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Sommario/riassunto

Professional qualifications in Public Service Interpreting (PSI) only carry a value if they are combined with appropriate education. This paper starts by commenting on shortcomings of the Diploma in Public Service Interpreting, which is the most widespread qualification to access the profession in the United Kingdom. Current training courses mainly offer a skill based approach and they are summative assessment led, with little awareness of pedagogical principles. This paper is an attempt to define a pedagogy that relates to PSI training. It argues that PSI training has to evolve to become PSI education. A much deeper understanding of the influence of pedagogy in PSI education is essential for PSI to engage in an open debate on its professionalization.