



A report on the Language Aide Enhancement Pilot Project

A professional development project for bilingual
Queensland public sector employees

A joint initiative of the
Multicultural Queensland Policy
Leading Agency Partnership

December 2004





Multicultural Affairs Queensland

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List of acronyms used in the text:

DET	Department of Employment and Training	LOTE	Language other than English
DES	Department of Emergency Services	MAQ	Multicultural Affairs Queensland
DIR	Department of Industrial Relations	NAATI	National Accreditation Authority for Translators and Interpreters
IELTS	International English Language Testing System	SBIT	Southbank Institute of TAFE
ISLPR	International Second Language Proficiency Rating	TAFE	Technical and Further Education
LAE	Language Aide Enhancement	TIS	Translating and Interpreting Service

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Foreword



The 2001 Census revealed that 17.1% of Queensland residents were born overseas and of the Queensland population who speak a language other than English at home, nearly 40 000 do not speak English well or at all.

For these people to successfully access government services, our agencies need to provide language assistance programs.

Since 1991 Queensland Government agencies have managed the provision of language services (interpreting and translated material) when communicating with clients.

The Beattie Government has augmented this strategy with the Language Aide Enhancement Pilot Project.

This project, a first for the Queensland Public Sector, has successfully developed a model for improving language skills for bilingual officers, as well as providing opportunities to support communication with clients who have difficulty communicating in English.

I encourage other agencies to adopt similar strategies to ensure optimum service delivery to non-English speaking clients.

Karen Struthers MP
Parliamentary Secretary to the Premier
(Multicultural Affairs) and Minister for Trade

Project overview

The Language Aide Enhancement Pilot Project was a Queensland Government initiative under the Multicultural Queensland Policy Leading Agency Partnership involving the Departments of the Premier and Cabinet, Employment and Training, Industrial Relations and Emergency Services, and the Office of Public Service Merit and Equity.

The pilot project aimed to provide professional development and recognition of communication skills in languages other than English to selected public sector employees in partnering agencies. People with language skills were encouraged to further develop their skills through training and accredited testing as Language Aides and/or Paraprofessional Interpreters.

Accredited testing was undertaken through an official testing process conducted by the National Accreditation Authority for Translators and Interpreters (NAATI) immediately after the completion of training. Appendix 1 provides an overview of NAATI's accreditation system and related skills and capabilities.

The project spanned approximately 12 months and comprised the following five stages with evaluation conducted at various stages:

- promoting the pilot and selection of participants
- training, practice, and testing
- developing guidelines for engagement of bilingual staff
- applying new skills within partnering agencies
- documenting the piloted model so that it can be used more widely.

The training component, generally provided by Southbank Institute of TAFE, included lectures, practice and assessment to help participants in their study and preparation for accreditation testing. It comprised between 11 contact hours over six weeks for the participants of the language aide course and 42 contact hours over 20 weeks for the participants of the paraprofessional interpreter course.

The pilot has established a model for professional development of bilingual staff that may be applicable to other Queensland public sector agencies.

A graduation ceremony celebrating the completion of the training/testing component held on 12 November 2002 at the Parliamentary Annexe, was hosted by Darryl Briskey MP, former Parliamentary Secretary to the Premier with special responsibility for multicultural affairs.



Program partners

The Directors-General of the Departments of Employment and Training, Industrial Relations, Emergency Services, the Office of Public Service Merit and Equity and the Deputy Director-General of the Department of the Premier and Cabinet endorsed the development of the pilot project, monitored progress of the project and took on official roles at the graduation ceremony held for the language aide participants.³ This leadership role was crucial in the project's success (see evaluation section).

Additionally a project steering committee comprising officers from partnering agencies, the training provider and the NAATI Regional Manager was established to guide the project. The steering committee met in April, August and December 2002.

Costs related to trialling the pilot project including the training enrolment, delivery and testing registration, were met by Multicultural Affairs Queensland. Agencies covered the costs of releasing participants during working hours to attend the training. An outline of the cost is provided in Appendix 2.

Project promotion

A promotional flyer (Appendix 3) was developed through the steering committee. It was posted on departmental Intranet sites, emailed to bilingual colleagues and posted as a hard copy flyer on information boards. Additionally, some agencies used a direct approach, for instance, contacting bilingual staff listed on their *Language Register* (Departments of Employment and Training and Industrial Relations).

Selection of participants

A project information session, with presenters from NAATI and Southbank TAFE, was conducted to inform candidates about the project objectives and requirements. The roles of Language Aides and Interpreters, testing requirements, training dates, resource requirements and the assessment process were clearly described to all candidates.

Candidates were also informed of the expected level of home study to follow the classroom work and the overall levels of personal commitment required to complete the training successfully. This information was provided to enable them to make an informed decision whether their current work duties and after-hours and family commitments would allow them to participate in the pilot without compromising their other responsibilities and obligations.

An application form (Appendix 4) was distributed at the session and provided electronically to interested staff after the session. Candidates who were unable to attend the information session were provided an opportunity to discuss the project in detail with the project officer and trainers.

The application form enabled candidates to self-identify the core skills areas that a formal language skills assessment process would normally cover. To be eligible for selection, candidates were requested to send the completed application forms to their project representatives within one week after the information session.

The selection panel, (comprising officers from MAQ, DET/DIR and DES), was guided by a number of factors such as:

- self-assessment of English proficiency
- self-assessment of the language other than English
- self-assessment of communication (interpreting) ability
- provision of detailed information about the project objectives and scope
- detailed description of the skills required for interpreting and the test requirements
- detailed presentation of training scope and requirements. (See Appendix 5 for assessment criteria.)

No formal assessment of candidates' level of proficiency in English and other languages was conducted. As candidates were bilingual speakers currently employed within the Queensland Public Service, assumptions were made that the candidates' expected proficiency in English would be commensurate with at least ISLPR⁴ level 3 or above (6 points on the IELTS⁵ scale).

³In 2001 selected departments were invited to build on their existing *Multicultural Queensland Policy* initiatives through a partnership arrangement with Multicultural Affairs Queensland. One of the intended outcomes of the partnership was the development and showcasing of best practice in the implementation of the *Multicultural Queensland Policy*.

⁴The International Second Language Proficiency Rating Scale is used to assess people's English levels to determine what further English assistance is required, avenues for employment in professional fields (eg teaching, nursing), and enrolment status at university or TAFE institutions.

⁵International English Language Testing System is used to assess the readiness of non-native speakers of English to undertake further studies conducted in the English language. An IELTS score is a requirement for entry into most Australian universities, vocational colleges, TAFE institutions and secondary schools.



The selection process, including advice to candidates, was finalised within a fortnight after the information session. As a result of the promotion and recruitment exercise, 34 candidates from partnering agencies applied to enrol in the pilot, from which 20 participants were selected. All participants obtained their supervisors' support and permission to attend the training during working hours.

Program participants

The 20 selected participants included 13 officers from DET, four from DES and three from DIR. They shared 15 languages among them, including Spanish, Mandarin, Cantonese, Serbian, Croatian, Macedonian, Arabic, Persian, French, German, Tagalog, Indonesian, Samoan, Lao and Sinhalese.

Their workplace positions varied and included administration officers (AO2–AO3), tutors, policy officers (AO5–AO6), project/program officers, a client services officer, a customer service consultant, a teacher, an information systems officer and a technical support officer.

Participants in the project were bilingual or multilingual. Seventeen participants were migrants from non-English speaking countries for whom English was a second language, with various lengths of residence in Australia⁶. Fourteen participants evaluated themselves as having a 'native-like' proficiency in the other language, with three 'advanced' and two at a 'good' level.

None of the participants had any NAATI qualifications. They had not previously attempted any accreditation testing however a few had attended some previous interpreter training. Many had provided informal bilingual assistance for family, friends and community members. All participants assessed themselves as having a sound knowledge of both the Australian and the other language culture and society, and as being capable of:

- carrying a general conversation in English and the other language
- interpreting a dialogue segment of 25 words from English into the other language and vice versa
- explaining aspects of their work in their other language to someone who speaks the same other language.

Training

Training was provided by the Access and Language Studies Unit of the Southbank Institute of TAFE in Brisbane under two modules: (i) Paraprofessional Interpreter, and (ii) Language Aide. Each module had 10 participants. The level of attendance was very high, with only two participants missing a few classes.

A chat room facility on the Internet was set up by the Southbank Institute of TAFE for participants to communicate with the teacher and obtain further information and support whenever necessary.

The paraprofessional interpreter course was based on the Australian National Training Authority Diploma of Interpreting (Paraprofessional) *Module 1 - Theory, Practice and Ethics of Interpreting* (Units 1 and 2) and comprised 42 contact hours over 20 weeks. The training also included a NAATI test preparatory workshop.

The course began on 11 June and ended on 29 October 2002. It included four assignments and extensive interpreting simulation practice. To facilitate language simulation practice during the paraprofessional interpreter course, participants were selected in same language pairs.

The language aide training included 11 contact hours over six weeks covering theory, vocabulary-building practice and a NAATI test preparatory workshop. The language aide course commenced on 16 July 2002 and, being a shorter preparatory course, concluded at the end of August 2002.

NAATI delivered a special three-hour workshop for participants of the language aide course to familiarise them with the testing process. The presentation also covered the specific aspects of language aide qualification and related test tasks. A second NAATI pre-test presentation for the paraprofessional interpreter course was delivered covering issues such as the test structure, preparation, examiner panels and the process of assessment and marking.

Multicultural Affairs Queensland offered additional support by inviting other bilingual staff for practice (interpreting simulation) and other NAATI accredited staff already working in the departments to advise participants.

⁶Eighteen participants spoke a language other than English at home. More than half of those participants, at the time of recruitment to the program, had been living in Australia for about 12 to 18 years.



Both training courses concluded with a debrief session facilitated by departmental officers, which allowed participants to provide direct feedback and suggestions to improve the training in future.

There was a high level of commitment and peer support among the participants, particularly within the paraprofessional interpreter course. Some attendees worked in language pairs outside the training hours to study and practise and the group divided the study/research workload among themselves and shared the research materials. There was a high degree of sharing of information about useful resources, materials and practical internet links. Many participants purchased new dictionaries and one enrolled in an English language class to upgrade skills.

Testing

NAATI accreditation testing was scheduled to be conducted soon after the training was completed. Testing for language aide was conducted on 11-12 September and paraprofessional interpreter on 7-8 November 2002. All tests were conducted during working hours under the supervision of the Queensland NAATI Regional Manager. Participants were offered a choice of dates and times to accommodate their workplace duties and other commitments.

The language aide tests comprised two parts:

- a compulsory oral component (listening comprehension based on a hypothetical case scenario, a question-answer section, provision of information to a client based on a mock application form and brief report to supervisor)
- an optional written component comprising a question-answer exercise.

Both testing components required the participants to record their use of both English and the other language.

The paraprofessional interpreter test was based on oral communication skills. Apart from dialogue interpreting, the test included general questions derived from the ethics of the profession and social/cultural knowledge of Australia and the selected country where the tested other language is spoken.

This test was also recorded.

The pass rates for participants of the language aide and the paraprofessional interpreter tests were 33 percent and 50 percent respectively. This pass rate exceeds the national average⁷. Tests results are illustrated in Appendix 6.

Feedback was provided directly to all participants who undertook the test as part of the NAATI assessment process. Participants who did not pass the test were offered constructive feedback and support. As a result, some participants indicated that they would re-sit the test in the future.

Policy guidelines

As part of the project, DET/DIR developed a set of workplace guidelines on the use of bilingual staff. Designed as a complementary document to the DET/DIR Language Register⁸, the guidelines provide information on how to use the Language Register to locate staff members who speak the required language and what procedures need to be followed to obtain assistance from an identified staff member. The guidelines include information on options on obtaining interpreting assistance when no staff members are available or when engaging staff members may not be appropriate. The guidelines were placed on the departmental Intranet under the Human Resources Management information page.

Evaluation

The project evaluation comprised three stages:

- post-training evaluation with participants and trainers (on completion of training but prior to testing)
- post-testing evaluation by the trainer and NAATI testing provider
- workplace evaluation by participants and supervisors six months after testing.

The objectives of the evaluation process were to:

- establish the immediate level of satisfaction by participants and providers on completion of the

⁷The national average for NAATI interpreting tests is between 25 and 35%.

⁸The full Language Register includes a list of 75 staff from DET/DIR agencies and TAFE Institutes statewide with skills in more than 30 languages other than English, including Auslan. Thirteen of those employees have current NAATI accreditation.



training with a view to formulating proposals for improvements for other programs of similar nature

- provide feedback to the training provider and NAATI on the applicability of training to the testing process
- inform the project of any emerging workplace issues in relation to provision of language services within partnering agencies
- highlight any improvements that could be adopted should there be any further language aide projects.

a) Post training evaluation

Both classes attended a one-hour debrief session on the last day of the training. Each class was divided into two smaller groups for the purpose of providing feedback to the program coordinators.

The groups were given a list of prompt questions (Appendix 7) to facilitate the feedback. Below is a summary of feedback obtained:

• Course recruitment and support

The high level support and involvement of Directors-General helped drive the recruitment process across respective departments and added emphasis and priority to the project. It demonstrated to participants their skills were valued and indicated to supervisors there was strong support to provide professional development in language skills.

Some participants found out about the program through internal email message or were informed by others. Although email was not perceived as the best method of dissemination of information ('too long, I'll read it later'), no alternative methods for information dissemination were proposed.

The course information session was rated 'very good', with a lot of information and well-explained objectives. Most participants agreed the information flyer and registration form were user friendly and clearly stated the purpose of the project.

Participants would have preferred a more traditional approach to selection of participants including a

personal interview and a written/oral test of abilities rather than a self-determination process.

• Training

Participants in the paraprofessional interpreter course found it beneficial to work with another person who spoke the same language and the support of other bilingual staff invited to assist at practice sessions was acknowledged and highly appreciated. They felt the training has improved their skills ('good formal training and ethics instruction'). Some would have preferred more language skills practice simulations.

The simulations, based on real-life situations and designed by the TAFE teacher were highly praised and perceived as an invaluable element of preparatory practice. There was a high level of satisfaction with the handout materials provided by the presenters.

Participants attending the language aide course found the training useful in preparing for the tests and in particular, in the areas of vocabulary development such as glossaries and word lists but would have preferred more practice sessions and additional support in the form of cassettes, dialogue work, listening practice and practical interpreting exercises. In addition, access to professional interpreters, in their own languages, for practice and advice was seen as beneficial for participants in both courses.

• Study/homework

Participants agreed there was a need for supervisors to allow for study during work hours. Some participants completed their assignments at work. This raised issues of supervisor's approval to use workplace resources such as the Internet.

Many participants agreed the program was time-demanding and the high level of individual commitment could be emphasised to future participants in similar projects.

• Workplace issues

In almost all cases, supervisors were extremely supportive. For example, two supervisors personally nominated people to attend the course. One supervisor was described as a person who particularly valued linguistic diversity in the workplace, and many supervisors accepted 'time-off' for staff to attend



the course. Another supervisor gave a participant a whole day to study after the morning session.

It was reported only one supervisor was not aware of the course and its importance. Although participants reported support from supervisors and managers, they noted that a formal request to participants' supervisors for workplace study assistance during the course could be beneficial.

• Graduation

Overall, participants were pleased with the graduation ceremony and placed great importance on the fact their skills and efforts were acknowledged by the Directors-General who attended the event.

• Other general comments

Many participants believed the use of existing bilingual/multilingual skills in the workforce requires further promotion amongst all departmental staff. In particular, participants expressed the need for staff to have a greater awareness of communication and language skills and the role of an interpreter.

Some participants suggested the development of clear policies and guidelines on engaging bilingual staff would help other staff members determine whether a professional interpreter or bilingual staff member should be requested for particular situations. Guidelines would also support the participants in declining to undertake a professional interpreting task if in the event they were inappropriately directed to do so. Further development of the DET language register was recommended.

Most participants said the training on ethics provided a clearer insight into the parameters of professional interpreting. Without the training about the role of a professional interpreter and ethics, some participants reported they would have accepted any interpreting roles including those which could cause legal or other serious ramifications.

Participants commended the high level of coordination between MAQ, TAFE and themselves. Participants expressed a high level of satisfaction with the ongoing communication and coordination of the project.

b) Post-testing evaluation

Trainers met separately to discuss the test results and possible implications for the training components of similar projects. The main recommendations were:

- design and application of more comprehensive selection processes in relation to participants' language skills and competencies in both English and the other languages
- provision of a more detailed explanation of training requirements and expectations from participants in relation to study and assignment workload
- extension of the training program for any future language aide training beyond the originally designed and delivered 11 hours of training
- extension of the paraprofessional interpreter training to approximately 80 hours (double the number of hours originally delivered)
- inclusion of more practice for NAATI testing
- inclusion of more practice in languages other than English
- extension of language practice in contextual comprehension and deciphering meaning between two language contexts.

c) Workplace evaluation (6 months after testing)

Individual telephone interviews were conducted with participants six months after the NAATI testing to determine whether the language skills training was effective and whether skills gained were utilised. Seventeen of the twenty participants were available for interview.

During the telephone interviews, the following topics were discussed:

- frequency of, and circumstances in which, participants have practised their language skills after the training
- participants' overall impression of the training and its impacts in the workplace
- participants' recommendations for follow up actions.



Most participants and their supervisors indicated the training was useful to both themselves and their workplaces. Only two participants noted they did not gain much from the training due to their already competent language and interpreting skills but noted the training did serve as a refresher of their skills and knowledge.

Among the participants, all except one found the training experience to be very positive and would recommend it to their colleagues. Most importantly, participants claimed to be more aware of professional ethics. Accordingly they are more able to determine reasonable requests for interpreting and deliver appropriate interpreting or bilingual services.

Two participants indicated they had received requests for interpreting from staff members who found their names on the DET language register available on the departmental web site. While the register does not specify level of skills, qualifications and experience of individuals in relation to language services, participants contacted were requested to provide professional interpreting services. By undertaking the ethics training, these participants were able to decline the request but make appropriate referrals to professionally qualified interpreter services.

Other comments included:

- One participant noted she has gained a great deal of confidence and competence with her language skills during the training. She has since established her own language support business that facilitates organising international business events and ventures.
- One participant considered the additional qualification obtained from training has enhanced her career development opportunities in the long run.
- Participants who have practised their language skills in the workplace after the training commonly responded by stating they felt more competent and confident to effectively facilitate communication and support clients with limited English. Although there were particular demands beyond their official roles, they were happy to use their skills to respond and reported that this has not created any disruptions or unnecessary interruptions at work.

Overall the feedback from supervisors and participants appears to confirm that the training has not only enhanced the capacity of individual departments in establishing improved communication with clients/customers who have difficulty in communicating in English but also provided more depth and rounded skills among departmental staff.

Further details on the workplace evaluation are found at Appendix 8.

Research

People from diverse cultural and linguistic backgrounds who can communicate fluently in English and languages other than English have been employed in the Queensland Public Service for many years. However, few formal strategies have been implemented to officially recognise, support and utilise their linguistic abilities.

As part of the Language Aide Enhancement Pilot Project, research was conducted by the Department of Industrial Relations to examine how policies and practical guidelines would support linguistic diversity in the public sector. A scan of interstate as well as Queensland public sector language services arrangements highlighted the following:

• Jobs with a second language requirement

A few Queensland public sector positions requiring the use of a second language as a core criterion have been established. The language skills are not necessarily at the formal interpreter/translator level. For example, Education Queensland and the Queensland Police Service have positions that require the use of a second language at the NAATI language aide level of competency. Agencies such as State Development and Innovation have created jobs that require the use of a second language at a high level of skill as an essential component of the role.

Another option to promote the use of a second language is to have the language skills in the role description as a desirable criterion.

• Career/professional development package

The provision of a professional development package for bilingual officers provides an option



to reward an employee and also support client service. It also indicates an agency's commitment and recognition to developing language skills as an integral part of valuing diversity and retaining staff with language skills.

- **Use of a skill shortage directive**

Agencies may seek to use the provisions of a skills shortage directive to compensate employees who may occasionally be required to use a second language at the language aide level and/or that may be required to undertake, from time to time, both basic and advanced interpreting/translating tasks. In most cases this would mean providing a skill shortage allowance (use of a second language skill) to employees in classifications from AO2 to AO7.

Research indicates that a number of jurisdictions offer a payment of an allowance to employees who are available to use their language skills as required by their agency as an adjunct to their normal duties.⁹

There are a number of advantages and disadvantages with this option. A set of guidelines is needed to govern the assessment of who should be paid an allowance, testing processes, use of the allowance, language need and levels of language service expected.

Furthermore, analysis is needed to determine the demand by clients/customers for second language skills in the workplace within an agency. The analysis should not only include the languages needed but the composition of the demand – the nature of the language skills required in the workplace.

A survey of language needs in the workplace was conducted by the Department of Employment and Training. The survey was designed to ascertain the level and type of demand for language assistance in client services area. Thirteen participants responded to the survey. Some participants indicated they used their skills in languages other than English at their workplace, with most describing their other language use as 'occasional'. For a summary of survey responses see Appendix 9.

Conclusion

While the Language Aide Enhancement Pilot Project was a first of its kind in the Queensland Public Service, preliminary research indicates it may provide a national model for a unique public sector professional development project.

The project proved to be successful from a number of perspectives. Firstly, the project developed a successful model for implementing language skills development for bilingual officers within Queensland's public sector.

The NAATI test results were higher than the national average. Training participants and their supervisors have responded positively to the training outcomes. The outcomes have resulted in more effective client/customer services through improved language skills and competencies among bilingual public servants.

The Language Aide Enhancement Pilot Project has recognised the significance of using language skills to enhance client/customer support services within a culturally diverse community. It also offered opportunities for bilingual public servants to develop their language capacity and use these skills to support workplace objectives.

Lastly, the project demonstrated a cooperative working relationship between a number of agencies – from the Directors-General in partnering agencies to the staff involved in the project, to implement an innovative project that reinforces the *Queensland Multicultural Policy* and *Queensland Government Language Services Policy*.

⁹NSW and Victorian public service departments; a number of Commonwealth Government Departments such as Centrelink and Department of Immigration and Multicultural and Indigenous Affairs.



Appendix 1

NAATI Standards for Translation and Interpreting in Australia

Standard	Meaning	Related tasks
Language Aide For Government Employees only to determine eligibility for language allowances	This is an elementary level of language use; it is NOT an interpreter/translator category. It is appropriate for persons who are required to use a <u>minimal knowledge of a language</u> for the purpose of <u>simple communications</u> . It is the required level for the first range of the Community Language Allowance (formerly LAPA).	<ul style="list-style-type: none"> Counter work: answering general inquiries, usually in the language other than English. Assisting clients to complete a simple form in English. Assisting NESB persons by giving instructions or directions in the language other than English (LOTE).
Paraprofessional Translator From 1.1.95, awarded in a very limited range of languages	This represents a level of competence in translation for the purpose of producing a translated version of non-specific information.	<ul style="list-style-type: none"> Translation of texts which do not contain technical or specialised information or terminology. Very simple translation work where some level of inaccuracy is acceptable.
Paraprofessional Interpreter	This represents a level of competence in interpreting for the purpose of general conversations, generally in the form of non-specialist dialogues.	<ul style="list-style-type: none"> Interpreting in general conversations. Interpreting in situations where specialised terminology or more sophisticated conceptual information is not required. Interpreting in situations where a depth of linguistic ability is not required.
Translator	This represents the minimum level of competence for professional translating. It may be regarded as the Australian professional standard. Translators work across a wide range of subjects and require a sound conceptual understanding of the material being translated. They are qualified to translate into one language only or into both languages, depending upon their accreditation.	<ul style="list-style-type: none"> Translation work may include routine correspondence, reports, standard text material in the general field of scholarship. Translation of non-specialised scientific, technical, legal, tourist and commercial subjects. Translation work requiring a reasonable level of accuracy.
Interpreter	This represents the minimum level of competence for professional interpreting or translating. It may be regarded as the Australian professional standard. Interpreters are capable of interpreting across a wide range of subjects involving dialogues at specialist consultations. They are also capable of interpreting presentations by the consecutive mode.	<ul style="list-style-type: none"> Interpreting in both language directions for a wide range of subject areas usually involving specialist consultations with other professionals, eg doctor/patient, solicitor/client, bank manager/client, court interpreting. Interpreting in situations where some depth of linguistic ability in both languages is necessary.
Advanced Translator	Advanced Translators handle complex, technical and sophisticated material, compatible with recognised international standards . They may choose to specialise in certain areas, usually into one language only, that being their first language.	<ul style="list-style-type: none"> Tasks involving accurate translations of complex, technical and sophisticated material. Translations of specialist material for specialists eg international conference papers, scientific papers in journals, legal documents, diplomatic agreements etc. Acting as revisers of work done by other translators.
Conference Interpreter	This represents the advanced professional level and a level of competence sufficient to handle complex, technical and sophisticated interpreting and translation. Conference interpreters practise both consecutive and simultaneous interpreting in diverse situations including at conferences, high level negotiations, and court proceedings. Conference interpreters operate at levels compatible with recognised international standards .	<ul style="list-style-type: none"> Tasks involving international conferences, diplomatic missions, trade negotiations and other high level negotiations. Tasks involving complex court proceedings. Interpreting in situations where a depth of linguistic ability in both languages is required.
Advanced Translator (Senior)	This is the highest level of NAATI accreditation and reflects both competence and experience. It represents an international standard together with demonstrated extensive experience and leadership.	<ul style="list-style-type: none"> Translation tasks as for Advanced Translators. Tasks involving the management of translation of papers for international conferences. Providing advice for translation services within and outside Australia.
Conference Interpreter (Senior)	This is the highest level of NAATI accreditation and reflects both competence and experience. It represents an international standard together with demonstrated extensive experience and leadership.	<ul style="list-style-type: none"> Interpreting tasks as for Conference Interpreters. Tasks involving the organisation of international conferences. Providing advice for interpreting services within and outside Australia.

Source: NAATI *Directory of Accredited and Recognised Practitioners of Translating and Interpreting 2001-2002*. Reprinted with permission of NAATI, the publisher of the Directory and the copyright holder.



Appendix 2

Project costing (training and testing)

Southbank Institute of TAFE:

Course 1	
Proposed course name	Interpreting (Paraprofessional)
Proposed dates	commencing week of 11 June 02
Duration	41 hours
Location	MAQ
Number of participants	10
Cost	\$7 154 (GST inclusive)

Course 2	
Proposed course name	Language Aide
Proposed dates	commencing week of 8 July 02
Duration	8 hours
Location	MAQ
Number of participants	10
Cost	\$1 430 (GST inclusive)

Total (for both courses)	\$8 584
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The above costs cover training delivery between 8:00am and 6:00pm Monday to Friday, excluding public holidays. An additional charge applies outside the above hours.

SBIT fees include:

- program management
- program development
- program delivery by a fully qualified technical instructor
- TAFE Queensland Statement of Attainment
- result of assessment for each module successfully completed
- training evaluation report to MAQ
- workbooks and notes for each participant
- administration and associated costs.

National Accreditation Authority for Translators and Interpreters (all prices are GST inclusive)

10 language aide test preparation workshop	\$280
10 test fees – language aide	\$2 500
10 application fees (paraprofessional interpreter)	\$620
10 test fees – paraprofessional interpreter	\$2 570
Total	\$5 970



Appendix 3

Language aide enhancement pilot project promotional flyer

A newly established partnership between MAQ, OPSME, Departments of Employment and Training, Industrial Relations and Emergency Services has developed an exciting initiative aimed at improving equity of access to public sector employment and services for people of diverse cultural and linguistic backgrounds. This project has been approved at the CEO level.

The pilot is a professional development opportunity for selected DET, DIR, DES, OPSME employees by supporting them to gain a paraprofessional interpreter accreditation or language aide recognition.

Do you speak languages other than English at home?

Have you been helping people who speak languages other than English by communicating with them in their own language?

Would you like to obtain a formal recognition of your foreign language abilities by your department?

Then come to an information session about the pilot

This training program might be for you!

Interpreter/Language Aide Accreditation Information Session

Tuesday, 21 May 2002

15:00 – 16:30

Conference room 1.35, Level 1, Multicultural Affairs Queensland
61 Mary Street, Brisbane

RSVP by Friday, 17 May 2002 to:

Department of Employment and Training and Department of
Industrial Relations:

Department of Emergency Services:

Office of Public Service, Merit and Equity:

Olga Danilova 07 3247 5291

Pam Davis 07 3249 4796

Donna Salotti 07 3224 7016

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How do I know that I have the right skills for the project?

Ask yourself:

Would I be able to explain aspects of my work in my other language to someone who speaks the same language?

Have I been informally interpreting for family and friends?

Would I be able to carry on a general conversation in English and my other language?

Would I be able to interpret a dialogue segment of 25 words from English into my other language and vice versa?

Would I be able to interpret a standard news item, as I hear it on the TV news, from and into my other language and English?

Do I have a sound knowledge of the Australian and my other language culture and society?

Do I have any plans to further use my other language in my career?

If you said YES to at least two of the above – join us at the information session!



Multicultural Affairs Queensland

What will you get out of this project?

You will:

- participate in a professional development opportunity supported and funded by the government*;
- gain a formal recognition of your linguistic and communication abilities on a national level;
- enhance your repertoire of portable skills - increase your employability and career prospects;
- gain an official recognition of your skills by your Department, and
- be registered as a Paraprofessional Interpreter in the *Directory of Recognized and Accredited Practitioners of Interpreting and Translation* Australia-wide.

The department will:

- increase the capabilities of the workforce;
- enhance service delivery to customers, and
- demonstrate commitment to skilling own staff.

The training

There will be two different programs preparing participants for either the Language Aide recognition (11 contact hours over 6 weeks) or Paraprofessional Interpreter accreditation (40 contact hours over 20 weeks).

Approx. course beginning dates:

Language Aide _____ week of 8 July 2002

Paraprofessional Interpreter _____ week of 10 June 2002

Southbank TAFE will deliver the training in a flexible mode during work hours to minimise the training delivered outside of business hours.

Wherever possible, departmental venues will be provided.

The accreditation process

The National Accreditation Authority for Translators and Interpreters (NAATI) will run accreditation and recognition tests for program participants on completion of training.

Approximate test dates:

Language Aide _____ week of 9 September 2002

Paraprofessional Interpreter _____ week of 4 November 2002

Participants will be advised of the exact test dates and times.

For information about accreditation levels and testing, contact Jim Duncan, Manager, State Office, NAATI (Qld) on 3393 1358.

For further information about the agency partnership and to register for the information session, contact the officer in your department listed above.



Appendix 4

Language aide enhancement pilot project – application for enrolment

Please tick:

- paraprofessional interpreter course and testing
 language aide recognition course and testing

What is your language other than English that you wish to be accredited/recognised in?

Your personal details:

First name(s) _____ Surname _____
 Employee no _____ Position _____
 Department _____ Division _____
 Office _____
 Work address _____ Work phone number _____
 Email (work) _____
 Home address _____ Home phone number _____
 Email (home) _____

Workplace certification:

Officer's participation in the course is supported by a direct supervisor/section manager:

Direct Supervisor : _____ Position: _____
 Signature: _____ Date: _____
 Office Manager/Director: _____ Position: _____
 Signature: _____ Date: _____

As part of your application, please answer the following questions:

Your workplace

Please circle your answer

- | | | |
|---------------------------------------------------------------------------------------------------------------------|-----|----|
| Will you be able to attend approximately 2-hour training (am or pm) during business hours away from your workplace? | Yes | No |
| Are you involved in direct client service provision on behalf of your agency? | Yes | No |
| In your current place of employment, do you: | | |
| • prepare correspondence | Yes | No |
| • prepare official briefing notes, memoranda and submissions | Yes | No |
| • prepare and write project reports | Yes | No |
| • deliver oral presentations to audiences comprising public sector employees and/or ethnic communities' members | Yes | No |
| • provide information to clients from ethnic communities | Yes | No |
| • chair/conduct meetings | Yes | No |

How often do you use your other language at your workplace? All the time, daily, weekly, monthly, sometimes, rarely

What are your current duties (please provide a short description)?

What other communication/information provision duties do you perform?



Multicultural Affairs Queensland

Your English language

Please circle your answer

Were you born in Australia or overseas?			In Australia	Overseas
How long have you lived in Australia? (specify number of years)				Years
What is your estimated level of proficiency in English?	functional	good	advanced	native-like
What is your highest qualification obtained in Australia? (write)	_____			

What ESL programs did you attend in Australia? (if born overseas)	AMEP	TAFE	University
-------------------------------------------------------------------	------	------	------------

Your other language

Do you speak a language other than English at home?			Yes	No
What is your estimated level of proficiency in your other language?	basic-functional	good	advanced	native-like
What is your highest qualification obtained overseas? (write)	_____			

Do you have access to comprehensive resources (such as lexicons, dictionaries, thesauri, grammar manuals) in your other language?	Yes	No
Do you regularly (ie daily/weekly/monthly - please circle) read books and magazines in your other language?	Yes	No
Have you travelled to the country of your birth and other countries where your other language is spoken, within the last 3 years?	Yes	No
Do you have opportunities for regular (weekly, monthly, bi-monthly - please circle) conversations in your other language outside your immediate family and friends' circle?	Yes	No
Would you be able to explain aspects of your work in your other language to someone who speaks the same language?	Yes	No

Your interpreting skills

Have you attended any translator/interpreter training programs in Australia and/or overseas?	Yes	No				
Do you have any NAATI qualifications?	Yes	No				
What NAATI qualification do you have?	LA	PPI	PPT	I	T*	N/A
Have you sat any NAATI interpreter tests in the past?	Yes	No				
Have you been informally interpreting for family and friends?	Yes	No				
Have you interpreted as a voluntary community interpreter?	Yes	No				
Have you interpreted as part of your work for a community-based or government organisation?	Yes	No				
Would you be able to carry on a general conversation in English and your other language?	Yes	No				
Would you be able to interpret a dialogue segment of 25 words from English into your other language and vice versa?	Yes	No				
Would you be able to interpret a standard news item, such as TV news, from and into your other language and English?	Yes	No				
Do you have a sound knowledge of the Australian and your other language culture and society?	Yes	No				
Do you have any plans to use your other language in your career?	Yes	No				

*LA - Language Aide, PPI - Paraprofessional Interpreter, PPT - Paraprofessional Translator, I - Interpreter, T - Translator



Applicant's certification

I certify that I attended the project information session at Multicultural Affairs Queensland on 21 May 2002 or was interviewed by the project coordinating officer at MAQ.

I am aware of the scope of tasks performed by the paraprofessional interpreter and the worker recognised as a language aide.

I am aware of the commitment required to successfully complete the training and testing program.

I will undertake to participate in all training sessions scheduled for the program I have enrolled in.

I will undertake to prepare and submit required written assignments, participate in practical workshops at the Southbank Institute of TAFE and will allocate required time to study, practise outside the course hours and prepare for NAATI tests.

I will notify the course coordinator immediately of any issues which may impact on my successful completing the course.

I give my permission for my personal details to be passed on to the relevant officers within my department and the Southbank Institute of TAFE to facilitate my participation in the program.

Signature

Print name

Date

Please return this form to your departmental representative by Tuesday, 28 May 2002

Department of Employment of Training & Department of Industrial Relations Olga Danilova 324 75291 olga.danilova@det.qld.gov.au

Department of Emergency Services David Couper 324 94796 dcouper@emergency.qld.gov.au

Office of Public Service, Merit and Equity Donna Salotti 322 47016 Donna.Salotti@premiers.qld.gov.au



Appendix 5

Selection criteria for program participants

1. Language used by the applicant:

- Is this language on the “most often required languages” list (based on TIS data)?
- Is it spoken by a new or established community?
- What is the language of demand by the so-called “perceived” clients?

2. Usage of language other than English (LOTE) in the workplace:

- current position
- functions performed by the applicant
- degree of current LOTE usage
- potential future usage.

3. Knowledge of LOTE:

- estimated level of proficiency
- place of birth
- length of residence in Australia (if born overseas)
- indication as to whether LOTE was learnt in Australia or through language immersion
- current interaction within the other language(s).

4. Knowledge of English:

- place of birth
- length of residence in Australia
- estimated level of proficiency
- current position duties (with respect to communicative functions performed in English).

5. Available ethnic community information and demographics such as:

- ethnic demographics,
- new or established community,
- degree of dependency on language assistance,
- main areas of residence, and
- access to services provided by applicant’s agency.

6. Skills capability cross-section of participating agencies.

7. Applicant’s location and distance from MAQ and SBIT.

Appendix 6

Naati testing results

Paraprofessional interpreter

French	P
Persian	P
Serbian	P
Sinhalese	P
Spanish	P
Cantonese	F
French	F
Mandarin	F
Persian	F
Spanish	F
Pass = 5	Rate = 50%

Language aide

German	P
Macedonian	P
Lao	P
Spanish	F
Tagalog	F
Croatian	F
Arabic	F
Tagalog	F
Indonesian	F
Samoan	to be tested
Pass = 3	Rate = 33%



Appendix 7

Course debrief questions

Course recruitment and coordinator's support

- How did you learn about the program?
- Was your name included on your agency's 'language register'?
- Did the advertising campaign adequately inform you about the scope of the project (consider the invitation flyer and the information session)?
- Was the level of communication with course organisers and agency representatives adequate?

Training

- How useful did you find the course?
- How appropriate did you find the practice?
- How satisfied were you with the range of topics in the course?
- Were notes/handouts of acceptable quality?
- What was the least useful activity in the course?
- What was the most useful activity in the course?
- What other areas or activities would you have liked in the course?
- Did you find the length of the course appropriate?
- Did the course facilitator present the subject matter in a format that you were comfortable with?
- How did you find the ways of communicating with the teacher in the course?
- Any comments for improvement?
- What other suggestions can you give in order to improve the delivery of the course in the future?
- Do you consider your knowledge/skills have increased?
- How confident are you to attempt the qualification test?

Study/homework

- Did you allocate sufficient time for homework?
- Did you experience any difficulties at home in relation to the course workload commitments?
- Did the requirements of the course match your expectations?
- Should you have committed yourself to more/less time for home study and practice? What would be, in your opinion, an adequate level of home study commitment?

Workplace issues

- Did the course timing suit your needs?
- Should the course be conducted outside working hours?
- Has your leaving the workplace caused any difficulties/issues?
- Did you receive adequate support from your supervisor(s)?
- If not, what other support would you consider as adequate?

Graduation

- What form of celebration would be welcome by the participants?
- Who to invite?
- Timing for a celebration (morning, lunchtime, afternoon, eveni



Appendix 8

Responses for workplace evaluation

• Paraprofessional Interpreter Course

Areas for Evaluation	Participants' Comments
Frequency and circumstances for practices of language skills	<ul style="list-style-type: none"> • Among the nine participants interviewed, five have used their language skills in the workplace after completing the training. • Two participants have been practising their language skills on a day-to-day basis due to frequent requests received from clients and supervisors. Three other participants have practised their skills in less than 3 occasions. • One participant teaches and has been practising her language skills at classes ever since completing the training. Her language skills have helped improve her students' performance. • Another participant has frequently used his language skills to assist students in understanding the course content of various subjects and to clarify issues within the learning environment. He was engaged by his office to assist with discussions with a delegation from the Shanghai University. This has helped his supervisor and the TAFE College to finalise a combined engineering course between the two institutions.
Participants' overall impression	<ul style="list-style-type: none"> • Eight out of nine participants were happy with the training and would recommend their colleagues to undertake similar training if available. One participant expressed concern about course intensity and insufficient practice opportunities. All other participants believed the training was beneficial and has offered opportunities to deliver interpreting and generally language support services competently. In particular, the training topic on ethics was the most useful. • All participants expressed that the course was too short and the fast track completion did not provide time for sufficient practice opportunities, which has an impact to their preparation for the NAATI tests. • All participants appreciated the support offered by their supervisors and the workplace. They valued the networking experience.
Participants' recommendations	<ul style="list-style-type: none"> • All except one participant recommended the provision of further training if resources are available. Further suggestions to extend the current training to allow more time for learning and practices were made. Extra time would allow participants to be better prepared for the tests to attain accreditation.

• Language Aide Course

Areas for Evaluation	Participants' Comments
Frequency and circumstances for practices of language skills	<ul style="list-style-type: none"> • Four out of eight participants interviewed have practised their language skills since completing the training. Three have been practising their skills on a daily basis. • Two participants have used their languages frequently to facilitate teacher-student communication and helped students understand different documents such as Centrelink forms and course enrolment forms. One participant has been using her skills to assist clients in understanding their obligations and entitlements on superannuation schemes as well as compliance issues.
Participants' overall impression	<ul style="list-style-type: none"> • All participants have supported the training and would recommend their colleagues or friends to undertake similar training if it is available. • Five participants regarded themselves as confident speakers for both English and the other language. They noted that the training served as a refresher for their language skills and knowledge. However, all other participants have expressed that they felt more confident with their language skills as the training has enhanced their language capacity. • All participants appreciated the training on code of ethics and its application as this has offered them a clear parameter for their future language services work. • Regardless of the additional requests for language support, none of the participants expressed concern that undertaking language assistance tasks interrupted their current work.
Participants' recommendations	<ul style="list-style-type: none"> • All participants believe that the training should be extended if resources are available. • In particular, one participant suggested that trainees should be paired up by their language backgrounds. She believes this would generate improved peer support to foster more positive learning outcomes. She also emphasised the selection of languages to ensure coverage for the most needed languages for client/customer services.



Appendix 9

Summaries of responses to Language Aide and Interpreter questionnaire conducted by Department of Employment and Training

1. Could you provide examples of how you have used your skills in a language other than English for departmental services? If you have not used your language skills at work, do you anticipate doing so in the future and could you provide some information on how you think you could use your language skills?

• **DIR - Language LOTE - Tagalog**

I haven't used my language in the department as yet. Haven't come across a client from my country (Philippines) that couldn't understand English.

• **TAFE Institute - Access and Language ELICOS - Language - Spanish**

Interpreting for new arrival Spanish speakers, translating educational documents, and answering and checking Spanish emails.

• **DET - Language LOTE - Lao**

I have not had the opportunity to demonstrate my skills at a work level; however, I have acted and interpreted on a personal level. I feel that once my work area is aware of my language skills and if there were needs for it I would be called upon especially in my area where we have diverse clients from overseas. These clients gained some formal qualification from overseas and were awarded by recognised educational institutions. They can apply for their general and technical academic or qualifications to be assessed for comparability.

In my work area we have 3 client service programs, and I feel that it would be a good opportunity for me to explain what products we have available within the department in my LOTE language.

• **TAFE Institute - Language Service - Languages - Macedonian, Serbian, Croatian, Bulgarian, Bosnian**

Interpreting to new migrants at language services; at the moment I am using my second language very rarely, however as I am at the front counter it will be beneficial as there are always new students enrolling in the courses.

• **DIR - Language - Persian - Farsi**

I have used my language skills on an occasional basis to interpret industrial relations issues (they had problems with wages, awards related issues) indirectly. Yes I am anticipating doing an interpreting assignment for my community and friends because I get a lot of requests from them.

• **DIR - Language - German**

I have not yet used my language skills for the department. In my previous job at a major bank, I used it on a continuous basis, as I had various clients returning to me due to my language skills. Our clients are other government departments (HR and IR managers mostly). Therefore, I find it unlikely that I will use my skills while in this branch.

On the other hand, if there was a departmental database, I could imagine that Industrial Inspectors or Health and Safety Inspectors might want to call on me at times. Being on the graduate program, I believe that there will be varied opportunities for me in the future, as chances are that I will be moving around between branches, divisions, business units etc.

• **Training Services – Lutwyche Language - Singhalese**

I have not used my language skills in the work place yet. I would be able to use my skills by translating the documents and interpreting the conversation of Singhalese language clients.

• **TAFE Institute – Tourism & Hospitality - Language - Spanish**

For 9 years I have helped clients on the phone, over the counter and in informal interviews.

• **TAFE Institute - Language - Mandarin**

The Institute is going to be running an Engineering Advance Diploma Course at Shanghai Second Polytechnic University in September. When the Director of Basic Department Mr Gu from Shanghai Second Polytechnic University visited Southbank TAFE to discuss the syllabus, I was invited to work as an interpreter.

• **DET - Language - Cantonese and Mandarin**

Telephone enquiries and drop in clients' enquiries over the counter.

2. How frequently do you use language skills in the workplace?

Not very often, every day, nil, occasionally, sometime privately, any time and very often particularly at the beginning of each TAFE educational semester.

3. How have you usually been approached by your supervisor, manager or colleague when language assistance was required?

No never, by telephone, directly, not in this department, sometimes

4. Have you used your languages skills (eg telephone)

Telephone and written form, front counter, face to face and in interviews.

5. Do you use your language skills as per you own role's ordinary responsibilities or others?

As part of a formal arrangement, on a voluntary basis, informal basis, requests by friends and families, in my own time, no at all.



A report on the Language Aide Enhancement Pilot Project