

# HEDSA Guidelines on the Employment of South African Sign Language Interpreters at Tertiary Institutions

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(enabling Deaf student access and support at tertiary institutions)

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# GLOSSARY

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<b>Deaf:</b>	Deaf with a capital “D” refers to those who identify with Deaf culture and the use of South African Sign Language
<b>Realtime-captioning:</b>	Real-time captioning is a verbatim text of what is being said displayed on a computer screen, TV monitor or large screen. This process makes the text immediately available to the audience or the individual using the service.
<b>SASL:</b>	South African Sign Language
<b>SASLi</b>	South African Sign Language Interpreter
<b>TERTIARY INSTITUTION:</b>	Refers to any institution of higher education, where SASLi services are provided including universities, FET colleges, Universities of Technology
<b>UNCRPD:</b>	United Nations Convention on the Rights of Persons with Disabilities
<b>DeafSA:</b>	Deaf Federation of South Africa
<b>In good standing:</b>	A SASLi or an organisation representing SASLi in good standing are regarded as having complied with their Code of Ethics and have conducted business with organisations for the Deaf in a just manner, while not necessarily being subjected to any form of sanction, suspension or disciplinary process.

# BACKGROUND

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## **Educational Interpreting in South Africa**

Educational interpreting for Deaf students is a relatively new field in South Africa. Due to the lack of an appropriate and adequate schooling system for the Deaf in the country, Deaf school leavers often do not meet the admission requirements necessary to access tertiary institutions. This results in the number of Deaf people enrolled in tertiary institutions being low and not proportionally representative. As a result academic interpreting is a field that is mostly decided upon by the tertiary institution where the service is required. There are no existing guidelines for institutions to use when they want to appoint SASLi's. As no clearly defined job description exists, interpreters are appointed in roles beyond their ability or in roles that cause a conflict of interest.

Tertiary institutions appoint interpreters based on the institution's existing salary scale, specifically designed for academic or administrative staff. It is at times difficult to clearly define the exact number of hours an interpreter is actively working and to justify the workload versus the salary scale.

Cognizance is given to the fact that not all tertiary institutions have similar structures and support departments and should this guideline be read as a supporting document to guide institutions with different current case studies to identify the best fit within their structures and resources.

## PURPOSE OF THE GUIDELINES

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The purpose of the guidelines is to guide institutions when they appoint SASLi's and not to be prescriptive. It is also necessary for institutions to understand the complexity of academic interpreting, in order to ensure that the best service is provided to students who make use of SASLi's.

Furthermore, the guidelines aim to ensure that Deaf students receive the appropriate access to communication and information equal to their peers and contributes to the success of Deaf students in their student life cycle by the rendering of a proper and appropriate SASLi service.

# CURRENT SITUATION

**DEAF SASLI RATIO BASED ON SURVEY DONE IN 2019 (table to be updated as and when information is received)**

Institution	Province	Deaf staff	Deaf students	SASLi Permanent	SASLi Freelance/Ad hoc
<b>Universities</b>					
University of the Free State (UFS)	Free State	1	7	1	8
University of Witwatersrand (Wits)	Gauteng	10	11	2 (DU) 1 (Deaf Studies) 1 (Sign Language Department)	As and when needed
North West University (NWU)	North West				
University of Cape Town (UCT)	Western Cape		1	1	1
Stellenbosch University	Western Cape	4	2	2	2
<b>Universities of Technology</b>					
Durban University of Technology (DUT)	KZN				
<b>FET Colleges</b>					
National Institute of the Deaf (NID)	Western Cape				
Taletso FET	North West				
Motheo FET	Free State				
Johannesburg FET	Gauteng				

As mentioned above, no current guidelines exist for the appointment of SASLi at tertiary institutions. There is thus a growing need for trained, professional SASL Interpreters. Furthermore, Deaf people have a challenge in terms of accessing tertiary institutions due to the lack of qualified and available SASLi's.

The current skills level for SASLi who are appointed at tertiary institutions vary from beginner to advanced. The skills of SASLi play a very important role in the success of the service.

# GENERAL BEST PRACTICE AT DIFFERENT INSTITUTIONS - CASE STUDIES

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Taking note that not all tertiary institutions have the same resources or structures and do these case studies serve to assist with different options and strategies to use if an institution wishes to establish this service.

## UNIVERSITY OF THE FREE STATE

### Existing structures at the UFS involved with the SASLi service:

- Centre for Universal Access and Disability Support (CUADS) within Student Affairs
- Office of the Deputy-Registrar for the financing of Interpreter Services
- Department of South African Sign Language within the Faculty of Humanities

### Existing institutional documents in support of the SASLi service:

- UFS Language Policy
- Draft UFS Universal Access Policy for Students with Disabilities
- CUADS Disability Support Procedure (which guides the support service provided to all students with disabilities)
- Communication Access Procedure

### Background:

While a spoken language interpreter service was rendered from the Unit for Language Facilitation and Empowerment (ULFE) for students during lectures, the SASLi service started in 2005 with one Deaf student within the then Unit for Students with Disabilities. The SASLi was appointed on contract and worked according to the timetable of the Deaf student. When needed a freelance SASLi was requested to assist and paid on an ad hoc claim basis.

In 2009 there were 5 Deaf students and one SASLi appointed as a Senior Officer within CUADS and 4 freelance interpreters were used to ensure all Deaf students had a SASLi during lectures. The Senior Officer then had the responsibility to coordinate the service as well, while also coordinating the service for other needs of the Deaf students, i.e. tutor sessions, meetings with lecturers, group discussions (as a support function). At this stage SASLi's received R80 per hour (according to the rates of DeafSA at the time) and increased to R120 per hour for both the academic and support service interpreting done during 2009. It became necessary to retain SASLi's as well and remain with a pool of SASLi's to ensure continuity.

During 2013 the ULFE agreed to accept the SASLi service as part of their function, specifically the academic (class room) interpreting. The budget for class room interpreting is provided from the top management's budget. Top management also took budget responsibility for SASLi services provided at university events. At this stage SASL was not included in the UFS Language Policy. The fee per hour to SASLi's then quadrupled (the fee equal to that of an ad hoc junior lecturer, which includes preparation time) while the support interpreting remained

within the CUADS and continued to pay R120 per hour. The ULFE then also appointed a SASLi on a permanent basis to be the first SASLi to book according to the schedule of SASL interpreting to be done. Where the maximum hours of this SASLi were reached freelance SASLi's were booked. During this time more awareness among students, who were registered for the SASL module, also happened and the interest to become a SASLi developed. CUADS and the SASL Department started promoting the profession with 3<sup>rd</sup> year SASL students. The CUADS Senior Officer remained coordinating the support interpreting necessary for the Deaf students and the "go-to-person" for Deaf students. It became apparent that Deaf students needed to report to someone when they were not satisfied with the SASLi service and the CUADS staff member communicated on a regular basis with the ULFE coordinator to ensure the development of SASLi's, but also matching the level of SASLi's with the level of academic difficulty of modules. Newly identified SASLi's were evaluated and then encouraged to shadow SASLi's in the class room. Team interpreting started to provide an opportunity for the beginner SASLi's to obtain exposure. Mentorship of SASLi's started with beginner SASLi's with the CUADS SASLi as mentor.

Currently (2019) the UFS has 7 Deaf students, who make use of the SASLi service. Since 2013 team interpreting, which was already in place with the spoken language interpreter services, started to phase in more. Currently 10 freelance SASLi's are paid on an ad hoc claim basis. Due to the new UFS Language Policy the Interpreter Service now falls within the Office of the Deputy-Registrar. The SASLi's are paid according to their level of development (beginner, junior and senior), which is determined by means of evaluation (CUADS SASLi and Interpreter services involved). Mentorship happens through the Interpreter Services recording videos of SASLi's in the class rooms and meetings on a regular basis. Deaf students are also involved to provide feedback and in the process learn more regarding the role of SASLi's. During meetings terminology development also occur, but it is not formalized as yet. The SASLi's has now also started to partly see the CUADS interpreting function as part of their community service and do not claim for all the hours they work for CUADS.

#### **Responsibilities of CUADS:**

- Ensure interpreter is present during lectures and academic support sessions working with Interpreter Services.
- Informing lecturers about the Deaf student's presence, their support needs, SASLi seating and the contact person at CUADS.
- Mentorship of SASLi's.
- Coordinate SASLi's for support activities.

#### **Responsibilities of the Interpreter Services:**

- Provide access to lectures & campus events.
- Ensure professionalism.
- Coordinate timetables.
- Arrange in-house training and mentoring.
- Quality control.
- Arrange feedback sessions.
- Terminology development.
- Provide information to lecturers regarding SASLi's role.

### **Responsibilities of the SASL Department:**

- Identification of beginner interpreters
- Deaf students involvement with SASL students during tests and exams.
- Deaf students registered for the SASL module become participants in the class room, which is beneficial to the hearing students.

### **Going forward:**

Towards the end of 2015 the UFS Language Policy has been reviewed and South African Sign Language was included as important for the inclusion of Deaf students. To be noted is that the spoken languages interpreted might be phased out, while the UFS has accepted that English will be the medium of instruction. The SASL interpreting function might be jeopardized as a result. Consideration might be there for the function to come back to CUADS due to the spoken interpreting functions that might fall away. As CUADS we believe it is a language issue and not a disability issue (although support is necessary for Deaf students) and will try to see whether the function can then be shifted to the SASL Department as a roleplayer in identifying potential SASLi's.

## **UNIVERSITY OF WITWATERSRAND**

### **Existing structures at Wits involved with the SASLi service:**

Disability Rights Unit  
Deaf studies  
SASL Department  
Wits Language School

### **Existing institutional documents in support of the SASLi service:**

Wits Language policy  
Disability Rights Unit Standard operating procedures  
Job Description

### **Background:**

Since 2009 when the current Head of the Disability Rights Unit started, Wits already employed a full time interpreter. A full time interpreter is employed and SASLi is also appointed on contract on an hour basis, if necessary. Real time captioning (RTC) or/and supplement interpreting with RTC e.g. during tutor sessions are also utilized for communication access.

### **Responsibilities of of different structures:**

Disability Rights Unit provides services towards Deaf students.  
SASL Department employs their own interpreter.  
Deaf Studies also employes their own interpreter but they also do academic training.  
The Language School is also involved in short courses and training sign language training.

### **Going forward:**

Continue with the SASLI service and also build on real-time captioning, explore more and make better use of technology to support students.

## **STELLENBOSCH UNIVERSITY**

### **Existing structures at SU involved with the SASLI service:**

Interpretation Services  
Language Centre (interpreting services)  
The Faculty of Education (curriculum perspective)  
The Disability Unit (for support services)  
The Exams Office  
Residences and other meetings/co-curricular activities

### **Existing institutional documents in support of the SASLI service:**

The Language Policy of SU recognises that students needing Sign Language should be able to access this service on campus, in both curricular and co-curricular spaces. Also, our Disability Access Policy speaks of reasonable accommodation and learning material that must be accessible.

### **Background:**

After a Deaf prospective student applied for a Degree in Teaching and indicated that he would require Sign Language Interpreting, the Disability Unit, Interpreting Service and Faculty of Education worked together to investigate the options available to support such a student. After a second student applied in the same year for the same degree two Sign Language Interpreters were appointed on contract basis. After six months two interpreters were appointed on a permanent basis with the aim of interpreting for Deaf students and staff members on campus. Although the SASLI project still has pilot status it has expanded from interpreting for the two Deaf students in Education to the interpreting for a Deaf Staff member as well as a Deaf lecturer in the Department of Linguistics. The scope of the interpreting delivered is both educational and extra-curricular.

### **Responsibilities of different structures:**

The Interpreting service takes responsibility for interpreting and the Disability Unit for all other forms of support. The Faculty of Education as well as Department of Linguistics are also continually investigating ways in which students and lecturers can be supported academically.

### **Going forward:**

Eventually we want to expand into other faculties, where students wanting to study in faculties other than education, can do so.

While SU agrees that a university degree should be required in order to interpret at tertiary level the experience to find interpreters to meet with the minimum requirements was problematic. During the appointment process we ultimately had no choice, but to adjust the minimum requirements in order to accommodate candidates without university degrees.

SU would also like to collaborate and benchmark amongst institutions in terms of SASL terminology.

# GENERAL BEST PRACTICE – APPOINTING SASLi's

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**These guidelines will assist institutions who are just starting with the service and who wants to appoint a SASLi on a permanent basis:**

## **Recruitment process**

The advertisement should be specific and based on the minimum requirements. It should also inform applicants that they will be expected to undergo a practical skills evaluation at the interview.

## **Interview process**

The interview will be conducted according to the institutions' requirements. The panel should consist of:

- Deaf graduate or current student, or Deaf leader from the Deaf community.
- A qualified SASLi with experience in educational interpreting, a separate SASLi should be appointed for all Deaf panel members during the interview process.
- Representative from Human Resources.
- Head of Disability Unit and or service coordinator.

A competency test will be conducted at the interview (Voice to Sign and Sign to Voice) – this should be video recorded.

## **Selection**

In selecting the best candidate, the outcome should be determined primarily by the level of interpreting skill demonstrated during the selection process. Although recognising that it is preferable to select people who are based in the specific region or province, the quality of the candidate should supersede “logistical” issues e.g. Relocation etc.

## **Working conditions and working hours**

Occupational law will apply, however the standard working conditions for SASLi in an Education setting are as follows:

One interpreter for each class, but team interpreting is preferred where possible. Two interpreters per class will be beneficial to the SASLis development and access to information for the Deaf student.

This is to ensure SASLi mental fitness and avoid fatigue. A SASLi can only effectively interpret for 30 minutes at a time, where after mental fatigue will set in and the quality of the message will deteriorate. In the case of an Educational setting, a SASLi can interpret for 3 hours consecutively with a 10 minute break after each class. After 3 hours, 1 full hour break needs to be given.

For classes outside of the SASLi's working hours, an option of freelance interpreters should be considered.

Administration duties such as preparation, reports, vocabulary development and evaluations should be part of the working hours.

SASLi can also be appointed on flexi-hours, i.e. only interpreting when lectures are happening, but this will vary from institution to institution.

SASLis need to have their own office space for preparation and debriefing.

## MINIMUM REQUIREMENTS

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- 3 year degree or equivalent
- 4 years interpreting experience (2 years Educational Interpreting experience preferred)  
– Portfolio of experience to be submitted, including mentor reports
- RPL and community recommendations also to be considered
- **Qualification: A South African Sign Language Interpreter specific qualification from an accredited Higher Education Institution, NQF level 5 and above(See Annexure A)**
- Fluency in SASL and English or language of instruction
- Member of SATI recommended
- Be in good standing with Deaf organizations
- Working knowledge of the SATI Code of Ethics for SASL interpreters
- Ability to work independently and manage own workload
- Ability to adapt to a wide range of speaking and signing styles and preferences of Deaf clients
- Ability to network and consult a variety of stakeholders including lecturers, Deaf community and SASLi
- Good interpersonal skills
- Computer literacy
- Basic understanding of tertiary institution environment and structures
- Flexibility in terms of working hours, dependent on students' time table and as agreed upon with the institution

# ADDITIONAL REQUIREMENTS FOR SENIOR AND ADVANCED SASLi

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- 2 years mentoring experience
- 4 years interpreting experience in Education interpreting
- **Qualification: A South African Sign Language Interpreter specific qualification from an accredited Higher Education Institution, NQF 7 and above**
- Accredited member of SATI recommended

## AVAILABILITY OF SASLi

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To encourage the development of SASLis, an allowance may be made for internships/students to volunteer at the institution. If a SASL department exists at the institution, hearing students with developing SASL interpreting skills can feed into the internship programme. This will assist in creating a pool of interpreters to be available to assist with ad hoc academic or student-life requests from students.

### **MINIMUM REQUIREMENTS: AD HOC SASLi**

- A South African Sign Language Interpreter specific qualification: NQF 5 and above
- 4 years SASL interpreting experience, Education interpreting experience recommended
- Fluency in SASL and English or language of instruction
- Member of SATI recommended
- Be in good standing with Deaf organizations
- Working knowledge of the SATI Code of Ethics for SASL interpreters
- Ability to work independently and manage own workload
- Ability to adapt to a wide range of speaking and signing styles and preferences of Deaf clients
- Ability to network and consult a variety of stakeholders including lecturers, Deaf community and SASLi
- Good interpersonal skills
- Computer literay
- Basic understanding of tertiary institution environment and structures.

### **MINIMUM REQUIREMENTS: INTERNSHIP SASLi**

- This can be:
  - a SASL 3<sup>rd</sup> year student or a person with at least 3 years of SASL communication experience – recommended by Deaf community or SASL department
  - A SASLi with no educational interpreting experience

- Additional requirements to be added:
  - Evaluate the potential internship SASLi
  - Depending on SASLi's experience and exposure to educational interpreting a period of shadowing must happen
  - Attend SASLi meetings on campus to get on board with terminology and the role of educational SASLi's
  - Enter into a mentorship agreement with an advanced educational SASLi
  - Meet with mentor on a weekly/biweekly basis to discuss questions regarding shadowing
  - After the period of shadowing the intern SASLi can work in a team with an advanced SASLi
  - Evaluation of the internship SASLi can be done per semester as part of quality control.
  - From here levels can be determined from Beginner / Junior / Senior SASLi.

## ROLE OF EDUCATIONAL SASLi

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The Education SASLis' priorities are Deaf students who are studying at institutions. Outside requests for interpreting should be handled by the manager/coordinator of the Disability Unit or Interpreter Unit.

SASLi's should be allowed to interpret outside of the institution on order and if available according to class schedules to develop their skills.

## JOB DESCRIPTION - Permanent SASLi

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### Main Objectives

- Providing SASLi services, as and when required. This should include, students, staff and visitors to the institution

### Main responsibilities

- To provide SASLi services between Deaf and hearing people, as and when required
- To source preparation materials for lectures/tutorials which are to be interpreted
- In consultation with Deaf students, Deaf organizations and relevant stakeholders, to develop and gather new/current signs for educational terms and subject specific terminology
- To ensure that new signs are updated and easily accessible and recorded
- To educate staff and students on the role of the SASLi
- To abide by the SATI Code of Ethics for SASL interpreters
- To develop and maintain networks with other SASLi and organizations and tertiary institutions, relating to SASLi issues
- To keep a record of the types (classes or staff) of SASLi support provided including clients and hours

- To participate in the development and implementation of support systems for Deaf students
- To promote own professional development by keeping abreast with latest research in the field
- Mentor ad hoc SASLi's
- Evaluate possible ad-hoc and/or intern SASLi
- Enter into a mentorship agreement with an intern SASLi
- Meet with intern SASLi on a weekly/biweekly basis to discuss questions regarding shadowing
- Quality control of the SASLi service

## JOB DESCRIPTION Ad-hoc SASLi

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### **Main Objectives**

- Providing SASLi services, as and when required. This should include, students, staff and visitors to the institution

### **Main responsibilities**

- To provide SASLi services between Deaf and hearing people, as and when required
- To source preparation materials for lectures/tutorials which are to be interpreted
- To abide by the SATI Code of Ethics for SASL interpreters
- To keep a record of the types (classes or staff) of SASLi support provided including clients and hours
- To promote own professional development by keeping abreast with latest research in the field
- Participate in quality control of the SASLi service

## JOB DESCRIPTION Intern SASLi

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- Depending on SASLi's experience and exposure to educational interpreting a period of shadowing must happen
- Attend SASLi meetings on campus to get on board with terminology and the role of educational SASLi's
- Enter into a mentorship agreement with an advanced educational SASLi
- Meet with mentor on a weekly/biweekly basis to discuss questions regarding shadowing
- After the period of shadowing the intern SASLi can work in a team with an advanced SASLi
- Participate in quality control of the SASLi service
- Vocabulary collection

# SALARY ADVICE/FRAMWORK

Payment of SASLi should be based on experience and qualification. Recommended periods per week for full time Junior and senior interpreters are 30 hours per week. A reasonable ratio for amount of working hours and salary should be kept in mind. Salaries below are a recommendation and should always be negotiated with the SASLi, keeping in mind his/her level of experience and qualification. Fees are before PAYE and not inclusive of any benefits.

**DeafSA recommended rates (which is said to be advised):**

<b>Freelance</b>			
<b>Per class/per hour</b>	<b>Intern</b>	<b>Junior/Junior Ad-hoc</b>	<b>Senior/Senior Ad-hoc</b>
	R100	R120	R140
<b>Full time</b>			
<b>Per month</b>	R6 500 – R8 000	R8 000 – R10 000	R10 000 – R16 000

## University of the Free State

<b>Freelance</b>				
<b>Per class/per hour</b>	<b>Intern / beginner Ad-hoc</b>	<b>Junior/Junior Ad-hoc</b>	<b>Intermediate</b>	<b>Senior/Senior Ad-hoc</b>
	R156	R270.40	R291.20	R312
	<b>Full time SASLi on Senior Officer level at Interpreter Services</b> <ul style="list-style-type: none"> <li>Class room SASLi with duties and responsibilities as an interpreter</li> <li>Responsible to coordinate terminology development.</li> <li>Position vacant</li> </ul>			
<b>Per month</b>	R18 500 (calculated without benefits)			
	<b>Full time Coordinator on Officer level at Unit for Language Facilitation and Empowerment</b> <ul style="list-style-type: none"> <li>Coordinate the interpreter service for lectures and academic events of the UFS including spoken languages.</li> </ul>			
<b>Per month</b>	R15 300 (calculated without benefits)			
	<b>Full time on Senior Officer level at Center for Universal Access and Disability Support</b> <ul style="list-style-type: none"> <li>Coordinate interpreter service for academic support to Deaf students</li> <li>Also have other responsibilities and duties as second layer management within the Center</li> </ul>			
<b>Per month</b>	R18 500 (calculated without benefits)			
<b>Per session / per hour</b>	<b>Academic support interpreting for CUADS</b> R124 per hour			

## University of Witwatersrand

Freelance			
Per class/per hour	Intern	Junior/Junior Ad-hoc	Senior/Senior Ad-hoc
	-	-	R360
Full time			
Per month	-	-	R20 000

## Stellenbosch Univeristy

Freelance			
Per class/per hour	Intern	Junior/Junior Ad-hoc	Senior/Senior Ad-hoc
	-	R350 – R450	R350 – R450
Full time			
Per month	-	-	R19 000

# TERMINOLOGY DEVELOPMENT

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It is best practice for a support SASLi, if available, to make notes while the SASLi works. After the class the signs specific to the class are to be recorded on video. Deaf community/students will review the signs at the end of the semester, in order to accept or reject the sign as part of the lexicon of SASL. This process should run throughout the year. Each SASLi will be responsible for keeping their own weekly records of vocabulary used.

- This is to be done in consultation with Deaf students and Deaf organizations.
- An accessible record is to be kept on video.
- There should be a conscious acknowledgement that regional variants exist.
- A SASLi may not force use of their own signs on Deaf students.

# SATI's CODE OF ETHICS FOR SASL INTERPRETERS\*

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Interpreters shall:

1. Adhere to all aspects of the Code of Ethics at all times during and after assignments
2. Keep all assignment-related information strictly confidential and adhere to professional standards of confidentiality
3. Render the message faithfully, always conveying the content, intent and spirit of the speaker using the language most readily understood by the person(s) whom they serve

4. Not counsel, advise, or interject personal opinions even when asked to do so
  5. Accept assignments using discretion with regard to skill, setting, and the consumers involved
  6. Be required to possess the professional skills and knowledge necessary for any specific interpreting situation
  7. Request compensation for services, adhering to the current accepted DeafSA rate, in a professional and judicious manner
  8. Not request compensation or any form of payment from any individual Deaf person
  9. Be requested at times to carry out community service
  10. Conduct themselves in a manner appropriate to the interpreting situation
  11. Be punctual for every assignment
  12. Demonstrate respect for consumers, colleagues, co-interpreters and students of the profession
  13. Dress in an appropriate manner, fitting to the interpreting situation
    - 13.1 Dark skin = Light clothes
    - 13.2 Fair skin = Dark clothes
    - 13.3 No excessive cosmetics
    - 13.4 Moderate and appropriate jewellery
  14. Engage in ongoing professional development
  15. Maintain ethical business practices and high professional standards in compliance with this Code of Ethics.
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**\*In consultation with DeafSA**

## COMPLAINTS PROCEDURE

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All Deaf students should have a contact person, to whom complaints can be lodged. This person needs to be neutral and cannot be the SASL interpreter who the complaint is against. The responsible manager or co-ordinator takes up the issue anonymously with the SASLi concerned, document the complaint, and send a mentor to observe the SASLi in class and report back on the outcome. A mentor can be sourced from a Deaf organization if there is no mentor/team SASLi at the institution. If the problem is not resolved or reoccurs a written warning should be given, after which the institution's disciplinary rules will apply.

# QUALITY CONTROL

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In order to maintain quality interpreting services, interpreters should be video recorded whilst interpreting, to identify growth, challenges and potential problem areas. Video recordings can be done by a fellow/senior interpreter, mentor, representative from a Deaf organization, interpreting services coordinator or a representative from the interpreting unit. This arrangements has to be communicated to all parties involved. The purpose of the video recordings is solely for the purposes of interpreter development and cannot be distributed. These recordings should be evaluated by a senior/mentor interpreter giving feedback to the interpreter. If a problem is detected, the interpreter goes for extra mentoring/internal training sessions to solve the issue. If internal training measures do not exist, a mentor can be outsourced.

The mentor/team interpreter will observe the class and give feedback and/or report any problems. Once a semester, a questionnaire will be sent to all Deaf clients evaluating both the different interpreters as well as the service in general. The processed data will go to the manager/co-ordinator and feedback will be given to the interpreter. The identity of the student is kept confidential if possible (i.e. if there is more than one Deaf student) A mentor can be sourced from a Deaf organization if there is no mentor/team SASLi at the institution.

# CO-ORDINATION

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This function should be fulfilled by a dedicated person. All requests for interpreting (in and out of working hours) go through the coordinator. The person responsible should be knowledgeable about SASL, Deaf Culture and SASLi. If an interpreter unit exists at the institution, co-ordination should be done through them. There should be sufficient communication between applications (Deaf students applying) and interpreting or coordinating services.

# CO-ORDINATOR ROLE

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- To coordinate notes, contact lecturers, will inform the lecturers that there will be a SASLi in their class
- To provide guidance to Deaf students regarding the role of SASLi and SASLi responsibilities
- To communicate the role of the SASLi and Code of Ethics to lecturers
- To allocate SASLi to specific classes, keeping in mind timetable clashes and challenges.
- To manage complaints lodged by Deaf students and mediate solutions.

Interpreters should be notified a day in advance of any changes to the interpreting schedule as well as receive study guides/presentations/text books and notes.

The co-ordinator should actively engage in consultation with students, staff and relevant organizations, in the development and presentation of Deaf awareness initiatives and campaigns

# SUPPORT TEAM

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This team can consist of any professionals who provide a support service to Deaf students. It can be made up of, but is not limited to, the following:

Unit Manager; Psychologist, Coordinator (This should not be the working interpreter, but rather someone who is knowledgeable about Deaf culture, SASL and Deaf student's needs) and lecturers.

# TRAINING

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Training of appointed SASLi will include mentoring, team interpreting and in-house training. Students and SASLi should meet on a regular basis in order to get feedback and discuss issues that may arise and to clarify vocabulary. Regular meetings should also be held between the coordinator, Deaf students, head of the Disability unit and SASLi.

# WHO TO CONTACT FOR GUIDANCE

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Should your institution require any assistance or additional information regarding the setting up of SASLi services, feel free to contact the following institutions:

## **University of the Free State**

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