










This is a summary of Expression Australia’s PD topic 1, *VET Structures*, aimed at supporting Auslan Interpreters in TAFE.




Slides	Commentary
	<p>Welcome to the first of a series of Professional development workshops, aimed at improving confidence and knowledge of Auslan interpreters in TAFE.</p> <p>It is great to see a mix of experienced and new interpreters, interstate and local interpreters.</p>
	<p>This is what we hope to cover in tonight’s workshop.</p> <p>For some of you this will be new information, for others it will not be new.</p> <p>We hope the discussions and activities planned will allow you time to discuss and learn from each other as much as from the information provided.</p>



<p>ICEBREAKER</p> <p>Quiz VET is full of acronyms. Here are some you will hear around TAFES. What do these acronyms stand for?</p> <ol style="list-style-type: none"> 1. VET – Vocational Education and Training 2. TAFE – Technical and Further Education 3. AQF – Australian Qualification Framework 4. CBT – Competency Based Training 5. CBA – Competency Based Assessment 6. LLN – Language Literacy and Numeracy 7. OHS – Occupational Health and Safety 8. RTO – Registered training organisation 9. WHS – Work Health and Safety 10. PPE – Personal Protective Equipment 11. DLO – Disability Liaison Officer 	<p>As with any new job or industry, becoming familiar with common acronyms used will allow you to understand and communicate with colleagues more effectively.</p> <p>Here are some common acronyms used in TAFE.</p>
<p>Australian Qualification Framework (AQF)</p>  <p>Level 1 = Certificate I Level 2 = Certificate II Level 3 = Certificate III Level 4 = Certificate IV Level 5 = Diploma Level 6 = Advanced Diploma, Associate Degree Level 7 = Bachelor Degree Level 8 = Bachelor Honours Degree, Graduate Certificate, Graduate Diploma Level 9 = Masters Degree Level 10 = Doctoral Degree</p> <p>Reference : https://www.aqf.edu.au/aqf-levels</p>	<p>The Australian Qualifications Framework was introduced in 1995 and provides a clear pathway for students/workers.</p> <p>TAFES offer predominantly, Cert II to Advanced Diploma level qualifications, levels 1-6.</p> <p>Certificates are aligned to job roles in industry. For example <i>in Commercial cooking, Cert II = a kitchen hand; Cert III =Cook; Cert IV = a Chef; Diploma = Manager/operator</i></p>
<p>Competency-based training (CBT)</p> <p>CBT is....</p> <ul style="list-style-type: none"> • based on jobs in industry • learner-centered • hands-on learning • assesses learners against standards set by industry • produces job-ready graduates • supports life-long learning. 	<p>TAFE’s teach students hands-on skills and knowledge required to complete a job or series of job tasks. This is called competency based training.</p> <p>The aim is for the student to demonstrate their competence to fulfill the job task, multiple times.</p>


<p>Competency based assessments (CBA)</p> <p>Is the student competent to work in industry? Assess skills and knowledge - multiple times - over time</p> <p>Teachers must collect evidence of competence:</p> <ul style="list-style-type: none"> • portfolio of work, etc, photos, videos, menus, • knowledge assessments, quizzes, verbal questioning • third party reports, e.g. supervisor's observing them • practical demonstration e.g. cut hair, prepare dishes • assignments – research skills • presentations • foundation skills; LLN 	<p>Assessments at TAFE consist of practical demonstrations of skills and application of knowledge.</p> <p>Teachers are required to collect evidence that the student is competent on many occasions.</p> <p>As an interpreter, you may be interpreting in practical automotive workshop or sitting in exam type rooms.</p> <p>How will this impact your interpreting work and the types of instructions the DHH student will need?</p>
<p>Reasonable adjustment</p> <ul style="list-style-type: none"> • is a legal requirement for RTOs. • TAFEs should provide the same opportunities in training as a person without a disability. <p>Reasonable adjustments may include:</p> <ul style="list-style-type: none"> • Adaptations to assessments e.g. extra time in assessments, verbal questioning rather than written answers or vice versa • Assistive technologies, captions etc. • Additional supports: e.g. note takers, interpreters, additional information <p>What is reasonable in 'reasonable adjustments' ?</p> <p>Adjustments must:</p> <ul style="list-style-type: none"> • only compensate for the disability, no more • ensure the integrity of the qualification is maintained • not disadvantage other learners, teachers or the organisation • be replicable in the workplace. Example– DHH student working on a Mine site.  <p><small>Assessment in the VET sector https://www.dhcd.vic.gov.au/sites/default/files/uploads/Assessment%20in%20the%20VET%20Sector%20-%202016%20-%20final.pdf</small></p>	<p>Many DHH students may be eligible for a <i>Reasonable adjustment</i> when completing assessments and this can be negotiated with the teacher and DLO well before assessment time.</p> <p>There are some limitations to <i>reasonable adjustment</i>. If the adjustment cannot be replicated in the workplace, perhaps due to an OHS issue, then the <i>reasonable adjustment</i> will not be given and the job may not be suitable for the DHH student.</p>
<p>Units of competency</p> <ul style="list-style-type: none"> • developed by industry groups, skills councils • combine to make up a qualification – Training package • divided into Core units + electives chosen from training package • build on prior knowledge e.g. start with OHS, tools for job, measuring, cutting, making etc. • include skills, knowledge and attributes required for job • outline assessment conditions. <ul style="list-style-type: none"> • As interpreters, classes may be knowledge/theory classes or practical. 	<p>VET Certificates are made up of combinations of Units of competency, some core units and some electives. Usually the electives are pre-chosen by TAFE.</p> <p>A unit of competency outlines the skills and knowledge required to complete a job task and they may be delivered in a certain order; for example in a Hairdressing certificate, the <i>biology of the hair</i> and <i>hair chemistry</i> will be taught prior to <i>coloring hair</i>.</p> <p>Units of competency also include attributes needed to work in that job role. For example <i>communication skills</i> required for that industry, both written and spoken.</p>


<p>How does this help you as an interpreter?</p> <p>If you know the course code, you can prepare:</p> <ul style="list-style-type: none"> gather terminology understand what the teacher is aiming to cover understand the purpose of the class ask questions of the teacher ask for pre-class materials, access to PowerPoints, moodle research online, speak to tradies/hairdresser etc. agree on signs with DHH student speak the language of TAFE 	<p>Experienced TAFE interpreters, said when they are asked to interpret for a DHH student, they ask the booking office for the course code and read through the unit of competency.</p>
<p>Your new best friend</p> <p>https://training.gov.au/Home/Tga</p>  	<p>Type in the course code into www.Training.gov.au and read through the various parts of the Unit or competency.</p>
<p>Researching</p> <p>Unit of competency details SITHCCC308 - Produce cakes, pastries and breads (Release 1)</p> <ol style="list-style-type: none"> Unit descriptor – Job role , Cook in a hotel, club, Under supervision Employability skills – Communication skills, problem solving etc. Packaging rules – 22 core units, 3 electives – Pre-requisites (Food hygiene) Elements and Performance criteria – Sequence of job task Required skills and knowledge – vocab and terminology e.g. mise en plus, classical and contemporary, yeast fermentation, pre- bake finishes Critical aspects – Genoise sponge, Madeira cake, Choux pastry Method of assessment – observation, written and oral questioning, portfolio etc. 	<p>Read through the following sections. Here is what they describe.</p> <p>This allows you to get a sense of the:</p> <ul style="list-style-type: none"> content that will be covered specific vocab you might hear develop signs to use practical or theory class

<p>Activity</p> <p>In groups</p> <ol style="list-style-type: none"> 1. Locate the unit of competency using https://training.gov.au/Home/Tga 2. Read through: <ul style="list-style-type: none"> - Unit Descriptor - Application of unit - Elements and performance criteria – sequence 3. Read through 'Performance evidence' and 'Knowledge evidence' <ul style="list-style-type: none"> - List 5 new phrases, terms that you would expect to hear in the class 4. Discuss 3 ways to prepare for interpreting in this class. 	<p>Group work with 3 others to discuss.</p>
<p>Strategies for interpreters <small>Presentation Title 13</small></p> <ul style="list-style-type: none"> • Ask BO or DLO for the course code • Look up http://training.gov.au • Read the unit of competency • Get a general understanding of the type of skills and knowledge covered in classes • Google search 'key terms' from UoFC e.g. CNC machining; Mise en plus; flux core welder, contraindicators.... • Build a glossary, prepare signs for key words, machines etc. • Discuss with DHH student what signs they will use for different machines, terms etc. • Watch YouTube clips e.g. 'using a hacksaw', 'colouring hair' etc. • Look at assessment tasks. What instructions will students need? • Talk to DLO • Use Signbank http://www.deafconnected.com.au/educational-signbank/ https://www.auslan.org.au/ <p> Any other tips???</p>	<p>Strategies for preparing to interpret at TAFE, suggested by experienced interpreters include the following.</p> <p>What other strategies do you use?</p>
<p><small>ICEBREAKER 14</small></p> <p>Supports at TAFE Melinda Mindum</p>	<p>Welcome Melinda Mindum, who is an experienced Auslan interpreter, now working at Holmesglen TAFE as a DLO and interpreter. Melinda has recently finished her Masters on <i>Interpreters in TAFE</i>.</p>

<p>Role of DLOs 15</p> <p>Disability liaison officers (DLOs)</p> <ul style="list-style-type: none"> - establish and co-ordinate supports for students such as: <ul style="list-style-type: none"> - note takers - interpreters - adjustments to assessments - advise faculties/teachers on ways to make adjustments - consult with students and teachers - submit booking requests for interpreters for DHH students <ul style="list-style-type: none"> - try to prepare materials for interpreters 	<p>Most TAFEs employ Disability Liaison Officers (DLOs) or Student Support Officers (SSO) as part of their student support team.</p> <p>They are a good support for DHH students and for Auslan interpreters.</p> <p>It's a good idea to seek out the DLO and familiarise yourself with their role.</p>
<p>Other supports at TAFEs 16</p> <p>Supports available to DHH students include:</p> <ul style="list-style-type: none"> • Note-takers • Participation assistants • LLN or Learning skills teachers/centre • Personal or career counselling • Welfare • Skills and job centres 	<p>Make sure you know the other support services available and introduce yourself to the support staff.</p>
<p>LLN 17</p> <p>Language, Literacy and Numeracy (LLN) assist students with:</p> <ul style="list-style-type: none"> • reading, writing and speaking skills • talk through assessment requirements and assessment criteria • polishing and editing written work/assignments <p>LLN assistance can be booked independently by students.</p> 	<p>Many DHH student may also need assistance with LLN.</p> <p>There is a LLN service at all TAFEs.</p> <p>Seek them out so you can refer DHH students to the service,</p>

<p>Access plans/Student Support Plans 18</p> <ul style="list-style-type: none"> • Created in consultation with students and teachers. • Are confidential documents • Reflect any reasonable adjustments 	<p>Most DHH students will have an <i>access plan</i> or <i>student support plan</i> that has been developed in consultation with the DHH student, the DLO and usually the teacher.</p> <p>This is confidential but the DHH student may allow you to view the plan to be aware of other supports the student is accessing.</p>
<p>When to contact DLOs 19</p> <p>Always come and introduce yourself to DLO.</p> <p>Contact the DLO if:</p> <ul style="list-style-type: none"> • anything affects your booking • changes to timetables • excursions or off-campus activities • issues arise with teachers/students etc. <p>Help to keep DLOs informed of what's occurring in classrooms, for students etc.</p> 	<p>Always introduce yourself to the DLO. They are a great source of knowledge and assistance to both you as an interpreter and also the student you are working with.</p> <p>The more collaboration between interpreters and DLOs, the better the service provided and the easier it will be.</p>
<p>Scenario 1 20</p> <p>You are booked from 9am-3pm for a student at TAFE.</p> <p>When you arrive the student asks you to interpret at a counselling session for an hour.</p>	<p>Group discussion of scenarios.</p> <p>How would you feel about this? What are the ethical issues to consider? What would you do?</p>

<p>Scenario 5 24</p> <p>You are booked for a practical class.</p> <p>When you arrive the teacher has changed it to a theory class.</p> <p>You are working alone and the teacher plays several videos, without captions.</p>	<p>Group discussion of scenarios.</p> <p>How will this impact your interpreting? Think about PPE, OHS? Who could assist you in this situation?</p>
<p>Reflective practice/ Take aways 25</p> <ul style="list-style-type: none"> • What topics am I familiar/confident with? • What topics could I develop a glossary for, learn more about? • What people do I know in these industries? 	<p>What is the best way to prepare for working in TAFEs?</p> <p>Think of the people in your family/neighborhood/ friendship groups who work in some of these industries. They love to be asked questions and talk about their trade and can be a good source of research.</p> <p>YouTube is also a great resource, just type in: <i>service a car engine</i> or <i>colour hair</i> and you will get multiple clips which provide opportunity for you to practice interpreting, hear and use the vocab in context etc.</p>
<p>Feedback 26</p> <p>Please type in the chat line.</p> <ol style="list-style-type: none"> 1. Which section did you find most useful? 2. What would you like to learn more about? <p style="text-align: right;">Thank you</p>	

<p>References/ resources</p> <p>Australian Qualification Framework - https://www.aqf.edu.au/aqf-levels</p> <p>ASLIA – Education Interpreting https://aslia.com.au/resources/education-interpreting/</p> <p>Deaf ConnectEd – http://www.deafconnected.com.au/</p> <p>Holmesglen Student Wellbeing – https://holmesglen.edu.au/Students/Student-Wellbeing/</p> <p>Workplace adjustment tool https://www.and.org.au/pages/workplace-adjustments.html</p>	<p>Here are some references for you.</p> <p>The workplace adjustment tool is an interesting read to see how workplaces are adjusting to include more diverse workers.</p>
<p>Professional development</p> <p>Auslan Interpreters for TAFE Next session</p> <p>Session 2 – Professional Standards for Educational Interpreters 16 December 2021</p> <p>Presenter : Daniel Hately, VDEI</p> 	<p>Thanks you for your participation and the next workshop will be on the Professional Standards for Educational interpreters.</p>