



Australian Government

Department of Education, Employment and Workplace Relations

PSPTIS510A Analyse, recall and reproduce source messages (LOTE)

Revision Number: 1

PSPTIS510A Analyse, recall and reproduce source messages (LOTE)

Modification History

Not applicable.

Unit Descriptor

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| Unit descriptor | This unit describes the outcomes required to analyse the meaning of a source language message and to reproduce the message in the same language, applying strategies to support retention and recall. |
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Application of the Unit

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| Application of the unit | This unit applies to interpreters who to be able to quickly and accurately analyse, remember and reproduce messages from a diverse range of sources, subjects and contexts. |
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

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| Prerequisite units | |
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Employability Skills Information

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| Employability skills | This unit contains employability skills. |
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| <p>1. Analyse source messages.</p> | <p>1.1. <i>Attend</i> to source messages and make <i>adjustments</i> to assist concentration and comprehension.</p> <p>1.2. Analyse discourse and speaker's strategies to predict discourse direction.</p> <p>1.3. Determine <i>key information</i> and <i>relationships</i> between <i>linguistic and non-linguistic</i> elements in the messages.</p> <p>1.4. Identify <i>factors affecting the meaning</i> of the messages.</p> <p>1.5. Identify <i>structural elements of discourse</i>.</p> <p>1.6. Use effective <i>strategies</i> to support message retention and recollection.</p> |
| <p>2. Recall source messages.</p> | <p>2.1. Use a range of <i>encoding strategies</i> to retain and ensure the accuracy of information.</p> <p>2.2. Manage discourse to ensure the quality and reliability of recall.</p> <p>2.3. Review key information and relationships in source messages.</p> <p>2.4. Analyse notes for usefulness in recollection of messages.</p> <p>2.5. Resolve problems of understanding and recall and seek <i>clarification</i> in a sensitive manner.</p> |
| <p>3. Reproduce source messages.</p> | <p>3.1. Retrieve message in a timely manner.</p> <p>3.2. Reproduce message accurately, maintaining its logical sequence and communicative intent.</p> <p>3.3. Use a range of techniques to track reproduced information.</p> <p>3.4. Assess effectiveness of strategies used.</p> |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to analyse source message for key information
- communication skills to receive and deliver information through oral, written and visual means
- language skills to:
 - apply linguistic, semantic and pragmatic strategies to address structural elements of discourse
 - reproduce information using a range of strategies, maintaining register and logical sequence of source message
 - assist retention of information and recall of source message
- literacy skills to:
 - research background information
 - produce notes of key information
- problem-solving skills to:
 - analyse and adapt conditions to enhance message reception and recall
 - manage the discourse
- self-management skills to:
 - focus on message meaning and communication intent
 - select and apply strategies to assist message recall
- technology skills to select and use information and communication technology equipment to record and recall information.

Required knowledge

- characteristics of communication
- general and special purpose subject and context
- linguistic features, including register appropriate to setting, and forms and variations of language
- techniques to assist recall
- linguistic and non-linguistic elements of messages

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the candidate's ability to analyse the meaning of a source language message, apply strategies to support retention and recall and to ensure the quality and reliability of reproduced messages. This includes:

- analysing a range of general and specialist source messages and determining important aspects of language, content, context and intention
- identifying a range of strategies and options to address challenges of:
 - accurately conveying message intent
 - timing
 - language
 - register
 - presentation characteristics
 - idiosyncrasies
- selecting, applying and justifying a range of techniques and options to maintain information recall and reproduction and overcome problems in language, meaning and presentation.
- reproducing a range of messages accurately.

Context of and specific resources for assessment

Assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients which illustrate a range of skills and strategies for reproducing source messages.

Resources for assessment include:

- opportunities to observe candidate in a variety of subjects, settings and cultural contexts to observe candidate
- opportunities to demonstrate analysis and recall of messages in a range of realistic scenarios
- third party reports on effectiveness and accuracy of the candidate's recall and reproduction of messages

| EVIDENCE GUIDE | |
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| | <ul style="list-style-type: none">• explanations of recall and reproduction issues and judgements made. <p>Assessment should ideally be conducted in real interpreting assignments, but this competency may also be effectively assessed in realistic scenarios using a range of content and contexts. This unit may be assessed in conjunction with other interpreting units.</p> |

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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| <i>Attend</i> involves: | <ul style="list-style-type: none"> • maintaining concentration and focus • closely observing and noting gestures, body language and facial expressions • noting key information. |
| <i>Key information</i> includes: | <ul style="list-style-type: none"> • terms and concepts related to a specialist subject or context • key content words and ideas and facts, including numbers, dates and times • personal details, such as titles and addresses • proper nouns and names • purpose of message • series of specific details, such as lists • technical terms. |
| <i>Relationships</i> may be indicated by: | <ul style="list-style-type: none"> • cohesion of meaning within a message • collocation • gesture • implied meaning • register. |
| <i>Linguistic and non-linguistic</i> elements include: | <ul style="list-style-type: none"> • non-verbal components of message, including: <ul style="list-style-type: none"> • body language and eye contact • facial expressions • gestures and posture • verbal components of message • voluntary and involuntary features of speech, such as: <ul style="list-style-type: none"> • inflection and tone • nuance and intensity of feeling • stress and pitch • types of language • voluntary and involuntary prosodic features of speech, such as: <ul style="list-style-type: none"> • hesitation • pauses and silence |

| RANGE STATEMENT | |
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| | <ul style="list-style-type: none"> • rhythm. |
| <i>Factors affecting meaning</i> of messages may include: | <ul style="list-style-type: none"> • colloquial language • jargon • ambiguity • cultural concepts • humour • paralinguistic elements • register. |
| <i>Structural elements of discourse</i> include: | <ul style="list-style-type: none"> • interpersonal elements • language cues necessary for following conversation • interrupting or interjecting • turning points in an argument • turn-taking. |
| <i>Strategies</i> may include: | <ul style="list-style-type: none"> • abbreviations • chunking • recording key information, such as <ul style="list-style-type: none"> • numbers • single words and phrases • note taking: <ul style="list-style-type: none"> • logical (visual) order • lines to indicate end of an idea • symbols • characters • mathematical symbols • pictures for concepts • unambiguous abbreviations. |
| <i>Encoding strategies</i> may include: | <ul style="list-style-type: none"> • creating a mind map • visualising information • creating symbols • reflecting concepts and ideas, not words. |
| <i>Clarification</i> may be necessary for: | <ul style="list-style-type: none"> • ambiguous meaning • message delivered too quickly • words, expressions or intent not understood • idiosyncratic language use and speech • non-standard language variety used. |

Unit Sector(s)

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| Unit sector | Interpreting |
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Competency field

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| Competency field | Translating and Interpreting |
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Co-requisite units

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| Co-requisite units | |
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