PSPTIS041 Interpret in general monologue settings (LOTE-English)

Release: 1

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Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS509A Interpret in general monologue settings (LOTE). • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Element 1 PC 1.1 removed • All others revised • PC 2.2 split into two • Other PC re-ordered

Application

This unit describes the skills required to interpret from a source language to a target language in general monologue settings, preserving the communicative intent of the source language.

An interpreter in the general monologue setting is required to interpret in one language direction, from source to target language. General settings are those in which context is broad and routine, the content or complexity of the situation can usually be predicted and planned for, and there are opportunities for error correction. There are typically only a few participants, to whom the interpreter has physical and visual access. The physical elements of the setting permit the interpreter some ability to manage the discourse to ensure that utterances are suitable for retention and recall. Miscommunication or consequences of errors in communicative intent that may occur in this setting are readily managed through consultation and preparation.

This unit applies to those working as interpreters in consecutive and simultaneous (in the case of Auslan) modes, either alone, collaboratively, in tandem, or as part of a team.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently, or in a team while performing specific tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 **Receive and analyse source message**	1.1 Attend actively to source utterance, and identify and adjust physical position to optimise sound reception and visual cues. 1.2 Anticipate purpose and intent and strategies being used by the source to develop ideas. 1.3 Identify and retain key information using mnemonic strategies. 1.4 Identify structure, relationships between verbal and non-verbal language, and cultural and other factors affecting meaning. 1.5 Identify and address issues of understanding or recall in a manner that does not compromise effective delivery.
2 **Transfer message to target language**	2.1 Recall information from notes or memory. 2.2 Recognise and address issues in message transfer associated with the setting, language and concepts. 2.3 Deliver interpreting effectively, appropriate to audience and setting, without undue delay. 2.4 Use techniques to transfer the communicative intent and reflect the characteristics of the source. 2.5 Monitor interpreting process to identify when it is necessary to seek assistance or withdraw from assignment.
3 **Evaluate interpreting performance**	3.1 Evaluate performance in line with issues encountered, assignment requirements and code of ethics. 3.2 Determine personal impact of assignment and identify need for debriefing and counselling. 3.3 Consider process improvement strategies.

Foundation Skills

foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the English language performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing NA					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS509A Interpret in general monologue settings (LOTE).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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