



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **PSPTIS613A Sight translate (LOTE)**

**Revision Number: 3**

## PSPTIS613A Sight translate (LOTE)

### Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

### Unit Descriptor

This unit describes the outcomes, skills and knowledge required to produce a sight translation of a written source text into a different spoken or signed target language with a high degree of accuracy. It requires a high level of comprehension of written language and its structure, the ability to work between two languages in spoken and written form, and the ability to reflect the register of the written source text in the target language.

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

### Application of the Unit

This unit applies to short texts sight translated as an adjunct to interpreting in any mode and setting, or to support consecutive or simultaneous interpreting. Sight translation involves verbal or signed reproduction in a target language of a written source text in its entirety.

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

## 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 range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<b>1. Analyse text</b>	<p>1.1 Confirm <b><i>purpose</i></b> for which sight translation is required and advise on <b><i>appropriateness</i></b> of sight translation.</p> <p>1.2 Determine <b><i>key features of text</i></b> and confirm <b><i>ability to read</i></b> and comprehend the text.</p> <p>1.3 Identify and discuss <b><i>potential translation problems</i></b> and confirm ability to sight-translate and time needed.</p> <p>1.4 Identify <b><i>information in context</i></b> and establish overall comprehension.</p> <p>1.5 <b><i>Analyse text</i></b>, referring to available <b><i>resources</i></b> and seeking further assistance where required.</p>
<b>2 Translate source text into target language</b>	<p>2.1 <b><i>Plan</i></b> sight translation, marking up text where appropriate and solving translation problems.</p> <p>2.2 Transfer semantic segments of source text to target language in an accurate and coherent manner.</p> <p>2.3 Scan text ahead while translating, avoiding rephrasing and ensuring delivery is consistent and <b><i>appropriate</i></b> for setting and mode of interpreting.</p>
<b>3 Evaluate sight translation</b>	<p>3.1 Analyse performance to reflect task purpose and requirements.</p> <p>3.2 Identify strengths and weaknesses of process to inform subsequent work.</p>

## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - advise on appropriateness of sight translation
  - discuss translation problems
  - seek assistance where required
  - achieve appropriate delivery
- interpersonal skills to:
  - remain assertive and confident
  - be clear about problems and time requirements
- interpreting skills to:
  - conceptualise and express complex information in target language
  - reproduce factual and linguistic content with a high degree of accuracy
  - solve problems of equivalence
  - use technical, language and rhetorical skills to ensure cohesive and faithful delivery of messages
- language skills in target language to achieve competent performance, including:
  - educated native or near native speaker proficiency in target language
  - written and context-specific registers
  - context-specific terminology
  - appropriate delivery
- literacy skills in source language to:
  - achieve high-order comprehension of text
  - analyse source text, including punctuation, elements of grammar and sentence structure
  - identify key features of source text
  - scan text ahead while orally translating
- organisational skills to:
  - complete task within available timeframe
  - plan sight translation
  - organise required resources
- problem-solving skills to:
  - resolve translation problems
  - select translation options suitable to text
- research skills to seek information or clarification of text using reference material
- self-management skills to:

- identify personal and professional ability to undertake sight translation
- evaluate own performance
- mentally order information for message transfer

### **Required knowledge**

- circumstances in which and texts for which sight translation is appropriate
- legal, cultural and language reasons relevant to determining whether to sight translate text
- professional procedures and guidelines relating to assignment including:
  - ethical practices
  - business standards
  - creating legally binding documents
  - good clinical practice and informed consent
  - privacy and confidentiality requirements
- limitations of work role, responsibility and professional abilities
- research methods to access and use reference material
- source and target languages to achieve competent performance
- structure and nature of different types of text for different purposes
- techniques to identify information in context, including:
  - skimming text
  - reading aloud
  - highlighting key information and relationships
  - identifying information at paragraph level
  - analysing accompanying visual and graphic material

## 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 ability to sight translate a written source text in its entirety into a different spoken or signed language with a high degree of accuracy, including:

- comprehending written language and its structure
- assessing appropriateness of sight translation and potential translation problems and recommending alternatives
- reading and analysing source text and planning sight translation
- using strategies to clarify unknown terms and unclear expression
- reflecting the written register of the source text
- using appropriate delivery to sight translate written text

**Context of and specific resources for assessment** Evidence for 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 to sight translate.

Resources for assessment include:

- examples of a range of texts used for sight translation
- opportunities to observe candidate demonstrating sight translation of a range of texts
- third party reports on examples of sight translation
- scenarios which use a range of different texts and contexts for sight translation

Evidence for assessment should be gathered to demonstrate a range of experiences in sight translating a variety of texts in LOTE and English.

## 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.

- Purpose*** may include:
- confirmation of information in text
  - supporting documentation for a dialogue
  - speech notes or supplementary notes for a monologue.
- Sight translation*** may be inappropriate for:
- legal reasons, such as legally binding text
  - texts leading to informed decisions
  - technical reasons, such as:
    - lengthy text
    - lexical density
    - syntactic complexity
- Key features of text*** may include:
- source language
  - source, context and function of text
  - register and style of text
  - specific requirements, including regional and specialist aspects
- Ability to read*** may be affected by:
- language of source text
  - legibility of text
  - for character-based languages, within scope of own literacy
  - for different forms of written language, within scope of own competency
- Potential translation problems:***
- may include:
    - contextual understanding
    - legibility
    - terminology
    - appropriateness
    - availability of resources
    - competence of interpreter
    - text ambiguities
  - may be addressed by:
    - sourcing and reviewing appropriate resources to aid understanding of specialist or technical language

- advising that for technical or legal reasons text must be submitted to a translator
  - advising that text will have to be read aloud and interpreter will interpret oral rendition of text
- Information in context*** may include:
- accompanying visual and graphic material
  - basic facts
  - context, purpose and topic
  - cultural, social and situational elements significant in translation task
  - intent of writer
  - nature of text
- Analysing text*** may include:
- applying subject and context knowledge
  - elements of grammar
  - function of source language punctuation
  - register and style
  - sentence structure
  - significant words, expressions and sentences
- Planning sight translation*** may include:
- highlighting important points
  - noting translation of significant words, expressions and sentences
  - using arrows or numbers placed at sub-segment boundaries
  - silent or vocal practice
- Appropriate delivery*** may relate to:
- clarity and fluency
  - coherence
  - cultural appropriateness
  - factual and linguistic accuracy
  - register
  - speed
  - timeliness
  - tone
  - volume and voice projection

## **Unit Sector(s)**

Not applicable.



## **Competency field**

Translating and Interpreting.