Please cite as: EUAA, 'Introduction to interpreting in the asylum and reception contexts' in *Training Catalogue*, Avgust 2022.

Introduction to interpreting in the asylum and reception contexts

Key information

Learning outcomes & description

Accredited module details

Key information

Updated version, incorporating the provisions of the New Pact on migration and asylum, will be available for translation.

Target group

Interpreters, or personnel wishing to work as interpreters, working in asylum and reception contexts

EQF/MQF level

Level 4

Version

Version 1 (2026)

Entry requirements

Highly specialised relevant knowledge (e.g. non-European languages), OR proficiency in English OR Full qualification at EQF Level 3 or equivalent

Prerequisites

n/a

Assessment

n/a

Languages

English

Learning outcomes & description

DESCRIPTION

The module aims to provide the learners with the knowledge and skills, and competence needed to perform assignments of an interpreter professionally and efficiently in the asylum and reception contexts.

LEARNING OUTCOMES

At the end of this module, the learner will be able to:

Knowledge

1. **Describe the task and responsibilities of an interpreter in the asylum and reception contexts**

2. **Describe interpreter's tasks in compliance with safety, ethical boundaries and professional standards**

Skills

3. **Apply the basic principles an the essential techniques for interpreting in the asylum and reception contexts**

4. **Apply the basic principles for implementing interpreter's tasks in compliance with safety, ethical boundaries and professional standards**

Competences

5. **Carry out interpreter's tasks with the skills necessary for the asylum and reception contexts**

6. **Carry out interpreter's tasks in compliance with safety, ethical boundaries and professional standards**

DELIVERY METHOD

This module is delivered online, enabling self-paced learning.

Accredited module details

Non-accredited module

Duration	**8 hours online learning**
Number of ECTS	**Not accredited yet**
Language	**English**
Assessment	**n/a**

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