

### **13. Expert group responsible for the development of the catalogue of standards on professional knowledge and skills**

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