Meta

ΜΕΤΑ

Interpreting/Translating in Australia

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INTERPRETING/TRANSLATING IN AUSTRALIA*

This article deals with the development of interpreting/translating in Australia. It is divided into three sections — background, developments and discussion.

1. BACKGROUND

Although Australia belongs geographically to the south-east of Asia, its customs, religion, social structures and government, like those of Canada, bear the imprint of the British who colonized it in 1788 and approved its Federal Constitution in 1901. Like Canada, Australia saw itself very much as an outpost of the Empire ; like Canada, until very recently it has regarded Britain as ' home', and to this day belongs to the Commonwealth. Like Canada, then, it is predominantly, though not solely, an Anglo-Celtic nation, both by descent and by continued immigration. However, also like Canada, it has a significant non-native non-English speaking population, commonly referred to as ' the ethnics' or ' the ethnic communities'. Indeed, with the exception of the French Canadians, Australia's mix is remarkably similar to that of Canada. Whereas in 1945, Australia's population was 7 500 000 and the non-native non-English speaking proportion very small, it is now variously put at between 20-25% of the population of approximately 15 million (1981 census). The largest communities are, in order, Italian, Greek, Yugoslav, German, Dutch, Polish ; with recent and increasing numbers of Indo-Chinese, particularly Vietnamese and Khmer. It is estimated that approximately 90 languages are regularly used at home in Australia.

Although immigration has been a constant feature of Australia's history, the need for interpreters and translators first became felt in the aftermath of the massive immigration programme embarked upon immediately after the Second World War. Until recently, the language needs of the aboriginal (native) population and those of the government in the areas of defence, diplomacy, trade and tourism were either ignored or met only inadequately.

The supremacy of the English language in the world of the 20th century, with its concomitant arrogance about things foreign, especially other languages, was further reinforced by Australia's geographic isolation. The experience of a European traveller, who in three days could cross as many national boundaries and find as many languages was, and in many cases still is, foreign to an Australian who can scour the vast, sparsely populated continent for months and is able to speak the very same language not even encountering significant regional variants.

Further to this, the original overt commitment of Arthur Calwell, the initiator of the migration programme, was "that for every foreign migrant there will be ten people from the United Kingdom" (Aus. House of Reps. Parliamentary Debates, vol. 189, 1946 : 508). The immigration programme was thus in part justified by the intention that "contamination" of the British stock would be kept to a minimum.

The policy for the non-British who arrived was therefore one of assimilation ; in terms of language this meant that all non-anglophone arrivals were expected to learn English. Such a proposition was not only inhumane but also doomed to failure as it did not take into account availability of time and opportunity to learn English, nor the age, ability and cultural differences which militate against the learning of another language. The social consequences of a significant percentage of the population not being able to communicate in the national language and therefore having difficulty in gaining access to and participating in the social and political life of the country provided the catalysts for the demand for interpreters and translators. This was only after such numerically significant immigrant groups as the Greeks and Italians had been in the country for a number of years and had managed to organize themselves politically to achieve some changes ; and after a number of primarily welfare oriented reports had started to identify the often acute problems. The above factors were of paramount importance to the timing of the introduction of interpreting/

translating and contributed to a great degree to the character of the services.

2. DEVELOPMENTS

If in a formal sense, interpreting/translating was born with the setting up of Translating Units in the Federal Department of Immigration in 1960, some 14 years after the federal government-sponsored immigration programme had been launched, the first major stop was not taken until 1973, some 27 years after the introduction of that programme. The significant developments in interpreting/translating thus have all taken place since the mid-70's and centre around four main enquiries — COPQ (1974) ; NAATI (1978) ; Galbally (1978) and the National Language Policy (1982). I will deal with each in turn.

THE COMMITTEE ON OVERSEAS PROFESSIONAL QUALIFICATIONS (COPQ)

This body was established in 1969. Its main tasks, as its title implies, were to provide an evaluation and where applicable a certification of equivalence of professional qualifications obtained overseas. In February 1974 the Government asked that the Working Party on Interpreting of this Committee prepare a report on the future development of Interpreting and Translating in Australia[1], and in August of the same year the Working Party reported[2]. Its recommendations were :

a) The setting up of a National body to control the certification of interpreters and translators, engage in testing programmes and encourage the establishment of training courses whose graduates it would certify after accrediting the courses.

b) The adoption of a classification of standards for interpreters and translators based on a 5-level structure derived from skills possessed and tasks performed.

c) The setting up of a salary structure for interpreters and translators in order to attract into the profession a certain calibre of personnel.

A further important contribution of the Working Party was its discussion on need and demand and the distinction it drew between these. In economic terms *demand* is defined as the number of vacancies in a certain profession and this, during that period, was almost non-existent as designated positions of interpreter or translator were very few. The introduction of the concept of *need*, as the requirements of the population in terms of interpreting and translating services, did much to highlight the desperate situation migrants faced in trying to communicate.

The COPQ Working Party, in establishing a *need* for interpreters and translators, made use of surveys carried out during the early seventies not only by the Migrant Task Forces in each State, but also by professionals dealing with immigrants during the course of their work and who hence had first-hand experience of their problems[3]. These years, however, also saw attitudes towards migrants shift from assimilation to integration and finally, after 1972, to multiculturalism, now a bi-party policy. Until then, any interpreting/translating had been largely voluntary and amateur, provided by Banks, Good Neighbour Councils, Ethnic welfare organisations and friends and relatives.

THE NATIONAL ACCREDITATION AUTHORITY FOR TRANSLATORS AND INTERPRETERS (NAATI)

As direct consequence of the COPQ recommendations, the National Accreditation Authority for Translators and Interpreters was established on 14 September 1977 by the Minister for Immigration and Ethnic Affairs as an autonomous body responsible to the Minister and serviced by his Department. It consists of a Chairman and ten members drawn from each of the seven States and Territories, and from academics, employers and practitioners.

Since its establishment is has implemented many of its terms of reference

4 : briefly, by establishing five levels of interpreting and translating, setting and administering uniform tests for two of those levels, and approving training courses at three of those levels. The overall aim is that eventually, in Australia no one will be able to practise as an interpreter or translator who has not NAATI accreditation at the appropriate level.

a) The levels

NAATI's first act was to define and publish in 1978, five levels of interpreting and translating for Australia, following COPQ, and drawing a distinction between Levels I and II, the sub-professional levels and Levels III, IV, and V the professional levels. There is thus a clear division between those who possess a competence in two languages and who use them as an adjunct to their principal duties, and those whose livelihood is solely dependent on their work as interpreters/translators. Briefly, Level I is a classification for a language aide and would be appropriate for an airline booking clerk or an information officer working at the counter of a hospital. Here competence is defined in terms of handling simple conversation and some questions and answers. Level II is the first level at which there is differentiation between the interpreter and the translator. This is intended for those who use a second language as an important part of their principal duties. Level III is envisaged as the base professional level ; accreditation is given as an Interpreter or a Translator or both. Level III practitioners are expected to be competent to handle any situation or type of translation of a general nature in a variety of fields such as legal, medical, educational, welfare. The interpreters perform *consecutive* interpreting into and out of their

A language and generally are involved in working in face to face situations, usually triangular — *i.e.* interpreter, interviewer and interviewee. In some circumstances they would be required to present summaries of speeches at gatherings such as parent-teacher meetings, and factory gate meetings. Their level of skill and expertise seems to fall somewhere between the international models of *interprète de liaison* and conference interpreters. They are not trained for simultaneous interpretation. Because of the conditions prevailing in the Australian situation and the context in which interpreters at Level II and III work, they are expected to have specialised knowledge of the culture, background, institutions and service delivery systems of Australia and of the country of origin of the client(s). Normally, accreditation is given from English into X language, and from X language into English, although recently NAATI has begun to accredit Level III translators one way only, if the candidate so desires or if the B language is very much weaker. In no cases and at no level is blanket accreditation given.

Level IV corresponds to the conference interpreter and accreditation here is given one way and in a specialised field or fields.

Level V has been instituted for the recognition of substantive experience and length of service in the profession. It is intended for persons who have the ability and experience to supervise and plan to work on a team of level III and level IV interpreters/translators.

b) The Testing Procedure

There are two main methods of becoming accredited in Autralia — by passing a NAATI test at the appropriate level, or by successfully completing a NAATI approved course.

Since its establishment NAATI has conducted tests in 23 languages. The following table shows the number of accredited persons according to level as at 30/8/82.

TABLE 1
NAATI ACCREDITED PERSONS
BY LEVEL AS AT 30/8/82

Level	I/T	Int.	Trans.	1-way Int.	1-way Trans.
II	56	210	241	N/A	14*
III	94	91	159	N/A	176
IV	N/A	1	2	6	9

Notes : 1. *This only from English into Chinese.
2. In addition 70 persons have been accredited as language aides.

NAATI's testing activities are carried out by means of examining panels for language. The tests are designed to examine all aspects of the skills as outlined in the level description. It is expected that the number of people seeking accreditation through testing will diminish as the initial demand is met and more training courses are established in a greater range of languages. Accreditation for individuals has validity for 5 years. It is expected that a system will be set up at the end of this period whereby accreditation is renewed in the case of people who provide adequate proof that they have been actively engaged in the use of their interpreting/translating skills.

THE REPORT OF THE REVIEW OF POST-ARRIVAL PROGRAMS AND SERVICES FOR MIGRANTS (GALBALLY REPORT) 1978

This report is significant in the development of interpreting/translating for two main reasons : firstly it reinforces the persisting perspective of interpreting/translating services as belonging to the category of "Post-arrival services for migrants". Secondly it recognizes the provision of interpreting/translating services as an important if not indispensable part of government policy for a population no longer forced to see itself in a transition stage to becoming "assimilated". By implication it recognizes the problem of language acquisition by persons of different ages, cultural and educational backgrounds. The policy of "multiculturalism" embraced by governments in the early 70's is here removed from the level of platitude and inserted into the practical dimension. If one is to reject assimilation as a chauvinistic and ethnocentric concept then multiculturalism, even with its problems of definition, brings with it difficult and challenging problems which the people's representatives must tackle. Some of the issues addressed by this report impinge on the provision of interpreting/translating services and their details will be considered in the section on services. It is sufficient to mention here that the recommendations of the report resulted in the allocation of Federal funds for the upgrading of interpreter/translator services, but not courses ; and that the report was the first report ever tabled in Parliament, Federal or State, in languages other then English.

THE NATIONAL LANGUAGE POLICY

The most recent initiative likely to affect the development of interpreting/translating in Australia is the proposal for a National Language Policy for Australia. Through the action of a number of interested linguists, mainly members of the Applied Linguistics Association and the Linguistic Society and in conjunction with the Federal Education Department, in August 1981 the Government was asked to have the Senate Standing Committee on Education and the Arts examine the possibility of a National Language Policy. That enquiry was announced in May 1982, began its hearings in August 1982, and has just been confirmed by the new Labor Government. The terms of reference are wide-ranging, but those concerned with interpreting/translating are as follows :

♦ The special language needs of the deaf and other persons with disabilities.
♦ The provision of, and training for, translating and interpreting services.

In terms of interpreting and translating, at this stage very little can be said about the outcome of the enquiry, however expectations are high that at the very least it will make pronouncements about the future directions of interpreting/translating. Submissions relating to interpreting/translating have ranged across a whole number of areas including, in addition to the now recognized "community language" needs, foreign trade, tourism, diplomacy and defence.

It seems likely therefore that interpreting/ translating requirements will be viewed in a wider context. This has obvious implications for training in areas of interpreting/translating which thus far have received little attention such as conference work, trade delegations, tourist guides and the hospitality industry in general. The range of languages involved would then need to be enlarged considerably.

TRAINING

Also following the recommendations of the COPQ report, two training courses were set up in 1975, one in Melbourne, the other in Canberra. The languages covered were Greek and Croatian/Serbian in Melbourne and Italian and Spanish in Canberra. Those courses were of one year's duration and its students entered them with a degree of competence in English and the other language to enable them to achieve the level III standard stipulated by COPQ. The elements in these courses have provided a blueprint for subsequent training programmes and were adopted by NAATI in 1977/1978 as guidelines for future course development.

There are currently two approved level I, six approved level II and three approved level III courses : and three level II courses awaiting approval[5]. Essentially the components of the courses are a monolingual element in each of the two languages, an interpreting skills component, a translation component, a contextual component variously known as sociology/anthropology, cultural background studies, community resources, etc., a strong supervised fieldwork component aimed at giving the students first hand experience of the profession under the guidance both of qualified interpreters/ translators and of teaching staff. The percentage of time devoted to each element varies according to the level of accreditation at which the course is aimed, but a typical level III course would be divided as follows :

Language A	20%
Language B	20%
Interpreting/Translating	40%
Cultural Studies	20%
	100%

Field work is additional. A level III course must involve not less than 1 200 contact hours. A level II course has approximately the same breakdown, but its duration is considerably less, running from a minimum of 120 hours to 400 hours. Some level II courses deal only with interpreting. The gen-

eral pattern has been for courses at level II to be conducted part-time over six months or one year and level III courses either as 2-3 year undergraduate diplomas or 3 year degree courses. Some level III courses allow for specialization as either interpreter or translator ; this possibility is usually left to the last stages of the course concerned.

As the highest level of course now being conducted is level III, training is usually given in consecutive and summary but not simultaneous interpreting. The training provided in level III courses is comparable in level and syllabus (but not actual content) to the courses in the CIUTI Group (Conférence des instituts universitaires des traducteurs et interprètes).

The staffing for these courses has been derived from practitioners or from academics with experience in language teaching. Very few of the staff have AIIC or FIT membership. For a variety of reasons not the least of which is the isolation of Australia, it has been difficult to attract overseas staff where this has been attempted. In 1982, after four years of informal annual meetings, the staff involved in interpreter/translator training formed an Association, The Interpretor Translator Educator Association of Australia (ITEAA).

Graduates of an approved course gain automatic accreditation by NAATI.

PROFESSIONAL BODIES

The task of setting up a professional body, capable of regulating admission to the profession, developing a code of ethics and generally representing the interpreters and translators in Australia has been left to NAATI. In accordance with its terms of reference NAATI is to devolve its power gradually to a properly constituted national professional association.

The situation at this stage is far from clear. The pattern of events seems to have been as follows : From the early seventies, in the absence of large, government department-based interpreting/ translating units as in Canada, freelance practitioners organized themselves into "agencies", seen as points of contact for obtaining work with the convenience of using a single trading name. Such organizations still exist in most State capital cities. However, the advent in the late 70's of interpreting and/ or translating units within government departments has seen the formation in some States of parallel organizations whose purpose tends to be more that of informational exchange, upholding professional standards and the like. Thus in most States there are now two or three associations, while in Australia as a whole, there are about 12.

The advent of NAATI then introduced two new dimensions : firstly the division between qualified and non-qualified interpreters/translators ; secondly the problem of creating or having imposed on the system a national association with regulatory powers. In the past three years has been a concerned effort by some associations in some States to become

truly professional and admit as members only quali-fied/accredited interpreters/translators. Further, the Association of Translators and Interpreters of Australia, a private association based in New South Wales, has tried with limited success to bring about a federation of state associations. These organizations labour under the difficulties associated with volun-teer office bearers and the expenses involved in travel from State to State. This has slowed down considera-bly the achievement of a National Association. There is also a certain unwillingness to federate caused by the fear of loss of authority. Lately it has been accepted that NAATI will, in the not too dis-tant future, delegate or relinquish some of its powers in favour of one or more organizations. It is, how-ever, hoped that, if a National Association cannot be achieved in the short term, then each State will shortly move to forming a single association ; and that these State associations will ultimately federate to form a single regulatory body.

CURRENT SERVICES

As in Canada, there are in Autralia basically two types of service, freelance and government.

a) Freelance work

Generally freelance interpreters and transla-tors operate in the business community or work in contractual arrangements with Government Depart-ments where the load or the range of languages is beyond the capacity of that Department. It is dif-ficult to establish whether all those in this category are qualified or accredited since it is rare for a busi-ness house to ask for credentials before awarding a contract. However, most people in this category are grouped in agencies providing comprehensive inter-preting/translating services and most of the agencies administer some kind of admission test. A disap-pointingly small number of freelance people have as yet acquired NAATI accreditation. An indication of the number of freelance operators can be derived from the following table.

TABLE 2
PRIVATE INTERPRETING/TRANSLATING AGEN-CIES IN CAPITAL CITIES

	Int.	Trans.
ADELAIDE	5	5
BRISBANE	4	2
CANBERRA	3	8
DARWIN	–	–
HOBART	–	1
MELBOURNE	38	47
SYDNEY	21	31

Notes : 1. This information has been derived from the respective telephone directories.
2. In some cases the agencies provide inter-preting *and* translating services therefore the figures do not necessarily represent the actual number of agencies.

b) Government Services

These are basically of two kinds- Federal and State.

i) Federal

The major Australia-wide service is that pro-vided by the Commonwealth Telephone Interpreter Service (TIS) within the Department of Immigration and Ethnic Affairs. Instituted in 1973 as the Emer-gency Telephone Interpreter Service it is operated by teams of interpreters on a rotating shift basis in the major capital cities. These interpreters take calls from individuals, Departments and institutions, and will deal with the problem on the spot, set up 3-way phone link-ups or seek to provide face to face inter-preting. There are 45 full-time and 27 part-time in-terpreters with 2 000 on-call contract interpreters and 30 contract translators throughout Australia. This service has contributed substantially to the resolution of communication problems on a day to day basis and it has also brought into the public eye the need for and importance of interpreters. A very small proportion of TIS interpreters/translators are accredited as yet, but every effort is now being made to ensure that they gain accreditation either through NAATI tests or attendance at courses. The service has also instituted a programme of induction and in-service training.

The other major Commonwealth Govern-ment service is the Translation Units, also within the Department of Immigration and Ethnic Affairs. Their origin goes back to 1960 and their work entails the translation of individual documents and certifi-cates, community information pamphlets and other government documents which require circulation within the immigrant population. In addition they accept some contract work from private organiza-tions and individuals. They operate in Canberra, Melbourne, Sydney and Adelaide and employ ap-proximately 50 translators on a full-time basis at the salary range of $A 15 000 — $A 19 000 p.a. and 10 on a temporary basis. Regrettably, not all these posi-tions are filled due to government staff ceilings. Other Commonwealth Government Departments employing translators and/or interpreters include Defence, Attorney General's and Social Security. Government instrumentalities such as the Bureau of Meteorology, the Commonwealth Scientific and In-dustrial Research Organization, Australia Post, Telecom Australia, Radio Australia employ very small numbers of translators/interpreters. The Spe-cial Broadcasting Service (SBS), another govern-ment instrumentality, employs 80-90 persons as full-time sub-titlers and 30-40 people who are broadcasters on the "ethnic" radio stations. The lat-ter body does not classify these employees as transla-tors even though the nature of their work is one of translation.

ii) State

Some State Governments in their turn have set up complementary services mainly in the areas of

Law, Health, Welfare and Education, all of which are State responsibilities, although some of these services are jointly funded by Commonwealth and State. Even within these areas it is very difficult to generalize, since States have very different priorities.

iia) *Education*

The usual pattern here is for Education Departments to have a register of contract interpreters/translators covering the main languages of need, who are employed to translate school newsletters and documents, and to interpret at parent-teacher interviews or meetings, or in the special educational services such as counselling, careers education, school medical/dental services. In one State, *viz.* Victoria, a service with full-time staff operates in this area.

iib) *Health*

The situation is slightly better in that in three of the States the major State hospitals have a staff of interpreters which service them and in one State there is a separate Health Translation Service. However, with two exceptions, the Service does not extend to psychiatric clinics and community health centres *et al.* and in no State to individual doctors and G.P.'s. The arrangements vary from State to State and where services exist they operate with a very small core of interpreters servicing a number of institutions geographically or administratively determined, sometimes complemented by a panel of contract interpreters. However, pressure to contain expenditure has prompted both State and independent hospitals to advertise for interpreters who speak more than 3 languages (5 is not uncommon, 11 not unknown) or to ask for incompatible combinations *e.g.* Greek with Turkish. The result is that the service is generally poor, the incumbents are not all accredited and are therefore unprofessional.

iii) **Legal**

Some States have given this area priority since 1975, others have moved into it only recently. However, where it exists, the service, as in Health, is confined to the metropolitan areas, and to the Law Courts and Commissions. Legal Aid organizations, individual barristers and solicitors and members of the public, have no access to it, nor has rural Australia as a whole. Not every State has an independent police interpreter service.

3. DISCUSSION

In this section I wish to discuss some of the problems within the system. These problems lie in two main areas : "professionalisation" and training. Both these problems have a time-frame which may or may not help their solution.

PROFESSIONALISATION

We find ourselves in the throes of setting up what is elsewhere a very old profession in an environment which in general ignores and at best tolerates language, its use, its varieties and its importance. Further, we are not setting up a profession *ex novo* but must contend with pre-existent attitudes and practices born out of sheer necessity. These practices consisted and, alas, in some cases still consist of using as interpreters children, wards-maids or cleaning staff in hospitals, fellow prisoners in corrective institutions, relatives, friends or anyone else who happens to come along at the time. This is infinitely cheaper and faster that having to arrange for a qualified interpreter, whether from within or outside the system. However what is missing is quality control ; a fact ignored by most professional people. The doctor who cannot communicate with his patient and who asks of his waiting room whether there is anyone who speaks Greek, and the person who stands up and says he can, are both acting in good faith but in complete ignorance. The first does not appreciate that he is asking the wrong question and the second does not ask it of himself. The problem seems to be solved satisfactorily from the participants' point of view at the time. But is it ? We have documented evidence of only the grossest miscarriages of justice and the gravest medical disasters which have resulted from the use of incompetent interpreters. We shall never be able to establish the true extent of suffering, incorrect diagnoses, unjust jail sentences and other disservices.

The establishment of quality control however, is hampered not only by the ignorant or unconvinced doctor, lawyer, etc., but also by the unqualified former practitioner, freelance or within a Department, who understandably wants to go on practising ; and by the unwillingness of some Government Departments to insist on or give preference to those with accreditation. Finally it is hampered by the relatively low status of interpreters and the fact that most professionals do not know what to expect of an interpreter — which leads to confusion about the respective roles.

B) TRAINING

The provision of training courses is primarily an institutional problem. The road to funding of such courses has been long and difficult yet there is still a large gap between supply and need — especially in terms of the range of languages covered. This stems from the fact that the lead time or funding and approval of courses in academic institutions is far too long for it to be an effective response to need. We hope that it is not only 20 years after a sizeable language group arrives in Australia that we institute interpreting/translating courses for it. Yet the influx of, for example, the Vietnamese "boat people" to Australia in the mid-70's has done little even to promote the idea of a course in this language at the professional level. Were this an isolated incident, one could put it down to the economic climate, world recession, etc. As it is one tends to feel that it reflects at best government indifference and at worst the lin-

gering assumption that if "they" choose to settle in Australia, they should learn English.

This difference manifests itself also in the area of interpreter/translator salaries, currently unfairly low. Although it has set up a system which, while not being ideal, has considerably improved the situation, NAATI is powerless to dictate but can only encourage the employment of certain levels of interpreters/translators in certain positions. It cannot therefore recommend salary structures. This situation does nothing to improve the question of "professionalisation".

CONCLUSION

The present period for interpreting/translating in Australia is characterised both by vast changes and some despondency. The problems may not be unusual for a profession in the process of becoming. However there is also hope that new areas of activity will be opening up for interpreting/translating in Australia to bring it closer to the international model. But before that happens the present *lacunae* need to be filled, and although that will take time, there is evidence that most governments, Federal and State, are, if slowly, beginning to take more seriously their responsibilities in this area.

ADOLFO GENTILE

* I would like to express my gratitude to Jill Blewett, South Australian College of Advanced Education for her helpful comments and suggestions.

APPENDIX I

COPQ 1974

Terms of Reference
    1. to define the terms "interpreter" and "translator" and their relationship with one another and the relationship between "interpreting" and linguistic skill ;
    2. to define the range of tasks for which interpreters and translators are needed in Australia ;
    3. to establish the level of skills, education and/or experience required for each of these tasks ;
    4. to recommend ways of testing and accrediting/certificating interpreters and translators competent for each of the tasks identified ;
    5. to identify appropriate means of providing training for future interpreters and translators ;
    6. to identify appropriate ways of up-grading the skills of existing practitioners where needed.

APPENDIX II

Terms of Reference — NAATI : 1978
    The principal objectives of the Authority will be to :
    (i) Establish the standards and conditions leading to professional status, and in so doing de-

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

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

APPENDIX III
INTERPRETER/TRANSLATOR TRAINING COURSES : AUSTRALIA 1982

ACCREDITED
LEVEL I
    ♦ Language aide (Italian, Greek) at Casuarina High School, Darwin, Northern Territory.
    ♦ Language aide and interpreter (Aranda, Ngarrka and Western Desert Groups) at Institute for Aboriginal Development, Northern Territory.

LEVEL II

♦ Interpreter and translator (various Aboriginal languages) at School of Australian Linguistics (Darwin Community College).

♦ Interpreter (Aranda, Ngarrka and Western Desert Groups) Institute for Aboriginal Development, Northern Territory.

♦ Interpreter (Croatian, Greek, Italian, Serbian, Spanish, Vietnamese and Polish) at the South Australian Department of Technical and Further Education, Adelaide, South Australia.

♦ Interpreter (Arabic, Croatian, Greek, Italian, Serbian, Spanish and Turkish) at Sydney Technical College, New South Wales.

♦ Interpreter (Croatian, Greek, Macedonian, Serbian, Slovene, Vietnamese) at Petersham Technical College, New South Wales.

♦ Interpreter (Greek, Italian, Spanish, Vietnamese) at Newcastle Technical College, New South Wales.

LEVEL III

♦ Interpreter and Translator (Greek and Italian) at the South Australian College of Advanced Education, Adelaide.

♦ Interpreter and Translator (Croatian, Greek, Italian, Serbian and Turkish) at Victoria College of Advanced Education, Melbourne, Victoria.

♦ Interpreter and Translator (German and Italian) at Mt. Lawley CAE, Perth, Western Australia.

AWAITING ACCREDITATION
LEVEL II

♦ Royal Melbourne Institute of Technology (Technical College) (Arabic, Croatian, Italian, Serbian, Spanish and Turkish), Melbourne, Victoria.

♦ Milperra CAE. (French, German and Italian) Sydney, NSW.

♦ Perth Technical College (various languages), Perth, Western Australia.

Notes
1. See Appendix I.
2. COPQ, *The Language Barrier*, AGPS, 1975.
3. See Bibliography.
4. See Appendix 2.
5. A full list of courses can be found at Appendix III.

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