

Overcoming disparity and laying the foundations for quality - an Australian case study in the development of competency standards for interpreters and translators –

Heather Glass and Dagmar Dixon

Abstract

Australia is a migrant nation, in which an estimated 120 languages are used, not counting Indigenous languages. Interpreting and translating are therefore part and parcel of everyday life for many Australians. Meanwhile, competency standards are part and parcel of modern training in most developed countries, but for reasons outlined in this paper, have never been introduced to translating and interpreting in Australia. In 2003, the first steps were taken to effect change: a Scoping Project was launched to establish the need for nationally endorsed competency standards in T&I.

This paper describes how the Project came about; how it was managed, what the outcomes were; and the challenges encountered, particularly in defining the T & I industry and getting practitioners to define what they do.

The paper also outlines briefly the Australian Qualifications Framework (AQF), an Australia-wide unified quality-assured system (from Certificate level to Degree and graduate certificates) that unites both work-based and academic qualifications, and thus provides a continuum of training and education.

In this context, the proposal of a Certificate IV is discussed for entry into T & I training – traditionally set at the Diploma level, which is not achievable for the majority of speakers of languages where the need is highest: languages of limited diffusion; Australian Indigenous languages; and “heritage” languages.

Résumé

L'Australie est un pays d'émigrés: on y recense environ 120 langues sans tenir compte des idiomes indigènes. L'interprétariat et la traduction font donc partie intégrante de la vie courante de nombreux australiens. Néanmoins, pour les raisons citées dans cet exposé, les professions d'interprète et de traducteur en Australie n'ont jamais été assujetties à des niveaux de compétence bien que ceux-ci fassent partie intégrante des techniques de formation moderne de la plupart des autres pays industrialisés. C'est en 2003 que l'on adopta les premières mesures nécessaires à la réforme, à savoir le lancement d'une étude de projet en vue de résoudre la question des niveaux de compétence pour traducteurs et interprètes à l'échelon national.

Cet exposé décrit le lancement de cette étude, sa gestion, ses résultats et les obstacles rencontrés en particulier sur le plan de la définition de la profession et des propos des professionnels concernant le détail de leurs travaux.

Cet exposé décrit aussi brièvement le *Australian Qualifications Framework (AQF)*, un système de contrôle de la qualité adopté à l'échelon national (à partir du niveau du brevet jusqu'à la licence universitaire et la première année de maîtrise). Ce système sanctionne tant les connaissances pratiques que théoriques et procure donc un continuum de formation pratique et d'enseignement officiel.

C'est dans ce cadre que nous examinons la possibilité d'offrir un Brevet IV (Certificate IV) en portail d'entrée pour la formation de traducteurs et interprètes. D'ordinaire, le portail d'entrée est situé au niveau du Diplôme (Diploma) mais celui-ci ne peut satisfaire les exigences de la plupart de ceux en plus grand besoin de formation, c'est-à-dire ceux qui parlent des langues peu courantes, les idiomes indigènes australiens et les langues des parents d'émigrés.

Australia is a migrant nation, in which an estimated 120 languages are used, not counting

Indigenous languages. Interpreting and translating are therefore part and parcel of everyday life for many Australians. Meanwhile, competency standards are part and parcel of modern training in most developed countries, but for reasons outlined herein, have never been introduced to translating and interpreting in Australia. In 2003, the first steps were taken to effect change: a Scoping Project was launched to establish the need for nationally endorsed competency standards in T&I.

1.0 Competency standards and T&I

Competency standards take two forms, subject to purpose. People outside Australia may be most familiar with ‘American’ competency standards, which define aspects of a person which enable them to be competent (Woodruff, cited in Hoffman 1999:278) and are used in curriculum design. In Australia, we are more familiar with ‘British’ competency standards, which define aspects of a job at which a person is competent (ibid) and are used for national occupational standards. In their simplest form, competency standards as understood in Australia mean that industry says what skills and knowledge it needs in an occupation, and trainers are obliged to deliver.

Where competency standards exist, they have application in:

- training – particularly modular learning and short courses
- assessment - formal and/or on-the-job and skills recognition
- occupational selection criteria and job classifications
- occupational performance management
- mentoring
- defining and structuring career paths
- consistent national qualifications

In many professions in Australia, competency standards define equivalence of international qualifications for immigration purposes and are used to teach mandatory occupational skills unavailable in university programs. They are, for example, used to impart practical occupational skills to surgeons, experimental scientists and lawyers (Glass 2005:30-31). In the English as a Second Language sector, competency standards - known as performance outcomes - are credited with turning a part-time cottage industry teaching English to migrants, into a profession.

Competency standards in the British style for T&I have existed in New Zealand since 1998

and in the United Kingdom since 2000, where they are in their second iteration (Glass 2005:33-34). In New Zealand the standards are under threat of de-registration through lack of use (Glass 2005), but an important difference in Australia is that in any industry where nationally endorsed competency standards exist, trainers must use them. Although British style competency standards underpin training in over 80% of Australian industry, the T&I industry has never developed them.

In Australia, the holy grail of translating and interpreting is a credential in the form of practitioner accreditation, which is issued by NAATI Ltd, a government-owned company. Formal qualification, achievable only by training, is not a feature of the NAATI-centric Australian T&I field. Without qualifications, the occupations are industrially ambiguous (Health Services Union, *Draft Proposal for Interpreters Casual Employment – Revised Version*, HSUWA, 19 June 2007). Indeed, it is arguable that the much-professed T&I ‘profession’ in Australia is a chimera.

2.0 The Australian experience

In Western Australia, TAFE (Technical and Further Education) colleges are the only source of interpreter and translator training. In 2001, government policy was that unless nationally endorsed competency standards were in place or in development by December 2004, T&I courses would be de-accredited (Service Skills Australia 2005:9). In the VET (Vocational Education and Training) sector, which encompasses TAFEs, what academia understands as ‘curricula’ are named for the qualification achieved as the training outcome. The Diploma in Interpreting developed by TAFE(WA) is delivered by most other TAFEs around Australia; it is effectively the national curriculum. De-accreditation of the Diploma in WA meant the demise of

interpreting courses Australia-wide. In August 2002, the members of the Western Australian Institute of Translators and Interpreters (WAITI), Inc. formally resolved to seek development of the requisite standards.

Development of competency standards is overseen by what are known as Industry Skills Councils (ISCs). After several false starts and a concerted national campaign driven from WA, in September 2004 Service Skills Australia obtained funding to scope the need for competency standards to underpin the training of interpreters and translators. Service Skills Australia is the ISC responsible for - among other things - hospitality and tourism, retailing and hairdressing. While seemingly a strange fit for T&I, Service Skills Australia had already developed a training package (the VET equivalent of a set of curricula for multiple occupational qualifications) incorporating the occupational use of LOTEs (Languages Other Than English) in hospitality and tourism. Most importantly, its portfolio covers micro-businesses providing services, which is exactly how the majority of interpreters and translators in Australia operate; employment is the exception rather than the rule (Service Skills Australia 2005:12).

With a willing ISC on board, a Scoping Project Steering Group was constituted from three professional associations – WAITI (represented by Heather Glass), AUSIT (Australian Institute of Interpreters and Translators) and ASLIA (Australian Sign Language Interpreters Association) – two TAFE trainers who had been responsible respectively for national ‘curricula’ in interpreting (Dagmar Dixon) and translation, a trainer from the Indigenous languages sector, and NAATI Ltd, which was given two seats on the Steering Group. There were two project managers: Service Skills Australia in Sydney had overall responsibility, and the West Australian origins of the project were represented by the WA Hospitality and Tourism Industry Training Council.

What was initially planned as a six-month Scoping Project took 18 months. The final report was submitted to the federal Department of Education, Science and Technology (DEST) in May 2006. The project found that because interpreters and translators service all industries and are specific to none, their training needs had ‘slipped through the net’ (Service Skills 2005:7) and the Steering Group recommended that a management committee comprising ISCs representing government, community and health, business and the service industry be set up to oversee the development of cross-industry competency standards for T&I.

The report languished in Canberra for over 12 months as the national training sector was reviewed, restructured and subjected to ministerial indecision. WAITI has since continued its lobbying, and in April 2008, Government Skills Australia will be the host ISC for a cross-industry project to develop a training package for T&I.

3. Scoping Project challenges

From the outset, the mission to bring translating and interpreting into the modern Australian training system faced challenges; some are common to all such projects, some were unique to this one. In the latter category was one that confronted WAITI from the Institute’s very first attempts to find a host ISC.

3.1 Definition of ‘industry’

It is important to know that in the world of competency standards, ‘industry’ is typically defined as the collective of employers. In Australia, an interpreter or translator who is employed - who works nine to five for a salary - is a rarity, and in the community domain, government agencies in particular are fastidious about ensuring that nothing in a contract with an interpreter can be construed as creating an employer-employee relationship. T&I is an industry of SMEs (small and

medium enterprises) at best, but basically an industry of one-person micro-businesses. In addition, by historical default NAATI Ltd has come to be seen as the spokesperson for the T&I industry, particularly by government, and to the exclusion of the professional associations.

There were those consulted in the course of the Scoping Project who became very upset at the use of the term ‘industry’ in relation to what they insist is a profession. As already demonstrated by the uptake of competency based training in other professions, the two are not mutually exclusive. If as a profession translators and interpreters were to have any say in their own training, however, their imprimatur as an industry had to be resolved. Ultimately, what convinced the project financiers was an undeniable logic: industry exists regardless, but industry stakeholders have no basis for their existence without industry. The project confirmed that the T&I industry comprises translators and interpreters, typically self-employed, under contract to language service providers, but also operating small businesses providing translation and/or interpreting services. The industry stakeholders are:

- those selling training to industry, eg TAFEs, universities
- those selling certification to industry, ie NAATI Ltd
- those making money by brokering the services of industry, eg private and public sector language service providers, and including hospital language service units

3.2 Training industry culture versus T&I industry culture

In early consultations the Scoping Project managers tried to get interpreters and translators to define the skills they need in terms of the settings in which they work. Practitioners said their skills are not defined by the fields or domains in which they work; T&I skills are generic.

The project managers assumed there would be differing job roles at paraprofessional, professional and advanced practitioner level. That went to the heart of Australia’s NAATI-

defined, but ambiguous world; a world in which governments need to provide ‘interpreters’ at any cost, even in languages of limited diffusion; the differentiation in remuneration between NAATI levels is miniscule; and at the same occupational level, in spoken languages interpreting takes place consecutively, but in signed language it is simultaneous.

The project managers wanted to push the project through quickly using small focus groups comprising both the T&I industry and its stakeholders. In broad terms, their idea was to brainstorm detailed skills and knowledge, categorize them according to job roles, build a framework of qualifications around the job roles, and validate the findings of each focus group at subsequent focus groups. They had not reckoned with the T&I industry and its stakeholders.

It was very hard for service providers to be specific about practitioner skills; many could not move beyond conduct and field-specific terminology. Trainers were good at the big picture; seeing how one qualification could fit into another, or what is needed to bridge between qualifications, but tended to become mired in issues of delivery and funding. As for the practitioners: if you have never been trained in what you do, it is very hard to articulate how you do it. It should come as no surprise that in a broad focus group environment with no clear objectives, the ‘blind’ project managers leading the ‘blind’ practitioners, and with all the usual power imbalances of the T&I field at play, little that was concrete about occupational skills and knowledge could be extracted from the average practitioner.

The solution was for the professional associations to take charge. Led by WAITI, the practitioner network undertook to roll out a program of workshops in five capital cities, each attracting from ten to 70 participants, totalling 180 practitioners. The workshops were clearly billed as for practitioners, and were co-facilitated by the project managers and a national network of competent practitioners identified for their familiarity with competencies. Focus groups,

meanwhile, were convened by the project managers, and the invitees were stakeholders, with at least one professional association representative present to provide context.

The process became a pattern of detailed consultation and discussion among practitioners in the workshops, the results of which were then presented for comment to stakeholders in the focus groups. Workshop outcomes were collated, sorted and fed forward. Smaller expert working groups were convened from time to time to consider particular issues and feed in additional information, and each subsequent workshop was structured to validate the total body of work already done and tease out new areas. The behind the scenes workload was enormous, entirely voluntary, and initially not properly understood by the project managers. The draft project report, which was written by the project managers, did not include much of the workshop outcomes. The vehemence of the resulting negative feedback from industry and stakeholders took the project managers by surprise.

Service Skills' pragmatic solution was for practitioners to become primary authors of the final report. At the end of the process the Australian T&I industry has a body of material that is both comprehensive and detailed, and we believe will give Australia a system that already in its raw form, compares favourably with existing endorsed national standards for T&I in New Zealand and the UK (Glass 2005). The most important feature of the Scoping Project, however, was the 'voice' it gave to T&I practitioners.

3.4 Power struggles

Power struggles over who determines educational goals, standards and curricula are not unique to the development of competencies in the T&I industry (Jackson (1994) in Kerka 1998), and historically, where there is resistance to industry-led training design, it comes from trainers (Chappel et al 2002:4 and Harris et al 1995:68). With one notable exception, training institutions

were generally supportive of the project outcomes. NAATI Ltd, however, found it challenging to be told that it was not up to trainers, but industry, to define the requisite skills and knowledge. Indeed, the very notion of practitioners as ‘the industry’ was a challenge.

Fairly understandably, NAATI Ltd’s greatest challenge was and will continue to be the company’s lack of control over course approvals and assessment. The competency based training system is quality assured, and training providers and assessors must be registered and are subject to regular audit. A key platform of the system is flexibility of both delivery and assessment. In certain industries certifying bodies continue to play a role, but what they offer is outside the training system as a further credential to be aspired to after qualification, practice, and additional professional development.

3.5 Education versus training

In the competencies field there is a historical tension between training and education in relation to high order cognitive skills (Harris et al 1995:14-16,296 and Baker 1992:1). The notion that T&I requires high-order cognitive skills and that such skills can only be imparted by institutes of higher learning was most strongly argued by RMIT (Royal Melbourne Institute of Technology), Auslan (Australian Sign Language) practitioners and other practitioners based in the eastern states of Australia. The competencies were apparently seen by these proponents of higher learning as an either-or option. The training and education model that competencies underpin, however, is a continuum.

WA has already demonstrated that training works as an occupational entry strategy. In that State, 46% of active interpreters have at least one level of accreditation by course work (WAITI 2003, unpublished survey), compared to 21% nationally (Ko 1999). Most importantly, while an insistence on academia over the vocational training sector may be appropriate for

homogenous, educated Auslan practitioners, it is unrealistic in migrant and Indigenous Australia.

Auslan and eastern states practitioners were particularly opposed to inclusion of a level below Diploma in the suggested qualifications framework. To grasp the significance of their concerns, it is necessary to describe the Australian Qualifications Framework (AQF).

4.0 The qualifications framework and career paths

Ko (1999), in Australia, and Chesher et al (2001), internationally, have documented practitioner preference for training as a prerequisite to a career in interpreting. During a major review starting in 2000, NAATI Ltd documented repeated practitioner calls for a ‘continuum of training and education’ (NAATI 2001:10, NAATI 2002:2). If T&I are brought into the AQF in the manner recommended by the Scoping Project, which is effectively what will be achieved.

The AQF is an Australia-wide, unified, quality-assured system that unites both work-based and academic qualifications. Qualifications in the VET sector range from Certificates to Vocational Graduate Diploma, with universities offering a range from Diploma to Doctoral Degree, with certain of the qualifications being available from either sector (Table 1).

Table 1 AQF qualifications

VET Sector (TAFE and private providers)	Higher Education Sector (mainly universities)
	Doctoral Degree
	Masters Degree
Vocational Graduate Diploma	Graduate Diploma
Vocational Graduate Certificate	Graduate Certificate
	Bachelor Degree
Advanced Diploma	Advanced Diploma, Associate Degree
Diploma	Diploma
Certificate IV	
Certificate III	
Certificate II	
Certificate I	

(Source: Australian Qualifications Framework n.d.a)

Education and training in Australia are the province of state and territory, rather than federal, governments. Based on nationally endorsed standards, the AQF therefore offers a nationally consistent continuum of training and education (Australian Qualifications Framework n.d.b). The AQF provides:

- nationally consistent recognition of outcomes
- career pathways with flexible entry and exit points and ease of movement between training and education and between those sectors and the labour market
- improved access to qualifications and clear encouragement to progress through levels
- more and higher quality education and training through qualifications that meet workplace requirements, and
- better national and international recognition of Australian qualifications.

The proposed qualifications framework for translators and interpreters (Table 2) has a specialised Certificate IV preceding interpreter training. It also introduces a new qualification: Language Services Manager. Throughout, the emphasis is on flexibility and career options for those wishing to remain in the field of T&I, or those who prefer, or are better suited to clerical or management work rather than practice.

Table 2 Proposed qualifications framework

Certificate IV	Diploma	Advanced Diploma		Degree, Higher Degree or Graduate Diploma
Bilingual Aide OR Preparation for entry to interpreter training	Interpreting/ translating work under qualified supervision	Translator/ Interpreter	Language Services Manager	Specialist Translator/ Interpreter

(Source: Service Skills Australia 2005)

There is not scope in this paper to go through each section of the framework. The authors will deal specifically, therefore, with the notion of Certificate IV, which was particularly contentious in the Scoping Project. The reasons for its proposal define a working model of the AQF continuum concept.

In the last ten years, interpreter demand (Central TAFEWA, Service Skills Australia, 2005:85, Wilson, 2006:14, 20, 21) has been for:

- Languages of limited diffusion; spoken primarily by asylum seekers (eg Dari speakers) and refugees from Africa and Myanmar
- Indigenous languages
- ‘Heritage’ languages, i.e. languages spoken by post war migrants who are now ageing (eg French, German, Greek, Italian, Portuguese)

Training of interpreters to cover these areas of need has had limited success, or has been impossible because candidates cannot gain course entry, or if admitted, cannot cope with the demands of the course. Languages of limited diffusion and Indigenous language candidates, for example, typically:

- have insufficient language skills (either in LOTE or English, or both)
- lack knowledge of the Australian social and work environments
- encounter difficulty in understanding the principles of professional conduct and ethics.

Heritage language candidates, meanwhile, often have insufficient LOTE skills, while native English speakers are virtually forgotten: the assumption is that potential students are native LOTE speakers (Wilson, 2006:16) and the typical course is not designed to address LOTE development needs.

There have been various attempts at short courses; they have been typically and emphatically unsuccessful.

- In 2001, the Department of Immigration and Multicultural Affairs funded a short, intensive course and NAATI test preparation program (non-language specific, delivered in English) for Dari ‘interpreters’. The Paraprofessional test success rate was a mere five per cent.
- In 2002, a Language Aide Enhancement Pilot Project was undertaken in Queensland for bilingual public sector employees (State of Queensland, 2004:2). Only five of ten course participants passed the Paraprofessional interpreter test (2004:5).
- In 2006, NAATI delivered a 36-hour ‘Preparation Workshop for the Status of Recognition or Paraprofessional Interpreting’ (NAATI, 2006) in WA, mainly for African languages. Of 30 starters, eight completed the course and were deemed eligible for NAATI recognition.

In the course of the Scoping Project it also became evident that not all bilinguals wish to enter a career as interpreters or translators. Some clearly prefer to be communicators in their own right, to assume advocacy roles, or to be cultural brokers on behalf of their language group. Generally, and without training, they find employment assisting with communication in public sector agencies and some private or charitable organisations. At best, they bring to their job a limited understanding of the Australian context (Service Skills Australia, 2005:86).

The problem is exacerbated by the fact that, according to anecdotal evidence from interpreters with regular assignments in relevant organisations, some employers use their Language Aides as interpreters whenever the need arises – not only in languages where interpreters are not, or not readily, available. The majority of the Language Aides, who are untrained and consequently unclear of their role, do not hesitate to comply. This has parallels in commerce, where there are many untrained bilinguals employed primarily in international

liaison. They are required to undertake interpreting and translating work beyond their competence, either through their employer's ignorance, or their own.

Past efforts to provide at least some training have shown very limited success, for instance:

- In 2002, the WA Health Department commissioned Central TAFE(WA) to develop a Certificate IV for bilingual Community Health Educators with the aim of clearly establishing their function and role and formalising the basis of their employment.

Training did not continue beyond the pilot program: enrolment in the course was voluntary and most health educators did not take up the offer.

- Of the participants in the Language Aide Enhancement Pilot Project for bilingual Queensland public sector employees, only 33% passed the NAATI test at the end of the course (State of Queensland, 2004:5).

The Scoping Project proposal is to address these two groups with an occupational entry level Certificate IV in Bilingual Work (see Tables 1 and 2). It will serve two purposes: one is remedial - to prepare potential interpreting students for entry into formal training as interpreters - the second is to provide Bilingual Aides already working in institutional settings with recognised training to allow them to achieve their full potential. It should be understood, however, that industry proposed that Cert IV '... does not constitute an automatic progression into the interpreting pathway. In other words, there are two successive pathways, with the second one being optional and conditional (eg entry test or completion of certain conditions)....' (Service Skills Australia, 2005:86)

5.0 Revalidation of accreditation

NAATI Ltd and its government owners have sought to address existing problems, not with

training, but by initiating a program to introduce revalidation to T&I. The push has been strongly supported by sign language practitioners in Australia. For Auslan interpreters, revalidation makes a degree of sense: they are generally a homogeneous, informed and eloquent sub-set of the T&I industry, who know what they want and are not afraid to pursue it, but most importantly, they are typically trained in their occupation (Ozolins and Bridges 1999:74-5). Their norm is interpreters who are native English speakers who first acquire Auslan as language learners and then consciously choose to enter the T&I profession through training.

Conversely, in the spoken language field, and particularly in the community domain, someone for whom English is a first language is in the minority. Indeed, the interpreting and translation literature makes an assumption that perhaps few have considered; it is speakers of the non-mainstream language who become practitioners (Ozolins and Bridges 1999:74, Gentile et al 1996:13, Schellekens 2004:28).

Nine years ago Ozolins (1998:80) reported that NAATI testing was originally designed to test those already practicing and in 21 years had changed little. Just two years ago, a former Chairman of the NAATI Board confirmed there had been little change in NAATI test format or composition since the inception of testing (Frick, W cited in Cook and Dixon 2005:6). When Cook and Dixon (2005:10) reviewed quality control in NAATI testing, one of the things they found most extraordinary was that NAATI Ltd could not identify what constituted a pass or fail.

In this 30th anniversary year of NAATI Ltd, the NAATI tests have remained substantially frozen in time, and their outcomes are ambiguous. To sit a NAATI test at any level, the only evidence a candidate still must have is of general education and proficiency in English and another language (NAATI nd). Experience of practice, or training in T&I are not compulsory at all, and are optional at best (Service Skills Australia 2005:26).

None of this is overly surprising if we acknowledge that, among other things, NAATI Ltd is guided by the unvoiced assumption seen in the literature that the first language of interpreters and translators will not be English. Indeed, a cover letter to a series of five survey questionnaires designed by RMIT to satisfy a question from NAATI Ltd about the language proficiency of accredited practitioners, stated that the survey ‘might result in recommendations for modifications to NAATI testing procedures’ (RMIT 2007, *NAATI survey*, e-mail to ASLIA National, 21 March). That position adds weight to the notion that NAATI’s understanding is that it is language proficiency that is important in the translator and interpreter skill set.

When first mooted in 2005, revalidation was touted to address quality; confirming that practitioners had the competence with which they had been accredited (NAATI 2005:3,12). A search through a March 2007 publication promoting revalidation on the NAATI Ltd website (NAATI 2007) does not uncover the word ‘quality’ anywhere. The company appears to have accepted extensive feedback that its revalidation only deals with quantity: quantity of practice and of professional development (NAATI 2007:1). If the quality was not there in the first place, in an industry where there is no internship or workplace supervision and feedback, bad habits and poor performance will remain bad habits and poor performance. Meanwhile, the cry for training in interpreting and translating skills and knowledge is building to a roar (Ozolins 1991:30 and 1998:81, Baker 1992:1, Viaggio 1992, Gile 1995:xi, Wadensjo 1998:13, Forestal 2001:29, Schaffner 2004:7, WAITI 2004:6-7, Ko 1999:62,71 Cheshier et al 2001:283, Cook and Dixon 2005:14, Wilson 2006:10).

We have to ask how much of the bad practices in T&I service delivery, how much of the disparity in T&I in Australia, are due to decades of reliance on NAATI testing - and limited training?

The current accreditation framework in Australia is not reflective of workplace practice.

There is a high failure rate of candidates sitting the accreditation exam and delays in movement from recruitment/training to successful accreditation. (Wilson, 2006:14)

A system developed 30 years ago and only cosmetically modified since, can only hold interpreters and translators back. The profession in Australia has elected to go forward, and competency standards, developed by practitioners for practitioners, offer the T&I profession the door into the 21st century.

References

- Australian Qualifications Framework n.d.a, *AQF Qualifications*. Retrieved 29 August 2007, from <http://www.aqf.edu.au/aqfqual.htm>
- Australian Qualifications Framework n.d.b, *About AQF*. Retrieved 29 August 2007, from <http://www.aqf.edu.au/aboutaqf.htm>
- Baker, M 1992, *In Other Words: A Coursework in Translation*, Routledge, London
- Chappell, C, Hawke, G and Schofield, K 2002, *An Industry-Led System: Issues for Policy, Practice and Practitioners*, Working Paper 02-11, University of Technology, Research Centre Vocational Education and Training, Sydney
- Chesher, T, Slatyer, H, Doubine, V, Jaric, L and Lazzari, R 2001, *Community-Based Interpreting – The Interpreter’s Perspective*, in Brunette, L, Bastin, G, Hemlin, I and Clarke, H (eds), *The Critical Link 3: Interpreters in the Community*, John Benjamins Publishing Company, Amsterdam/Philadelphia, pp. 273-292
- Cook, J and Dixon, H 2005, *Final Report - A Review of NAATI Administrative Processes Related to Testing Including Quality Control Processes*. Retrieved 13 November 2006, from <http://www.naati.com.au/pdf/news/Cook%20Review%20Final%20Report.pdf>
- Forestal, LH 2001, *A Study of Deaf Leader’s Attitudes Towards Sign Language Interpreters and Interpreting*, PhD Thesis, School of Education, New York University, UMI No. 3022143. Retrieved 5 November 2006 via Proquest
- Gentile, A, Ozolins, U and Vasilakakos, M 1996, *Liaison Interpreting – A Handbook*, Melbourne University Press
- Gile, D 1995, *Basic Concepts and Models for Interpreter and Translator Training*, John Benjamins Publishing Company, Amsterdam/Philadelphia
- Glass, H 2005, *Defining the Interpreter/Translator Skills Set*, a research project submitted in partial fulfilment for the requirements for the Graduate Diploma (Translation and Interpreting), Curtin University of Technology, unpublished
- Harris, R, Guthrie, H, Hobart, B and Lundberg, D 1995, *Competency-based Education and Training: Between a Rock and a Whirlpool*, Macmillan Education Australia, Melbourne
- Hoffmann, T 1999, ‘The meanings of competency’, *Journal of European Industrial Training*, 23/6, pp. 275-285
- Kerka, S 1998, *Competency-Based Education and Training – Myths and Realities*, Center on Education and Training for Employment, Ohio State University, Columbus. Retrieved 12 October 2006, from ERIC/ACVE publication database

- Ko, L 1999, *“To Be Or Not To Be”*: *Prospects of I/T Education in Australia*, in Ozolins, U (ed.), *Interpreting/Translation Education in the Age of Economic Rationalism*, Proceedings of the XVII Conference of the Interpreter Translator Educators Association of Australia, Melbourne 1997, Melbourne: Centre for Research and Development in Interpreting and Translating, Deakin University, pp. 61-79
- NAATI nd, *Eligibility Criteria for NAATI Testing*. Retrieved 6 April 2007, from <http://www.naati.com.au/at-testing-eligibility.html>
- NAATI 2001, *NAATI Test Review*, NAATI News, Vol. 14 No. 2, Apr.-Jun., pp. 9-10
- NAATI 2002, *NAATI Test Review – Results in the Commencement of Reform*, NAATI News, Vol. 15 No. 2, Apr.-Jun., pp. 2-4
- NAATI 2005, *NAATI Revalidation of Accreditation – Second Discussion Paper*. Retrieved 6 April 2007, from <http://www.naati.com.au/pdf/news/>
- NAATI 2006, *Catalogue of Translator and Interpreter Training Opportunities 2006*, National Accreditation Authority for Translators and Interpreters Ltd, Canberra. Retrieved 8 November 2006, from http://www.naati.com.au/pdf/publications/catalogue_of_training_courses.pdf
- NAATI 2007, *Revalidation – Keeping a Professional Edge*. Retrieved 6 April 2007, from <http://www.naati.com.au/pdf/revalidation/>
- Ozolins, U 1991, *Interpreting Translating and Language Policy*, National Languages Institute of Australia, Melbourne
- Ozolins, U 1998, *Interpreting and Translation in Australia: Current issues and international comparisons*, The National Languages and Literacy Institute of Australia, Melbourne
- Ozolins, U and Bridges, M 1999, *Sign Language Interpreting in Australia*, The National Languages and Literacy Institute of Australia, Melbourne
- Schaffner, C (ed.) 2004, *Translation research and interpreting research: traditions, gaps and synergies*, Multilingual Matters, Clevedon England/Buffalo, Introduction, pp. 1-9
- Schellekens, Dr P 2004, *Workforce Research - Interpreting and Translation: Key findings and recommendations*, CILT, the National Centre for Languages. Retrieved 9 October 2006, from <http://www.cilt.org.uk/research/projects/employment/workforce.htm>
- Service Skills Australia 2005, *Career Paths and Training for Interpreters and Translators*, Department of Education, Science and Training, Canberra. Retrieved 12 October 2006, from http://www.serviceskills.com.au/index.php?option=com_content&task=view&id=128&Ite

mid=445

- State of Queensland 2004, *A report on the language aide enhancement pilot project*, Multicultural Queensland Policy Leading Agency Partnership, Department of the Premier and Cabinet. Retrieved 29 August 2007, from <http://www.multicultural.qld.gov.au/publications/index.php>
- Viaggio, S 1992, *Translators and Interpreters: Professionals or Shoemakers?*, in Dollerup, C and Loddegaard, A (eds), *Teaching Translation and Interpreting – Training, Talent and Experience*, John Benjamins Publishing Co., Amsterdam/Philadelphia, pp. 307-12
- Wadensjo, C 1998, *Interpreting as Interaction*, Longman, London and New York
- WAITI 2004, *NAATI Re-Accreditation – WAITI Position Paper*. Retrieved 10 November 2006, from <http://www.waiti.iinet.net.au/publications.htm>
- Wilson, R (co-ord) 2006, *Pathways to Interpreting and Translating – Executive Summary*, prepared for Victorian Office of Multicultural Affairs (VOMA), Translation Studies Program, School of Languages, Cultures and Linguistics, Monash University, Melbourne