



Australian Government

Department of Education, Employment and Workplace Relations

PSPTIS614A Apply theories to translating and interpreting work practices

Release 3

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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 research, analyse and apply a range of approaches to translating and interpreting based on the history, development and progress of relevant theories and their application to work assignment and practice.

Application of the Unit

The application of translating and interpreting theory is an essential component of interpreting and translating practice in the workplace at a professional level, leading to a vocational outcome in assignments which require justification and critiquing of work undertaken. While the primary purpose of the unit is vocational, it will enhance the opportunities for all practitioners who complete the unit to articulate into higher education as well. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

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
1. Research the practice and theory of translating and interpreting.	1.1. Analyse the <i>concept of translation</i> and its relevance to the study of translating. 1.2. Research <i>key developments</i> and <i>key influences</i> in the history and theory of translating and interpreting 1.3. Analyse the impact of theory on current translating and interpreting practice. 1.4. Identify <i>key issues</i> in contemporary study and practice of translating and interpreting
2. Identify the role of the translator.	2.1. Analyse the cultural and political agenda of translation. 2.2. Analyse the <i>position and positionality</i> of the translator. 2.3. Identify the influence of the publishing industry on the translator. 2.4. Analyse the impact of the <i>new media</i> , localization and globalisation on translation. 2.5. Identify new directions for translation.
3. Critique translations	3.1. Analyse aspects which have to be translated / interpreted for work assignments 3.2. Determine the relevance and application of particular theories to work assignments 3.3. Classify and explain the <i>procedures</i> adopted to clients, colleagues and agencies 3.4. Analyse and <i>constructively report</i> on procedures, translations and interpretations

Required Skills and Knowledge

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

Required skills

- communication with clients, colleagues and allied professionals including:
 - classifying and explaining the procedures adopted
 - providing reports on a translation or interpretation
- problem solving including:
 - determining the relevance and conditions of application of particular theories to a range of work assignments
 - analysing and reporting on examples of the work of others
- analysis of abstract concepts and their application to work requirements
- research on relevant principles, theories and studies applicable to analysing and justifying work assignment requirements.
- planning work assignments, conditions and client requirements in an efficient and professional manner.
- technology used for both research and workplace and assignment conditions.
- self management to select and apply relevant theories to specific work assignments

Required knowledge

- the range of theories which have influenced translating practice
- current translating and interpreting practice
- discourse and register analysis
- principles of localisation and globalisation

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 research, analyse and apply a range of approaches to translating and interpreting based on the history, development and progress of relevant theories and their application to practice including:

- researching translation theory and its development and influence on current practice
- discussing the role of the translator and new directions for translation
- analysing aspects which have to be translated / interpreted for a range of specific work assignments
- determining the relevance and application of particular theories to work assignments
- explaining the relevance of new media in translating and interpreting
- classifying, explaining and defending translation procedures, translations and interpretations

Context of and specific resources for assessment

Where possible assessment should be based on demonstrating the application of relevant theories on real examples of work assignments and situations. Where this is not possible, work-like scenarios and examples should be the basis of assessment for a minority of applications. Assessment should be conducted on evidence from a range of work and client settings, conditions and requirements reflecting the reasonable expectations for a working practitioner.

Assessment should be based not only on knowledge of a range of theories, but on evidence of the applicability of a theory to particular work assignments, and the impact of the theory on the examples of practice.

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.

Concept of translation may include:

- the nature of linguistic meaning and equivalence
- cross-linguistic differences

Key developments may include:

- pre-modernist translation theory
 - direct translation, oblique translation and transpositions
 - translation shifts
 - the science of translating
- early translation theory
 - formal and dynamic equivalence
 - the principle of equivalent response
 - semantic and communicative approaches
- contemporary theory
 - functional categories
 - functional theories
 - text-type analysis
 - skopos theory
 - translatorial action
 - consecutive interpreting
 - the effort model
 - note-taking
 - the interpreting approach

Key issues may include:

- translation quality assessment
- text and pragmatic level analysis
- semiotic level of context and discourse
- criticisms of discourse and register analysis

Principle influences may include:

- Prominent practitioners and theoreticians, e.g.
 - James Holmes
 - George Steiner
 - Roman Jakobson
 - Vinay and Darbelnet
 - Catford
 - Nida

- Newmark
- Gentzler
- Buhler
- Munday
- Reiss
- Vermeer
- Holtz-Manttari
- House
- Gile
- JF Rozan
- Seleskovitch and Lederer
- Newmark
- Hatim and Mason and the Hallidayan model
- Pym
- Translator and Interpreter training
- Expansion of international for a, e.g.
 - UN
 - International tribunals
 - International criminal courts
 - International commissions

Contemporary theory
may include:

- communicative/functional approaches
- linguistic approaches
- psycho-linguistic/cognitive approaches
- polysystems theory
- philosophical theories
- general translation theory
- partial translation theories

***Position and
positionality*** may
include:

- political agendas in international relations
- community interpreting

The new media may
include:

- digital, computerized, networked information and communication technologies
- search engines
- data bases
- distribution platforms
- virtual communities
- audiovisual

Constructive reporting
may include:

- checking a translation or interpreting assignment by another practitioner

- defending a translation or interpreting assignment called into question in a court or tribunal setting
- explaining translating or interpreting decisions
- preparing a report on a colleague's work

Unit Sector(s)

Not applicable.

Competency field

Translating and Interpreting.