
National Accreditation Authority for Translators and Interpreters



ANNUAL REPORT 1981

**FOURTH
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DEPARTMENT OF IMMIGRATION AND ETHNIC AFFAIRS

NATIONAL ACCREDITATION AUTHORITY

FOR TRANSLATORS AND INTERPRETERS

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CONTENTS

	Page
Part A : Preliminary	
1 Introduction	1
2 The Development of NAATI 1977-81	1
3 Membership	3
4 Terms of Reference	4
5 Secretariat	4
6 Committee Structure	5
7 Meetings	5
8 Summary of Work	5
Part B : Accreditation	
1 Levels of Accreditation	7
2 The Meaning of Accreditation	8
3 Procedures for Obtaining Accreditation	8
4 Introduction of Fees for Assessment	8
5 Accreditation Testing	9
(i) Eligibility for Testing	9
(ii) Admission Tests	10
(iii) Review of Testing	11
(iv) Conduct of Interpreting Tests	14
(v) One-way Accreditation	15
(vi) Establishment of Language Panels	16
6 1981 Testing Program	17
7 Approval of Courses	18
8 Assessment of Overseas Qualifications	21
9 Recognition of Practising Interpreters and Translators	23
10 Persons Accredited and Recognised	23

CONTENTS (cont)

	Page
Part C : State Assessment Panels for Translators and Interpreters (SAPTI)	
1 Establishment and Development of SAPTI	24
2 Workshops for Candidates for NAATI Tests	25
3 Counselling of Unsuccessful Test Candidates	26
Part D : Other Activities	
1 Accreditation in Aboriginal Languages	27
2 Accreditation in Languages Used by the Deaf	28
3 Publications	28
4 Consultations	29
Part E : The Future	
1 Devolution of NAATI's Functions	29
2 General	31

PART A : PRELIMINARY

1. Introduction

The National Accreditation Authority for Translators and Interpreters (NAATI), appointed by the then Minister for Immigration and Ethnic Affairs in September 1977, has now completed its fourth full year. This fourth Report covers the period from 1 January 1981 to 31 December 1981.

2. The Development of NAATI 1977 - 81

As indicated in the "Conclusion" to its 1978 Annual Report covering its first year of operation, the Authority spent most of that year formulating its basic policies. These included the definition of the levels of accreditation, guidelines on the content of interpreting and translating courses in educational institutions and the basis on which the Authority would recognise them, conditions for the accreditation of persons holding overseas qualifications, arrangements for recognising practising interpreters and translators and the arrangements for conducting NAATI's own tests leading to accreditation. The Authority planned a Survey of the profession, information from which would assist in implementing its policies. The 1978 report foreshadowed that 1979 would be the year in which the implementation of these policies would begin.

Unfortunately, excessive delays in printing the policy and survey documents delayed well into 1979 the communication to the members of the profession and the public of the Authority's policies and intentions. The implementation of the policies therefore made little headway in 1979 although it was possible to complete the Survey of the profession before the end of the year.

In order to administer its own tests in the States at the several levels in the many languages involved, the Authority recommended the setting up of State Assessment Panels (SAPTI) early in 1979. The consideration of those proposals and the process of appointing the panels dragged on for many months for reasons beyond the control of NAATI. Two SAPTI were appointed by November 1979 but could not meet until early in 1980. Five more were appointed in 1980, but the last was not appointed until September 1981. Until these bodies were set up NAATI had no agents in the States to organise its own testing program. In order to meet the urgent needs of several government organisations a certain amount of special testing was organised in Sydney, Melbourne and Canberra directly by the members of NAATI before the SAPTI were appointed; but these arrangements could not last nor could they be extended more generally. During 1979 a limited start was made in examining the claims of institutional training courses for approval and in assessing candidates

with overseas qualifications for accreditation. But the delays in printing and those in appointing the SAPTI had set back the program of the Authority by between one and two years. Progress was also hampered in the early years by inadequate staff support. These problems are described in greater detail in the first three Annual Reports for 1978, 1979 and 1980.

With the completion of the appointments of all but one of the SAPTI in 1980 the process of accreditation by NAATI tests began on the lines planned. Although, effectively, only half the year remained, 1053 candidates were tested. Unfortunately the standard of the examinees was low and only about one quarter secured accreditation. According to NAATI's original plans this process of testing should have begun early in 1979 but was delayed by a year and a half for the reasons described which were beyond NAATI's control.

In implementing its testing policies and procedures the Authority experienced a number of teething troubles and late in 1979 commenced a searching review of the nature and structure of its tests and its testing procedures. The review was undertaken not only on the basis of its own experience and that of its examiners but also in response to comments received from associations of interpreters and translators, from the profession generally, from employers, from examinees and from other interested parties. In this process the Authority identified a number of problems and redesigned or modified its tests and procedures to overcome them. In doing so it prepared the way for an extensive program of testing in 1981 which in effect was the first year in which its testing program became fully operational.

Apart from the delays in the commencement of its testing programs, the Authority has been faced with the problems, not only of formulating and developing its policies and procedures, but also with applications for accreditation from almost the whole profession at the same time in a very wide range of languages. The Survey revealed 1700 people seeking accreditation in 60 languages. Many were languages in small demand, and the Authority has given priority to those languages in greatest demand. So far, it has examined some 3115 candidates in 18 languages. As the Authority overcomes the enormous backlog of examinees in the more common languages, it will turn its attention to those for which the demand is less. This, however, is presenting some problems in the finding of experienced persons to act as examiners, mainly in the rare languages.

The problem of accreditation is enormous and complex. There is a limit to the speed at which the Authority can work, with the limited resources of staff available to it. Meeting the total demand will take time, and the Authority, while appreciating the position of applicants

for accreditation who have not yet been examined, hopes that the profession and others concerned will understand the reasons and accept that the Authority must proceed at a pace geared to its resources, and to the need for a policy of thoroughness which will guarantee the preservation of the high standards it has set. The problem of outstanding applications is being steadily solved but in the process standards must not be sacrificed by taking short-cuts, however superficially attractive these might seem to be.

During 1981, the Authority has addressed important questions of policy, and continued its work of accreditation by testing, by approval of courses and by assessment of overseas qualifications. It also continued to add to the number of recognised practising interpreters and translators. In the early months of the year, its review of testing procedures was completed. This was followed by an intensive program of testing for translators at Levels II and III. The Authority also gave attention to the development of policies relating to its new responsibilities for the aboriginal and the deaf languages. At the same time, the Authority, mindful of its responsibility for the future of the profession, turned its attention to recommendations for the eventual devolution of its own functions.

3. Membership

In September 1981, the terms of appointment of the Chairman and the ten members of the Authority came to an end, after having been extended by the Minister for Immigration and Ethnic Affairs for a period of one year beyond the original three year appointments. From 1 January 1981 until 14 September 1981, the membership of the Authority remained unchanged, and was as follows:

Chairman	Sir George Cartland CMG
Deputy Chairman	Dr P. Martin
Members	Dr M. Brandle
	Professor J. Frodsham
	Mr A. Garrick
	Dr E. Gauntlett
	Mr C. Kiriloff
	Professor L. Kramer OBE
	Mr V. Menart
	Mr R. Rubichi
	Dr G. Strauss

The Chairman, Deputy Chairman and five of the above members were re-appointed by the Minister until 31 December 1982. In addition, four new members were appointed to the Authority, giving the following membership:

Chairman
Deputy Chairman
Members

Sir George Cartland CMG
Dr P. Martin
Dr M. Brandle
Mr W. Frick
Mr S. Karas
Mr C. Kirilloff
Mr V. Menart
Mr R. Rubichi
Dr G. Strauss
Mr M. Stavrinides
Mr J. Wikstrom

Both Dr Brandle and Mr Rubichi were overseas for part of the year.

The Authority wishes to record its appreciation of the dedication of those of its original members who were not re-appointed, all of whom made a valuable contribution to the work of the Authority.

The membership of the Authority now includes five members with practical experience in the profession. Three of the four new members are currently practising as interpreters/translators, and had qualified for NAATI accreditation at Level III before their appointment to the Authority. A further three members of the Authority are directly involved in the training of interpreters/translators at tertiary level. With the appointment of a member from the Northern Territory, the Authority's membership now covers all States and Territories of Australia. The Authority understands that the Minister intends to appoint three further members in early 1982, one of whom will be a practising interpreter/translator with NAATI accreditation at Level III. The other two additional appointments are expected to reflect the new areas of responsibility assumed by NAATI during 1981, for accreditation in Aboriginal languages and in the languages used by the deaf.

4. Terms of Reference

The Terms of Reference of the Authority, which are reproduced at Appendix I, have remained unchanged since the establishment of the Authority. As noted above, however, the Authority's responsibilities were extended during 1981 when, at the request of the Minister, it agreed to make arrangements for the accreditation of interpreters and translators in Aboriginal languages and in the languages used by deaf people.

5. Secretariat

The Authority continues to be served by a secretariat within the Department of Immigration and Ethnic Affairs, consisting of an Executive Officer and four other permanent members of staff.

6. Committee Structure

The committee structure of the Authority was unchanged during 1981, and remained as set out in the Annual Report for 1980. The membership of the various committees from 1 January 1981 to 14 September 1981 is set out in Appendix II. Committee membership was affected by the non-reappointment of a number of Authority members after 14 September 1981, but no action was taken to adjust the committee membership during the remaining months of the year, pending a review of committee structure early in 1982. At the 25th meeting of the Authority, on 28 August 1981, the regulations governing the membership of the Executive Committee were clarified, and it was agreed that the Committee should have a membership of four, including the Chairman, Deputy Chairman, and any two members of the Authority. The selection of the two members of the Authority to attend meetings of the Committee is made according to the main business to be discussed by the Committee on that occasion. This gives great flexibility in the range of matters which can be addressed by the Committee.

7. Meetings

During 1981, there were six meetings of the Authority, on 30 January, 27 March, 29 May, 12 June, 28 August and 4 December. This brought the total number of Authority meetings held up to 31 December 1981 to twenty-six. There was one meeting of the Committee of Chairmen of State Assessment Panels for Translators and Interpreters (SAPTI), on 27 February 1981: a further meeting, planned for 24 April 1981, was cancelled because of airline disruptions. The Executive Committee of the Authority met nine times in 1981, on 24 April, 7 May, 14 May, 11 June, 26 June, 6 August, 2 October, 30 October and 23 November. No formal meetings of other committees were held: because of the flexibility of the Executive Committee, many items of business which would normally have been addressed by a specialist committee were dealt with by the Executive Committee.

8. Summary of Work

During 1981, the Authority completed a full review of its testing procedures, the outcome of which is described in detail in Part B (5) of this Report.

During 1981, more than one thousand individuals applied for accreditation and/or recognition by the Authority, bringing the total number of applications received by 31 December 1981 to approximately 3500. Applications for accreditation frequently covered several languages and more than one level.

The Authority's testing program for 1981 commenced on 2 May 1981, with Level II translating tests in eight languages. During 1981, a total of 1119 candidates were tested for accreditation at Levels I, II and III, in fourteen languages. In addition, 943 candidates attempted Admission Tests at Levels II and III, in sixteen languages.

A total of nine visits were undertaken during 1981 by members or agents of the Authority for the purpose of assessing training courses for interpreters and translators.

The number of accreditations awarded by NAATI during 1981, on the basis of success in a NAATI test, graduation from a NAATI-approved course or the favourable assessment of their qualifications, was 673. At 31 December 1981, the total number of accreditations granted by the Authority was 931. The number of persons recognised by NAATI, with status at Level II, was 136, bringing the total number of recognitions at 31 December to 314.

A full account of the Authority's activities in the above areas will be found in later sections of this Report. Statistical data are included in the Appendices.

In September 1981, a State Assessment Panel for Translators and Interpreters (SAPTI) was established in the Australian Capital Territory. SAPTI have now been established by the Minister in every State and Territory of Australia. Details of their membership are contained in Appendix III. A full description of the objectives and functions of the SAPTI was included in the Authority's Annual Report for 1979. Details of the work of the SAPTI during 1981 are given in Part C of this Report.

PART B : ACCREDITATION

1. Levels of Accreditation

The Authority has defined five levels of competence for interpreters and translators, which are described in detail in its booklet, Levels of Accreditation for Translators and Interpreters (Canberra, 1978, 1980, 1981), available from bookshops of the Australian Government Publishing Service. The five levels range from the low level and incidental use of a language (Level I) to the high level of proficiency which would be required, for instance, at international conferences (Levels IV and V).

The Levels may briefly be described as follows:

- Level I: at this level, persons are accredited not as interpreters and/or translators, but as "language aides". This level of accreditation is appropriate for persons who are capable of using a minimal knowledge of language for the purpose of simple communication.
- Level II: Level II represents a level of ability for the ordinary purposes of general business, conversation, reading and writing. This level is generally suitable for those who use a second language as an important part of their principal duties. Persons accredited at this level and at all higher levels will be classed as interpreters, translators or both.
- Level III: Level III is intended to be the basic professional level for those who undertake the general purpose tasks of interpreting and translating in a wide range of subjects.
- Level IV: Level IV is the advanced professional level. Those working at this level are expected to be able to operate in a wide range of situations, such as courts, international meetings and conferences.
- Level V: Level V is the senior advanced level. Those working at this level are expected to be capable of and have experience of work at international meetings and conferences requiring high level diplomatic interpreting or translating. They should also be capable of supervising and planning the work of a team of Level III and Level IV interpreters/translators.

2. The Meaning of Accreditation

When NAATI accreditation is granted to an interpreter or translator, the Authority is, in effect, certifying that the person concerned is capable of working as an interpreter or translator at the standard required at the level at which accreditation has been granted, and in the languages in which the accreditation is valid. In effect, the Authority, in granting accreditation, is advising members of the public that they engage the accredited person in the confident expectation that he or she can perform interpreting or translating duties corresponding with the range of skills and degree of complexity appropriate to the particular level of his or her accreditation.

Until 31 December 1982, it will also be possible for persons who are practising as interpreters or translators on a regular basis for a substantial part of their working time, and who have been so engaged continuously for at least three years, to obtain recognition by the Authority, with status at Level II. In the case of recognition, the Authority is not testifying to any standard of performance, but is simply acknowledging that the recognized person has recent, regular experience as an interpreter or translator.

3. Procedures for Obtaining Accreditation

Accreditation by NAATI may be obtained in three ways:

- . by passing a NAATI test;
- . by successfully completing a course of studies in interpreting or translating approved by NAATI;
- . by producing evidence of qualifications in interpreting or translating obtained overseas, which are judged by NAATI to be equivalent to the standards required of it at one of its five Levels.

These three means of obtaining accreditation are discussed in greater detail in the following pages of this Report, as are the procedures for obtaining recognition.

4. Introduction of Fees for Assessment

In the Annual Reports for 1979 and 1980, it was indicated that the Authority intended to introduce fees for the assessment of applicants for accreditation and recognition. The Authority took the decision to introduce such fees in order to provide a financial base for the body which, in due course, will take over NAATI's

functions. This body will be expected, as far as possible, to finance its operations from its own funds. The introduction of fees brings the profession of interpreting and translating into line with other professions, which generally charge substantial fees for assessment of qualifications and for registration.

On 10 September 1981, it was announced that the charging of fees would begin from 1 October 1981, coinciding with the commencement of a new series of national tests for interpreters and translators. The fees were fixed as follows:

- assessment at Level I : \$10
- assessment at Level II : \$15
- assessment at Level III : \$25

These fees cover only part of the cost of assessment, and were purposely set at a level which would not discourage bona fide applicants.

These fees are charged for all forms of assessment conducted by NAATI - that is:

- accreditation testing;
- granting of recognition to practising interpreters/translators; and
- assessment of overseas qualifications in interpreting/translating.

Although a fee is charged for NAATI tests for interpreters, translators and language aides, no fee is charged for Admission Tests.

5. Accreditation Testing

(i) Eligibility for Testing

Before sitting for a NAATI accreditation test, candidates' eligibility to attempt a test at a particular Level, in a particular language and category, must be established.

The pre-requisites that candidates must meet in order to be eligible to sit for NAATI tests at Levels I to IV are clearly set out in the booklet Levels of Accreditation for Translators and Interpreters. Briefly, they are as follows:

Level I: no pre-requisites, but candidates would normally be expected to have some degree of literacy in both languages.

Level II: candidates must satisfy the Authority that they have adequate training or experience to justify their being tested at Level II; candidates would normally be expected to have general education equivalent to four to six years of Australian secondary education and corresponding language capabilities in both languages.

Level III: candidates should be accredited at Level II (or recognised with status at Level II or be eligible for recognition), or have a general education of a level equivalent to a degree or UG2 diploma, as well as language qualifications at a similar level in both languages.

Level IV: candidates must be accredited at Level III and have proof of experience as an interpreter and/or translator at this level of at least three years full-time or a longer period part-time, as prescribed by NAATI.

Note: It is not possible to gain accreditation at Level V by passing a test. Level V accreditation will be judged on the basis of candidates' experience and performance at a high level of professional competence.

The eligibility of candidates to sit for a NAATI test is assessed by the NAATI Secretariat on the basis of the information supplied in the application forms submitted by the candidates. If the information available is insufficient or unclear, clarification is sought. Candidates who are ineligible to sit for a test at the Level at which they have applied are contacted by the secretariat and asked to consider sitting, in the first instance, for a test at a lower Level.

Prior to 1981, the eligibility criteria were not strictly observed, and candidates were, in some cases, permitted to sit for tests for which they were not eligible. In retrospect, this was unwise, and contributed to the high failure rates in NAATI tests. Before the commencement of the 1981 series of tests, all candidates were assessed for eligibility, however, and were permitted to sit only for these tests for which their education and experience qualified them. This practice will continue.

(ii) Admission Tests

The introduction of admission tests for candidates attempting accreditation tests at Levels II and III was an important innovation during 1981, which was

partly prompted by the high failure rates in NAATI tests, referred to above. The admission test, which is a brief written comprehension test in English and another language, is designed to enable candidates to demonstrate that they possess literacy skills in both languages which are appropriate to the Level at which they are seeking accreditation and have sufficient knowledge of the languages to justify their taking a test at the level desired. The same admission test is taken by candidates for interpreting tests and by those for translating tests.

Admission tests are held in advance of interpreting and translating tests, and candidates must normally pass an admission test at the appropriate Level and in the appropriate language before proceeding to the accreditation tests for interpreters and translators. However, candidates who have already gained accreditation in a particular language are exempted from sitting the admission test when attempting further accreditation tests in the same language, at the next level or in a different category.

The test formats for the Level II and Level III admission tests will be found at Appendix IV (b) and (e).

The first admission tests were held in August 1981, in preparation for the Level III interpreting and translating tests planned for later in the year. Further admission tests were held in October 1981. Details of these tests are given in Part B(6) of this Report.

(iii) Review of Testing

During the first half of 1981, the Authority undertook a major review of the structure of its tests for Language Aides, interpreters and translators at Levels I, II and III. In carrying out the review, the Authority took into account comments received on tests held during 1979 and 1980.

As a result of the review, the formats of all tests at Levels I, II and III were substantially altered with the aim of achieving the fairest and most accurate means of assessing the standards of competence and kinds of skills appropriate to each level and category (language aide, interpreter or translator) being tested.

The revised test formats are reproduced at Appendix IV. In brief, the essential components of the tests are as follows:

Level I Test for Language Aides

- . Free Conversation
- . Filling in a Form
- . Continuous Speech

Level II (a) Test for Interpreters

- . Introductory Conversation
- . Dialogue Interpreting
- . Cultural and Social Aspects

(b) Test for Translators

- . Translation from English
- . Translation into English

Level III (a) Test for Interpreters

- . Introductory Conversation
- . Dialogue Interpreting
- . Summary Interpreting
- . Consecutive Interpreting
- . Cultural and Social Aspects
- . Ethics of the Profession

(b) Test for Translators

- . Translation from English
- . Translation into English

As indicated above, the NAATI tests have been designed to test candidates in the kinds of skills which are expected of a language aide or of an interpreter or translator at the different levels. These skills, and the standards of competence which candidates are expected to attain, are described in detail in the booklet Levels of Accreditation for Translators and Interpreters. In summary, the purposes of the various components of the tests are as follows:

Level I

- . Free Conversation - the purpose of this part of the test is to assess the candidate's ability to sustain a simple conversation in both languages in subject areas familiar to him or her.
- . Filling in a Form - the purpose of this part of a test is to assess the candidate's ability to read a simple passage in the language other than English, and to use the information in the passage to fill out, in English, a simple form drafted in English.

- . Continuous Speech - the purpose of this part of the test is to assess the candidate's ability to explain clearly, in the other language, how to get from one place to another, possibly using a map printed in English.

Level II (a) Test for Interpreters

- . Introductory Conversation - the introductory conversation is not marked and is intended only to accustom candidates to the environment of the interpreting tests and to the examiners.
- . Dialogue Interpreting - the purpose of this part of the interpreting tests is to assess a candidate's capacity to serve as a channel of communication between persons who do not speak the same language.
- . Cultural and Social Aspects - the purpose of this part of the interpreting tests is to assess a candidate's awareness of cultural and social aspects of the practice of interpreting.

(b) Test for Translators

- . Translation from English and Translation into English - the purpose of these parts of the tests for translators is to assess a candidate's ability to translate accurately and competently from one language into another.

Level III (a) Test for Interpreters

- . Introductory Conversation - as for Level II.
- . Dialogue Interpreting - as for Level II, but at a higher level of difficulty.
- . Summary Interpreting - the purpose of this part of the test is to assess a candidate's ability to summarise in one language the sense and import of a lengthy passage in another language to which he or she has just listened. Note-taking is permitted.
- . Consecutive Interpreting - the purpose of this part of the Level III Interpreting Test is to assess a candidate's ability to provide a full and accurate interpretation, segment by segment, of passages from English into another language and from another language into English. Each segment should be interpreted as soon as it has been completed by the speaker. Note-taking is permitted.
- . Cultural and Social Aspects - as for Level II

- . Ethics of the Profession - the purpose of this part of the Level III Interpreting Test is to determine whether a candidate has studied the codes of ethics collected and published by NAATI. These are available from the NAATI Executive Officer.

(b) Test for Translators

- . Translation from English and Translation into English - as for Level II, but at a higher level of difficulty.

The revised test formats were used during 1981 for translating tests at Levels II and III in May and September and for interpreting tests and Level I tests in certain States later in the year. No significant problems arose, and the Authority believes that both candidates and examiners found the revised test formats to be satisfactory.

(iv) Conduct of Interpreting Tests

In conjunction with its review of test formats, the Authority gave consideration to the question of how interpreting tests should be conducted. During 1979 and 1980, some interpreting tests were held in language laboratories. This practice was criticised by a number of candidates, who felt that they were disadvantaged by the unfamiliar atmosphere and equipment of the laboratories.

In principle, the Authority agrees that the use of language laboratories should be avoided whenever possible, and that interpreting tests are best conducted on a face-to-face basis.

Accordingly, the Authority produced guidelines for the administration of interpreting tests, which envisaged five different situations, as follows:

- . the ideal situation where actors are used in addition to the examiners present;
- . the acceptable situation where two of the three examiners present act out the dialogues, while the third makes an independent assessment of the candidate's responses;
- . the situation involving rare languages, where actors are used and a single supervising examiner records the performance for later marking. Both the actors and the examiner comment on the effectiveness of the candidate's interpreting for the benefit of the markers;

- . the situation where a large number of candidates has to be tested and where actors are used under the direction of a supervising examiner, who records the performances for later marking. Both the actors and the examiner comment on the effectiveness of the candidate's interpreting for the benefit of the markers;
- . the least acceptable situation, where recorded dialogues are used in a language laboratory and the candidates' responses are recorded for later marking. This arrangement should be used only when no other solution is possible.

The Authority requested SAPTI to ensure that these guidelines are followed, and that the use of language laboratories for interpreting tests was avoided wherever possible. However, it is recognised that in certain circumstances - if very large numbers of candidates require testing, or if it is impossible to identify local actors and examiners in a particular language, for instance - the use of a language laboratory may be the only option open to a SAPTI wishing to organise interpreting tests. The Authority has made it clear that no candidate will be obliged to sit for an interpreting test in a language laboratory: he or she may elect not to be tested until more acceptable arrangements can be provided, although, in these circumstances, the Authority cannot be held responsible for delays which may occur.

(v) One-way Accreditation

In 1979, the Authority decided that accreditation of translators in one language-direction only would be granted at Level III, provided the candidates for one-way accreditation sat for the normal, two-way, Level III translating test and gained a mark of at least 70% in the direction in which accreditation was sought, and at least 50% in the opposite direction. During 1981, it was agreed that this provision for the one-way accreditation of translators should be extended to cover Level II in the case of languages which posed special difficulties for non-native speakers because of the script employed. It was recognised, for instance, that non-native speakers of languages which use ideographic scripts may never equal the speed of writing of a native speaker, however high their level of competence in the languages in other respects, and would therefore be severely disadvantaged in attempting to meet NAATI's requirements for two-way accreditation at Level II.

On the basis of the results of written tests in English/Chinese and English/Japanese held during 1981, it was decided to permit one-way accreditation of translators at Level II in those languages, provided that they sat for a two-way translating test and obtained at least 80% in the direction of accreditation and at least 50% in the opposite direction.

At its last meeting for 1981, the Authority agreed to review its policy under which applicants for one-way accreditation as translators are required to sit a translating test in both directions and to obtain a minimum mark of 50% in the direction in which accreditation is not sought. This matter was therefore listed for consideration at the first meeting of 1982.

(vi) Establishment of Language Panels

During 1981, the Authority decided to establish NAATI Language Panels to assist in the setting and marking of test papers. The decision to establish Language Panels reflects the need to ensure that all NAATI test papers are set, vetted and, where appropriate, marked by persons who are expert in the languages involved, including, of course, English. Language Panels are progressively being established for each language or closely related group of languages in which NAATI is required to test for accreditation. During 1981, Panels were established for the following languages (or groups of languages): Arabic, Chinese, French, German, modern Greek, Japanese, Khmer/Lao/Vietnamese, Russian and South Slavonic languages (which include Serbian, Croatian and Slovene). During the first half of 1982, it is hoped to establish Panels in Indonesian and Malay, Italian, Polish, Portuguese, Spanish and Turkish. Language Panels will be established in other languages as required.

The responsibility for establishing each Language Panel and for providing guidance on NAATI's requirements is normally assumed by a member of the Authority. In some cases, the NAATI member responsible for the establishment of a particular Panel may also serve as chairman or member of that Panel. In all circumstances, however, it is an important principle of the philosophy behind the establishment of the panels that the NAATI member concerned be readily available to members of the Panel for consultations.

The minimum number of members of a Panel is two. The minimum membership is acceptable only in the case of single-language Panels or in the exceptional case of a multi-language Panel where one member is expert in all languages involved and the other member is expert in English and conversant with all the other languages. Ideally, all Panels should have a membership of at least three and multi-language panels should have a membership sufficient to provide the expertise necessary for their proper functioning.

Each Panel must include at least one member who is an established expert in the language(s) other than English in which the panel operates; except in special circumstances, this member is a native speaker of the language concerned. Each Panel must also include at least one member who is an established expert in English and who has competence in the other language(s) of the Panel; except in special circumstances, this person is a native speaker of English. Expertise in interpreting/translating is usually provided by the language experts included in the membership of the Panels, but in some circumstances it has been necessary to include additional members on Panels to provide this indispensable expertise.

The Panels are responsible for setting and, where appropriate, marking admission, interpreting and translating tests, as requested by the Authority.

6. 1981 Testing Program

Following the review of its tests and testing procedures described in previous sections of this Report, the Authority commenced its national testing program for 1981 with Level II tests for translators in English and eight other languages on 2 May 1981. Further Level II translating tests in three other languages were held on 27 June 1981. The first admission tests were held on 22 August 1981, at Level III, in English and thirteen other languages, followed by Level II admission tests on 17 October 1981 in English and fifteen other languages. Level III tests for translators in English and twelve other languages were held on 26 September 1981.

Although the emphasis in testing during 1981 was on admission and translating tests at Levels II and III in all States and Territories, some interpreting tests were held towards the end of the year in the Australian Capital Territory, the Northern Territory and Queensland. Further interpreting tests in all States and Territories were planned for early 1982. In addition, Level I tests for language aides were held by the New South Wales State Assessment Panel for Translators and Interpreters (SAPTI) on 6 and 7 July 1981, and by the Northern Territory SAPTI on 24 November 1981.

In total, 2062 candidates were tested during 1981, in 16 languages, of whom 800 or 39%, obtained a pass. Since the inception of testing in 1979, until 31 December 1981, 3115 candidates had been tested, in eighteen languages, and 1061, or 34%, had passed. Full details of the tests held during 1981 are given in the tables to be found at Appendixes V, VI and VII.

It is a matter of concern to the Authority that the pass rates in NAATI accreditation tests are generally low. The average pass rate in accreditation tests is approximately 31%. It is an encouraging sign, however, that the pass rate of 49%, was achieved in the Level III translating tests held on 26 September 1981, which constitute the only major round of testing held since the introduction of the Admission Test and the strict application of eligibility criteria, described earlier in this report. Other initiatives taken by the Authority to help candidates to improve their test performance, including the provision of intensive training workshops and the availability of counselling, are described in Part C of this Report, in the section dealing with the activities of the State Assessment Panels for Translators and Interpreters.

7. Courses of Training for Interpreters and Translators

One of NAATI's terms of reference requires it to "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". As explained in the Annual Report for 1979, the Authority has produced detailed guidelines for courses at Levels I, II and III, as well as other documentation intended to assist institutions which wish to submit courses for assessment by NAATI. In addition, the Authority is always pleased to respond to requests from institutions for advice and guidance on the planning of courses.

On a broader scale, the Authority has also concerned itself with overall planning for the provision of interpreting and translating courses in Australia, and has maintained contact with the Commonwealth Tertiary Education Commission and, where appropriate, with State post-secondary education commissions. The Authority believes that there is a need for a more ordered approach to the provision of courses in interpreting and translating, to ensure that the available resources are utilised to the best effect to meet as far as possible the needs for training in various languages and at the different levels, and to avoid the duplication of courses in any one region. During 1982, the Authority will be formulating recommendations on the provision of training

courses for the guidance not only of individual institutions but also of tertiary education planning and funding authorities. These recommendations will include advice on both the level of demand and the need for courses in different languages, at different levels and in different categories in all regions of Australia.

As explained earlier in this Report, graduation from a course of training approved by NAATI is one method by which NAATI accreditation may be obtained. All institutions offering courses for interpreters, translators or language aides are encouraged to seek the Authority's approval for the course so that graduates will be eligible for accreditation. The standard procedure established by the Authority for the assessment of courses involves a visit to the institution concerned, usually for a full day, by a party of several NAATI members and consultants with expertise in the teaching and practice of interpreting and translating, and in the languages covered by the course. The visiting party holds discussions with staff members involved in teaching the course, inspects the teaching resources available for the course, examines examples of students' work and, if possible, observes classes in progress. On the basis of its findings, the visiting party presents recommendations on the approval of the course to the Authority. In some cases, the Authority may request that certain aspects of the course be altered to improve the quality or balance of the course, and in most cases, final approval is made conditional on a favourable report on the final examinations by an external moderator appointed by NAATI.

During 1981, the Authority conducted assessments of the following nine courses for interpreters and translators

- | | | |
|--|---|---|
| Canberra College
of Advanced Education
(ACT) | : | Interpreting/Translating,
Italian and Spanish (NAATI Level
III)* |
| Institute for Aboriginal:
Development (NT) | : | Interpreting, Aboriginal
languages of Arandic Group,
Ngarrka Group and Western Desert
Group (NAATI Levels I and II)* |
| Newcastle Technical
College (NSW) | : | Interpreting, Greek, Italian,
Spanish, Vietnamese (Level II)* |
| Petersham Technical
College (NSW) | : | Interpreting, Croatian, Greek,
Macedonian, Serbian, Slovene,
Vietnamese (Level II)* |
| Prahran College of
Advanced Education (VIC) | : | Interpreting/Translating,
Italian, Greek (Level III)* |

all tasks rec. To & WA

School of Australian Linguistics (NT)	:	Interpreting/Translating, various Aboriginal languages (Level II)*
South Australian Department of Further Education: Language and Migrant Education Centre (SA)	:	Interpreting, Spanish (Level II)* Translating, Croatian, Greek, Italian, Serbian, Spanish (Level II)*
University of Queensland	:	Interpreting/Translating, Japanese (Level III)*

The course assessments conducted during 1981 brought the total number of courses assessed by NAATI to thirteen. By the end of 1981, the Authority had been approached by five more institutions planning to submit courses conducted by them for approval by the Authority. The Authority plans to assess all such courses during 1982, with the exception of those to be offered by the Darwin Community College and the Milperra College of Advanced Education, which are not expected to commence until 1983.

Full details of the courses already assessed by NAATI and to be assessed by NAATI, as at 31 December 1981, are given in Appendix VIII. At the end of 1981, 228 accreditations had been granted on the basis of the successful completion of an approved course.

* Indicates the level of NAATI accreditation at which the institution sought approval for the course.

8. Assessment of Overseas Qualifications in Interpreting and Translating

In 1979, the Authority established its Overseas Qualifications Assessment Committee. The duties of this Committee are to assess the overseas interpreting and translating qualifications of applicants for accreditation by this method. The Committee assembles and weighs all available information about the professional qualifications held, the nature of the course or courses taken and the status of the institutions concerned. It then makes recommendations to the Authority on whether or not applicants should be accredited, and, if so, at what level and in which languages and categories.

Each application for accreditation must be assessed individually, taking into account a number of factors in addition to the applicant's formal qualifications, such as the length of time since the qualification was granted, work experience and any additional training during that period, command of the English language and knowledge of the social and general background of Australia and of the country or countries where the other language is spoken.

The Committee's work has, on occasions, been delayed by the need to obtain detailed information on overseas institutions and courses, often involving lengthy correspondence with the institution concerned. As the Committee's library of documentation has grown, its work has been facilitated and delays have been kept to a minimum.

In considering granting accreditation on the basis of overseas qualifications, the Committee must satisfy itself that the qualifications in question fulfil two conditions. First, they must be equivalent to a standard of general education which is appropriate to the level at which accreditation is being considered. In terms of the Australian education system, this means that:

- at Level II, the qualification should be at least equivalent to the level of post-secondary education achieved by graduates of courses of training in Australia approved at Level II, which must consist of 120 to 150 hours of tuition undertaken part-time over a minimum period of 20-25 weeks, or a maximum period of one year;
- at Level III and above, the qualification should be at least equivalent to an Australian first degree, or a three-year undergraduate diploma or a specialised post-graduate diploma as defined by the Australian Council on Awards in Advanced Education.

In addition, the Committee must be satisfied that the qualification has provided specialist training as a translator and/or interpreter in English and at least one other language, at a standard equivalent to the standard of competence expected of an interpreter and/or translator at the level at which accreditation is being considered.

In short, the Committee must be satisfied that the overseas qualification under examination is of a standard, in general academic standing as well as in the level of specialist training provided, at least equivalent to the standards laid down by the Authority for Australian courses designed to qualify graduates for NAATI accreditation at a prescribed level.

It has always been the Authority's policy to consider granting accreditation, by whichever of the procedures described on page 8, only when one of the languages of accreditation is English. This policy is consistent with the emphasis in the Authority's Terms of Reference on the need to establish standards appropriate to Australian conditions (see Appendix 1). For this reason, overseas qualifications may only be considered by the Committee when one of the languages in which the qualification has been granted is English.

Similarly, all candidates seeking accreditation by NAATI are required to demonstrate a knowledge of the social and general background of Australia and of the country or countries where the language other than English is spoken.

If the Committee considers that a candidate's command of English or knowledge of social and general background is not sufficiently demonstrated by an examination of the overseas qualifications or evidence of work experience presented, it conducts a personal interview with the candidate before making any recommendation to the Authority. Such an interview would be designed to explore further any aspects of the candidate's professional competence on which the Committee felt it had inadequate information. In the past, interviews of this kind have included sight-reading tests in English, oral translations involving English as one of the languages, and questions on awareness of the social and cultural problems which may be encountered by persons who may use their services.

The nature and level of the work experience of candidates for accreditation on the basis of overseas qualifications may also be taken into account by the Committee. Membership of certain professional associations, whose criteria of membership are based on proven ability and experience, may also have a bearing on the Committee's recommendation.

During 1981, the Committee assessed 22 applications for accreditation on the basis of overseas qualifications, leading to a total of 27 separate accreditations. The

total number of applications assessed by the Committee since its establishment until 31 December 1981 is 32, leading to 34 accreditations. Details of these accreditations are given at Appendix IX.

9. Recognition of Practising Interpreters and Translators

As explained in previous Annual Reports, the Authority has made provision for the recognition of persons who satisfy the Authority that they are currently working as interpreters or translators. Such persons are recognised as practitioners with status at Level II in English and one other language. They should be practising on a regular basis for a substantial part of their working time and must have been so engaged continuously for a period of at least three years. The phrase "substantial part of their working time" has been defined to mean that, on average, a minimum of half the normal working hours each week are devoted to interpreting/translating and not less than a total of one day each week, again on average, is spent in dealing with the language other than English in respect of which recognition is sought. Applications for recognition will be accepted until the end of December 1982.

As explained in the booklet Levels of accreditation for translators and interpreters (pp2-4), recognition is one of the three methods by which interpreters and/or translators may obtain status at NAATI Level II. The difference between recognition and accreditation at Level II is that in the case of recognition, NAATI is simply certifying that the person concerned is practising interpreting and/or translating and has been so engaged for at least three years, whereas, in the case of accreditation, NAATI is certifying to a standard of performance.

During 1981, 125 persons were recognised by NAATI with status at Level II, bringing the total number recognised as at 31 December 1981 to 314.

10. Persons Accredited and Recognised

As indicated in the immediately preceding sections of this Report, 673 accreditations, in total, were granted by NAATI during 1981, and 136 persons were recognised. The tables at Appendices X and XI give an analysis by language, level and State or Territory of the 728 persons accredited and the 314 persons recognised as at 31 December 1981. The names of accredited and recognised persons are not included in this Annual Report, as they have been in previous years, partly because this information will in future be available, in consolidated form, as a supplement to the NAATI Newsletter, which may be obtained from the Secretariat. It is hoped to publish this consolidated list annually, in the form of a professional Directory.

PART C : STATE ASSESSMENT PANELS FOR TRANSLATORS AND
INTERPRETERS (SAPTI)

1. Establishment and Development of SAPTI

As indicated in Part A of this Report, SAPTI have now been appointed by the Minister for Immigration and Ethnic Affairs in all States and Territories. The two principal functions of SAPTI are to act as the Authority's agents in the local administration of NAATI tests, and to advise the Authority of developments relating to interpreting and translating in each State and Territory. Each SAPTI has, however, developed differently, in response to local conditions, and each has tended to give emphasis to different activities within the broad terms of reference of SAPTI.

In the Northern Territory and in Queensland, for instance, where no professional associations of interpreters and translators exist, the SAPTI were active in encouraging the emergence of such associations, to represent the interests of members of the profession.

In Western Australia, Victoria and the Northern Territory, the SAPTI have maintained close contact with local education institutions and post-secondary education authorities, with a view to obtaining improved training facilities for interpreters and translators in languages for which there is local demand. In addition, the New South Wales SAPTI participated in an Advisory Committee on training courses for interpreters and translators, convened by the University of New England, and assisted in the organisation of a short course for interpreters and translators mounted by the University, with subsidisation from NAATI.

Because of local interest in Level I testing for Language Aides, the New South Wales SAPTI devoted considerable attention to the format of the Level I test. On the basis of its experience in conducting such tests, the SAPTI made recommendations to the Authority on the revision of the test format, which were adopted in their entirety. The New South Wales SAPTI also made a significant contribution to the Authority's consideration of the Level III interpreting test format.

In Western Australia, the SAPTI made contact with local employers of interpreters and translators, to bring to their attention the activities of NAATI and the desirability of engaging interpreters and translators of proven competence. The Victorian SAPTI held discussions with the Victorian Law Institute, the Victorian Attorney-General and the Victorian Ethnic Affairs/Police Liaison Committee on means to ensure that the interpreters used by the courts and by the police are of the highest possible standard.

The New South Wales SAPTI, in conjunction with the New South Wales Ethnic Affairs Commission, and with the assistance of the Telephone Interpreter Service and the Institute of Interpreters and Translators, participated in the Central Metropolitan Careers Market in Sydney. Volunteers manning the booth were able to give information on career opportunities in the interpreting and translating field to secondary school students attending the Careers Market.

The South Australian SAPTI was particularly active in the area of counselling candidates who were unsuccessful in NAATI tests and, through its experience, was able to assist the Authority in developing its policy on counselling (see below).

2. Workshops for Candidates for NAATI Tests

The Authority's terms of reference, which require NAATI to develop assessment procedures for interpreters and translators, also allow for the provision by the Authority of bridging study for persons practising or wishing to practise as interpreters and translators.

The high failure rate in NAATI tests, referred to earlier in this Report, indicates that there is a pressing need for all forms of interpreter/translator training, including intensive training programs designed to enable persons with appropriate language skills to acquire or to improve their interpreting and translating skills to the standard required to gain accreditation.

The Authority therefore decided to request SAPTI to organise intensive training courses, or workshops, for persons intending to sit for NAATI tests. Although funds available for this purpose were very limited, trial workshops were mounted during June in Sydney, Melbourne and Canberra. The success of the trial workshops was due in large part to the enthusiasm and dedication of SAPTI members in Sydney and Melbourne and, in Canberra, to the assistance provided by members of staff of the Canberra College of Advanced Education and the Department of Immigration and Ethnic Affairs.

The trial workshops were intended primarily for translating test candidates, and all adhered to a similar format. Participants in the workshops were given a preliminary briefing on NAATI levels, test formats and marking guidelines. This was followed by a talk on basic translation techniques, after which participants translated into English a passage in the foreign language in which they intended to sit for a test. Each passage of translation was marked according to NAATI guidelines, and the marked papers returned to participants, who were then able to discuss their work with the markers and with other participants.

In November, the Queensland SAPTI arranged a test preparation program for intending interpreting test candidates. The program included an address by the SAPTI Chairman, an informal discussion of NAATI tests and of ethical issues, and a demonstration of an actual interpreting test.

As mentioned above, NAATI also subsidised a short course for interpreters and translators mounted by the University of New England, with the participation of the New South Wales SAPTI, in Sydney during the month of September.

The Authority hopes to make funds available for further intensive training programs during 1982.

3. Counselling of Unsuccessful Candidates

The Authority is conscious of the desirability of providing, through the SAPTI, counselling to candidates who are unsuccessful in NAATI tests, in the hope that such candidates will be able to improve their performance and gain accreditation by passing a test on another occasion. During 1981, the Authority commenced consideration of a policy on counselling which would balance its wish to respond positively to candidates' requests against the limited resources of the SAPTI. It is expected that this policy will be finalised early in 1982: in the meantime, SAPTI have continued to extend the greatest possible assistance to candidates seeking guidance on their test performance.

PART D : OTHER ACTIVITIES

1. Accreditation in Aboriginal Languages

At the request of the Minister for Immigration and Ethnic Affairs and the Minister for Aboriginal Affairs, the Authority agreed in March 1981 to assume responsibility for the accreditation of interpreters and translators in Australian Aboriginal languages. The Authority shared the Ministers' view that the accreditation of interpreters in Aboriginal languages by NAATI would help to ensure that Aborigines had access to language services of proven quality. In June, the Authority held consultations with representatives of the Commonwealth Department of Aboriginal Affairs and the Australian Institute of Aboriginal Studies, in order to gauge the extent to which accreditation in Aboriginal languages would require modification of NAATI's established policies and procedures. While aware that some flexibility could be called for to allow for the unique nature of Aboriginal languages and culture, the Authority was determined that the high standards which it applies to all languages should be maintained in the accreditation of interpreters and translators in Aboriginal languages.

In October 1981, a visiting party appointed by the Authority travelled to the Northern Territory to assess the courses conducted by the Institute for Aboriginal Development in Alice Springs to train language aides and interpreters in Aboriginal languages, and by the School of Australian Linguistics at Batchelor, near Darwin, to train interpreters and translators in Aboriginal languages. The recommendations of the visiting party are expected to receive the final approval of the Authority early in 1982, so that students successfully completing either course will be eligible for accreditation at the appropriate level.

At this stage, the Authority is not planning to conduct direct accreditation testing for language aides, interpreters or translators, partly because of its own lack of expertise in Aboriginal languages, and partly because it is not expected that demand for tests would be high. It may, however, consider conducting tests through the agency of approved institutions. For the time being, then, accreditation will only be available to graduates of approved courses, although recognition will be available to practising interpreters and translators until the end of 1982, subject to the usual conditions, as set out in Part B(9) of this Report.

It is expected that the Minister for Immigration and Ethnic Affairs, in consultation with the Minister for Aboriginal Affairs, will appoint to the Authority a member with background knowledge of Aboriginal languages early in 1982.

2. Accreditation in Languages used by the Deaf

The Authority's agreement to make arrangements for the accreditation of language aides and interpreters in the languages used by deaf people constituted a further expansion of NAATI's scope of activities during 1981. In October, the Authority held discussions with a representative of the Australian Deafness Council, and further consultations with bodies representing the interests of deaf people and those working with the deaf are planned for early 1982. Again, it is expected that the Minister will appoint to the Authority a member with knowledge of the area early in 1982. This appointment will provide much needed practical expertise in the field and will allow the Authority to address directly many of the issues and problems inherent in the task of testing and accrediting interpreters in the deaf manual language.

During 1982, it is hoped that NAATI's established testing formats and procedures can be adapted to the special purpose of testing language aides and interpreters in the deaf manual and visual languages..

3. Publications

Through its various publications, the Authority has made its activities, policies and procedures widely accessible. During 1981, the third Annual Report to the Minister, covering the 1980 calendar year, was published, and the Authority's Levels of accreditation for translators and interpreters was reprinted for the third time. This booklet, which explains the five-level structure of accreditation which the Authority has developed and describes the standards expected of applicants for accreditation, the nature of the qualifications required and the prerequisites for entry at each level, is available from bookshops of the Australian Government Publishing Service.

Three entirely new publications were produced by the Authority during 1981. In April, the first number of the NAATI Newsletter was produced, and sent, free of charge, to all accredited and recognised persons, to all associations of practitioners, to educational institutions concerned with the training of interpreters and translators and to other interested individuals and organisations. The Newsletter appears quarterly, and aims to improve the flow of information between the Authority and members of the profession, by reporting on developments in the work of the Authority and giving notice of forthcoming events such as accreditation tests and workshops.

The Authority also produced a seventeen-page booklet entitled NAATI Tests: Background Information, which was initially distributed with the Newsletter in July 1981, and is available free of charge to interested persons on application to the Executive Officer. This publication aims to give intending test candidates all the information they require on the purpose, content, structure and conduct of NAATI tests.

The third new publication during 1981 was a collection of codes of ethics relating to the profession of interpreting and translating. This booklet includes the codes of ethics of the Association of Translators and Interpreters of Australia (ATIA), the Western Australian Institute of Translators and Interpreters (WAITI) and the Telephone Interpreter Service (TIS), and discussion papers on professional ethics prepared for students of interpreting and translating by the Royal Melbourne Institute of Technology and the University of New South Wales Institute of Languages. This booklet is distributed to all candidates for Level III interpreting tests, who are asked questions on it, and is available free of charge to other interested persons on application to the Executive Officer.

4. Consultations

Consultation with the profession, with employers of interpreters and translators, with education institutions and authorities and with governments plays an important part in virtually every aspect of the Authority's work. The Authority is keen to maintain a flow of information between itself and all individuals and organisations with an interest in interpreting and translating, whether by personal contact or by correspondence.

A list of the major consultations involving the Chairman and the Deputy Chairman during 1981 is given at Appendix XII. This list does not, of course, include the many contacts made by other representatives of the Authority, and by the SAPTI, or those consultations which have been carried out by correspondence.

PART E: THE FUTURE

1. Devolution of NAATI's Functions

As foreshadowed in the Annual Report for 1980, the Authority commenced, during 1981, detailed consideration of the responsibility implied in its Terms of Reference to make recommendations on arrangements for its own functions to devolve to a successor body or bodies. In March 1981, the Authority recommended to the Minister that NAATI's life-span in its present form be extended from the five years originally envisaged (due to expire in September 1982) to six or at the most seven years. This proposal

was justified because of delays - beyond the Authority's control - in the implementation of the Authority's five-year plan for the accomplishment of its objectives. However, the Minister, after consultation with NAATI, decided that the Authority's life-span should be extended by a much shorter period of three months, until the end of 1982, but that special arrangements should be made to ensure a smooth transition in the devolution of NAATI's functions to its successor-body early in 1983.

In August 1981, the Authority submitted to the Minister a paper setting out in detail its recommendations on arrangements to be made to ensure that the work of NAATI would be continued without interruption and without any lessening of the now established standards. These recommendations were, in large part, accepted by the Minister and, in October, were considered by the Conference of Commonwealth, State and Territory Ministers for Immigration and Ethnic Affairs. At that Conference, Ministers agreed that there should be joint Commonwealth and State action to establish a federal registration body for interpreters and translators. In agreeing in principle to the establishment of a national registration body, the Ministers also envisaged the emergence of a national professional association, to which would devolve a number of the present functions of NAATI.

It is envisaged that the federal registration body will have responsibility for the maintenance of professional standards, for testing, the assessment of overseas qualifications, and the approval of courses, for accreditation and for registration, while the national professional association would assume responsibility in other important areas such as discipline within the profession, the maintenance of professional ethics, the protection of the interests of the profession and the representation of its views.

It is proposed that the federal registration body will be appointed by the Commonwealth and State Ministers, and that the majority of its members will be professional interpreters and translators with accreditation at Level III or above.

The establishment of a national professional association will not, of course, be a matter for Government action. NAATI will, however, do all in its power to encourage the emergence of such an association, and aims to invite, during 1982, representatives of all existing associations to participate in discussions with NAATI representatives. It is hoped that such a meeting could serve to lay the foundation for a national professional association, possibly based on a federation of the participating associations.

During 1982, governments will continue discussions on the establishment of the national registration body to succeed NAATI early in 1983. The Authority, for its part, in addition to encouraging the emergence of a national professional association, will take all steps within its power to ensure that its successor-body commences operations on a sound and established basis.

2 General

The Authority looks forward to continuing and expanding, during 1982, the established pattern of its activities, including the testing of candidates, the assessment of courses of training for interpreters and translators and considering applications for accreditation on the basis of overseas qualifications. It aims to reduce, as much as possible, the backlog of work relating to accreditation assessments, and to continue the formulation and implementation of policies arising from its terms of reference.

NATIONAL ACCREDITATION AUTHORITY
FOR TRANSLATORS AND INTERPRETERS

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 programs 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.

Appendix II

MEMBERSHIP OF COMMITTEES - JANUARY 1980 to 14 DECEMBER 1981

Accreditation Committee

Chairman:	Sir George Cartland CMG
Members:	Dr P. Martin
	Dr M. Brandle
	Professor J. Frodsham
	Mr A. Garrick
	Dr E. Gauntlett
	Mr C. Kiriloff
	Mr R. Rubichi
	Dr G. Strauss

Course Assessment Committee

Chairman:	Dr P. Martin
Members:	Dr M. Brandle
	Dr E. Gauntlett
	Mr C. Kiriloff
	Mr V. Menart
	Mr R. Rubichi

Overseas Qualifications Committee

Chairman:	Dr P. Martin
Members:	Professor J. Frodsham
	Mr A. Garrick
	Dr G. Strauss

Examinations Committee

Chairman:	Sir George Cartland CMG
Members:	Dr E. Gauntlett
	Mr R. Rubichi
	Dr G. Strauss

Editorial Committee

Chairman:	Sir George Cartland CMG
Members:	Professor J. Frodsham
	Professor L. Kramer, OBE

SAPTI Chairmen's Committee

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

MEMBERSHIP OF STATE/TERRITORY PANELS

(As at 31 December 1981)

New South Wales

Dr P. Martin (Chairman)
Mr V. Menart
Mr L. Ginori
Mr A. Balint
Mrs T. Cheshier
Ms R. Morgan
Mrs B. McGilvray
Mr E. Giouloglou
Mr T. Dowding
Professor R. Ebied
Mr P. Sardelic
Mr J. Tambakas

Victoria

Dr G. Strauss (Chairman)
Mr P. Negropontis
Dr E. Gauntlett
Mr R. Sheehan
Ms K. Whorlow
Mr L. Honan
Mrs L. Kempner
Ms A. Rodriguez-Orona

South Australia

Mr R. Rubichi (Chairman)
Mrs U.G. Nocerino
Professor B.L.D. Coghlan
Miss A.B. Szczygielski
Mrs M. Marchi
Mr D. Faulkner
Mr L. Timpano
Dr P. Tuffin
Mrs J. Blewett
Mr J. Block
Mr A. Christou

Western Australia

Professor J. Frodsham (Chairman)
Mr K.J. Ammerer
Mr W. Frick
Mr L. Roberts-Smith
Dr S. Minc
Mr S. Piantadosi
Mr R. Myatt
Mr P. Bogdanich
Mr N. Greaves
Mr M. Hotchkin
Dr F. Quadros

Queensland

Dr M. Brandle (Chairman)
Dr T. Ellis
Mr H. Atkinson
Mr G. Ettore
Rev. C. Grisendi
Mr J. Allen
Mrs A. Favre
Professor B. Christa
Professor C. Mackerras
Mr C. Galtos
Mr G. Pippas
Mr H.T. Mellor

Tasmania

Sir George Cartland CMG (Chairman)
Mr A.M. Cornish
Mr I.H. Naqvi
Mr N. Crocombe
Mr A. Harmsen
Professor J.H. Tisch
Dr A. Pittas
Mr E.J. Hayes

Northern Territory

Mr S. Karas (Chairman)
Mr M. Donohue
Dr T.T. Lee
Mr R. Soong
Mr N. Van Eck
Mr V. Phelan
Ms R. Ruzic
Mr J. Kaegi
Mr D. McCarthy
Mr R. Nelson
Mr E. Milliken
Dr My Van Tran

Australian Capital Territory

Mr C. Kiriloff (Chairman)
Mr P. Bandharangshi
Dr H.H.E. Loofs-Wissowa
Mrs R. Mauger
Ms K. O'Sullivan
Mr R. Pintos-Lopez
Mr G. Savaris
Mrs B. Stefanik
Mr I. Taylor

TEST FORMAT FOR LEVEL I TEST FOR LANGUAGE AIDES

- | | | |
|---------|--|----------------------|
| Part 1: | <u>Free Conversation</u> | 5-6 mins.
minimum |
| | Free conversation in both languages, possibly involving discussion of a subject or subjects such as job function. | |
| Part 2: | <u>Filling in a Form</u> | 10 mins.
minimum |
| | A passage of approximately 100-120 words to be read out by the candidate in the other language, followed by a simple form with 10-12 questions to be filled out in English by the candidate, using the information supplied in the passage. One of the questions would involve a full-sentence answer. | |
| Part 3: | <u>Continuous Speech</u> | 7 mins.
minimum |
| | The candidate would be asked to explain orally in the other language how to get from point X to point Y. The points could be marked on a map and the map could be used by the candidate in his explanation but the use of a map would not be obligatory. The request for directions could include the names of particular offices. | |

TEST FORMAT FOR ADMISSION TEST AT LEVEL II

Note: A pass in the Admission Test is a prerequisite for admission to the Level II Interpreting and Translating Tests.

ADMISSION TEST (Approximately 30 mins)

Comprehension of Written Material

There will be two passages of approximately 200 words each. Each will be followed by three written questions. These are to be answered in writing. The first passage will be in English with questions and answers in the language other than English. The second passage will be in the language other than English with questions and answers in English. Answers must be in the form of complete sentences and should provide all the information that the questions seek. Candidates may consult the original passages while answering the questions.

TEST FORMAT FOR LEVEL II TEST FOR INTERPRETERS

TEST IN ENGLISH/OTHER LANGUAGE FOR INTERPRETERS
(approximately 40 minutes, including 10 minutes
unallocated time to allow for unforeseen delays)

1. Introductory Conversation (approximately 5 mins)

Wherever possible, interpreting tests are conducted on a face-to-face basis between the candidate and the examiners. In this situation, to aid familiarisation and establish rapport between candidates and examiners, there will be two free dialogues, each of approximately 2 1/2 minutes in length, one in English and the other in the language other than English. These dialogues do not form part of the test as a whole and will not be marked.

In certain circumstances, it may be necessary to conduct interpreting tests using recording devices. In such situations, there will be no introductory conversation.

(no marks)

2. Dialogue Interpreting (20 mins)

There will be two dialogues of 250 - 300 words each between an English speaker and a speaker of the language other than English. The dialogues will be divided into suitable segments, which will not normally exceed 35 words.

(45 + 45 = 90 marks)

3. Cultural and Social Aspects (5 mins)

The examiner will put to the candidate several oral questions on the social and cultural aspects of interpreting in both English and the other language, possibly drawn from one of the dialogues. The candidate will reply orally to the questions.

(10 marks)

TEST FORMAT FOR LEVEL II TRANSLATING TEST

TEST IN ENGLISH/OTHER LANGUAGE FOR TRANSLATORS
(approximately 1 1/2 hours)

1. Translation from English (45 mins)

Two passages of 120-140 words each in English in contrasting subject areas, one of which is selected and translated into the language other than English. The passages should be of moderate complexity and in a non-specialist subject area. Neither passage will be drawn from the field of creative literature.

(50 marks)

The use of dictionaries will be permitted.

2. Translation into English (45 mins)

Two passages of 120-140 words each in the language other than English, in contrasting subject areas, one of which is selected and translated into English. The passages should be of moderate complexity and in a non-specialist subject area. Neither passage will be drawn from the field of creative literature.

(50 marks)

The use of dictionaries will be permitted.

TEST FORMAT FOR ADMISSION TEST AT LEVEL III

Note: A pass in the Admission Test is a prerequisite for admission to the Level III Professional Interpreting and Translating Tests.

ADMISSION TEST (Approximately 40 mins)

Comprehension of Written Material

There will be two passages of approximately 300 words each. Each will be followed by three written questions. These are to be answered in writing. The first passage will be in English with questions and answers in the language other than English. The second passage will be in the language other than English with questions and answers in English. Answers must be in the form of short paragraphs and should provide all the information that the questions seek. Candidates may consult the original passages while answering the questions.

(to be marked Pass or Fail)

TEST FORMAT FOR LEVEL III INTERPRETING TEST

TEST IN ENGLISH/OTHER LANGUAGE FOR INTERPRETERS
(approximately 90 minutes, including 15 minutes
unallocated time to allow for unforeseen delays)

1. Introductory Conversation (approximately 5 mins)

Wherever possible, interpreting tests are conducted on a face-to-face basis between the candidate and the examiners. In this situation, to aid familiarisation and establish rapport between candidates and examiners, there will be two free dialogues, each of approximately 2 1/2 minutes in length, one in English and the other in the language other than English. These dialogues do not form part of the test as a whole and will not be marked.

In certain circumstances, it may be necessary to conduct interpreting tests using recording devices. In such situations, there will be no introductory conversation.

(no marks)

2. Dialogue Interpreting (20 mins)

There will be two dialogues each of approximately 10 minutes' duration, in different subject areas between an English speaker and a speaker of the language other than English. The better to reflect a real-life interpreting situation, the second dialogue could develop some general concept in depth. Each dialogue will be of approximately 400 words and will be divided into suitable segments, which will not normally exceed 60 words.

(25 + 25 = 50 marks)

3. Summary Interpreting (20 mins)

There will be two recorded passages of 200 - 220 words each. After having listened to the first passage in English, candidates will render it orally in the language other than English. They will then listen to the second passage in the language other than English and will render it orally in English. Note-taking will be permitted.

(10 + 10 = 20 marks)

2.

4. Consecutive Interpreting (20 mins)

There will be two passages of 200 - 220 words each. The first passage will be in English and the second passage in the language other than English. Each passage will be divided into suitable short segments followed by a pause. The candidate should begin to interpret into the other language immediately after the end of each segment. Note-taking will be permitted.

(10 + 10 = 20 marks)

5. Cultural and Social Aspects (5 mins)

The examiner will put to the candidate several oral questions on the social and cultural aspects of interpreting in English and the other language, possibly drawn from one of the dialogues or passages. The candidate will reply orally to the questions.

(5 marks)

6. Ethics of the Profession (5 mins)

The examiner will select several questions based on NAATI's published collection of codes of ethics for interpreters and translators and put them to the candidate orally. The questions will be designed to elicit the candidate's awareness of the ethics of the profession. The candidate will reply orally to the questions.

(5 marks)

TEST IN ENGLISH/OTHER LANGUAGE FOR TRANSLATORS
(approximately 4 hours)

1. Translation from English (2 hours)

Three passages of approximately 250 words each in English, in different styles and subject areas, TWO of which are to be selected and translated into the language other than English. The passages may include administrative documents and texts on scientific, technical and theoretical subjects aimed at the non-specialist reader.

(50 + 50 = 100 marks)

The use of dictionaries will be permitted.

2. Translation into English (2 hours)

Three passages of approximately 250 words each in the language other than English in different styles and subject areas, TWO of which are to be selected and translated into English.* The passages may include administrative documents and texts on scientific, technical and theoretical subjects aimed at the non-specialist reader.

(50 + 50 = 100)

The use of dictionaries will be permitted.

* In the case of Greek, a passage in Katharevousa will be compulsory.

Appendix V

Translating Tests Held During 1981

	STATE/TERRITORY																																TOTAL			
Language	ACT				NSW				NT				QLD				SA				TAS				VIC				WA							
	Lev II No Sat	Lev III No Psd	Lev II No Sat	Lev III No Psd	Lev II No Sat	Lev III No Psd	Lev II No Sat	Lev III No Psd	Lev II No Sat	Lev III No Psd	Lev II No Sat	Lev III No Psd	Lev II No Sat	Lev III No Psd	Lev II No Sat	Lev III No Psd	Lev II No Sat	Lev III No Psd	Lev II No Sat	Lev III No Psd	Lev II No Sat	Lev III No Psd	Lev II No Sat	Lev III No Psd	Lev II No Sat	Lev III No Psd	Lev II No Sat	Lev III No Psd	Lev II No Sat	Lev III No Psd	Lev II No Sat	Lev III No Psd	Lev II No Sat	Lev III No Psd		
ARABIC	3	0	1	0	9	0	12	4	1	0	-	-	1	0	-	-	5	0	-	-	-	-	-	13	0	6	1	4	0	-	-	36	0	19	5	
CHINESE (MANDARIN)	7	5	3	3	4	2	5	1	4	2	1	0	2	1	-	-	11	7	1	0	2	1	-	-	16	4	2	0	8	2	1	0	54	24	13	4
CROATIAN	-	-	1	0	-	-	3	0	-	-	-	-	-	-	-	-	2	0	-	-	-	-	-	-	5	1	-	-	2	0	-	-	13	1		
FRENCH	7	6	5	4	9	3	8	4	2	1	-	-	26	11	7	5	14	6	6	4	8	2	3	2	21	7	12	4	31	5	3	2	118	41	44	25
GERMAN	9	2	4	2	10	3	12	9	4	1	1	1	17	2	4	4	38	9	8	4	11	5	6	5	18	8	10	6	24	6	11	6	131	36	56	37
GREEK	1	1	2	0	3	2	11	3	1	0	1	1	2	2	2	0	13	3	3	2	5	4	1	0	26	16	15	5	3	0	1	0	54	28	36	11
ITALIAN	3	1	1	0	4	1	13	1	4	0	-	-	9	2	2	1	16	5	4	2	7	1	3	2	37	15	10	3	9	1	2	0	89	26	35	9
KHMER	1	0	-	-	2	0	-	-	1	0	-	-	2	0	-	-	6	0	-	-	-	-	-	-	3	0	-	-	-	-	-	-	15	0	-	-
POLISH	5	2	1	1	11	5	12	12	-	-	-	-	3	2	2	1	17	3	4	2	5	2	1	1	6	1	7	7	7	3	3	2	54	18	30	26
RUSSIAN	3	1	-	-	7	1	3	0	2	0	-	-	7	0	-	-	11	1	1	0	4	0	-	-	16	2	5	3	3	0	-	-	53	5	9	3
SERBIAN	-	-	-	-	-	-	8	0	-	-	-	-	-	1	1	-	-	4	2	-	-	-	-	-	-	5	2	-	-	-	-	-	-	18	5	
SPANISH	4	1	3	1	9	1	17	9	7	1	-	-	15	4	8	2	15	4	3	2	7	3	2	0	19	3	17	8	11	1	1	1	87	18	51	23
TURKISH	2	0	-	-	3	1	6	6	-	-	-	-	2	2	2	2	4	1	1	1	-	-	-	-	15	9	15	13	3	2	-	-	29	15	24	22
TOTAL	45	19	21	11	71	19	110	49	26	5	3	2	86	26	28	16	150	39	37	19	49	18	16	10	190	65	109	53	103	20	24	11	720	211	348	171

NOTE: NUMBERS OF CANDIDATES PASSED IN CHINESE AT LEVEL II AND IN ALL LANGUAGES AT LEVEL III INCLUDE PERSONS WHO PASSED IN ONE DIRECTION ONLY.

Interpreting Tests and Tests for Language Aides Held During 1981

	STATE/TERRITORY																								TOTAL							
Language	ACT								NSW								NT								QLD							
	Lev I*		Lev II		Lev III		Lev I*		Lev II		Lev III		Lev I*		Lev II		Lev III		Lev I*		Lev II		Lev III		Lev I*		Lev II		Lev III			
	No	Psd	No	Psd	No	Psd	No	Psd	No	Psd	No	Psd	No	Psd	No	Psd	No	Psd	No	Psd	No	Psd	No	Psd	No	Psd	No	Psd	No	Psd		
CHINESE (MANDARIN)	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	
FRENCH	-	-	6	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	3	-	-		
GERMAN	-	-	-	-	-	-	-	-	-	-	-	-	-	2	1	1	0	-	-	4	6**	3	1	-	-	6	7**	4	1	-		
GREEK	-	-	-	-	-	-	15	8	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	16	9	-	-	-	-		
ITALIAN	-	-	-	-	-	-	13	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	11	-	-	-	-		
JAPANESE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	1	1	1	-	-	2	1	1	1	-	-		
SPANISH	-	-	1	1	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	1	1	1	1	-	-		
TOTAL	-	-	7	4	-	-	28	19	-	-	-	-	3	3	2	1	1	0	-	-	6	7	4	2	31	22	15	12	5	2		

* LEVEL I = TEST FOR LANGUAGE AIDES

** INCLUDES 2 CANDIDATES WHO SAT AT LEVEL III BUT RECEIVED CONCEDED PASSES AT LEVEL II

Courses Assessed or to be Assessed by NAATI as at 31 December 1981

	Institution	State	Level	Category	Languages
1.	Casuarina High School	NT	I	Language Aide	Italian, Greek
2.	School of Australian Linguistic (Darwin Community College)	NT	II	Interpreter and Translator	Various Aboriginal languages, according to demand
3.	Institute for Aboriginal Development	NT	I & II	Language Aide and Interpreter	Aboriginal languages of the Arandic Group, Ngarrka Group and Western Desert Group
4.	Darwin Community College (i)	NT	II	Interpreter and Translator	Italian and Greek
5.	Perth Technical College (ii)	WA	II	Interpreter	French and Italian
6.	W.A. CAE (Mt Lawley) (ii)	WA	III	Interpreter and Translator	German and Italian
7.	South Australian Dept. Further Education	SA	II	Interpreter	Croatian, Greek, Italian, Serbian, Spanish
8.	South Australian Dept. Further Education (iii)	SA	II	Translator	Croatian, Greek, Italian, Serbian, Spanish
9.	South Australian College of Advanced Education	SA	II	Interpreter and Translator	Greek and Italian
10.	Royal Melbourne Institute of Technology (Technical College) (iv)	VIC	II	Interpreter and Translator	Spanish, Turkish, Vietnamese, Arabic,
11.	Royal Melbourne Institute of Technology (CAE) (v)	VIC	III	Interpreter and Translator	Croatian, Greek, Italian, Serbian
12.	Victoria College (Prahran) (vi)	VIC	III	Interpreter and Translator	Croatian, Greek, Italian, Serbian
13.	Sydney Technical College	NSW	II	Interpreter	Arabic Croatian, Greek, Croatian, Serbian, Spanish, Turkish
14.	Petersham Technical College	NSW	II	Interpreter	Croatian, Greek, Macedonian, Serbian, Slovene, Vietnamese
15.	Newcastle Technical College	NSW	II	Interpreter	Greek, Italian, Spanish, Vietnamese
16.	Milperra CAE (vii)	NSW	II	Interpreter and Translator	to be decided
17.	University of Queensland (viii)	QLD	III	Interpreter and Translator	Japanese
18.	Canberra CAE (ix)	ACT	III	Interpreter and Translator	Italian, and Spanish

- (i) To commence in 1983. Not yet approved.
- (ii) To commence in 1982. Not yet approved. To be assessed in June 1982
- (iii) Commenced in 1981. Not yet approved. Assessment in progress.
- (iv) Not yet approved. To be assessed in April/May 1982.
- (v) Course will terminate on graduation of 1981 intake.
- (vi) Croatian and Serbian streams not yet approved.
- (vii) Course to be introduced in 1983. Not yet approved.
- (viii) Provisional Approval only.
- (ix) Course not to be offered in 1982. To be upgraded in 1983.

Distribution of Recognised Practitioners by Language and
Geographic Location, as at 31 December 1981

LANGUAGE	NSW	VIC	SA	QLD	WA	TAS	NT	ACT	TOTAL
Arabic	10	8	-	-	1	-	-	2	21
Bulgarian	-	-	1	-	-	-	-	-	1
Burmese	-	-	-	-	1	-	-	-	1
Chinese	-	-	-	-	1	-	-	-	1
Croatian	6	10	1	-	-	-	-	4	21
Czech	2	1	-	-	-	-	-	-	3
Dutch	1	-	-	-	2	-	-	-	3
Finnish	1	-	1	1	-	-	-	1	4
French	4	4	1	1	-	1	-	-	11
German	5	8	5	1	1	4	-	-	24
Greek	21	34	7	1	3	1	-	2	69
Hebrew	-	1	-	-	-	-	-	-	1
Hungarian	2	1	-	2	1	-	-	-	6
Indonesian	-	-	-	-	-	-	-	2	2
Italian	10	14	10	1	2	1	-	-	38
Japanese	-	-	1	-	-	1	1	-	3
Macedonian	2	1	-	-	1	-	-	1	5
Maltese	-	1	-	-	-	-	-	-	1
Mandarin	1	-	-	-	3	-	-	-	4
Persian	1	-	-	-	-	-	-	-	1
Polish	2	-	2	2	-	-	-	-	6
Portuguese	-	-	-	-	1	-	-	-	1
Russian	2	2	3	1	-	-	-	-	8
Serbian	6	6	5	3	1	-	-	1	22
Slovene	1	-	-	-	-	-	-	-	1
Spanish	8	7	-	1	-	1	-	2	19
Swedish	-	-	-	-	-	-	-	1	1
Turkish	7	21	1	-	1	-	-	-	30
Vietnamese	1	1	1	1	-	-	-	2	6
TOTAL	93	120	39	15	19	9	1	18	314

CONSULTATIONS

Consultations between the Chairman and/or the Deputy Chairman and:

29 January	Canberra	Mr D. Volker, Acting Secretary, Department of Immigration and Ethnic Affairs
10 February	Sydney	Mr J. Wikstrom, President, Association of Translators and Interpreters of Australia (ATIA)
12 March	Sydney	Mr M. Birukoff, President, Official Court Interpreters and Translators Association
31 March	Perth	Regional Office, Department of Immigration and Ethnic Affairs
1 April	Perth	Mrs J. Jenkins, Senior Lecturer, Perth Technical College
1 April	Perth	Meeting with staff of Mt Lawley College of Advanced Education
1 April	Perth	Meeting with members of the Executive of the Western Australian Institute of Translators and Interpreters (WAITI)
6 May	Sydney	Mr J. Wikstrom, President, ATIA
6 August	Canberra	Mr J. Menadue, Secretary, DIEA
27 August	Sydney	Meeting with members of the Executive of ATIA
28 August	Canberra	Ms V. Elwell, Institute for Aboriginal Development
21 September	Sydney	Mr J. Wikstrom, President, ATIA
2 October	Canberra	Mr J. Flynn, Adult Deaf Society of Victoria
16 October	Melbourne	Conference of Commonwealth/State Ministers for Immigration and Ethnic Affairs

19 October	Alice Springs	Meeting with staff of the Institute for Aboriginal Development
21 October	Batchelor	Meeting with staff of the School of Australian Linguistics
22 October	Darwin	Meeting with representatives of the Darwin Community College, the Northern Territory Education Department, the Chief Minister's Office (Aboriginal Liaison Unit) the Northern Lands Council
30 October	Canberra	Mr I.K. Lindenmayer, Acting Deputy Secretary, DIEA
23 November	Canberra	Professor Peter Karmel, Chairman, Commonwealth Tertiary Education Commission

