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Remote testing

InnoVent conference

Geneva March 30th 2023

Inter-institutional Test coordinators

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Content

- Why remote testing?
- What is remote testing?
- How do we do it?
- Lessons learnt and challenges now and for the future



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Why?

- past: live testing
 - pre-selection
 - limited slots
 - candidates invited to Brussels to sit the test
- too restrictive, costly, inefficient



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Why?

- COVID
- Business continuity/robustness
- Flexibility and resource efficiency
- Greening and digitalisation
- More speedy testing procedures and results
- Fair and legally sound



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What?

- *Knowledge*

- general knowledge, current affairs
- specialist knowledge of the countries concerned
- language knowledge: C languages but also A(B)



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• *Skills*

- language skills
- analytic capacity
- assimilating information quickly
- identifying/empathising with the speaker
- presentation, delivery, communication
- adaptation – gear shifts, linguistic flexibility, registers, idioms
- interpreting technique – CON, SIM, decalage

- *Consecutive – an excellent diagnostic tool*

- command of consecutive technique (note-taking)
- analytical skills – have heard the whole story, should shine
- perfect command of mother tongue – no interferences
- good understanding of source language
- communication skills – including eye contact and body language
- tone and register

• *Simultaneous – replicates booth*

- command of simultaneous technique
 - distance (décalage)
 - breaking up original - chunking
 - sentences complete
- accuracy of content (nb links and structure > detail)
- quality of mother tongue
 - correct grammar
 - register/vocabulary (adaptability)
 - interference?
- faithful in tone
- calm and even delivery



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Selection Boards

- 1 chair
- 4 other members
- check level of difficulty of the speech
- 'pure' customer
- evaluation forms



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Evaluation criteria

- publicly available on Europa
- coherency, accuracy, knowledge passive language, quality of target language, communication skills, interpretation strategies
- **very poor, poor**, adequate, good, very good



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How?

- Organisation
- Profiles and criteria: www.europa.eu/interpretation
- Calendar: 2 slots
- Simultaneous: remote and asynchronous
- Consecutive: remote and synchronous
- Speeches



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How?

- The tool: AssessmentQ by Televic
- Technical requirements
- Mock test
- Test day
- Demonstration



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How?

- Selection Boards
- Simultaneous evaluations
- Consecutive test
- Backpack
- Final result
- Feedback



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Lessons learnt and challenges now and for the future

From in person to remote:

- organisational
- technical
- legal
- mindset related



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Lessons learnt and challenges now and for the future

- Organisational
 - How to handle more candidates
 - Split in SIM and CONS
 - evaluation and decision making
 - workflows



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Lessons learnt and challenges now and for the future

- Technical
 - Stable tool
 - Home environment for candidates
 - Quality of recordings
 - Technical issues - retakes



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Lessons learnt and challenges now and for the future

- Legal
 - Established rules
 - Equal treatment, fairness, legally sound, transparency
 - Requests for review
 - Remote = the internet



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Lessons learnt and challenges now and for the future

- Mindset related
 - Sharing the same vision
 - We always did it like that
 - Training

Change is an ongoing effort



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Lessons learnt and challenges now and for the future

Did we reach the set objectives?

- Business continuity/robustness
- Flexibility and resource efficiency
- Greening and digitalisation
- More speedy testing procedures and results
- Fair and legally sound



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Lessons learnt and challenges now and for the future

On balance

- Change in the format
- No change in required skills and minimum level
- Change in practice of the profession

Pilots – stability:

- Continue to adapt to try and use to full potential
- Change is not a purpose on it's own: fair testing to ensure the next generation of interpreters adapted to our needs



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Thank you!