

**NATIONAL ACCREDITATION AUTHORITY
FOR TRANSLATORS & INTERPRETERS**

ANNUAL REPORT

1982 *copy*

**FIFTH
ANNUAL REPORT**

National
Accreditation
Authority for
Translators and
Interpreters

Annual Report 1982

Part A: Preliminary

1. Introduction

The National Accreditation Authority for Translators and Interpreters (NAATI), established by the Commonwealth Government in September 1977, completed its fifth full year of operations on 31 December 1982. This Fifth Annual Report covers the period from 1 January 1982 to 31 December 1982.

2. Development of NAATI

The history of the Authority has been well documented in earlier Annual Reports, and in particular in the Fourth Annual Report. The year of 1982 might be described as one of consolidation, during which testing and other assessment activities continued along established lines, but was equally one of change and innovation. The following pages will deal with both aspects of the Authority's work during 1982.

In all its activities since 1977, the Authority has been guided above all by the goal, embodied in its Terms of Reference, of establishing the professional status of interpreters and translators practising in Australia. Both in the definition of its Levels of Accreditation and in the development of procedures for assessment, the Authority has aimed, without compromise, to set standards consistent with this goal.

Despite criticisms of some aspects of the Authority's work, which, when they have been justified, have led to change, the standards required by the Authority had never seriously been challenged until the publication, during

1982, of recommendations relating to the work of the Authority by the Australian Institute of Multicultural Affairs (AIMA). The Authority considered that certain of these recommendations, apparently made with little knowledge of the subjects and certainly without the benefit of consultation with the Authority, constituted a real threat to professionalism in interpreting and translating in Australia. Through consultations with the Minister for Immigration and Ethnic Affairs, the Authority worked hard to counter this threat.

The Authority continued to advise the Minister and work closely with the Department of Immigration and Ethnic Affairs on matters relating to the devolution of its own functions to a successor-body.

3. Membership

Following on from the changes in membership which occurred in September 1981, three additional appointments were made to the Authority early in 1982. The three new members, Miss Eve Fesl, Miss Anna Fratta and Mr. John Flynn, further increased the representativeness of the Authority. Miss Fesl and Mr. Flynn brought to NAATI expertise in the Aboriginal languages and the languages used by the Deaf, respectively, and the appointment of Miss Fratta, an experienced interpreter with Level III accreditation, brought the number of accredited practitioners amongst the members to five.

The membership of the authority in 1982 was, therefore, as follows:

| | |
|------------------|-------------------------|
| Chairman: | Sir George Cartland CMG |
| Deputy Chairman: | Dr. Peter Martin |

Members:

Dr. M. Brandle
Miss. E. Fesl (from1982)
Mr. J. Flynn (from1982)
Miss A. Fratta (from 24 February 1982)
Mr. W. Frick
Mr. S. Karas
Mr. C. Kiriloff
Mr. V. Menart
Mr. R. Rubichi
Dr. G. Strauss
Mr. M. Stavrinides
Mr. J. Wikshom

4. Terms of Reference

The Terms of Reference of the Authority, which are reproduced at Appendix 1, have remained unchanged since its establishment in 1977.

5. Secretariat

The Authority continued to be served by a secretariat of five permanent members of staff within the Department of Immigration and Ethnic Affairs.

6. Committee Structure

As described in the Fourth Annual Report, the specialist committees of the Authority (such as the Accreditations Committee and the Examinations Committee) were replaced during 1981 by an Executive Committee whose flexible membership enabled it to deal with specialised subjects as well as

with the day-to-day business of the Authority. Only one specialist committee, the Overseas Qualifications Committee, continued in existence, with a membership of three: Dr. Martin (Chairman), Dr. Brandle and Dr. Strauss.

7. Meetings

Six meetings of the Authority were held during 1982, on 26 March, 11 June, 27 August, 24 September, 29 October and 19 November 1982.

The Executive Committee met eight times, on 21 January, 5 February, 4 March, 21 May, 9 July, 6 August, 8 October and 17 December 1982.

The Overseas Qualifications Committee met on 30 April and on 12 November 1982 and a meeting of representatives of all State Assessment Panels for Interpreters and Translators took place on 23 April 1982.

8. Summary of work

(to be added later)

Part B: Accreditation

1. Categorisation of Languages

From its establishment in 1977 until the end of 1982, NAATI had received nearly 15,000 applications for accreditation, from 5,000 individuals, in approximately 80 different languages.

- NAATI draws a distinction between demand for accreditation and need for accreditation. Demand is a function of the number of eligible applicants for accreditation in a particular languages, whereas need is a function of Australia's overall requirement for accredited interpreters and translators in a particular language. The two do not necessarily coincide.

Both demand and need for accreditation vary widely among languages.

Because of this, NAATI has divided the languages in which it has received applications into four groups: Category A - languages of high need and mostly high demand; Category B - languages of medium to high need and high demand; Category C - languages of medium to low need and demand; and Category D - languages of low to very low need and demand.

Each language is assigned to one of the above four categories on the basis of NAATI's assessment of the need for skilled personnel and the demand for accreditation in that language. It is important to emphasise that this categorisation is flexible, and a language may be "re-categorised" at any time if a change in demand and/or need should occur.

The categorisation of languages enables NAATI to order priorities in the scheduling of testing of applicants for accreditation and the development

of training courses for interpreters and translators. It must be borne in mind that for some languages in which need is high but candidate demand low the language may not appear at all in the testing schedule yet occupy a prominent place in the course provision plan.

The categorisation as at the end of December, 1982, is as follows, in alphabetical order within categories.

Category A: Aboriginal and Torres Strait Island Languages, Arabic, Chinese (Mandarin and Cantonese) Croatian, Deaf Sign Language, Greek, Italian, Japanese, Serbian Spanish, Turkish, Vietnamese.

Category B: French, German, Indonesian, Macedonian, Malay, Polish, Portugese, Russian, Thai.

Category C: Czech, Dutch, Hungarian, Khmer, Lao, Maltese.

Category D: All other languages

2. National Testing Schedule

NAATI's annual testing program is based on the categorisation of languages explained in Appendix II. As a general rule, high demand languages in Category A are to be tested once a year, those in Category B once every two years, those in Category C once every three years, and those in Category D only as demand, need and opportunity coincide.

Testing is an expensive and time-consuming operation, especially as translating tests, once used, cannot be used again. Given NAATI's limited resources it is therefore not feasible to offer testing "on demand". The frequency with which tests are planned in Categories A, B and C (annually, biennially and triennially) will enable NAATI to make the most economical use of its scarce resources, while still offering tests on a regular basis to more than 97% of all applicants for testing.

Within a given language both need and demand may vary considerably between the levels and also between interpreting and translating. For this reason tests at all levels and in both skills may not be offered for all languages included in a particular year's testing schedule. In situations where resources are becoming a problem for the Authority priority is given to Level III testing because of its fundamental importance in the development of professional standards.

Level I tests are carried out by NAATI State Panels under local arrangements, on an "on-demand" basis as far as resources will permit. These tests are not listed in the published testing schedule.

3. A Plan for the Provision of Courses in interpreting and Translating (Taken from the Authority's submission to the Senate Committee on Education and the Arts Enquiry into the National Language Policy)

Basic Considerations

The Commonwealth Tertiary Education Commission has made a detailed submission to the Senate Committee regarding the provision of language courses in Australia. In that submission the Commission draws attention to

the wide range of languages offered by post-secondary institutions, the very considerable costs associated with provisions of those courses and the fact, based on enrolment levels, that there is little evidence of unmet student demand.

The Commissioners note that certain language offerings appear to be duplicated to an undesirable degree in the same city or region, frequently at the expense of treatment at an advanced level in any one institution. They suggest rationalisation and the establishment of centres of concentration in particular languages to overcome this problem.

NAATI accepts the general tenor of the CTEC submission, but in so doing would point out that quite apart from any upsurge in student interest following the development of a national language policy, a significant factor restricting student demand at the present time is the excessive emphasis on the literary approach to language studies.

NAATI agrees that the sums of money currently spent on post-secondary language courses are so large that to argue for additional funds for the establishment of language courses with a more applied emphasis would, with rare exceptions, be difficult to justify. None the less, NAATI is acutely conscious of the fact that the current availability of interpreting and translating courses at the basic professional level (Level III) is highly unsatisfactory, both in range of languages and in distribution across the nation. The Authority would therefore suggest that at least some of the shortfall might be met by diverting resources presently devoted to literary language courses to interpreting and translating courses.

With more than eighty languages in use in Australia, any attempt to cover all of them by courses of study is out of the question. As described in Appendix II, NAATI has developed a categorisation of languages based essentially on an assessment of the national need for skilled interpreters and translators in the various languages. When using this categorisation as a planning tool it is important to remember that it does not necessarily reflect the current availability of appointments but is based on an assessment of future staffing needs. Another complication is the current supply factor, which is related to the pool of people already accredited at Level III or above and an assessment of the number who might reasonably be expected to pass our tests or graduate from approved courses in the next three years.

These four elements - national need, student/candidate demand, availability of appointments and current supply of qualified persons all need to be taken into account when developing a plan for the provision of courses. As mentioned in Appendix II, the categorisation does not, of itself, mean that the same languages would appear in a testing schedule and a course provision schedule. The situation with Japanese will make this clear - there is a high national need for interpreters and translators in this language. However, very few persons have offered themselves for testing or have sought to enrol in the one course available i.e. demand is low and we have assessed the supply factor as low. As a result we have not scheduled testing in Japanese for 1983 (lack of candidates) but have recommended continuing support for the course of training at the University of Queensland.

The Authority has decided that the principal emphasis in course provision should be the Category 'A' languages. In developing the plan it is

convenient to treat the Aboriginal and Torres Strait Island Languages and the Deaf Sign Language separately from the other languages.

With the exception of the languages mentioned above, NAATI does not see any case for funding consideration by the Commonwealth for Level I courses. With a similar exception, NAATI puts the view that nationally there is relative over provision of Level II courses in the TAFE sector in some of the most frequently used languages. The TAFE sector should be encouraged to carefully review current offerings and use the flexibility inherent to the sector to phase languages in and out as real needs develop or are satisfied. There could be a useful role for TAFE colleges in running Level II courses in selected Category 'B' languages from time to time. No additional funding is suggested for this; it should be done out of the funds already allocated to interpreting and translating courses. The Perth Technical College appears to have developed a good model for presenting a total programme of a given size in which the languages offered alter from term to term.

Viable programme sizes will govern the longer term provisions of Level III courses. In the plan set out below, a comprehensive range of courses is suggested for Sydney and Melbourne (Australia's largest cities and largest migrant population. Sydney's current population is 3½ million). When courses have already been established elsewhere, careful review will be necessary to see if continuation is warranted on a permanent basis. Because the Category 'A' languages cannot be offered in more than a few centres, it follows that students will have to travel interstate to study particular languages. This would fit in with the principle development by the CTEC that concentration of language teaching in a limited number of centres will necessitate some provision for interstate travel.

An alternative to extensive travel would be provision of external studies. Given modern technological developments this may prove quite satisfactory for the preparation of translators, but the Authority has significant reservations about the practicability of training interpreters by this mode.

It is proposed that there should be two types of Level III courses. Full scale three-year Bachelor of Arts courses (Interpreting and Translating) are suggested for only a limited number of languages and locations. However, to cover the needs of persons already in the community who hold a B.A. or similar award in modern languages who wish to train as interpreters or translators a course at the post-graduate diploma level (PGI) is suggested. This course would be one year full-time or two years part-time. Such a course would have a permanent staff to teach subjects such as English and Sociology while there would be a rotation of specialist language staff. Because of this arrangement it should be possible for graduates in languages from Categories 'B' and 'C' to be trained, provided a sufficiently large group can be recruited in a particular language. Such post-graduate courses are recommended for a limited number of locations and it is suggested that investigation may show at least a short-term demand in additional locations.

In the plan Milperra College plays a prominent role as a Level III course provider. At present the College runs a two year Associate Diploma (UG3) course in community languages with a Level II NAATI course included. It is the firm plan of the Higher Education Board to develop these language programmes to degree level and to upgrade the interpreting and translating strand to Level III standard by 1985. A major investment has been made in quality staff at this College.

The Plan - Designation of Institutions

1. Aboriginal and Torres Strait Island Languages

- (a) Institute of Australian Linguistics, Batchelor, Northern Territory;
- (b) Institute for Aboriginal Development, Alice Springs, Northern Territory.

R1. Recommended - *Develop courses at Levels I and II to meet perceived need.*

2. Deaf Sign Language

- (a) Adult Deaf Society of Victoria;
- (b) Adult Deaf Society of New South Wales.

R2. Recommended - *The responsibility for training at Levels I and II should remain with these groups, but the extent to which present needs are being met by the scale of the courses needs investigation.*

3. Other Category 'A' Languages - Provision of Level III courses

The remaining Category 'A' languages are Arabic, Chinese (Mandarin and Cantonese), Croatian, Serbian, Greek, Italian, Spanish, Turkish, Vietnamese and Japanese.

Of these languages Chinese and Japanese are seen as so specialised that initially only one national centre for each is recommended.

R3. Recommended - *That a national centre for the training of interpreters and translators in Chinese (Mandarin and Cantonese) be established jointly between Canberra College of Advanced Education and the Australian National University. (If for any reason this centre does not proceed or if student demand exceeds its capacity it is recommended that a centre be established at the University of Queensland.)*

R4. Recommended - *That the national centre for the training of interpreters and translators in Japanese be confirmed as the existing programme at the University of Queensland.*

R5. Recommended - *That Level III provision via specific undergraduate (UGL) courses for the following Category 'A' languages be made as shown in this table:*

| Language | Sydney | Melbourne | Adelaide | Canberra | Perth |
|------------------|--------|------------|----------|----------|-------|
| Arabic | Mil. | Vict. | - | - | - |
| Croatian/Serbian | Mac. | Vict. | - | - | - |
| Greek | Mil. | Vict. | SACAE | - | - |
| Italian | Mil. | Vict. | SACAE | CCAE* | WACAE |
| Spanish | Mil. | Vict/La T. | - | CCAE* | - |
| Turkish | Mil. | Vict. | - | - | - |
| Vietnamese | Mil. | Vict. | - | - | - |

| | | |
|-------|---|--|
| Mil. | - | Milperra College of Advanced Education |
| La T. | - | La Trobe University |
| Mac. | - | Macquarie University |
| Vict. | - | Victoria College (ex Prahran) |
| SACAE | - | South Australian College of Advanced Education |
| CCAE | - | Canberra College of Advanced Education |
| WACAE | - | Western Australian College of Advanced Education |
| * | - | subject to a sufficient number of students. |

R6. Recommended - *That Level III provision via post-graduate diploma (PGL) courses be made as follows:*

| | | |
|------------------|---|-----------------------------|
| <i>Sydney</i> | - | <i>Macquarie University</i> |
| <i>Melbourne</i> | - | <i>Victoria College</i> |

and that the case for establishing such courses be investigated in the following cities:

| | | |
|-----------------|---|--|
| <i>Adelaide</i> | - | <i>South Australian College of Advanced Education</i> |
| <i>Canberra</i> | - | <i>Canberra College of Advanced Education</i> |
| <i>Perth</i> | - | <i>Western Australian College of Advanced Education.</i> |

R7. Recommended - *Where institutions wish to include Category 'B' languages in their undergraduate Level III courses, such provision must be made from the institution's own resources and should not cut across any special funding arrangements made for the Category 'A' languages.*

- R8. Recommended - *That only designated institutions should be encouraged to extend their involvement in interpreter and translator training.*
- R9. Recommended - *That NAATI should discuss this plan with the Commonwealth Tertiary Education Commission on the basis of a total student enrolment equivalent to 600 - 900 full-time students in the courses covered by Recommendations 3 to 6 inclusive.*

4. Accreditation Testing

(i) The 1982 Testing Programme

The Fourth Annual Report included an account of the review of accreditation testing which was conducted by the Authority during 1981. The test formats and testing procedures developed in the course of that review, and trialled in the 1981 testing programme, were maintained, with only minor modifications, in 1982. The 1982 Testing Program saw an expansion in testing activities, however, in terms both of the number of languages tested and of the number of candidates presenting for tests.

A total of 4238 candidates were invited to attend Admission Tests at Level II (3079 candidates) and at Level III (1155 candidates), in 17 languages. Of those invited, 642 attended Level II tests and 298 attended Level III tests. The distribution of candidates in terms of language and geographical location is indicated in the table at Appendix 2. The number of candidates who passed the Test was at Level II and at Level III, giving an overall pass rate of%. Add Interpreting, Translating and Level I test statistics. (Appendix 3,4,5).

(ii) Tests for Interpreters

The most notable feature of the 1982 Testing Programme was, without doubt, the special arrangements which the Authority was able to make to conduct interpreting tests on a face-to-face basis. The 1981 review of testing procedures identified five different procedures for the conduct of interpreting tests. The two situations preferred by the Authority require the examiners to be present at the examination, whereas the three less desirable situations involve the tape-recording of the test for later marking by the examiners. The Authority's ability to offer interpreting test candidates the opportunity to be examined according to one of the two preferred procedures had, in the past, been hampered by the limited availability of competent examiners and a shortage of funds to provide for the interstate travel of examiners.

In 1982, however, the Authority was able to ear-mark funds sufficient for a programme of testing for interpreters involving the travel of examiners interstate. In this way, candidates for interpreting tests in most capital cities and in most languages were able to be tested in the presence of their examiners, avoiding entirely the use of language laboratories and to a very large extent the need to tape-record tests for later marking.

(iii) Literacy Requirements for Interpreters

The Authority holds the view that all interpreters accredited by it should be required to demonstrate, in addition to their oral language skills and specialist interpreting skills, literacy skills in both English and the other language. Most interpreters will, during the course of their work, find themselves in situations where they are

expected to be able to read and write. Such skills, while less developed than those required of a translator, should be consistent with the level of general education expected of an interpreter accredited by the Authority at a particular level.

It is for this reason that candidates for interpreting tests are required to pass a written Admission Test in both languages which is the same as that for translators.

In certain exceptional circumstances the literacy requirement for interpreters may be relaxed by the Authority. In some languages, for instance, the tradition of literacy is not well established, and, while there may be candidates with the oral skills required for accreditation as interpreters, there may be none with the standard of literacy which would normally be expected. In such a case, hardship to the users of interpreters could well result.

Where the Authority decides that the relaxation of the literacy requirement for interpreters is justified, the circumstances under which accreditation is granted are clearly stated on an interpreter's certificate and the accreditation is valid for two years only, instead of the usual five.

(iv) Exemption from Admission Tests

The Admission Test, a brief written test qualifying candidates to sit for interpreting and translating accreditation tests, were introduced in 1981. Admission Tests are designed to enable candidates to demonstrate that their language skills are of a standard appropriate to the Level of accreditation test which they wish to attempt. At first, all candidates except those who were already accredited at a

lower level, or at the same Level in a different category, were required to pass an Admission Test before attempting an Accreditation Test, but during 1982 it became apparent that there were other categories of candidates who could provide evidence of their language skills otherwise than through the formal Admission Test. During 1982 therefore, a number of candidates were exempted from sitting an Admission Test, on one or more of the following grounds:

- . that they were able to provide proof of recent academic qualifications in English and the other language;
- . that they were employed as interpreters and/or translators on a permanent and full-time basis by an officially-recognised interpreting and/or translating unit;
- . that they were known by the Authority to be qualified to sit for an Accreditation Test at a particular level.

Exemption from Admission Tests will be considered only when a written application for exemption is lodged with the Authority.

(v) One-way Accreditation

The Fourth Annual Report stated the Authority's policy on granting accreditation to translators in one language direction only: that is, as translators from English into another language or into English from another language. At the same time, that Report foreshadowed a review of the existing policy of requiring translators seeking accreditation in only one language direction to sit for a test in both directions

and to obtain a minimum mark of 50% in the language direction in which accreditation was not sought. As a result of its review of the policy, early in 1982, the Authority agreed to establish this requirement, so that candidates for accreditation in one direction needed only to sit for and obtain the pass mark of 70% in a test in that direction. The policy that one-way accreditation in translation be granted only at Level III and above (excepting in English/Chinese and English/Japanese, where one-way accreditation may also be granted at Level II) was maintained. As a result of this change in policy, a total of 84 candidates who had sat for translation tests prior to 1982 but had failed to obtain one-way accreditation under the former policy, were granted accreditation as translators in one language direction during 1982.

(vi) Testing in Languages used by the Deaf

During 1981, the Authority's responsibilities were extended to include the assessment and accreditation of interpreters in the languages used by the Deaf.

Early in 1982, a Language Panel was established to consider policy matters relating to testing in the Deaf languages, to develop testing syllabi and procedures and to conduct trial tests.

At an early stage, the Deaf Language Panel drew a distinction between the Deaf Oral language, including the skills of lip-speaking and lip-reading, and Deaf Manual language, including the skills of finger-spelling and signs. While recognising that many interpreters would know and use both, the Panel recommended that the languages be treated separately for the purposes of testing and accreditation.

The Panel based its work on the standards and procedures already established by NAATI, aiming to modify these only where it was strictly necessary to do so in order to take account of special characteristics of the Deaf languages or of interpreting practice for deaf clients. By the end of 1982, successful trial tests for Language Aides at Level I in the Deaf Languages had been held, using the standard format, and the Panel had begun the development of Level II tests to be trialled in 1983.

5. Courses of Training for Interpreters and Translators

The Authority's activities in this area during 1982 included the assessment of courses and of new language streams added to existing courses, the confirmation of provisional approvals granted in earlier years, representations to Government funding authorities to encourage the establishment of additional courses and attendance at the Annual Conference of the Association of Interpreter/Translator Educators of Australia (check name).

The courses which were assessed by the Authority for the first time are the course for interpreters and translators offered by the Royal Melbourne Institute of Technology (Technical College), the course for interpreters offered by the Perth Technical College, both of which were approved as Level II courses for interpreters in a range of languages; the course for interpreters and translators offered by the Western Australian College of Advanced Education (Mt Lawley campus), which was granted provisional approval as a Level III course for interpreters and translators in English/Italian and English/German; and the course for interpreters and translators at the Milperra College of Advanced Education (now the Macarthur Institute of Higher Education), which was approved as a Level II course for interpreters and translators in six community languages.

In addition, the newly introduced Serbian and Croatian language stream of the approved Level III course for interpreters and translators offered by the Victoria College (Toorak campus) was assessed and approved by the Authority.

Early in 1982, the Authority confirmed its approval of the following courses assessed during 1981:

| | |
|--|--|
| Institute for Aboriginal Development (N.T.) | 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 (N.S.W.) | Interpreting, Croatian, Greek, Macedonian, Serbian, Slovene, Vietnamese (Level II) |
| School of Australian Linguistics (NT) | Interpreting/Translating various Aboriginal languages (Level II) |
| South Australian Department of Further Education. | Interpreting, Spanish (Level II) |

In 1981, the Authority had conducted an assessment of the interpreting/translating course in English/Japanese conducted by the

University of Queensland. The course was granted provisional approval at Level III: according to the Authority's established practice, approval was made conditional upon a satisfactory report by an external moderator appointed by NAATI to assess the final examinations of students of the course. An expert in Japanese attended the final examination in Japanese interpretership at the end of 1981 and early in 1982 presented her report to the Authority. As a result, the Authority confirmed its approval of the course as a Level III course in English/Japanese for interpreters in both language directions and for translators from Japanese into English.

The small number of interpreting/translating courses in Australia, especially at Level III, has been and remains a source of concern to the Authority. While the situation has improved greatly since 1977, the Authority believes that a larger number of courses, covering a much greater range of languages is still required. This is discussed in detail in Section 3 of this Part of the present Report.

On two occasions in 1982, the Authority took action in support of particular courses: it made representations to the South Australian Government against threatened staff cuts which would have jeopardised the continuance of the established course at the South Australian College of Advanced Education course, and it lent its support to the Darwin Community College in efforts to obtain funding to establish a Level III course for interpreters and translators. The course at the Darwin Community College commenced in August 1982 but could not be assessed during 1982.

The lack of a Level III course in New South Wales, for which there has for some years been an obvious and pressing need, has greatly concerned the Authority, but by the end of 1982 it was encouraged by signs that a Level

III course for interpreters and translators in English/Italian was to commence at the University of Wollongong in 1983, and that the Level II course at the Macarthur Institute of Higher Education begun in 1982 could be upgraded to a level III course in future years.

A list of all courses assessed and approved, or provisionally approved by the Authority as at 31 December 1982 is at Appendix 6.

6. Assessment of Overseas Qualifications

The Authority's Overseas Qualifications Committee continued its work of assessing the academic qualifications of interpreters and translators seeking accreditation on the basis of overseas training. At its two meetings in 1982, the Committee examined applications, and recommended accreditations.

On the basis of its experience in assessing overseas qualifications in the field of interpreting and translating, the Authority forwarded during 1982 a submission to the Committee of Enquiry into the Recognition of Overseas Qualifications established by the Minister for Immigration and Ethnic Affairs in 1981. A copy of that submission, including statistics, will be found at Appendix

7. Recognition of Practising Interpreters and Translators

The provision under which practising interpreters and translators were able to gain recognition by the Authority with status at Level II was ceased on 31 December 1982, by which time it was expected that all those who were able to qualify for recognition would have done so. When it came to the

Authority's attention, in late 1982, that a number of practitioners had, through a misunderstanding, failed to submit their applications for recognition, it was decided to extend until 31 March 1983 the period during which applications would be accepted.

During 1982,..... persons were granted recognition with status at Level II, bringing the total number of recognised practitioners at 31 December 1982 to, whose languages of recognition and geographical location are set out in Appendix.....

Part C: State Assessment Panels for Interpreters and Translators

1. The State Assessment Panels for Translators and Interpreters (SAPTI) play an indispensable role in the Authority's accreditation activities in the States and in the Northern Territory and the Australian Capital Territory. Without their assistance, the Authority would find it practically impossible to conduct testing, especially for interpreters, on a large scale throughout the country. As explained in the Fourth Annual Report, the SAPTI have tended to develop differently in each capital city, responding to the needs of the profession in each place.

In making recommendations to the Minister for Immigration and Ethnic Affairs on the devolution of its own functions to a successor-body, the Authority deliberately made no attempt to dictate the structure and function of successor-bodies to the SAPTI. The Authority believes that its successor should be free to develop its own locally-based administrative infrastructure, but will nonetheless be recommending very strongly to the new body that it act early in its existence to set up panels or committees which are capable of continuing the invaluable work of the SAPTI.

2. Workshops for Accreditation Test Candidates

The organisation of workshops for test candidates is another activity in which all the SAPTI have been active, and which could not have attempted without their support. Trial workshops held in 1981, in Melbourne, Sydney and Canberra, proved successful and in 1982 the Authority set aside funds for workshops throughout Australia. With the assistance of the SAPTI, and in many cases also with the help of local associations of interpreters and translators and of local academic institutions, successful workshops were held in Adelaide, Canberra, Darwin, Hobart and Perth during 1982.

3. Counselling of Unsuccessful Test Candidates

Part D: Other Activities

1. National Language Policy Debate

In March 1982, it was announced that the Commonwealth Senate Standing Committee on Education and the Arts was to conduct an enquiry into the development of a co-ordinated language policy for Australia. This initiative was clearly one of great interest to the Authority, which immediately began to consider the context and format of its own contribution to the enquiry. As it turned out, participation in the debate on a national language policy occupied a great deal of the time of the Authority as a whole and of individual members during the year.

The Authority's first act, having studied the proposed terms of reference of the Senate Enquiry, was to write to the Chairman of the Committee on Education and the Arts to suggest that the Terms of Reference should include an item on special arrangements for interpreting and translating to meet Australian needs, which would embrace matters such as:

- The present and projected future requirements in Australia for interpreting and translating services to meet:
 - (a) International needs in diplomacy, trade, tourism.
 - (b) Community needs, including special needs such as those of deaf people
- The mode of provision of interpreting and translating services (e.g. division of responsibility between the public and private sectors) to meet particular needs.
- Ways and means of promoting recognition of the profession of interpreting and translating in Australia, and of improving the status of interpreters and translators.

- Ways and means of encouraging public awareness of the special skills involved in interpreting and translating, and of encouraging employers to seek persons with appropriate accreditation by NAATI to perform interpreting and translating tasks.
- The allocation of resources for the specialised training of interpreters and translators, and the relationship of such training to general language education in Australia.

The Authority's own submission to the Senate Enquiry, which was drafted during the latter part of 1982, but not actually forwarded to the Senate Committee until early 1983, is appended to this Report at Appendix

In the submission, the profession of interpreting and translating is examined in relation to current needs, current organisation and future requirements. After a review of the ways in which interpreters and translators operate in the community and international contexts, the submission goes on to report in some detail on the present state of development of the profession in Australia. Major points made are the very small size of the full-time profession, the lack of any unified professional organisation, the role of the public and private sectors as employers and the importance of the maintenance of standards by an independent national authority. The discussion then passes to the future and the topics reviewed are probable trends in the need for language services, the sources of supply of interpreters and translators, the extent to which the training of bilingual professionals is desirable and the effect that such a move would have on interpreters and translators and, finally, arrangements for the control and management of the profession. The submission concludes with a number of recommendations and suggestions for consideration by the Senate Committee.

Appendices 2, 3 and 4 to the Authority's submission are of particular interest in the context of NAATI's accreditation activities, and are included in Part B of this Report (Appendix 1 has not been reprinted as it merely lists the membership and Terms of Reference of NAATI, to be found elsewhere in this Report).

The Authority also participated in the National Language Policy Conference in Canberra in October 1982, which was attended by several members of NAATI, and sponsored the attendance of two prominent members of the profession at the Conference.

2. Australian Institute of Multicultural Affairs (AIMA)

The recommendations relating to interpreting and translating contained in the AIMA Review of Post-Arrival Programs and Services have already been mentioned in the preliminary section of this Report.

The Authority wishes to record its appreciation of the response of the then Minister for Immigration and Ethnic Affairs, Mr. Hodges, to its request for an opportunity to comment on the AIMA review, albeit after the report had been published and its recommendations accepted by the Government. After meeting with the full Authority in September to discuss those aspects of the review of concern to NAATI, the Minister chaired two meetings between the Authority and representatives of AIMA, thus making possible the consultations between the two bodies which AIMA had eschewed in the course of its review.

This Report, which deals with the achievements of NAATI in 1982, is not the place for a detailed analysis of the AIMA review. Nonetheless, it is

important to record the response of the Authority to the recommendations directly relating to its work. The document reproduced at Appendix is a paper prepared by the Authority at the request of the Minister, discussing each recommendation in turn.

3. Establishment of a Successor-Body

During 1982, the Authority continued to advise the Minister for Immigration and Ethnic Affairs, and to consult closely with his Department, on arrangements for the establishment of its own successor-body. The Authority's main objectives were to ensure that planning for the successor-body was realistic, particularly taking into account the small size and relative lack of resources of the profession, and that appropriate transitional arrangements were made to avoid excessive disruption to ongoing activities such as testing and course assessment.

Although the handover of responsibilities from the Authority to the new body had been planned to take place on 1 January 1983, it became clear towards the end of 1982 that this was likely to be delayed for at least six months.

The Authority therefore looks forward to submitting to the Minister a sixth Annual Report, covering the period from 1 January 1983 until the date of establishment of its successor.

Appendix I

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.

Candidates Sitting for Admission Tests, 7 August 1982

APPENDIX 2

| City of Testing | SYDNEY | | MELBOURNE | | ALBURY/WODONGA | | ADELAIDE | | PERTH | | DARWIN | | BRISBANE | | HOBART | | CANBERRA | | TOTAL | |
|-----------------|--------|-----|-----------|-----|----------------|-----|----------|-----|-------|-----|--------|-----|----------|-----|--------|-----|----------|-----|-------|-----|
| Language/Level | II | III | II | III | II | III | II | III | II | III | II | III | II | III | II | III | II | III | II | III |
| ARABIC | 24 | 12 | 6 | 3 | - | - | 1 | - | 1 | 1 | 1 | - | 1 | - | 1 | - | 1 | - | 36 | 16 |
| CROATIAN | 4 | 2 | 4 | 3 | - | - | 6 | 3 | - | 1 | - | - | - | 1 | - | - | 5 | 1 | 19 | 11 |
| FRENCH | 16 | 22 | 11 | 7 | 1 | - | 4 | 1 | 6 | 5 | - | - | 4 | 4 | 3 | 1 | 8 | 5 | 53 | 45 |
| GERMAN | 20 | 13 | 7 | 11 | 1 | - | 15 | 2 | 9 | 4 | 2 | - | 9 | 3 | 4 | 2 | 10 | 6 | 77 | 41 |
| GREEK | 11 | 6 | 14 | 2 | - | - | 14 | 3 | 2 | 1 | - | 1 | 3 | - | 1 | - | 5 | - | 50 | 13 |
| ITALIAN | 15 | 17 | 20 | 9 | - | - | 17 | 3 | 2 | 2 | 1 | - | 2 | 2 | 6 | 1 | 4 | 1 | 67 | 35 |
| JAPANESE | 4 | 3 | 1 | 1 | - | - | - | - | 6 | 1 | - | - | - | 1 | 1 | - | - | 2 | 12 | 8 |
| LAO | 2 | 1 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | 3 | - | 6 | 1 |
| MANDARIN | 11 | 3 | 6 | 3 | - | - | 12 | - | 4 | 1 | 2 | - | 1 | 3 | - | 1 | 2 | 2 | 38 | 13 |
| MACEDONIAN | 5 | 2 | 2 | 10 | - | - | 2 | - | 1 | - | - | - | - | - | - | - | 4 | 1 | 14 | 13 |
| POLISH | 11 | 10 | 12 | 6 | - | - | 15 | - | 3 | 1 | - | - | 6 | - | - | - | 6 | 4 | 57 | 21 |
| PORTUGUESE | 5 | 2 | 1 | - | - | - | 1 | - | 2 | 3 | - | - | 1 | - | - | - | - | - | 10 | 5 |
| RUSSIAN | 6 | 6 | 4 | 5 | - | - | 4 | 2 | - | - | - | - | 2 | - | 1 | 2 | - | 2 | 17 | 17 |
| SERBIAN | 7 | 2 | 4 | 1 | - | - | 5 | 4 | 1 | - | - | - | 1 | - | 1 | - | 4 | - | 23 | 7 |
| SPANISH | 15 | 6 | 20 | 8 | - | - | 14 | 1 | 3 | 1 | 3 | - | 7 | 2 | 4 | - | 11 | 2 | 77 | 20 |
| TURKISH | 8 | 4 | 7 | 4 | - | - | 1 | - | - | - | - | - | - | - | 1 | - | - | - | 17 | 8 |
| VIETNAMESE | 12 | 11 | 16 | 11 | - | - | 23 | 2 | 2 | - | 1 | - | 6 | - | 4 | - | 5 | - | 69 | 24 |
| TOTAL | 176 | 122 | 136 | 84 | 2 | - | 138 | 21 | 42 | 21 | 10 | 1 | 43 | 16 | 27 | 7 | 68 | 26 | 642 | 298 |

