



FACULTEIT LETTEREN EN WISBEGEERTE

VAKGROEP: VERTALEN, TOLKEN EN COMMUNICATIE
Onderzoeksgroep: EOTIS

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A SCENARIO-BASED LEARNING PATH FOR STUDENTS OF LEGAL INTERPRETING

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Scenario-based learning (Errington 2005)

- Take students through scenarios involving multiple tasks at multiple stages, preferably in situ, mirroring the complexities of real-world task resolution.
- E.g. role play for student interpreters in court or police stations including summoning of the interpreter, paperwork before and after, scheduling issues (suspect absent,...), etc.

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UGent 2015 - ... (Master in interpreting)
SBL² : 4 months spanning scenarios written according to criminal procedure

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Joint and mutual training

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Outcomes 58 scripts

- 16 police interviews
 - 15 criminal & 1 civil
 - 11 with suspect, 3 victim, 1 witness
- 4 summonings by investigating judge
- 3 confidential consultations with solicitor
- 3 interviews by inspection services (sociale inspection, housing inspection)
- 25 criminal court hearings
- 2 sentence execution court hearings
- 2 civil court hearings
- 2 family court hearings
- 1 peace court hearing

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Outcomes

- Students are better prepared for the job + genuine interest in becoming a sworn interpreter
- Joint in situ training is an excellent motivator (36h fully booked; observers)
- Two groups of clients (magistrates, police officers) are better informed about the work of a group of professionals they will regularly work with (agency, ethics,...)
- Master's programme is recognized by Ministry of Justice as a "legal training programme for sworn interpreters" under KB 30 March 2018.

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Errington, E. (2005). *Creating learning scenarios: A planning guide for adult educators*. Palmerston North, NZ: Cool Books.