

# Sign Language Interpreting in TAFE NSW

A guide for interpreters,  
teachers and students

Under Review

## **Sign Language Interpreting in TAFE NSW – A guide for interpreters, teachers and students**

This handbook was produced by the NSW Department of Education and Training, Disability Programs Directorate.  
November 2003

© NSW Department of Education and Training

All rights reserved. Except as provided in the Copyright Act (1998 Commonwealth) no use of this work, which is within the exclusive right of the copyright owner, may be made. Requests and inquiries concerning reproduction and rights are welcome, and should be addressed to:

NSW Department of Education and Training  
Disability Programs Directorate  
Level 11, 1 Oxford Street  
Darlinghurst NSW 2010

Tel: (02) 9244 5089  
Fax: (02) 9244 5012  
TTY: (02) 9266 8189

This handbook can be made available on request in a range of formats. Please contact the Manager, Access and Participation at the above address.

The Department has carefully prepared this document so that it is as accurate and relevant as possible. However, this document should not be used as the only source of advice when making decisions that could affect a person's rights and responsibilities.

The Department cannot accept responsibility for the ways in which this document is used. Professional advice should be obtained when decisions are made about how to use the information contained in this document.

*“Today it is more possible than it was in the Middle Ages, or at the dawn of modern times. To improvise and interpret. Ever increasing accomplishments are required of those who choose this profession by reason of the growing complexity of the demands of the tasks expected in the interpreter. A knowledge of languages, however perfect, is not sufficient to make an interpreter. The personal qualities [(nervous resistance, readiness of speech, etc) must be added including both intellectual gifts (power of concentration, quickness of mind, a good memory) and moral attributes, (self command, a sense of responsibility)]. Even these essential accomplishments could not produce an interpreter where they are not supported by a sound knowledge of the subject.*

*By eliminating the language barrier, the interpreter directly ushers men and women into the thoughts of others, and thus performs the function of an intermediary, enabling their minds to achieve intellectual communion.*

*However, the task of the interpreter has been on the whole to act as an intermediary, to facilitate understanding, and to remain silent, discreet, and unnoticed thereafter.”<sup>1</sup>*

---

1 Roberts-Smith, Q.C.; Frey, S, & Bessell-Browne, S. *Working with Interpreters*. NAATI.



Under Review



# Contents

Preface .....	4
What is Australian Sign Language (Auslan)? .....	5
What is interpreting? .....	5
TAFE NSW information .....	6
TAFE NSW institute disabilities services .....	6
Responsibilities of TAFE NSW personnel .....	7
Some useful tips for the interpreter .....	8
Some useful tips for the teacher .....	9
Some useful tips for the student .....	12
Employment conditions .....	14
Main purpose of the position .....	14
Accreditation requirements .....	14
Roles and responsibilities .....	14
Administration .....	15
Rates of pay .....	15
Hours of engagement .....	15
Cancellation of engagement .....	15
Itineraries .....	15
Attendance at meetings .....	15
Supervision .....	16
Attendance book .....	16
Pay periods .....	16
Waiting time .....	16
Occupational Health and Safety .....	17
Cancellation of classes .....	17
Industrial action by teachers .....	18
Reporting accidents .....	18
Student excursions .....	18
Emergency procedures .....	18
First aid .....	18
Policy – Personal Protective Clothing and Equipment .....	18
Department of Education and Training and TAFE NSW policies .....	19
Code of conduct and ethics .....	19
Equal employment opportunity .....	20
Occupational Health and Safety (OH&S) .....	20
<i>Guidelines for Schools and TAFE NSW Colleges and Campuses:</i>	
<i>Management of Serious Incidents</i> .....	21
<i>Responding to Suggestions, Complaints and Allegations</i> .....	21
Working with Children Check .....	22
Australian Sign Language Interpreters (ASLIA) Code of Ethics .....	23
Australian Sign Language Interpreters Association (ASLIA)	
Code of Ethics .....	23
Guidelines for the application of the ASLIA Code of Ethics .....	25
Further information .....	32
Appendices .....	33–36

## Preface

Since 1976, TAFE NSW Disabilities Services has provided equitable access to vocational education and training for Deaf<sup>2</sup> and hearing impaired students.

A fundamental component of TAFE NSW institute delivery is the employment of teacher consultants for Deaf and hearing impaired students. Teacher consultants for Deaf and hearing impaired students customise curricula and educational delivery mode and select and train staff. Teaching staff include teachers<sup>3</sup>, on-site tutors, individual and group tutors. Non teaching staff include interpreters<sup>4</sup> and disability assistants eg notetakers, readers, writers, or staff employed as personal/mobility assistants.

TAFE NSW Institutes employ a number of staff as interpreters to work with Deaf and hearing impaired students who are undertaking a TAFE NSW program of study. The role of an interpreter is to provide access to audible oral English (both expressive and receptive) that occurs within a course to enable a Deaf or hearing impaired student to have equal access to education as do all other students.

Interpreters are employed on a casual basis and are employed only while the Deaf or hearing impaired student remains enrolled within a TAFE NSW course. Employment patterns mirror the attendance patterns of the student requiring the interpreter.

Persons employed as interpreters in TAFE NSW are required to hold National Accreditation Authority for Translators and Interpreters (NAATI) interpreter accreditation equivalent to para-professional interpreter in Auslan, or other such qualifications as the Managing Director TAFE NSW deems appropriate.<sup>5</sup>

In developing a handbook for interpreters working in TAFE NSW, obtaining feedback from practitioners is essential. Information contained within this handbook *Sign Language Interpreting in TAFE NSW – a guide for interpreters, teachers and students* is a result of ongoing feedback from a number of dedicated TAFE NSW institute professionals. The development of this handbook would not have been possible without the support of these people. In addition, this handbook builds on the information contained within the *Staff Development Package for Sign Language Interpreters, Working with Deaf Students within Vocational Education and Training* (1996).

The aim of this handbook *Sign Language Interpreting in TAFE NSW – A guide for interpreters, teachers and students* is to promote best practice by interpreting practitioners, with emphasis on the interpreters code of ethics, roles and responsibilities of each party involved in the interpreting situation and policies and procedures applicable to personnel working within TAFE NSW institutes.

This handbook is intended for accredited<sup>6</sup> interpreters employed within TAFE NSW institutes. It does not substitute or provide those who have not yet gained this level of accreditation with sufficient skills to assume the role as an interpreter in TAFE NSW, although such staff will benefit from having access to this information.

---

2 The capitalisation of Deaf indicates those people who identify as members of the Deaf community in Australia and typically use Australian Sign Language (Auslan).

3 The term “teacher” in this document also refers to trainers.

4 The term “interpreter” in this document refers to sign language interpreters who have obtained accreditation through the National Accreditation Authority for Translators and Interpreters (NAATI).

5 TAFE NSW Managing Director’s Determination No. 1 of 2002 Disabilities Support (Non Teaching) Staff.

6 By NAATI.



## What is Australian Sign Language (Auslan)?

The native sign language of the Australian Deaf Community is now commonly called Auslan. The word “Auslan” is a blend of the words “Australian Sign Language” and it is a term coined by Dr Johnston in the early 1980s.

Auslan is not the same as English. It is not the same as American Sign Language or any other sign language, though it is related to British Sign Language and has borrowed signs from other sign languages especially American Sign Language. However, Auslan signers regularly sprinkle their signing with fingerspelt English words and names.<sup>7</sup>

## What is interpreting?

*Interpreting* is to take spoken English and to change it into Auslan. This requires both a familiarity with the content material and a diversity of language skills.

*Reverse interpreting* is to repeat in spoken English, the signed/fingerspelt message of the Deaf or hearing impaired student. When Auslan is used by the student, the interpreter will need to wait to understand the concept before putting in into spoken English, consequently there is often a time lag.

“The interpreter is a facilitator of communication between two or more individuals using different languages or communication modes. It is imperative that this communication be unhampered by the presence of the third party, ie the interpreter. He/she must be able at all times to function in an objective and impartial way. The interpreter must be able to faithfully transmit the ideas presented without minimising, exaggerating, deleting or in any way distorting the original message.”<sup>8</sup>

7 Johnston, T. (ed) (1998) *Signs of Australian. A new dictionary of Auslan (the sign language of the Australian deaf community)* North Rocks Press, Royal Institute for Deaf and Blind Children, North Rocks.

8 Rudser, Witter & Gillies 1978.

## TAFE NSW information

TAFE NSW is the market leader in vocational education and training in Australia. This leadership is enhanced by providing our customers with the best opportunities for learning and skills development in the nation. TAFE NSW aim is to exceed the expectations of all our stakeholders – industry, our students, our staff and the people of New South Wales (*TAFE NSW Strategic Directions, 2002–2004*).

The NSW Technical and Further Education (TAFE) Commission, known as TAFE NSW, is the largest provider of vocational education and training (VET) in Australia. More than 500,000 students enrol in TAFE NSW in full-time, part-time and short courses. TAFE NSW works closely with employers to give students the skills that will make them productive and competitive.

TAFE NSW offers more than 1,200 major award courses that are recognised by industry. Most of these qualifications are nationally accredited under the Australian Qualifications Training Framework (AQTF). TAFE NSW delivers these courses through 10 institutes with approximately 130 campuses across the State. In addition, TAFE NSW provides world-class distance education services and products through the Open Training and Education Network (OTEN).

TAFE NSW institutes deliver courses in flexible ways to suit the needs of industry and individuals, particularly through the use of new technology. This means that students can attend colleges at times that suit their needs, or they can study at work, at home or in community settings.

## TAFE NSW institute disabilities services

TAFE NSW institute disabilities services are available to students with disabilities and TAFE NSW staff on matters relating to access, participation and outcomes for people with disabilities.

Teacher consultants for students with disabilities customise curricula and educational delivery mode, and select and train staff. In consultation with the student, they also facilitate reasonable adjustment for selection, selection events, recognition of prior learning, enrolment, administration charge exemptions, course participation and assessment.

An individual vocational plan may be prepared by the teacher consultant in consultation with the student. The individual education plan identifies:

- the institute's responsibility for accountability
- the student's educational objectives
- reasonable adjustment including teaching and non-teaching interventions
- student outcomes.

Teaching staff include teachers, teacher consultants, on-site tutors, individual tutors and group tutors.



Non-teaching staff include sign language interpreters, and disability assistants. Non-teaching adjustment includes equipment and adaptive technology; audio loops (FM system); telephone typewriters (tty); computer hardware; peripheral aids; specialised software; tape recorders/ Dictaphones; reading aids; brailers; optical character readers; communication, writing and mobility aids; ergonomic furniture; lighting and ventilation.

## Responsibilities of TAFE NSW personnel

TAFE NSW access and equity managers have responsibility for the overall allocation of institute access and equity resources and ensuring that:

- students with disabilities have access to institute disabilities services
- disabilities services are provided in a co-ordinated, effective and efficient manner
- the delivery of institute disabilities services are regularly monitored and evaluated.

### TAFE NSW teacher consultants for students with disabilities:

- assess the educational needs of students with disabilities enrolling in, or wishing to enrol in, TAFE NSW courses, and ensuring that appropriate educational, access and mobility needs are met
- coordinate the design or modification of inter-disciplinary courses within TAFE NSW, including special education programs and individual tutorial assistance and educational interventions
- ensure that educational services provided to students with disabilities within TAFE NSW are in line with current Government policies and legislation, both at State and Federal level
- recruit, select, train and provide continued professional support of teachers and disability support staff including sign language interpreters.

## Some useful tips for the interpreter

The role of the educational sign language interpreter is to facilitate communication between the Deaf or hearing impaired student, other students and the teacher. Interpreters act as a link, a “bridge” for communication.

Generally, in the classroom an interpreter sits on a chair a metre or so from the teacher/trainer in front of the class and near the whiteboard/overhead projector screen.

The role of the interpreter is not to teach or assume responsibility for the Deaf or hearing impaired student. The teacher has this responsibility at all times. The interpreter is the facilitator of communication, not a substitute for teaching.

As an interpreter, you may find the following tips useful.

-  Meet with the teacher prior to the class to find out the content of class material. This will help you prepare to interpret for the student. You can also discuss with the teacher appropriate break times.
-  Meet with the Deaf or hearing impaired student prior to the class to establish a familiarity with communication.
-  Ensure your clothing is appropriate to the situation and to interpreting. Wearing dark solid colours usually works best.
-  If handouts are provided to the students, you as the interpreter should ask for a copy. This will help in following the lesson.
-  Sit where the light will not shine into the student’s eyes.
-  Sign and fingerspell clearly.
-  If you have difficulties understanding the lesson content, it is your responsibility to ask for clarification.
-  If the teacher should use an overhead projector, you should bring the student’s attention to it.
-  Indicate for the Deaf or hearing impaired student who is speaking in the class. This is particularly important during group discussions.



## Some useful tips for the teacher

As a teacher, you may find the following tips useful when working with an interpreter in the classroom.



Take time at the onset of the first class to become familiar with the interpreter and the Deaf or hearing impaired student.

This will help alleviate one of the biggest problems an interpreter faces - being asked to assume a role that he/she is not qualified for and ethically cannot assume (such as providing information to the teacher without the student's knowledge, or advising the student or acting as the student's defender, protector or informer). It is the interpreter's role to facilitate, not replace, communication between the hearing and the Deaf or hearing impaired student in the classroom.



Inform the interpreter on the class format for that lesson.

Will it be a discussion or a lecture? Will a video be shown? Knowing the answers to questions like these in advance will allow the interpreter to be better prepared.



Use visual aids.

Visual aids, including the whiteboard/overhead projector can be extremely helpful. Use such aids when reviewing answers to homework assignments, for new vocabulary, for reviewing a lesson outline and for due dates for assignments.



Try to remain visible to the student.

This will allow the Deaf or hearing impaired student to have a good view of the teacher, interpreter and whiteboard/screen concurrently. It is important for the Deaf or hearing impaired student to be able to watch the teacher's facial expressions to enable confirmation of the interpreter's facilitation of the class content.

When moving around the class (if required), try to avoid walking between the interpreter and the Deaf or hearing impaired student. In practical classes where movement around the classroom is needed, the interpreter will endeavour to become the teacher's shadow.



Be aware of the "time lag" that occurs.

It is important to remember that there is a time lag between what is being spoken and what is being interpreted (usually three to eight words). This also applies when reverse interpreting.

During group discussion the interpreter needs also to identify who is speaking and can only interpret one conversation at a time. This may need to be monitored in group discussion.

When questions are being asked, the Deaf or hearing impaired student needs more time to respond.

When using visual aids, a Deaf or hearing impaired student needs time to receive the message from the interpreter and then look at the whiteboard/screen, as he/she cannot concentrate on both forms of visual information concurrently.



Be aware that the Deaf or hearing impaired student cannot write notes from the board/video and watch the interpreter at the same time.

If short notes are to be copied from the board, the teacher needs to wait until the student has completed writing before continuing with the lesson. In these circumstances, it would be better if the teacher could give a copy of all notes/overhead transparencies to the Deaf or hearing impaired student. In heavy theory classes, a notetaker can be arranged by the teacher consultant for Deaf and hearing impaired students.



Gain the Deaf or hearing impaired student's attention.

When explaining diagrams from the board or overheads, the Deaf or hearing impaired student will be watching the interpreter for an explanation. Therefore, in cases when the teacher is pointing to the board, the Deaf or hearing impaired student needs time to focus attention to the board after watching the interpreter.



Periodically check for understanding.

A teacher might assume that a student is comprehending all information, because he/she appears to be responsive. In many instances the student may be nodding his/her head rather than ask for clarification in order to avoid appearing foolish or being misunderstood. In these instances, the teacher should check for understanding with the Deaf or hearing impaired student after the class has concluded.



Avoid speaking too rapidly.

It is not necessary to speak at an unnatural, or very slow pace, but it is important to speak slowly enough for the student to watch the interpreter. Pausing allows the interpreter to “catch up”. It is important to speak clearly enough to allow the interpreter to understand, in most cases, unfamiliar technical terms.



Avoid using a lot of idioms.

Some Deaf or hearing impaired students may be unfamiliar with English idioms, which may make it difficult to conceptualise through an interpreter.

Some examples:

- like a duck out of water
- as the crow flies
- bring the house down
- different as chalk and cheese
- jump the gun.

In addition spoken jokes are often a play on words and will have little meaning to many Deaf or hearing impaired students.



 Watch out for technical jargon.

It is very helpful for the interpreter and the Deaf or hearing impaired student to be given any concepts or technical vocabulary well in advance of the class so that they can both be prepared.

If a new technical word or name is introduced to the class, the interpreter may be unfamiliar with the word/name and consequently, will have to ask for the spelling, so this can be fingerspelt to the student. It is therefore helpful to write new words or names on the board.

 Take responsibility for all the students in the classroom.

The interpreter facilitates communication. It is the teacher's responsibility to monitor the class, including the Deaf or hearing impaired student.

 Speak directly to the student.

Always speak directly to the Deaf or hearing impaired student, not to the interpreter.

Under Review

## Some useful tips for the student

As a Deaf or hearing impaired student studying at TAFE NSW and using an interpreter, you may find the following tips helpful.



If possible arrive early.

Arrive early and sit where you can see the teacher, the interpreter and the whiteboard/screen/video, making sure you are a comfortable distance from the interpreter.



Be prepared.

Be prepared for each class with writing equipment (pencil/pen/books). Also read class assignments before class.



Learn the vocabulary.

It is your responsibility to know the class vocabulary – especially the technical vocabulary.



Pay attention.

Pay attention so it is easier for the interpreter to do a good job. Watching the interpreter can tire your eyes so look at the teacher or the whiteboard occasionally.



Take part in class activities.

Participate in the activities of the class. Ask questions and answer as accurately as possible with clear signing and fingerspelling. Ask the teacher to:

- provide notes of the lesson which are dictated, as it is difficult to watch the interpreter and take notes at the same time
- to repeat anything, if you do not understand the first time
- meet you after class if you do not understand the subject matter.



Ask for copies of missed lesson notes/handouts.

If you are late or miss a class, your interpreter is not responsible to tell you what you have missed. Remember, if you are late, the interpreter does not have to wait more than 1 hour.

If you miss a class it is your responsibility to get copies of the lesson/notes either from the teacher or other students. In addition you must find out if there was any homework or if the teacher announced if there were any forthcoming tests or other assessments.



Show the interpreter the signs you use.

Show the interpreter the signs you know and use, especially the technical signs. If you have trouble understanding the interpreter, let the interpreter know if it is due to:

- unclear fingerspelling
- insufficient/ too much mouth movement
- insufficient/ too much facial expression



- correct signs not being used
- difficulty in understanding language used in the course
- different technical signs being used.

Sign clearly.

Just as you expect the interpreter to sign clearly, it is also your responsibility to sign clearly.



Remember, the interpreter is not your “minder” or your “messenger”. If you have any problems with the TAFE NSW course, you should contact the teacher consultant for Deaf and hearing impaired students.

Under Review

# Employment conditions

## Main purpose of the position

The main purpose of the position of interpreter within TAFE NSW is to facilitate communication within the educational environment to any audible oral English (expressive and receptive language/dialogue) to enable a Deaf or hearing impaired student to have the same access to education and training as all other students.

## Accreditation requirements

Persons employed as interpreters in TAFE NSW are required to hold National Accreditation Authority for Translators and Interpreters (NAATI) interpreter accreditation equivalent to para-professional interpreter in Auslan, or other such qualifications as the Managing Director TAFE NSW deems appropriate.

## Roles and responsibilities

Interpreters will be required to work with students, teachers and other TAFE NSW staff. Duties directly related to vocational education and training include:

1. accompanying students to all venues associated with a course and to interpret all audible oral English into sign language
2. modifying language where necessary for a student's understanding
3. abiding by the National Accreditation Authority for Translators and Interpreters (NAATI) interpreting code of ethics
4. understanding and becoming familiar with the concepts and vocabulary used within the educational setting. This includes advance preparation for all lectures or presentations (in conjunction with the teacher and/or student) and reasonable knowledge of the technical language and signs used in specific areas
5. performing other duties relevant to the position as required by the teacher consultant for Deaf and hearing impaired students.

Duties directly related to TAFE NSW staff within institutes will include, in addition to the above:

- performing interpreting duties that facilitate communication between TAFE NSW staff or visitors who are Deaf and other Institute staff. In these instances the sign language interpreter reports to the appropriate teacher consultant or head of section.



## Administration

Interpreters are employed on a casual basis and only while the Deaf and hearing impaired student remains enrolled within a TAFE NSW course. Employment patterns mirror the attendance patterns of the student requiring the interpreter. Interpreters are not guaranteed ongoing employment by a particular TAFE NSW institute and often work across institutes.

Interpreters are appointed from an institute eligibility list that will be established after interviews. The interpreter receives a letter of appointment from the institute Human Resources Unit in line with TAFE NSW policies and procedures for the employment of casual non-teaching staff.

## Rates of pay

Conditions for the employment of casual interpreters employed by TAFE NSW are contained within the Managing Director's Determination No 1 of 2002 Disabilities Support non teaching staff (see Appendix).

The casual hourly rate of pay is inclusive of all forms of leave except for long service leave entitlements which accrue according to the provisions of the *Long Service Leave Act 1955*.

For further information contact the Human Resources Unit within the TAFE NSW institute, or speak with the teacher consultant for Deaf and hearing impaired students.

## Hours of engagement

Engagement is only for the period or periods for which the TAFE NSW Institute notifies the interpreter that he or she is required to attend. The period or periods may occur between the hours of 6.00 am–10 pm, Monday to Saturday.

Interpreters are paid for a minimum of two hours per engagement.

## Cancellation of engagement

The teacher consultant for Deaf and hearing impaired students will endeavour to notify the interpreter in advance when an engagement is to be cancelled. Should a minimum of 24 hours prior notification not be given, the interpreter shall be paid for the engagement and the interpreter may be required to perform alternate duties appropriate to their classification.

## Itineraries

Patterns of service delivery for interpreters are determined with the support and agreement of the TAFE NSW institute teacher consultant for Deaf and hearing impaired students.

## Attendance at meetings

Attendance at staff meetings for the interpreter will be managed by the teacher consultant for Deaf and hearing impaired students on a needs basis.

## Supervision

The TAFE NSW institute teacher consultant for Deaf and hearing impaired students has the responsibility for the professional supervision, training and development, case management and professional support of the interpreter employed by that teacher consultant for Deaf and hearing impaired students.

Interpreters are directly responsible to the TAFE NSW institute teacher consultant for Deaf and hearing impaired students for daily duties.

## Attendance book

As an interpreter employed by TAFE NSW, you may be asked by the teacher consultant for Deaf and hearing impaired students to sign an attendance or roll book as proof of your employment within the College. Usually you will be asked to sign on and off, specifying the times you have worked that day.

You must advise the teacher consultant for Deaf and hearing impaired students of any changes to the hours worked and the reasons for the changes.

## Pay periods

As soon as the teacher consultant has offered you employment, you must complete and return the necessary forms for payment to the teacher consultant. Any delays in returning these forms, may delay your pay. Speak with your teacher consultant for more details.

The forms you are likely to be asked to complete include:

- *Employment Declaration*
- *Salary Deposit*
- timetable (eg EC2)
- *Consent to Employment Screening*
- *Working with Children Check.*

Wages are paid fortnightly, based on set pay periods. Your first pay may be delayed, while the pay forms are processed. Payment is made by way of direct deposit into a bank account nominated on your *Salary Deposit* form. Any inquires regarding your pay should be directed in the first instance to the teacher consultant for Deaf and hearing impaired students who has employed you.

## Waiting time

You should wait one hour for a Deaf or hearing impaired student to arrive at class. Before leaving the class, you must endeavour to contact the teacher consultant for Deaf and hearing impaired students. If the teacher consultant is unavailable, or it is an evening class, you should leave a message on their voice mail or by sending an email.



## Occupational Health and Safety

All sign language interpreters are bound by the *NSW Department of Education and Training TAFE NSW Code of Conduct*, the National Accreditation Authority for Translators and Interpreters interpreting code of ethics and should be aware of the *Occupational Health and Safety Act (2000)* and other TAFE NSW policies that relate to student and staff welfare, serious incidents and child protection.

Interpreters should change their posture or rest from the interpreting task for a period of 10 minutes every half hour. Rest breaks will be negotiated by the TAFE NSW institute teacher consultant for Deaf and hearing impaired students in consultation with the appropriate TAFE NSW access and equity manager.

In relation to Occupational Health and Safety issues for sign language interpreters, a [TAFE NSW institute teacher consultant for Deaf and hearing impaired students](#) should:

- conduct an induction program for interpreters on the TAFE NSW institute eligibility list in conjunction with the TAFE NSW institute Occupational Health and Safety Officer prior to commencement of duties
- arrange, where possible, timetables for interpreters alternating between “heavy duties” (continuous interpreting) with “light duties” (classes where interpreting is not continuous, eg practical classes or incidental duties)
- liaise with relevant teaching sections to obtain pre-reading material for classes for preparation by the interpreter
- conduct training of classroom teachers to inform them of the necessity to comply with safe working practices for interpreters, as part of the College’s Occupational Health and Safety program
- provide departmental advisory pamphlets outlining safe working practices for interpreters to all teaching sections within the institute.

## Cancellation of classes

Generally, TAFE NSW classes are not cancelled.

However, there may be exceptional circumstances which cause this to happen eg. emergency evacuation, industrial action.

In the event of a class cancellation or absence of the student, the interpreter must contact the teacher consultant. The interpreter may be asked to perform other duties as instructed by the teacher consultant eg interpreting for other students.

If you are unable to attend a class you are scheduled to interpret, alert the teacher consultant as soon as possible.

## Industrial action by teachers

If teachers are absent due to industrial action, the interpreter should still report for duty unless the class teacher or the teacher consultant advises otherwise.

## Reporting accidents

All accidents to staff must be reported. Check with the class teacher or the teacher consultant for advice regarding the appropriate forms to be completed.

## Student excursions

It may be possible to claim expenses incurred while on a student excursion. Before leaving the college, you will need to complete an *Authority to Travel* form. See your teacher consultant for details.

## Emergency procedures

You could be involved in an emergency situation, so make sure you know how to respond. Be aware of hazards, consequences and solutions. Know where the emergency exits are located and ensure you are aware of the college evacuation policy. See your teacher consultant for details.

## First aid

Your college will have first aid officers. Make sure you are given these officers' names, locations and contact numbers.

## Policy – Personal Protective Clothing and Equipment

All TAFE NSW staff, students and other persons using or visiting TAFE NSW premises are covered by the policy *Personal Protective Clothing and Equipment*. Premises include TAFE NSW owned and rented workplaces, buildings, temporary structures, land and vehicles. Staff and students required to visit, as part of their work or training, non TAFE NSW premises are also covered by the requirements of this policy. Where the non TAFE NSW premises have additional requirements then these should also be complied with.

Staff and students are responsible for:

- wearing the appropriate personal protective clothing and equipment for the specific task or area
- cleaning, safely using and maintaining either their own or communal personal protective clothing and equipment
- reporting any failure or defects in the operation, safe work practices or safe use of personal protective clothing and equipment to the teacher consultant.



# Department of Education and Training and TAFE NSW policies

More information on any of the Department of Education and Training or TAFE NSW policies can be provided by the TAFE NSW institute Human Resource Unit where you work. Alternatively you can discuss issues contained below with the teacher consultant for Deaf and hearing impaired students.

## Code of conduct and ethics

All employees of the Department are accountable through the Director-General to Parliament and to the community at large for the effective education of students, and for the efficient use of the significant sums of public monies entrusted to the public education system. All staff share a special duty of care toward the students in the public education system.

The Department has developed a code of conduct which has been formulated to clarify to staff the type of conduct that is expected of them in the performance of their duties. It is intended to provide practical assistance for staff members faced with ethical challenges.

Ultimately it is up to staff to recognise the professional and ethical dimensions of their work and to give proper attention to the values which should form their actions and decisions.

As an interpreter employed by TAFE NSW you must:

- accept the responsibility to adhere to the highest standards of professional action and service to the students and public
- pursue the best interests of the people of New South Wales
- perform your duties efficiently and effectively with integrity and objectivity
- strive to improve personal competence and quality of work
- be fair and candid with the students and public, serving them well, with professional concern for their interests consistent with responsibilities to TAFE NSW
- conduct yourself in a manner which will promote co-operation and good relations among colleagues
- avoid real or apparent conflicts of interest
- maintain the confidentiality of information received in the course of your duties
- seek to find and employ more efficient economical and effective ways of accomplishing tasks
- act in a manner that will enhance the stature of the public sector and its ability to serve the public.

For more information, see <http://detwww.det.nsw.edu.au/personnel/tafepoli/codeword.htm>

## Equal employment opportunity

Equal employment opportunity ensures that all TAFE NSW Commission staff and prospective staff have fair and equal access to employment opportunities and benefits, and are not inhibited or prevented from taking up those opportunities and benefits through the operation of arbitrary barriers.

TAFE NSW is committed to analysing systematically the policies and practices of the organisation and redressing past disadvantage in employment by undertaking affirmative action strategies. The Commission is also committed to improving productivity and customer service by enabling staff to balance work and personal commitments, including family responsibilities.

Employees have the **right** to:

- a workplace that is free from unlawful discrimination and harassment
- equal access to benefits and conditions
- fair processes to deal with work-related complaints and grievances.

Employees have the **responsibility** to:

- act to prevent harassment and discrimination against others in the workplace
- respect differences among colleagues and customers such as cultural and social diversity
- treat people fairly (don't discriminate against or harass them).

For more information, see <http://detwww.det.nsw.edu.au/personnel/tafepoli/eoo.htm>

## Occupational Health and Safety (OH&S)

The *NSW Occupational Health and Safety Act 2000* and the *Occupational Health and Safety Regulation 2000* aims to protect the health, safety and welfare of people at work by laying down general requirements which must be met at every place of work in NSW.

The Act covers employees as well as employers and self-employed people.

Employees must:

- take reasonable care of the health and safety of others
- co-operate with employers in their efforts to comply with occupational health and safety requirements.

Employers must:

- act to ensure the health, safety and welfare at work of their employees
- provide and maintain safe places of work, equipment and systems of work under the Act.



All persons must not:

- interfere with or misuse things provided for the health, safety or welfare of persons at work
- obstruct attempts to give aid or attempts to prevent a serious risk to the health and safety of a person at work
- refuse a reasonable request to assist in giving aid or preventing a risk to health and safety.

For more information, see <http://detwww.det.nsw.edu.au/personnel/tafepoli/ohs.htm>

## **Guidelines for Schools and TAFE NSW Colleges and Campuses: Management of Serious Incidents**

The NSW Department of Education and Training meets its responsibility under the *Occupational Health and Safety Act 2000* to ensure the health, safety and welfare of staff and students in schools, colleges and campuses.

The *Guidelines for Schools and TAFE NSW Colleges and Campuses: Management of Serious Incidents* replaces the previous *Guidelines for the Management of Critical Incidents in Schools* issued in June 1993 and provide the basis for each NSW government school, TAFE NSW college or campus, Adult Migrant English Service (AMES) education centre and the National Art School to develop or revise its own procedures and guidelines for the prevention and management of serious incidents.

For more information, see [www.det.nsw.edu.au/policies/seriinci/manaseri/index.htm](http://www.det.nsw.edu.au/policies/seriinci/manaseri/index.htm)

## **Responding to Suggestions, Complaints and Allegations**

A professional response to suggestions, complaints and allegations promotes fairness, leads to improvements and creates confidence in the outcome.

Complaints, as well as compliments and other constructive feedback, create opportunities for an organisation to improve its services and prevent future problems.

*Responding to Suggestions, Complaints and Allegations* sets out the framework for that professional response. It requires staff to use professional judgement and a balanced consideration of the rights and needs of the parties. It encourages systems improvement to prevent recurrence of problems.

These procedures emphasise the necessity of dealing with complaints in terms of the potential seriousness of the complaint rather than on the basis of the category of person who made the complaint. This means that aggrieved staff, students or community members will be treated on equal terms.

For more information, see <http://detwww.det.nsw.edu.au/complaints/policomp/contents.htm>

## Working with Children Check

### The Legislation

Part 7 of the *Commission for Children and Young People Act 1998* and the *Child Protection (Prohibited Employment) Act 1998* aim to reduce the risk of abuse to children by establishing screening mechanisms for people working in child related employment in any private or public capacity in NSW.

### **Commission for Children and Young People Act 1998**

This Act:

- establishes the Commission for Children and Young People
- sets out employment screening processes for people commencing child-related employment, and
- defines “child-related employment” as any employment that involves direct contact with children where that contact is not directly supervised.

The screening processes under this Act are referred to collectively as the *Working with Children Check*.

The *Working with Children Check* is a formal process of checks to assess a person’s suitability to undertake work that involves direct contact with children where that contact is not directly supervised. It involves:

- an Australia-wide check for relevant criminal records for all recommended applicants for paid child related employment, people who will be contracted to perform a service or ministers of religion or members of religious organisations
- a check for relevant apprehended violence orders for all recommended applicants for paid child related employment, people who will be contracted to perform a service and ministers of religion or members of religious organisations and
- a check relating to relevant completed disciplinary proceedings for all recommended applicants for paid child related employment, people who will be contracted to perform a service or ministers of religion or members of religious organisations.



# Australian Sign Language Interpreters (ASLIA) Code of Ethics

The *ASLIA Code of Ethics* is modelled on the National Accreditation Authority for Translators and Interpreters (NAATI) code of ethics.

## Australian Sign Language Interpreters Association (ASLIA) Code of Ethics<sup>9</sup>

This *Code of Ethics* defines the principles of professional practice for all members of the Australian Sign Language Interpreters Association (ASLIA) and should be read in conjunction with the document *Guidelines for the Application of the ASLIA Code of Ethics*. These two documents may be considered in association with the *Code of Ethics* of the Australian Institute of Interpreters and Translators (AUSIT).

### Professional conduct

Australian sign language interpreters (hereinafter called interpreters) shall be unobtrusive, but firm and dignified at all times. All participants in the interpreted setting shall be considered clients of the interpreter.

### Confidentiality

Interpreters shall keep all assignment related information confidential.

### Competence

Interpreters shall accept assignments using discretion with regard to skill, setting and clients involved.

### Impartiality

Interpreters shall not counsel, advise or interject personal opinions.

### Accuracy

Interpreters shall render the message faithfully, always conveying the content of the message and the spirit of the speaker, using language most readily understood by the person(s) whom they serve.

### Employment

Interpreters shall request compensation for services in a professional and judicious manner.

<sup>9</sup> Adapted from the Australian Sign Language Interpreters Association.



### **Professional development**

Interpreters shall continually strive to maintain and further their knowledge, skill and professional competence.

### **Professional solidarity**

Interpreters shall support and further the interests of their profession and colleagues by fostering trust and mutual respect.

### **Professional independence**

When making public statements interpreters shall clarify if speaking as a private individual or an authorised representative of the Australian Sign Language Interpreters Association.

Under Review



# Guidelines for the application of the ASLIA Code of Ethics<sup>10</sup>

## Professional conduct

Interpreters shall, by virtue of membership of their professional association strive to maintain high professional standards at all times and act in accordance with the *ASLIA Code of Ethics*.

### (a) Dignity and integrity

- (i) Interpreters shall be courteous, unobtrusive, and dignified at all times.
- (ii) Interpreters shall be unobtrusive in choice of dress, maintaining respect for clients and settings at all times.
- (iii) Interpreters working in teams shall act in a collaborative and cooperative manner towards colleagues to promote effective management of the communication flow between Deaf and hearing clients.
- (iv) Interpreters shall consider all Deaf and hearing participants in the interpreted setting as clients.

### (b) Honesty and independence

- (i) Interpreters shall not allow personal bias to prejudice or influence their work or clients.
- (ii) Interpreters shall maintain their integrity and independence at all times. Interpreters in the employ of a professional agency shall not directly or indirectly make it known to a client that they might be willing to perform interpreting services under their own auspices at a lower fee which may represent a discount of the employer agency fee.
- (iii) Interpreters shall not use personal cards which may imply employment by any other party while employed by an interpreting/translating (I/T) agency for specific tasks.
- (iv) While employed by an I/T agency interpreters may present business cards representing that agency only.

### (c) Reliability

- (i) Interpreters shall be punctual and adhere to appointment times and deadlines; if unforeseen circumstances arise, the agency and or clients must be informed promptly.
- (ii) Interpreters shall undertake all proper preparations from initial contact to completion of an assignment. This includes determining all assignment related details eg time, location, name and telephone number of contact person, obtaining working documents and texts, research of topic if necessary and briefing and/ or debriefing with clients etc.

<sup>10</sup> Adapted from the Australian Sign Language Interpreters Association.

- (iii) Interpreters shall be conscientious in regard to assignments which they have accepted eg. cancellation of a previously accepted assignment solely because another more lucrative booking on the same day has subsequently been offered shall be considered unethical and unprofessional.
- (iv) Interpreters working in teams shall consult with colleague(s) regarding content and context specific lexicon, changeover and prompting protocols, participant profile, logistical requirements etc.

#### **(d) Infamous conduct**

- (i) Interpreters shall at all times act in accordance with the spirit and aims of the professional association and refrain from behaviour which their colleagues would reasonably regard as unprofessional or dishonourable eg breaches of confidentiality, malicious rumour or hearsay, scandalous gossip etc.
- (ii) Interpreters shall not advertise or publicise in any manner which could in any way denigrate the interpreting profession or the communities with which they work.

#### **(e) Disputes**

- (i) Interpreters shall attempt to resolve any dispute with their interpreting colleague in a cooperative, constructive and responsible manner.

#### **(f) Breach of code**

- (i) It shall be considered a breach of code if a member is found to be guilty of infamous conduct in a professional respect as defined in a court of law or convicted of a crime punishable by law.
- (ii) Interpreters shall not advertise nor allow to be exhibited any reference to his or her accreditation status or academic qualifications unless such reference is specific and accurate.
- (iii) Interpreters shall acknowledge, where and when appropriate, the source(s) of any material published by them.
- (iv) Where interpreters are found not to comply with, f (iii) they shall be considered in breach of this Code.

## **Confidentiality**

#### **(a) Information sharing**

- (i) Interpreters shall not disclose information acquired in interpreting assignments.
- (ii) Information regarding clients, context and content of interpreting assignments always remains the property of clients and is to be considered strictly confidential with the exception of knowledge of a general nature which may have been gained during assignments in a public setting.



- (iii) Interpreters employed to educate interpreter trainees must withhold identifying information regarding assignments eg clients' names, ages, location etc.
- (iv) Where collaborative work with other professionals is required eg Mental Health, Educational, Legal, Medical and Deaf/Blind settings and, with the client's permission, it may be necessary to be briefed, or brief, or participate in, relevant discussions with other interpreters and members of the team, agency or institution. In such circumstances, the ethical obligation for confidentiality extends to all members of the team, agency or institution.
- (v) Interpreters shall not take personal advantage from information acquired in the course of their work. Information gained by interpreters from consultations between clients and their legal representatives is protected under the common law rule of legal professional privilege.
- (vi) Interpreters shall not sub-contract the work which has been assigned to them by an interpreting/translating agency.
- (vii) Documents acquired by interpreters from assignments, always remain the property of the client(s) and shall not be shown nor released to a third party without the express permission of the client or by order of a court of law.

## Competence

### (a) Qualifications and accreditation

- (i) Interpreters shall consider their NAATI accreditation level, linguistic ability, sociocultural knowledge and experience when accepting interpreting assignments.
- (ii) Interpreters shall acknowledge that to accept an interpreting assignment is an implicit declaration of their competence and constitutes a contract.
- (iii) An interpreter shall, without prejudice, decline work if they believe it to be beyond his or her technical knowledge of a subject, linguistic competence or, requires a language other than that for which he or she has been accredited.

## Impartiality

### (a) Conflicts of interest

- (i) Interpreters shall candidly disclose all conflicts of interest including those presented by assignments for relatives, friends or those affecting their employers.
- (ii) Interpreters shall not accept, or shall withdraw from, assignments for which impartiality may be too difficult to maintain because of personal beliefs.

### (b) Objectivity

- (i) Interpreters shall not allow personal bias nor favour, for any hearing or Deaf client to whom interpreting services are being provided, to interfere with their ability to interpret accurately.

- (ii) Interpreters shall withdraw from an assignment if they are unable to guarantee detachment from a personal bias which may threaten objectivity.
- (iii) Interpreters shall not omit or add information during an interpreting assignment even when asked to do so by any party.

## Accuracy

### (a) Message transfer

- (i) Interpreters shall accept responsibility for the accurate transfer of message meaning between parties involved in an interpreting assignment.
- (ii) Interpreters shall to the best of their ability convey the message, purpose, affect, style and register of the speaker.
- (iii) Interpreters shall to the best of their ability discern and determine and, where possible, reach agreement with clients on the preferred language service is interpretation between Auslan and English or message transfer between spoken or written English and a manual representation of English, and/ or paraphrasing in non-audible spoken English, and/ or gesture and/ or drawing or writing and/ or, in the deaf/blind setting, close vision or tactile interpreting employing Auslan or fingerspelling. A combination of some or all of the above may be necessary for individual clients.
- (iv) Where lip reading services are required by hard of hearing participants and, where this service has not been acknowledged, interpreters shall, with respect draw this matter to the attention of the facilitator. Where proper provision of such service by interpreters may compromise effective communication. Interpreters shall discern and determine the language service to be provided after consideration of that which will effect the proper management of the communication flow between Deaf and hearing clients.

### (b) Message transfer and team interpreting protocols

- (i) When working in teams interpreters shall, after due consideration, negotiation and agreement on changeover protocols, act with respect and integrity towards each other and their clients. Changeovers shall occur at or about those times during the discourse which will ensure the least message interference and which are most suited to a change in interpreter. eg a change in topic, context or content and which is close to the agreed time for changeover eg 20 minutes–30 minutes and at a time which will not compromise the effective management of the communication flow between participants.
- (ii) When working in teams, interpreters shall, by way of mutual support, and effective management of communication between participants, be mindful of their responsibility to each other. While one interpreter may be “working” it shall be the responsibility of the second interpreter to remain attentive and prepared to provide any information that may be required by the colleague eg linguistic, semantic, contextual etc ie shall be in readiness to prompt in the sign? voice or the voice? sign task.



- (iii) Where a signed presentation of paper is to be delivered and where the source language is Auslan or manually represented English and, where the target language is spoken English one interpreter shall accomplish the sign voice task with the one presenter, taking rest breaks into consideration.
- (iv) If a team interpreter is present then a prompting protocol is negotiated and applied when required.

### **(c) Message transfer and protocols in the Deaf Blind setting**

- (i) Members of the Deaf Community who are also blind or vision impaired shall hereinafter be referred to as Deaf Blind. The additional protocols which apply in this setting do not constitute a breach of the *Code of Ethics*.
- (ii) Interpreters in this setting shall manage the flow of communication between Deaf Blind and sighted hearing clients and between Deaf relay interpreters and hearing clients when required.
- (iii) In the Deaf Blind setting, interpreters shall undertake all proper preparations from initial contact to completion of an assignment ie allow time to adjust to clients' preferred style of communication; discuss client's specific language requirements; acquaint themselves with the level of environmental description required; provide visual information and cues; identify each speaker by name or agreed name sign; describe layout of the room and any obstacles which may cause injury to an independently mobile Deaf Blind client etc.
- (iv) Hearing interpreters and Deaf Relay interpreters shall negotiate interpreting requirements and work together in a cooperative and collaborative manner to ensure effective management of the communication between Deaf Blind and sighted hearing clients.
- (v) Interpreters shall at the end of an assignment inform the facilitator of any transport needs required by their clients; inform clients of their departure and await acknowledgement.

## **Employment**

### **(a) Working conditions**

- (i) Interpreters shall rightfully request briefing and debriefing sessions when and wherever possible.
- (ii) Interpreters shall work with interpreter colleagues in a supportive, cooperative and collaborative manner during any given interpreting assignment.
- (iii) Interpreters shall, when working in a team, acknowledge and share responsibility for management of the communication flow between all participants.
- (iv) Interpreters shall not without good reason, leave their colleague(s) to work alone during an interpreting assignment.

- (v) Interpreters shall not perform any other duties during an interpreting assignment except that which will effect the proper management of the communication flow between all participants.
- (vi) Interpreters shall ensure that personal mobile telephones are switched off and that audible paging devices are not carried on their person for the duration of an interpreting assignment.
- (vii) Interpreters shall accept responsibility for their personal well being and take due care in relation to Occupational Health and Safety issues. Occupational Health and Safety for interpreters will be managed by the TAFE NSW institute teacher consultant for Deaf and hearing impaired students.

### **(b) Payment of fees**

- (i) Interpreters shall not offer any fee or favour in order to obtain clients or, an introduction to a prospective client.

## **Professional development**

### **(a) Professional competence and skill**

- (i) Interpreters shall seek to extend their linguistic, cultural and general knowledge by undertaking tertiary study and/ or participation in workshops, professional meetings, interaction with professional colleagues and reading of current literature in the field.

## **Professional support**

### **(a) Support colleagues**

- (i) Interpreters shall support and further the interests of the profession and their colleagues and offer each other reasonable assistance as required eg actively participate in the professional association, offer mentorship to less experienced colleagues etc
- (ii) Interpreters shall refrain from making comments injurious to the reputation of colleagues.
- (iii) Interpreters shall not accept any assignment which might detract from the dignity of the profession.
- (iv) Interpreters shall refrain from any act which might bring the profession into disrepute eg inappropriate dress, over involvement (interference) in the content of an assignment, malicious or libellous gossip regarding clients or colleagues, breaches of professional conduct, breaches of impartiality or confidentiality etc.

### **(b) Trust and respect**

- (i) Interpreters shall promote and enhance the integrity of the profession by fostering trust and mutual respect between colleagues.



- (ii) When working in teams interpreters shall treat each other with respect and trust, mindful of their individual and shared responsibilities in the effective management of the communication flow between clients.
- (iii) Any differences of opinion among interpreters shall be expressed with candour and respect, rather than by denigration.
- (iv) Interpreters shall attempt to resolve any dispute with the professional association in a cooperative, constructive and responsible manner.

## **Supplementary notes on professional conduct**

To ascertain the appropriateness or otherwise of a proposed course of action in the interpreted setting, consider whether or not it might facilitate, enhance, impede or compromise effective communication. To ascertain the appropriateness or otherwise of a proposed course of action in relation to professional conduct, consider whether or not it might be harmful in any way to the reputation of colleagues, the general interpreting profession, or the communities to which sign language interpreting services are provided.

Under Review

## Further information

### Australian Association of the Deaf

361–365 North Rocks Road  
NORTH ROCKS NSW 2151

tty: (02) 9871 8400

ph: (07) 3357 8266

fax: (02) 9871 8218

email: [aad@aad.org.au](mailto:aad@aad.org.au)

website: [www.aad.org.au](http://www.aad.org.au)

### Deaf Education Network

361–365 North Rocks Road  
NORTH ROCKS NSW 2151

ph: (02) 8845 9444

tty: (02) 8845 9411

fax: (02) 8845 9455

email: [den@deaf.nsw.edu.au](mailto:den@deaf.nsw.edu.au)

website: <http://www.deaf.nsw.edu.au>

### Deaf Society of NSW

Suite 401, Level 4  
169 Macquarie Street  
PARRAMATTA NSW 2124

ph: (02) 9893 8555

tty: (02) 9893 8858

fax: (02) 9893 8333

email: [info@deafsociety.com](mailto:info@deafsociety.com)

website: [www.deafsocietynsw.org.au](http://www.deafsocietynsw.org.au)

### Deafness Resources Australia

Ground Floor, 33 Argyle Street  
PARRAMATTA NSW 2124

ph: (02) 9895 2970

tty: (02) 9895 2971

email: [dra@aceinfo.net.au](mailto:dra@aceinfo.net.au)

website: [www.aceinfo.net.au/services/dra](http://www.aceinfo.net.au/services/dra)

### Disability Programs

NSW Department of Education and Training  
Level 11, 1 Oxford Street  
DARLINGHURST NSW 2010

ph: (02) 9244 5089

tty: (02) 9266 8189

fax: (02) 9244 5012

email: [mark.kelly@det.nsw.edu.au](mailto:mark.kelly@det.nsw.edu.au)

website: [www.det.nsw.edu.au/disabilityaccess](http://www.det.nsw.edu.au/disabilityaccess)

### Macquarie University

School of English, linguistics and Media

ph: (02) 9850 8740

tty: (02) 9850 7914

fax: (02) 9850 8240

email: [bwoolf@pip.engl.mq.edu.au](mailto:bwoolf@pip.engl.mq.edu.au)

### National Accreditation Authority for Translators and Interpreters (NAATI)

Level 5, 280 Pitt Street  
SYDNEY NSW 2000

ph: (02) 9267 1357

1300 557 470

fax: (02) 9267 4620

email: [info@naati.com.au](mailto:info@naati.com.au)

website: [www.naati.com.au](http://www.naati.com.au)

### Renwick College

361–365 North Rocks Road  
NORTH ROCKS NSW 2151

ph: (02) 9872 0303

tty: (02) 9872 0303

fax: (02) 9873 1614

email: [rcgrl@cc.newcastle.edu.au](mailto:rcgrl@cc.newcastle.edu.au)



PERSONNEL DIRECTORATE

DEPUTY DIRECTOR-GENERAL (TAFE)  
EXECUTIVE DIRECTOR (TAFE)  
INSTITUTE DIRECTORS  
HUMAN RESOURCE MANAGERS  
DIRECTOR OF PERSONNEL SERVICES  
DIRECTOR DISABILITY PROGRAMS



Early Childhood and Primary Education  
Secondary Education  
Technical and Further Education  
Vocational Education and Training  
Higher Education  
Adult and Community Education

IRC 02/03

IMPLEMENTATION OF MANAGING DIRECTOR'S DETERMINATION NO 1 OF 2002  
DISABILITIES SUPPORT (NON TEACHING) STAFF

Pursuant to section 16 (1) of the *Technical and Further Education Commission Act 1990*, a new determination has been made by the Managing Director of TAFE NSW to cover disabilities support (non teaching) staff in TAFE.

The new Determination is effective from 1 March 2002.

The key features of the new Determination are

- creation of three new casual classifications:
  1. Sign Language Interpreter
  2. Disability Assistant (notetaker/reader/writer)
  3. Disability assistant (personal/mobility);
- new casual rates of pay inclusive of 15% loading plus 8 1/3% or 1/12 for pro rata annual leave, and basic conditions of employment;
- qualification requirements for Sign Language Interpreters;
- each engagement to be a minimum of 2 hours;
- 24 hours notice requirement for cancellation of engagement; and
- future wage adjustments linked to the *Crown Employees (Public Sector – Salaries, January, 2002) Award* or any variation to or replacement of the said award.

The new classification of Sign Language Interpreter replaces the classification of Interpreter to the Deaf under Determination 86/410 of the Public Employment Industrial Relations Authority.

Please find attached a copy of the Determination. Copies of position descriptions for each new classification are also enclosed.

Enquiries on this matter should be directed to Eva Krynda or Wilma Anota, Industrial Awards and Conditions Unit on 02 9561 8901 or 02 9561 8767.

Peter Phelps  
Senior Manager, Industrial Relations  
3 March 2002



DETERMINATION UNDER THE NEW SOUTH WALES TECHNICAL AND FURTHER  
EDUCATION COMMISSION ACT 1990

SECTION 16 (1) DETERMINATION NO. 1 OF 2002

Pursuant to Section 16(1) of the *Technical and Further Education Commission Act 1990*, I Kenneth George Boston, Managing Director of TAFE NSW determine that the rates of pay and conditions of employment for persons employed in TAFE NSW as sign language interpreter, disability assistant (reader/writer/notetaker) and disability assistant (personal/mobility) shall be as per the attached schedule.

This Determination shall take effect on and from the date of signing by the Managing Director and shall remain in force until varied or rescinded.

Signed: \_\_\_\_\_

Ken Boston, Managing Director of TAFE NSW

Date: \_\_\_\_\_

Under Review



**Schedule 1 to Determination No.1 of 2002**

**1. Employment Basis**

- 1.1 Staff covered by this Determination are employed on a casual basis under Section 15 of the Technical and Further Education Commission Act 1990.
- 1.2 Employment of staff covered by this Determination shall be on an hourly basis and may be terminated by the employer without notice, subject to clause 5.1.
- 1.3 Staff covered by this determination shall be paid for all time actually worked including any related duties on site before or after a class.
- 1.4 Employment of Sign Language Interpreters and Disability Assistants will be carried out in accordance with the policies and guidelines for staff selection in TAFE NSW.

**2. Rates of Pay**

- 2.1 A casual employee shall be paid the base rate of pay for the class of work performed:

CLASSIFICATION	RATE OF PAY (\$ PER HOUR) INCLUDING 1/12TH ANNUAL LEAVE
SIGN LANGUAGE INTERPRETER	
DISABILITY ASSISTANT (NOTETAKER/READER/WRITER)	
DISABILITY ASSISTANT (PERSONAL/MOBILITY)	

- 2.2 The casual hourly rates of pay include a loading of 15% plus 8% or one twelfth pro rata annual leave.
- 2.3 The casual hourly rates are inclusive of all forms of leave except for long service leave entitlements which accrue according to the provisions of the *Long Service Leave Act 1955*.
- 2.4 The rates of pay per hour shall be varied in line with the *Crown Employees (Public Sector – Salaries, January, 2002) Award* or any variations to or replacement of the said award.

**3. Sign Language Interpreter – Accreditation Requirements**

- 3.1 Persons employed as sign language interpreters are required to hold National Accreditation Authority for Translators and Interpreters (NAATI) interpreter accreditation equivalent to para-professional interpreter in Auslan, or other such qualifications as the Managing Director deems appropriate.



#### 4. Terms of Engagement

- 4.1 For the purposes of this Determination engagement means the period or periods for which the employer notifies the employee that he or she is required to attend between the hours of 6.00 a.m.–10.00 p.m., Monday–Saturday.
- 4.2 Each period of casual engagement stands alone and is treated as an engagement of not less than two hours, and is paid for as such.
- 4.3 The standard period of engagement on any one day should not exceed eight hours.
- 4.4 Where an engagement on any one day exceeds eight hours, overtime shall be paid for all hours required to be worked in excess of eight hours in accordance with the provisions of the *Crown Employees (Public Service Conditions of Employment 1997) Award*.
- 4.5 No employee shall be required to work continuously for more than five hours without being able to take an unpaid meal break.

#### 5. Cancellation of Engagement

Under Review