



NATIONAL ACCREDITATION AUTHORITY  
FOR TRANSLATORS AND INTERPRETERS  
(N.A.A.T.I.)

First Annual Report



DEPARTMENT OF IMMIGRATION AND ETHNIC AFFAIRS

NATIONAL ACCREDITATION AUTHORITY  
FOR TRANSLATORS AND INTERPRETERS

FIRST ANNUAL REPORT

14 September 1977 to 31 December 1978

AUSTRALIAN GOVERNMENT PUBLISHING SERVICE

CANBERRA 1979

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Printed by C.J. Thompson, Commonwealth Government Printer, Canberra



NATIONAL ACCREDITATION AUTHORITY  
FOR TRANSLATORS AND INTERPRETERS

Reference:

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JAMISON CENTRE  
A.C.T. 2614

21 FEB 1979

My dear Minister,

In accordance with the requirements of our terms of reference, I have pleasure in presenting to you the first annual report of the National Accreditation Authority for Translators and Interpreters.

Yours sincerely,

G.B. CARTLAND  
Chairman

The Hon. M.J.R. MacKellar, M.P.,  
Minister for Immigration and  
Ethnic Affairs,  
Parliament House,  
CANBERRA. A.C.T. 2600



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## 1. INTRODUCTION

In recognition of the growing need for the improvement, extension and professionalisation of interpreting and translating services in Australia, the Commonwealth and State Ministers responsible for Immigration sought, at a meeting in 1973, the assistance of the Committee on Overseas Professional Qualifications to make recommendations concerning standards for the profession and the need to improve the level of interpreting and translating services available to the public. The Committee set up a working party to examine these questions. The report of the working party, which was completed in August 1974 and printed in 1977 as The Language Barrier, recommended, inter alia, the establishment of a national council on interpreting and translating to be responsible for the setting and maintenance of overall standards.

In pursuance of this recommendation, the Hon. M.J.R. MacKellar, Commonwealth Minister for Immigration and Ethnic Affairs, established the National Accreditation Authority for Translators and Interpreters on 14 September 1977 with the terms of reference set out in Appendix I of this report. These derive substantially from the COPQ proposals for a national council.

The Minister appointed the following members of the Authority:

Sir George Cartland, C.M.G., - Chairman  
 Mr M. Brandle  
 Professor J.D. Frodsham  
 Mr A.J. Garrick  
 Dr E. Gauntlett  
 Mr C. Kiriloff  
 Professor Leonie J. Kramer, O.B.E.  
 Dr P. Martin  
 Mr V. Menart  
 Mr R. Rubichi  
 Dr G.H. Strauss

No changes occurred in the membership of the Authority during its first year of operation. However, the Chairman, Sir George Cartland, was absent overseas for part of the year and Dr Peter Martin (who has since been appointed as Deputy Chairman) acted as Chairman on his behalf. Dr Strauss and Dr Gauntlett were also absent overseas for part of the year.

The Authority has been serviced by a secretariat within the Department of Immigration and Ethnic Affairs. The first Executive Officer to the Authority was Mr Adrian Giuffre. In December 1977 Mr Vincent Giuca became Executive Officer. Ms Sue Ingram has served for the same period as the second member of the secretariat.



This annual report on the first year of the Authority's work embraces the period from its establishment to 31 December 1978. It has been prepared for submission to the Minister in accordance with his instructions as contained in the terms of reference.

## 2. MEETINGS

From its establishment in September 1977 to 31 December 1978, the Authority held nine meetings. Seven were in Canberra - on 2 November 1977, 1 December 1977, 8 February 1978, 17 March 1978, 8 June 1978, 2 August 1978 and 7 December 1978. The other meetings were in Sydney on 7 September 1978 and Adelaide on 12 October 1978.

The Authority also formed three Committees - on levels, on tests and on courses - to examine and advise it on aspects of these matters raised by the terms of reference.

Membership of these Committees is set out in Appendix II.

The Committee on Levels met on 8 November 1977 and 27 January 1978, in Sydney; the Committee on Tests on 24 February 1978, in Canberra, on 1 May 1978, 19 July 1978 and 8 September 1978, in Sydney and on 24 November 1978, in Canberra; and the Committee on Courses on 2 May 1978, in Sydney, 1 August 1978, in Canberra, 22 September 1978, in Sydney and on 23 November 1978, in Canberra.

All meetings of the Authority and of the Committees were well attended.

## 3. PROGRAMME OF WORK

At its first meeting in November 1977, the Authority considered its terms of reference and planned its general strategy. The Chairman discussed possible programmes for the Authority in his opening remarks, an extract of which is contained in Appendix III. The Authority also had before it the report to the Committee on Overseas Professional Qualifications by its Working Party on Interpreting. As a result of this preliminary examination of the tasks confronting it, the Authority determined that its top priorities were: (1) to determine the levels at which the Authority should accredit interpreters and translators; and (2) to conduct a survey of the profession of interpreting and translating by a questionnaire directed to all practising interpreters and translators to ascertain the scope of the problem of accreditation in terms of languages, levels, the numbers of candidates and their geographical distribution. A committee of the Authority was set up to examine and advise on the question of levels.

The Authority also decided that its second group of priorities should include testing and procedures for accreditation on the one hand and the preparation of guidelines and advice on language and level priorities and the content for courses on the other. It decided to set up committees to study and advise on both these matters as soon as the work on levels was sufficiently advanced. The Authority also decided that it would give consideration at this stage to the question of professional ethics and to the possibility of setting up State panels to liaise with the Authority in the administration of tests and in the assessment of the individual needs of the States.

These initial priorities are related mainly to the first objectives laid down by the Minister and cover items (a) to (d) of the terms of reference. The Authority felt that it could not, in the early stages, usefully consider the question of a future self-regulatory national body, but decided to establish contact with the various professional bodies which at present exist in some of the States. It did, however, decide to give early consideration to each of the remaining terms of reference at its meetings.

These decisions have formed the basis of the Authority's programme of work and priority during its first year of operation.

#### 4. LEVELS AND ACCREDITATION

The major initial task of the Authority, and the cornerstone of its subsequent work, was the determination of levels of competence for the classification of persons engaged in interpreting and translating.

To develop the framework for its determination on levels, the Authority appointed a Committee on Levels. The Committee met on two occasions and reported to the Authority which considered the matter at each of its first four meetings. The Authority concluded its deliberations on levels in March 1978 and authorised the publication of a booklet setting out in detail its decisions on the levels and conditions of accreditation.

It is regrettable that, although members of the Authority agreed to the text of the booklet in March 1978, there has been considerable delay in printing and the booklet only became available at the end of the Authority's first year of work, in December 1978. This delay has seriously impeded progress and postponed the date on which the Authority can conduct its survey, introduce testing and other procedures for accreditation and become fully operative.



A description of the five levels at which the Authority proposes to accredit applicants and the procedures for assessment and accreditation are set out fully in the booklet Levels of Accreditation for Translators and Interpreters, Canberra, 1978. This publication will be given a wide circulation among the profession, appropriate employers and other interested bodies and persons.

In considering the question of levels for the accreditation of interpreters and translators, the Authority paid close attention to known precedents in this field. Its most important source was the schedule of levels contained in the report of the COPQ working party. Information concerning systems of accreditation adopted by certain overseas authorities was also studied. Although each of the systems examined was based on five levels, there was some diversity of approach in the definition of the nature and standard of the skills required at the different levels. The Authority therefore elected to use these different systems for general guidance only and to devise its own system within a five-level framework, which is designed to meet the special conditions prevailing in Australia while also establishing standards that would be internationally acceptable.

The Authority decided that standards should be described in terms of levels of competence, as far as possible without reference to specific requirements of particular employers, professions or activities. In arriving at its decisions the Authority paid careful attention to the descriptions of the five levels defined by the COPQ report, although it has departed from them in some particulars.

The five levels adopted by the Authority are summarised in the Introduction to the booklet on Levels in the following terms:

"Interpreting and translating skills range from the low level and incidental use of a language which is equivalent to Level I to the high level of proficiency required for work at international meetings and conferences which is equivalent to Levels IV and V. At level I, language would be used to assist simple general communication with non-English speakers and, among other uses, help some workers to perform their principal duties more effectively. Level II will require a general working knowledge of English and of another language, and it is the first level at which interpreters and translators will be separately accredited or recognised. This level is intended to include those people who are capable of using their knowledge of language for ordinary purposes, possibly as an important part of their principal duties. It is also intended to recognise within this level, without

formal assessment, people who are currently performing duties as interpreters/translators on a full-time or significant part-time basis.

"The Authority believes that Level I must remain essentially an elementary level. It also believes that the standard of Level II should, without altering its basic purpose, be strengthened by requiring of new candidates for this level a higher standard of general education and of education in both the first and second languages than has been expected at the equivalent level in the past.

"The Authority is looking to the time when Level III will be regarded as the general professional standard, Level IV as advanced professional and Level V as senior advanced professional. The number seeking accreditation at Levels IV and V is expected to be small, at least in the immediate future. This means that for some years ahead the bulk of the future profession will be accredited in the first place at Level III. The Authority believes that the initial prerequisite standard of general education for this level should be established at graduate level and that a degree or a UG2 level diploma of a tertiary institution will be required. The initial prerequisite level of education in the first and second language should be at a similar level.

"The Authority accepts that in the early years of accreditation many existing practitioners will wish to seek recognition on the basis of experience in interpreting and translating or on the basis of interpreting/translating courses they have undertaken in the bona fide expectation of accreditation after completion. For this reason, both at Level II and at Level III, three methods of entry have been established. Entry Method (i) at both levels is intended to meet the case of existing practitioners. Entry Method (ii) at both levels covers people who have language ability but cannot comply with the prerequisite for Entry Method (iii). This could include students who are currently undertaking or have previously undertaken interpreting/translating courses, not yet approved by NAATI. Entry Methods (i) and (ii) will be appropriate for those who do not have the equivalent general level of education required for Entry Method (iii) but who have substantial compensating experience or competence in interpreting and translating, or in their command of a particular language or languages. The Authority will exercise some discretion and flexibility in administering the requirements of the different entry methods and levels, allowing some measure of compensation between the various requirements. However, the compensating special qualification will have to be substantial. Entry Method (iii) is intended for future trainees and new entrants to the profession and will in general



represent a higher standard of attainment."

## 5. SURVEY OF THE PROFESSION

At an early stage of its proceedings the Authority decided to conduct a survey of the interpreting and translating profession, including all those persons who wish to seek accreditation by the Authority. It has prepared a questionnaire for distribution which is reproduced in Appendix IV. Although completed in mid-1978, the release of the questionnaire has been delayed as it cannot be circulated without the booklet on levels, which only became available in the last week of December 1978. Copies of the questionnaire will now be distributed early in 1979.

The survey has been designed to elicit two classes of data. First, participants will be asked to indicate the levels at which, and the languages in which, they intend to seek accreditation. This information will assist in the planning and setting up of testing procedures. In the second place, a profile will be built up on the background, education and experience of practising and potential interpreters and translators. This will provide the first comprehensive data base on the profession in Australia. It will also help in planning training needs by indicating how far the available work force is capable of meeting estimated need and demand, either overall or in the areas of particular languages and levels of skill.

## 6. TESTING AND ACCREDITATION

During the year the Authority has considered the requirements and procedure for testing and these are set out in the booklet on Levels. The Authority recognises that educational institutions which offer courses in interpreting and translating will play a very important part in preparing candidates for the profession or in helping candidates to improve their existing professional skills. However, it also recognises that many individuals will wish to seek professional accreditation who already have achieved the required level of skills by earlier training or experience and that there will be no single source of entrants to the profession.

In addition, the Authority recognises that in the case of some languages the demand for instruction will be so small that it will not be possible to justify the provision of a course, at least on a regular basis. The Authority therefore intends to provide for the accreditation of candidates in various ways. It will accredit those applicants who have successfully completed an approved course and also those who pass an appropriate test arranged under the auspices of NAATI. In this way those who have acquired



their skills otherwise than through formal instruction in Australia will be able to secure accreditation.

To those members of the profession who are at present practising and can show that they have been so engaged on a continuing basis for at least the preceding three years, the Authority will grant recognition as interpreter and/or translator at level II in English, and one language other than English. Applications under this provision will be accepted for three years from the date of the inauguration of the NAATI scheme of recognition and accreditation in 1979. If existing practitioners wish to be accredited at level II or at another level they will be required to take an accredited course or to pass the appropriate NAATI test.

The Authority has also given consideration to the case of candidates from overseas who are in possession of qualifications in interpreting and translating obtained outside Australia. Discussions have been commenced with COPQ with a view to establishing procedures leading to the recognition of overseas qualifications at appropriate levels.

NAATI will endeavour to arrange tests in all languages for which there is a recognised demand for interpreters and translators in Australia. In the first place, however, because of the pressure of demand in the more commonly used languages, it may not be possible to arrange for early testing in some languages. A priority list to determine the order of testing for each language in each State will be drawn up. Testing will commence with the highest frequency languages at the lower level and, once the initial backlog of candidates is cleared, it is expected that tests will be scheduled on an annual or six-monthly basis. Testing should begin in 1979.

The Authority has set up a Committee on Tests in order to establish common levels and procedures for testing which will be applicable to all languages and which will be followed in all States and Territories. The intention is to establish and maintain common national standards and practices. The work of the Committee has concentrated on two major tasks: the determination of arrangements for testing and the preparation of guidelines for examiners on the content of tests.

In considering the arrangements for testing, it was necessary both to design procedures for the administration of tests and to determine conditions and regulations governing testing.



It was decided to recommend that a State or Territory Assessment Panel for Translators and Interpreters should be established in each State and Territory and, inter alia, be responsible for the administration of tests. The proposed composition and functions of the Panels are outlined in Section 9 below.

Tests will be administered according to the guidelines determined by the Authority. These include provisions for the determination of test results, re-testing in lieu of appeal under certain conditions, and re-testing in the case of failure. The question of imposing a testing fee is being considered. As English language ability is absolutely essential for practice as an interpreter and/or translator in Australia, it was decided that candidates for accreditation should sit for an English test, graded according to the level sought. Accredited practitioners will be issued with certificates, the currency and renewal of which will be determined later. A national register of accredited practitioners will be maintained by the Authority.

The Committee on Tests is developing a framework for the structure and content of tests; it is also preparing sample tests in specific languages. In the main, the setting of actual test papers will be done by examiners commissioned by the Authority. The preparation of test papers will be co-ordinated by the Committee, which must ensure equivalence of standard between the different languages and in the different States in which tests will be conducted.

## 7. NEED AND DEMAND FOR INTERPRETERS/TRANSLATORS

The Authority is required by Item (e) of its Terms of Reference to monitor the changing needs for interpreter/translator services and advise on the development of training programmes throughout Australia to meet these needs. In pursuing this requirement, the Authority has studied several documents dealing with or referring incidentally to the need for more or better interpreters and/or translators to meet the needs of substantial numbers of people in various ethnic groups in Australia. A list of these documents is included in Appendix V.

The papers studied reveal a need in the community for interpreters in a wide range of languages and in a wide range of professions and activities including several areas in health and social services, in the Courts and various branches of the law, in education, in business and industry and in the personal affairs of many individual people. The importance of different languages varies in the general extent of demand and in different places.

The Authority is at present engaged on an evaluation of the material before it and is endeavouring to assess the priority needs of each State for services in the different languages. The Authority has concluded that while the information available leaves no doubt of the existence of the need for more and better interpreters/translators, it is not in all respects precise enough for the purposes of planning training in detail. It therefore intends to invite the views of State and Territory panels of NAATI when these have been set up.

In looking at this problem, the Authority has distinguished between need and demand. Need represents the nature and extent of the language barrier. Demand represents the extent to which there are candidates offering themselves either for basic training or for upgrading as interpreters/translators, together with the number of vacant posts available. For planning training, demand is more significant than need. However, the Authority is mindful of the vicious circle that exists whereby need only becomes apparent once a service is provided, yet service providers are reluctant to respond to needs that have not manifested themselves. The Authority sees one of its tasks as interpreting the extent to which need should be met by building up demand.

## 8. COURSES

The Authority plans to accredit graduates of such courses as it approves and will accept a pass in an approved course as evidence of competence by individuals for the purpose of accrediting them at the appropriate level in English and another language.

The Authority is concerned that the provision of training be rationalised and co-ordinated. Accordingly, it set up a Committee on Courses to study the need for courses to prepare interpreters and/or translators at different levels; to consider what the content of such courses should be; and to provide advice on these matters for institutions which plan to train interpreters and translators for professional recognition.

The Committee first examined priorities for interpreter/translator training in terms of the location of courses, the languages they should embrace and the level at which they should be pitched. It has examined the material available on the need for interpreting or translating services and on the number and range of existing positions for interpreters and translators. In distinguishing between need and demand, the Committee is aware of the effects which lack of demand have on the problem of attracting suitable trainees to the profession and, in turn, justifying the cost and effort of setting up new training courses. The Committee is now preparing a priority list of languages at both State and national



levels, against which training priorities may be assessed and recommendations made regarding existing and proposed courses.

The Committee has also considered the content of courses. It has prepared formal curriculum guidelines for courses at Levels II and III for the guidance of institutions seeking accreditation of their courses by NAATI. These curriculum guidelines are contained at Appendix VI. The Committee is now preparing a comprehensive advisory document on course requirements for use by institutions submitting courses to NAATI for approval.

It is expected that in the future the completion of a course approved by NAATI in a recognised educational institution will be one of the main avenues leading to accreditation at least in the principal languages. The Committee on Courses is developing procedures for the approval of courses and will encourage institutions to submit their courses to NAATI for approval. A public register of approved courses will be maintained to assist intending students in their selection of training.

#### 9. STATE AND TERRITORY PANELS

The Authority has recommended to the Minister for Immigration and Ethnic Affairs, the Hon. M.J.R. MacKellar, M.P., that State/Territory Panels for Translators and Interpreters be established to administer the procedures associated with testing and to facilitate liaison and the exchange of information on changing needs for language services and training at the State and Territorial level. The document prepared by the Authority on the structure and functions of State/Territory panels has been accepted by the Minister. A copy of the document is at Appendix VII. In making its recommendation on Panels, the Authority was guided by the proposals outlined in the report of the COPQ working party.

It is proposed that panels be established in each State and Territory. Each panel will comprise from eight to twelve members, appointed by the Minister for Immigration and Ethnic Affairs after consultation with his State counterpart, and selected from such areas as:

- i) Regional offices of the Department of Immigration and Ethnic Affairs;
- ii) State Government;
- iii) practising interpreters/translators;
- iv) training institutions offering interpreting/translating courses;
- v) general tertiary institutions;

- vi) private enterprise;
- vii) employee organisations; and
- viii) the general community.

A member of NAATI will be a member of the Panel for his State and act as its chairman. This arrangement should facilitate communication between the Authority and its Panels and ensure consistency in the implementation of NAATI standards.

It is envisaged that the functions of Panels will be as follows:

- (1) Administration of tests and assessments. The panels will oversee the appointment and operation of Testing Boards, including the arrangement of examination dates, venues and the final evaluation of the candidates' results. They will also determine the priority order of testing between the various languages.
- (2) Information and liaison. The Panels will monitor developments in language needs and training within the States and Territories and keep NAATI informed on these changes as well as report annually to the Authority on their activities.

The servicing of State and Territory Panels will be undertaken by the Department of Immigration and Ethnic Affairs in each State or Territory through an executive officer provided by the Department.

#### 10. CONSULTATION

The Authority is mindful of the need for continuing consultation with State authorities and non-Government bodies concerned with the provision of interpreter and translator services, and recognises that the success of NAATI will largely depend on the co-operation of these organisations. The Chairman and Deputy Chairman of NAATI have met with representatives of a number of such bodies around Australia in the last year. A list of the consultations that have taken place is given below:

Date	Location	Body consulted
5/1/78	Melbourne	Chairman of the Committee on Overseas Professional Qualifications, Dr David Myers



Date	Location	Body consulted
26/1/78	Sydney	N.S.W. Premier's Department, Ethnic Affairs Division - Interpreting and Translating Unit
26/1/78	Sydney	Ethnic Affairs Commission of N.S.W.
27/1/78	Sydney	Association of Translators and Interpreters of Australia
27/1/78	Sydney	N.S.W. Regional Office of the Department of Immigration and Ethnic Affairs
7/2/78	Canberra	Commissioners of the Tertiary Education Commission
23/2/78	Canberra	Interdepartmental Working Party on Interpreters and Translators
6/3/78	Melbourne	Victorian Minister for Immigration and Ethnic Affairs, the Hon. Walter Jona
6/3/78	Melbourne	Royal Melbourne Institute of Technology Advisory Committee on Interpreting and Translating
6/3/78	Melbourne	Interim Victorian Council of Interpreters of Australia
7/3/78	Sydney	Association of Translators and Interpreters of Australia
7/3/78	Sydney	Co-ordinator of the Interpreting and Translating Course at Sydney Technical College, Mr E. Baker
16/3/78	Canberra	Commonwealth Public Service Board
24/7/78	Melbourne	Victorian Regional Office of the Department of Immigration and Ethnic Affairs
24/7/78	Melbourne	The Australian Council of Social Service Task Force on Interpreter Services
24/7/78	Melbourne	Victorian Premier's Department
24/7/78	Melbourne	Victorian Ministry of Immigration and Ethnic Affairs

Date	Location	Body consulted
17/8/78	Canberra	Commonwealth Ethnic Liaison Officers' Seminar
11/10/78	Adelaide	South Australian Department of Education
13/10/78	Adelaide	Minister of Community Development and Minister assisting the Minister of Ethnic Affairs, the Hon. J.C. Bannon
13/10/78	Adelaide	The Hon. C.J. Sumner, M.L.C.,
13/10/78	Adelaide	South Australian Ethnic Affairs Division
13/10/78	Adelaide	South Australian Public Service Board
13/10/78	Adelaide	Adelaide College of Advanced Education
13/10/78	Adelaide	Association of Interpreters and Translators of South Australia
18/10/78	Perth	Regional Office of the Department of Immigration and Ethnic Affairs
18/10/78	Perth	Western Australian Department of Labour and Industry
18/10/78	Perth	Western Australian Institute of Translators and Interpreters
18/10/78	Perth	Mount Lawley College of Advanced Education
23/10/78	Brisbane	Regional Office of the Department of Immigration and Ethnic Affairs
24/10/78	Brisbane	Queensland Department of Commercial and Industrial Development
24/10/78	Brisbane	Queensland Department of Justice
24/10/78	Brisbane	Queensland University
6/12/78	Melbourne	Chairman of Committee on Overseas Professional Qualifications, Dr David Myers
8/12/78	Canberra	Commonwealth Public Service Board



While overseas, the Chairman also held discussions with the Institute of Linguists in London about levels of competence and testing procedures for interpreters and translators.

In addition, members of NAATI have been involved extensively in consultations in their own States with community organisations and training institutions. A substantial amount of correspondence has also been received by the Authority on its activities.

#### 11. OTHER AREAS OF ACTIVITY

In response to an invitation from the Australian Bureau of Statistics to interested agencies to submit comment on questions proposed for inclusion in the 1981 Census of Population and Housing, the Authority made various recommendations to the Bureau on the structure of the question on language in the forthcoming Census. The Authority is seeking a three-part question on language which elicits data on the mother tongue, competence in English, and what languages are in regular use in the household. In the 1976 Census, the question on language had reference only to those persons of or above five years of age. The Authority has requested that the language question in the forthcoming Census either incorporate all persons, irrespective of age, or include all persons of or above two years, by which stage the majority of infants have acquired a capacity to speak. This would permit the collection of data on early languages acquisition, particularly as it applies to mother tongue.

The Authority has encouraged contact between existing associations of interpreters and translators. It has had in mind during the year the question of the future organisation and regulation of the profession, but does not believe that a suitable national association will emerge to assume this responsibility until a substantial body of accredited practitioners has been built up.

#### 12. CONCLUSIONS AND PROGRAMME FOR 1979

Some of the Authority's plans for the coming year have been mentioned earlier in this report, but it will be useful to present them in this concluding section as a programme for 1979.

Most of the work of the Authority during the past year has been devoted to formulating policy. It has defined the levels of accreditation and procedures for obtaining accreditation. It has formulated the desirable structure and content of courses as a basis of advice to training institutions. It has prepared outlines and guidelines for its own testing system, including the arrangements for administering the tests.

It has begun a consideration of the problems of recognising overseas qualifications in consultation with COPQ. It has planned a survey of the profession and has produced a questionnaire for this purpose. It has considered the future organisation of the profession and has collected information relating to the statements of ethical standards adopted by the various groups in the profession.

Much of this work will continue to be developed to completion and decisions and procedures will be refined in the light of experience. But the significant change in activity in 1979 will be a shift of emphasis from policy formulation to practical implementation.

One of the first undertakings of the Authority in 1979 will be to conduct the survey of the profession. It is hoped this will provide the basic information which will enable testing and training to be planned in detail and a continuing study of the availability of interpreters and translators in relation to need to be established. It is hoped to issue the questionnaire and the booklet on levels during the first few weeks of 1979 and to request the return of the questionnaire by the end of April.

A study of the earlier part of this report will show that the Authority intends to adopt various avenues of approach to accreditation. In the first place, it will grant the status of recognition to existing practitioners on prescribed conditions. It will conduct its own tests leading to accreditation. It will also accredit those who successfully complete before a prescribed date existing courses in recognised education institutions commenced before the NAATI guidelines for such courses were announced; and also those who successfully complete courses yet to be established within the guidelines and approved by NAATI. It is also prepared to recognise for the purpose of accreditation at appropriate levels approved overseas qualifications. The procedures for such recognition have still to be settled. It is hoped to put all these plans into effect during 1979 on dates to be announced. However, many detailed arrangements remain to be made before this objective can be achieved.

Early action is required in the setting up of State and Territory Panels through which testing can be organised and information obtained in local needs and problems in connection with interpreting and translating.

Discussion will be required with education institutions regarding the establishment of new courses and the adaptation of existing courses to NAATI require-



ments. Institutions will be visited by NAATI representatives before courses are approved.

As the plans develop and are implemented, there will be a need for increased consultation with professional associations, practitioners, employers, teachers and State authorities to ensure the successful introduction of all the planned arrangements.

The Authority also intends to prepare a manual of its rules and procedures; a booklet on professional ethics, intended to assist teachers and those concerned with bringing into being new professional bodies; and a bibliography of works on interpreting and translating for teachers, practitioners and students. Registers will be established as required during the course of the coming year to record the recognitions and accreditations granted; the courses of training approved; and the list of examiners approved for the purposes of conducting NAATI tests from whom the State panels may appoint their examiners in the various languages.

The tempo of the Authority's work will undoubtedly increase considerably in the coming year and will place a growing burden on the present secretariat of two officers. If the plans are to be carried out successfully and with reasonable expedition, a significant increase in support and staff will be required.

The main efforts in 1978 were directed to the formulation of policy and the members of the Authority look forward with considerable enthusiasm to 1979 as the year in which these policies will be implemented.

## TERMS OF REFERENCE

The principal objectives of the Authority will be to:

- (i) Establish the standards and conditions leading to professional status, and in so doing develop translating and interpreting in Australia to meet community needs.
- (ii) Develop the basic infrastructure for the emergence of a national self-regulatory professional body in the expectation that this body would, within five years, assume responsibility for the profession, including accreditation.

To this end NAATI will:

- (a) Determine levels of skills for translators and interpreters appropriate to Australian conditions, taking into account the recommendations of the COPQ Working Party.
- (b) Provide advice and guidance on the content of courses to tertiary institutions which are conducting or planning courses in translating and interpreting so that graduates of such courses will be eligible for accreditation at the level determined for that course by NAATI.
- (c) Develop tests and any other procedures necessary to assess and provide a means of accreditation for those who, with or without formal qualifications obtained in Australia or elsewhere, are practising or wish to practise as translators or interpreters in Australia; such procedures may include bridging study or supervised field training approved by the Authority.
- (d) Provide a means of accreditation for those who have successfully completed courses at various levels based on standards of competence established by the Authority.
- (e) Monitor changing Australian needs for interpreter/translator services and advise on the development of training programmes throughout Australia to meet these needs.
- (f) Take action to encourage employing authorities to require as a prerequisite for appointment accreditation by NAATI.



- (g) Maintain a public register of translators and interpreters who meet the standards established by the Authority.
- (h) Report annually to the Minister for Immigration and Ethnic Affairs on the work of the Authority.

## MEMBERS OF COMMITTEES

Committee on Levels

Chairman	:	Sir George Cartland
Members	:	Mr M. Brandle
		Mr A.J. Garrick
		Dr P. Martin
		Mr V. Menart

Committee on Courses

Chairman	:	Sir George Cartland
Members	:	Professor J.D. Frodsham
		Dr P. Martin
		Mr C. Kiriloff
		Mr R. Rubichi
		Mr A.J. Garrick
		Dr E. Gauntlett

Committee on Tests

Chairman	:	Sir George Cartland
Members	:	Mr M. Brandle
		Mr A.J. Garrick
		Mr C. Kiriloff
		Mr R. Rubichi
		Dr P. Martin
		Dr G.H. Strauss



A SUMMARY OF AN EXTRACT FROM THE CHAIRMAN'S OPENING  
REMARKS AT THE FIRST MEETING OF NAATI ON 2 NOVEMBER 1977

It is not necessary for me to persuade you all of the importance and the significance which attaches to the creation of this Authority. Suggestions and support for it have come from many quarters and several reasons have been advanced in favour of it. It is perhaps not for us to dwell on the arguments for the setting up of the Authority, but simply to accept that in the public and the private sectors and in the community at large there is a clearly discernible and growing need for reliable and competent translators and interpreters. To meet this need, the practitioners must be assisted to create a profession with recognised standards of competence and conduct, with facilities for training and improving skills, and with a means of securing recognised proof of skill by accreditation and certification.

To achieve these ends on a required national scale, the profession will need assistance, at least in its early years, and this is the purpose of our new Authority. The objectives of the Authority are defined in our terms of reference as follows:

- (i) Establish the standards and conditions leading to professional status, and in so doing develop translating and interpreting in Australia to meet community needs.
- (ii) Develop the basic infrastructure for the emergence of a national self-regulatory professional body in the expectation that this body would, within five years, assume responsibility for the profession, including accreditation.

It will be important to keep these objectives clearly in front of us at all stages and not forget that, in carrying out the first objective of establishing standards and conditions for professional status to meet community needs, we must be constantly aware that we are preparing to hand over eventually to a national self-regulatory body. Our decisions and arrangements from the beginning must take account of this ultimate objective.

The matters of detail which will need to be pursued in order to achieve these objectives are set out in the terms of reference following the statement of the objectives. I believe that the purpose of the Authority is an essentially practical one and our aim must be effectiveness. For our present purpose this has certain essential ingredients, including

prompt and appropriate progress. We need to get off to an early start and achieve and maintain our momentum. We also need to prepare a careful and well thought out plan of action. We must select those items which require early attention and give them the priority which will lead to early action and logical progress.

The need for an authority has been discussed for several years and we have an expectant and possibly slightly impatient public who will expect early results. If we are to be effective we must command public confidence. To do this we must be seen to be in action doing the right things and doing them with reasonable speed and decision.

I turn now to the detailed terms of reference. These fall naturally into two groups -

1. Academic or professional matters which are covered by terms (a), (b) and (c). These deal respectively with the levels of skills appropriate to Australian conditions, the provision of advice and guidance on courses and the development of tests and other procedures for assessment; and
2. General and administrative matters which are covered by the terms (d) to (h).

Broadly speaking, the two groups are expressed in order of their priority. We shall clearly have to take decisions on the levels of skills to be accredited before we can fully consider either the advice and guidance to be given to tertiary institutions or the development of tests and other procedures. Decisions and actions in all three of these areas will have to be taken before we can move very far with the second group. Although these first three matters will have to be given priority, it should be possible to give some consideration and determination to the second group. We must ensure that these are not overlooked and are assigned an appropriate place in our programme. To this end I propose that each of these items should appear on one of our early agendas for preliminary consideration. You will see that we have arranged the present agenda to provide for the consideration of the first three terms of reference under items 4, 5 and 6. The remaining terms which should be considered at later meetings are:

- (d) means of accreditation;
- (e) monitoring change;
- (f) encouraging employers to require NAATI accreditation;
- (g) establishment of a public register;
- (h) annual report to the Minister.



There are two matters which are not specifically covered by the terms of reference but to which I think we shall have to give attention. The first is a matter I believe of some urgency. This is the need to assess the extent of the problem of accreditation in terms of numbers, level and distribution of persons who may wish to seek accreditation.

We are already aware from the several papers and reports circulated to us of the wide range of activities in which translators and interpreters are employed and are needed, but we have no sure knowledge of the size of our problem numerically nor of the range of ability already available. It seems wise therefore to undertake a survey in order to assess the present situation. This subject we shall be discussing in item 3 on our agenda.

The second matter which will call for our attention and which is not specifically mentioned in the terms of reference is the question of professional ethics. Although this may not appear to be a matter of immediate urgency, it is probably important that we should give reasonably early consideration to it because it ought, and probably does, form part of the instruction for interpreters and translators in the courses which are already in existence and others which we hope will come into being at an early stage. In the long term, a well balanced and generally accepted code of ethics must be the cornerstone of the developing profession. We shall also have to give consideration to the procedures and structure of the Authority and decide whether there are certain areas in which we should proceed through standing committees, sub-committees or working parties. Three possible committees are mentioned in the agenda for courses today -

1. Test
2. Ethics
3. Training

There is also the question of how we should relate to State organisations and whether we need to set up regional bodies. We shall have to consider what their functions should be and how they should be constituted. The matter is raised in item 7 of our agenda.

Related to this is also the question of professional and other organisations which already exist in some States. We shall have to inform ourselves of these and make contact with them.

Finally, when we examine the need and demand for interpreters and translators we must be prepared to scan a wide horizon. The fact that our present enterprise is under the aegis of the Department of Immigration and Ethnic Affairs and that the present pressures which have led to the setting up of the Authority stem from the immediate problems of new Australian immigrants must not blind us to the fact that the problem may be wider than the areas of need and demand on which we are at present concentrating. There is the whole area of Aboriginal languages and those of East and South East Asia which may demand our attention sooner or later.

I have deliberately avoided any attempt in my introductory remarks to speak of the philosophy, sociology or politics of our problems, but have tried to concentrate on some of the practical issues involved. My reasons are that I see our functions as essentially practical: to analyse the issues, to outline the problems, to decide on solutions and to put them into effect or to prevail on others to do so.



National Accreditation Authority  
for Translators and Interpreters  
(NAATI)

**Survey  
of Persons Intending to  
Apply for Accreditation**

## Introductory Note

As a first step in planning an accreditation procedure for interpreters and translators the National Authority has decided that it requires certain general information about members of the profession including their background, occupation, geographical distribution and the numbers that will seek accreditation at the different levels of competence. For this purpose the Authority has decided to carry out a survey of the profession, including all those who intend to apply for accreditation. The attached questionnaire is therefore being circulated to members of the profession. The Authority hopes that all who are interested and who have a degree of competence as interpreters or translators will co-operate by completing and returning the questionnaire to the Authority.

It is assumed that all who have language competence and use it part time or whole time will wish to seek recognition/accreditation and they are invited to indicate this intention and the level at which they hope to qualify in reply to the questions in sections A and B of the questionnaire.

In order to assist members of the profession in deciding at which level to apply, the Authority has prepared a booklet describing the five levels of competence at which it will accredit applicants. A copy of the booklet is attached. Prospective applicants are invited to study it carefully before answering the questionnaire in order to decide the level appropriate to themselves.

The return of the questionnaire does not in itself confer any status on those completing it, nor does it impose any obligation on them. If they wish to proceed with accreditation they will later be asked to undertake certain assessment procedures. However, some time may elapse before information about these procedures is available and arrangements can be completed to introduce them. Meanwhile, the completion of the questionnaire, if it includes a statement of intention to seek accreditation, will be treated as an application and information about the assessment procedures and the arrangements relating to them will be sent in due course to those who have returned the completed questionnaire including section A.

**30 APR 1979**

All concerned are invited to complete the questionnaire and to return it as soon as possible and not later than .....to:

The Executive Officer,  
NAATI,  
P.O. Box 192,  
Jamison Centre, A.C.T. 2614

They are advised that any information they furnish will be treated "in confidence" and will not be passed outside the Authority's responsibility without their written consent except as part of general conclusions or statistics.



# **Notice of Intention to Apply for Accreditation**

IN CONFIDENCE

## **SECTION A: NOTIFICATION**

To Executive Officer  
NAATI,

I, .....  
intend to apply for recognition/accreditation with the National Accreditation Authority for Translators and  
Interpreters and in completing these forms I wish to inform you of my intention to do so.

I certify that the following information is to the best of my knowledge true and correct in every detail.

.....  
DATE

.....  
SIGNATURE

### **1. Name**

Mr, Mrs, Miss, Dr, etc. .... (please specify)

Given Names .....

Family Name .....

### **2. Addresses**

#### **a. Home** .....

.....  
POSTCODE

#### **b. Business** .....

.....  
POSTCODE

#### **c. Preferred Postal Address**

Home ☐

Business ☐ (tick appropriate box)



## SECTION B: STATEMENT OF INTENTION

Before completing the following table, please study carefully the attached booklet on the levels of competence at which interpreters/translators may be recognised/accredited.

Please note that in the table below:

- a) under the column headed "Language" you are requested to state the language(s) in which you propose to seek recognition/accreditation;
- b) under the column headed "Level" you are requested to state the level at which you will be seeking recognition/accreditation in each of the languages you have listed;
- c) under the column headed "Entry Method" you are requested to state the method by which you expect to gain admission to Level II and/or Level III (this column is not relevant to other levels);
- d) under the column headed "Classification" you are requested to state whether each of the languages you have listed is an A, B or C language. (The introduction of the booklet on levels refers.) This information is required only if you are seeking accreditation at Level III, IV, or V; and
- e) under the column headed "Category" you are requested to state, for each of the languages you have listed, whether you seek recognition/accreditation as an interpreter (I), Translator (T) or Interpreter and Translator (I/T)

### 3. Statement of Intention Regarding Recognition/Accreditation

[illegible]

OFFICE USE ONLY

2a.

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3.



## Survey Questionnaire

The information in this survey will not affect your registration.  
It will be used solely for statistical purposes in obtaining an accurate profile of  
interpreters and translators. Names will not be disclosed.

### SECTION C: GENERAL BACKGROUND

#### OFFICE USE ONLY

4. Date of Birth

..... Day ..... Month ..... Year

4.

--	--	--	--

5. Place of Birth

a. Country .....

5a.

--	--	--

b. Region of Country (if applicable)

5b.

--	--	--

6. Sex

Male ☐ Female ☐ (tick appropriate box)

6.

--

7. Residence in Australia

If born outside Australia, please state period of residence in this country.

Total number of years in Australia .....

7.

--	--

8. If you have lived outside Australia, please list the countries in which you have resided and state length of residence in each.

Country of Residence	Period of Residence in Years

8.

--	--	--	--	--	--

--	--	--	--	--	--

--	--	--	--	--	--

--	--	--	--	--	--

--	--	--	--	--	--

--	--	--	--	--	--

9. Mother Tongue

a. Please state the language (or dialect if applicable) that was normally spoken by the family when you were a child .....

9a.

--	--	--

b. What languages (or dialects if applicable) do you regularly use in your home now?

9b.

--	--	--

--	--	--

--	--	--



**SECTION D: OCCUPATION****OFFICE USE ONLY**

10. Please state your present occupation or occupations (excluding voluntary interpreting/translating work, to which questions 19 and 20 refer).

a. Principal occupation .....

10a.

--	--	--

b. Second occupation (if any) .....

10b.

--	--	--

11.

a. Is your principal occupation  
Full time ☐ Part time ☐ (tick appropriate box)

11a.

--

b. Is your second occupation  
Full time ☐ Part time ☐ (tick appropriate box)

11b.

--

12.

a. Are you self-employed in your principal occupation?  
Yes ☐ No ☐ (tick appropriate box)

12a.

--

b. Are you self-employed in your second occupation?  
Yes ☐ No ☐ (tick appropriate box)

12b.

--

13.

a. If you are not self-employed in your principal occupation, please state

13ai

--	--	--

i) Name of employer .....

ii) Employer's business (i.e. kind of industry, business or service of employer)

13aii

--	--	--

b. If you are not self-employed in your second occupation, please state

13bi

--	--	--

i) Name of employer .....

ii) Employer's business .....

13bii

--	--	--

14.

a. Does your work in your principal occupation involve the use of languages other than English?  
Yes ☐ No ☐ (tick appropriate box)

14a.

--

b. Does your work in your second occupation involve the use of languages other than English? Yes ☐ No ☐ (tick appropriate box)

14b.

--

15. If 'NO' for both 14a and 14b above, please proceed to question 19. If 'YES' for either 14a or 14b or both, please state which languages (or dialects if applicable) you use in the course of your work.

15.

--	--	--

--	--	--

--	--	--

16. Of your total weekly workload (both principal and second occupations) how many hours and what percentage are engaged in interpreting and/or translating?

a. Interpreting  
Number of hours..... Percentage .....

16a.

--	--	--	--

b. Translating  
Number of hours..... Percentage .....

16b.

--	--	--	--

c. For how many years have you been engaged in interpreting/translating in your job(s)? .....

16c.

--	--



17. Is the majority of your interpreting/ translating work done in a specialist subject area?

Yes ☐ No ☐ (tick appropriate box)

OFFICE USE ONLY

17.

9

**18.** If 'YES' please indicate the particular field in which you specialise. The major areas include: Health (a), Law (b), Education (c), Trade and Commerce (d), Industry (e), Science and Technology (f), and Media (g). If you specialise in a major field not covered by (a) to (g), please specify it under (h). Tick only one major area of specialisation and any sub-areas under that heading in which you work. Please indicate whether you work in this area on a full time or part time basis.

18a.

--	--	--	--	--	--	--

a. Health ☐ Full time ☐ Part time ☐

General Hospitals and Institutions ☐Mental Health and Psychiatric Care ☐Health and Child Care Clinics ☐Doctors' Clinics ☐Administration ☐

Other (please specify below) ☐

**b.** Law ☐ Full time ☐ Part time ☐

18b.

--	--	--	--	--

Courts ☐

Police ☐

Solicitors ☐

Other (please specify below) ☐

c. Education ☐ Full time ☐ Part time ☐

18c.

--	--	--	--	--	--	--

Pre Primary ☐Primary ☐Secondary ☐Tertiary ☐Administration ☐

Other (please specify below) ☐

d. Trade and Commerce ☐ Full time ☐ Part time ☐

18d.

--	--	--	--	--	--

International Trade ☐Finance ☐Banking ☐Tourism ☐

Other (please specify below) ☐



31.

e. Industry ☐ Full time ☐ Part time ☐

Trade Unions ☐  
Management ☐  
Training ☐  
Other (please specify below) ☐

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18e.

f. Science and Technology ☐ Full time ☐ Part time ☐

Earth Sciences or Technologies ☐  
Biological Sciences or Technologies ☐  
Chemical Sciences or Technologies ☐  
Physical Sciences or Technologies ☐  
Electronic Sciences or Technologies ☐  
Other (please specify below) ☐

18f.

g. Media ☐ Full time ☐ Part time ☐

Newspapers, Journals, Publications ☐  
Radio ☐  
Television ☐  
Other (please specify below) ☐

18g.

h. Other (please specify below) ☐ Full time ☐ Part time ☐

18h.

19. Do you do voluntary (unpaid) interpreting/translating work?

Yes ☐ No ☐ (tick appropriate box)

19

20. If 'YES', please indicate for which organisation you work, if any.

20

21. Please state past work experience which involved interpreting and/or translating.  
Include both voluntary and paid work.

Place of Work (write 'S' if self-employed)	Nature of Work	Voluntary or Paid	Period Worked (in years)

21.



**SECTION E: EDUCATION****OFFICE USE ONLY****22. General and Language Education**

This refers to all areas of study excepting interpreter/translator training. Please provide the following particulars on educational background:

Level	Name of Institution	Language of Institution	Highest Level Reached/ Qualification gained	Other Language(s) Studied	Number of Years Studied
a) Primary	/ / / / / / / / / /				
b) Secondary	/ / / / / / / / / /				
c) Technical College					
d) University or CAE					
e) Other					

22.


**23. Interpreter/Translator Training**

Please provide the following particulars on any specialised training course in interpreting/translating that you have undertaken.

Institution	Course	Length of Course	Full time or Part time	Year Completed	Qualification Awarded

23.


**24. Membership of Professional Associations**

- a. Are you presently a member of a professional society or association of interpreters and/or translators?

Yes ☐ No ☐

- b. If 'YES', please state the name of the society(ies) or association(s)

.....

.....

.....

24a.


## LIST OF DOCUMENTS RECEIVED BY THE AUTHORITY

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Australia, The Ethnic Affairs Commission of N.S.W., Participation: Report to the Premier, June 1978, Sydney, N.S.W. Government Printer, 1978.

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## APPENDIX VI

OUTLINE OF INTERPRETING/TRANSLATING COURSES - LEVELS II  
AND IIILevel II interpreting/translating course

(To be read in conjunction with the Authority's publication, Levels of Accreditation for Translators and Interpreters, Canberra, 1978.)

1. General statement of aims

At Level II courses are expected to prepare candidates as both interpreters and translators. The guidelines provided below should be taken to refer to both although the course should take account of the fact that the tasks performed by Level II practitioners are generally biased in favour of interpreting.

Persons completing Level II courses would commonly use their interpreting/translating skills as an adjunct to their principal duties although in some circumstances full-time employment as an interpreter and/or translator may be available. It is expected that at Level II interpreters/translators would be working mainly with migrants and training should be designed to reflect this.

Training in the practice of interpreting and translating in all Level II courses should be provided in at least two languages, one of which must always be English.

In addition to enabling the trainees to attain competence in the relevant languages, Level II courses should also aim at making the student aware of the history of migration and the culture of source and host countries.

2. Prerequisites

The Authority assumes that candidates for entry to a Level II course will be required to:

- (i) have completed four to six years of Australian secondary education or its equivalent;
- (ii) be competent in English and another language, both oral and written, to a level matching their standard of general education; language competence should be assessed in a test given as a preliminary to enrolment;
- (iii) demonstrate attitudes of mind appropriate to the role of an interpreter/translator.



### 3. Course duration

A course should consist of 120 to 150 hours of part-time study spanning a minimum of 20 to 25 weeks. However, the same number of hours spread over a full year would be preferred as this allows time for students to practice and develop their skills and gain in maturity while still receiving support and feedback from their study.

### 4. Course components

#### (i) Language study

Since students admitted to Level II courses are required to have prior general knowledge of English and the other language, the language component of the course should focus on developing areas of specific relevance to the practice of interpreting/translating. The emphasis should, therefore, be on vocabulary extension in pertinent subject areas and idiomatic usage. This segment should comprise no more than 40% of the course.

#### (ii) Techniques of interpreting/translating

This segment of the course will deal with the practical aspects of interpreting/translating. Areas studied should include: interpreting/translating techniques, inter-personal communication skills and professional ethics. Emphasis should be placed on experiential learning through role play and fieldwork under the supervision of language specialists and experienced interpreters. In keeping with the expressed aim of the Level II course, this segment should occupy at least 40% of teaching time.

#### (iii) Cultural and social studies

Areas studied in this segment should include the history of migration and the culture of the language group selected by the student. It is not considered necessary at Level II to include a section on community resources as the employer would be expected to provide such material as a part of in-service training. Moreover as each student's information needs could well be different it would be too time consuming to attempt to cover the full range. This segment should comprise no more than 20% of the course.

### 5. Assessment and examinations

A pass in a course must be dependent on success in an examination in practical interpreting/translating administered at the completion of the course. This examination should be an internal equivalent of the NAATI Level II language test.

### Level III courses in interpreting/translating

(To be read in conjunction with the Authority's publication, Levels of Accreditation for Translators and Interpreters, Canberra 1978.)

#### 1. General statement of aims

These courses should be designed to prepare practitioners of interpreting/translating capable of operating at a fairly high level of professional competence and of meeting all the requirements and criteria prescribed by NAATI for Level III Interpreters and Translators.

Level III is intended to be the first professional level for those who will be undertaking the general purpose tasks of providing interpreting and translating services in a wide range of subjects.

It is assumed that Level III courses will normally be providing training both in interpreting and translating. However, if a teaching institution decides, in view of some special conditions, to provide training in one of these areas only then a course might be designed in such a way as to emphasize in its syllabus this particular area at the expense of the other one. Trainees completing such a course would be accredited by NAATI as being competent in one area only.

Training in the practice of interpreting and/or translating in all Level III courses should be provided in at least two languages, one of which must always be English. Both languages should be at A or B classification.

In addition to enabling the trainees to attain professional competence in the relevant languages, Level III courses should also aim at making them understand the process of intercultural communication. These courses should also enable the trainees to acquire an adequate knowledge of the cultural and socio-economic background of countries or regions where the relevant languages are spoken.

#### 2. Prerequisites

The Authority assumes that candidates for entry to a Level III course will be required to:

- (i) have general educational qualifications appropriate to the particular course patterns selected (see 3 below);
- (ii) demonstrate competence in English and the other language to the required level (matriculation for undergraduate courses, graduate level for the post-graduate diploma);



- (iii) give evidence of a requisite degree of maturity and motivation to enable them to cope with the course.

### 3. Types of Level III courses

It is expected that Level III courses will be awarded in Colleges of Advanced Education and Universities. Level III courses should be designed to fit either the UG2, UG1 or PG1 categories as defined by the Australian Council on Awards in Advanced Education, Statement No. 1 (1972). In Universities the appropriate levels would be the first degree and post-graduate diploma.

### 4. Course duration

UG2 courses should extend over a minimum of three years' full-time study, or its equivalent when taken part-time, and involve not less than 800-1000 hours of class contact.

UG1 courses should extend over a minimum of three-years' full-time study, or its equivalent when taken part-time, and involve not less than 1200 hours of class contact.

PG1 courses should extend over at least one year of full-time study, or its equivalent when taken part-time, and should involve not less than 300 hours of class contact.

### 5. Course components

#### (i) Language study

Students enrolling in Level III PG1 courses should have adequate prior knowledge\* of the languages involved, and subsequent language study should be aimed at further development of this initial knowledge and skills with a view towards extending their command of vocabulary in specialised areas, heightening their awareness of idiomatic and dialectical usage, improving their understanding of different styles of expression and so forth. This component should normally account for not less than 20 and not more than 30 per cent of a PG1 course. Students enrolling in UG1 or UG2 courses would generally have a lower level of competence in languages compared with candidates for PG1 courses. There should, therefore, be much greater emphasis on language study in UG1 or UG2 courses, to develop in students an adequate knowledge of the languages involved. The language study component should normally account for not less than 35 and not more than 45 per cent of a UG1 or UG2 course.

\* To be assessed by testing

(ii) Theory and practice of interpreting/ translating

Emphasis in courses at this level should be placed firmly on the development of practical skills of interpreting and translating. Opportunities for training in practical situations and realistic conditions should be maximized and include participation in workshops and field-work. Such activities should be under the supervision of language specialists and experienced interpreters/ translators. The stress on the practical aspects of interpreting and translating should not preclude the training from being conducted within a linguistically sound theoretical frame-work. Trainees should be taught the principles underlying the process of human communication and be made aware of the importance of non-verbal factors in this process.

Trainees should also be made fully aware of the ethical aspects of the profession and realize the role and functions of interpreters and translators as intermediaries in communication between their clients.

These courses should provide training in note-taking, memorization and other practical techniques.

This component should normally account for not less than 40 and not more than 50 per cent of a PGI course, and not less than 35 and 45 per cent of a UGI or UG2 course.

(iii) Cultural and social studies

The syllabus of Level III courses should include a significant component devoted to cultural and social background studies. Trainees should be made reasonably familiar with the cultural and socio-economic background of the countries or regions where the languages concerned are spoken.

This component of the course should cover areas of special significance to interpreters and translators who will have to work among migrant communities in Australia. In particular, it should deal with the cultural and historical traditions of Australia and of the countries of migrants' origin and examine the influence of these traditions and their peoples' psychological make-up as reflected in language usage and attitudes adopted in communication. The courses should also provide an introduction to the political, legal, economic and administrative systems of Australia and the countries of migrants' origin. Students should be made aware of migrant psychology, of Australian attitudes to immigration and migrants, of Australian policies on immigration, of problems of multi-cultural society, of the network of services catering to migrants' needs, etc.



This component should normally account for not less than 25 and not more than 35 per cent of a PGI course, and not less than 15 and not more than 25 per cent of a UG1 or UG2 course.

#### 6. Training in a third language

Courses in interpreting/translating at Level III will, normally, provide advanced training in two languages: English and one other language. Should a teaching institution offering such courses deem it desirable to provide training in a third language, the courses would only qualify for accreditation if the third language did not prejudice training in the first and second language. The third language itself would only qualify for accreditation at the Level warranted by the standard achieved.

#### 7. Assessment and examinations

The system of assessment in Level III courses must make provision for examinations administered at the completion of the course and designed to test whether the student has reached the level of proficiency in the practice of interpreting and/or translating stipulated by NAATI criteria. These examinations must be held in realistic conditions and be conducted in the presence of at least one external examiner nominated by NAATI.

## APPENDIX VII

## STATE ASSESSMENT PANELS FOR TRANSLATORS AND INTERPRETERS

1. Introduction

To ensure the maintenance of the standards it has determined, the National Accreditation Authority for Translators and Interpreters decided that it would be necessary to introduce formal testing procedures to assess candidates for accreditation. To conduct and administer the procedures associated with testing, the Authority is recommending that State Assessment Panels for Translators and Interpreters be established. This decision harmonises with the recommendation of the COPQ Working Party on Interpreting that Regional Panels be established to certify interpreters and translators in Australia.

State Panels will also liaise with the Authority and provide information on changing needs for language services and training at the State level.

2. Terms of reference

The principal objectives of the State Panels will be to:

- (i) Implement and maintain the standards determined by NAATI and in so doing contribute to translating and interpreting in the State to meet community needs;
  - (ii) assist NAATI in its efforts towards the emergence of a national self-regulatory professional body.
- To this end, State Assessment Panels for Translators and Interpreters will:
- (a) Arrange and supervise the holding of tests and any other procedures stipulated by NAATI to assess candidates for accreditation;
  - (b) provide information and advice to NAATI on courses in interpreting and translating being conducted in the State;
  - (c) advise NAATI of changing needs for interpreters and translators;
  - (d) encourage employing authorities in the State to require the appropriate NAATI level of accreditation for appointments to positions involving translator and/or interpreter duties; and
  - (e) report annually or more frequently if necessary to NAATI on the work of the Panel.



### 3. Composition

Panels may range in size from a minimum of eight to a maximum of twelve. No provision will be made for proxy membership. A quorum will comprise half the members excluding those overseas.

Prescriptiveness will be avoided in determining the composition of the Panels, but it is suggested that membership should include suitably qualified persons from some of the areas listed below:

- (i) Regional offices of the Department of Immigration and Ethnic Affairs;
- (ii) State Governments;
- (iii) practising interpreters/translators;
- (iv) training institutions offering interpreting/ translating courses;
- (v) general tertiary institutions;
- (vi) private enterprise;
- (vii) employee organisations; and
- (viii) the general community.

The local NAATI representative will be a member and Chairman of the Panel. Where a State has more than one member on the Authority, the Chairmanship will be vested in one of them while the other(s) could be included in the membership of the Panel.

Panel members will normally have three-year tenure with provision for re-appointment at the expiry of their term. However, to achieve continuity of membership at the outset, some of the foundation members will be appointed for a two-year term only.

### 4. Establishment

Panels will be established in all States and Territories. The Panels will be selected in consultation with the relevant State Governments, which will be invited to suggest the names of suitable persons for some or all the categories proposed.

The Panels need not be established simultaneously; each may come on stream independently of the others once the preliminary work of selection has been completed in consultation with the State concerned.

It is expected that, after an initial period of intensive activity associated with the establishment of the Panel and the selection of Testing Boards, Panel meetings will be infrequent - possibly on a quarterly basis.

Panel members will not be paid sitting fees, although all travel and associated costs will be met by the Authority.

## 5. Functions

To ensure national uniformity, tests and marking schedules will be designed by the Authority. Panels will, however, be responsible for the following:

- (i) The selection and appointment of ad hoc Testing Boards to examine candidates. Members of the Boards will be selected from a central register of examiners approved by NAATI;
- (ii) the establishment of priority in the various languages and levels for scheduling of tests;
- (iii) arrangements for the conducting of tests, including those made to meet the needs of remote location candidates;
- (iv) the consideration of reports from Testing Boards concerning their evaluation of candidates' results, and the making of recommendations to the Authority for the accreditation of successful candidates; and
- (v) the granting of a "re-test" for a candidate under special circumstances.

State Panels and Testing Boards will be distinct entities, the latter being temporary units created to examine in a particular language at a particular level and dissolved when testing is completed. However, a member of the State Panel will be on each Testing Board to oversee activities at this level and to act as Chairman. Chairman and members of Testing Boards will be remunerated for their services at normal rates.

The size of the Testing Board will increase in proportion to the level being tested. The following minimum sizes for Testing Boards have been recommended:

Level I	:	Chairman and one examiner
Level II	:	Chairman and two examiners
Level III	:	Chairman and three examiners

The Board will report results to the State Panels which will vote formally to recommend their acceptance by the Authority.

There will be no appeal mechanism as such against the decision of the Testing Board. However, there will be provision for review in certain circumstances and also for reconsideration of a candidate's performance on the grounds of hardship or where the Chairman of the Board believes that a test was not conducted according to the conditions laid down. Such circumstances would be:



- (a) Where the Chairman of the Testing Board suspends the oral segment of the test, or the candidate requests suspension, because the candidate is experiencing obvious difficulty as a result of circumstances beyond his control;
- (b) where, in the opinion of the Chairman of the Board, the quality of sound recordings or external noise significantly disadvantages the candidate;
- (c) where the candidate produces evidence of ill-health at the time of the test.

Re-testing on these grounds will be at the discretion of the Panel and no fee will be charged. The composition of the Testing Boards may be totally or partially changed for the second test.

State Panels shall notify any candidate who has attempted an accreditation examination of his results in a manner which will inform him whether he passed or failed in each section of the assessment. Where a candidate fails in one section of the test but passes in all others, he may seek a review of his performance. In this case it shall be at the discretion of the Panel whether the candidate should be re-tested in the section he failed or take the total exam again.

Re-tests will occur under the following conditions:

- (i) A request for re-testing on the grounds of hardship must be lodged within seven days of the initial test;
- (ii) re-testing should take place within one month of notification of the candidate that grounds exist for a re-test;
- (iii) when re-testing is recommended on the grounds of "hardship", only those sections of the test which the candidate did not pass should be re-examined.

All State Panels will be responsible to NAATI and will operate within the guidelines established by NAATI. The overlap in membership between NAATI and the State Panels will assist in ensuring continuity of policy between the two bodies and provide direct lines of communication.

## 6. Administration

The servicing of State Panels will be undertaken by the Department of Immigration and Ethnic Affairs in each State through part-time executive officers provided by the Department. These officers, in consultation with the Panel Chairman, will convene meetings, prepare agendas and minutes and maintain appropriate records. They will make the administrative arrangements for testing, and notify candidates to present themselves for assessment.



