



Australian Government

PSPTIS081 Interpret in complex 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 PSPTIS606A Interpret in complex monologue settings (LOTE). • PC 1.4 and 1.7 removed • PC 2.3 and 2.4 added • All others re-ordered and revised • Unit code updated • Unit title changed • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to interpret from a source language to a target language in complex monologue settings, preserving the communicative intent of the source language. The unit requires the ability to use a range of techniques to assist the message transfer process and to address problems in delivery.

An interpreter in the monologue setting is required to interpret from source to target language in one direction. The physical elements of the complex setting will likely prevent the interpreter from managing the discourse.

Interpreting in this setting typically requires high levels of accuracy and accountability and assignments involving formality, or participants with high status and accountability. The content may involve specialised subjects requiring a high level of subject knowledge, or intense assignment-specific preparation. The content of communication may not easily be predicted or planned for, and there are unlikely to be opportunities for error correction. The consequences of errors in communicative intent can have significant implications. The audience in a complex monologue setting typically requires the interpreter to use public speaking or presentation skills.

This unit applies to those working as interpreters working in consecutive and Auslan simultaneous modes, either alone, collaboratively in tandem, relay 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, using a broad range of support resources, while performing sophisticated tasks in a range of specialised 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 Confirm that setting, context, parties and expectations are consistent with client requirements, assignment agreement and interpreting protocols. 1.2 Attend actively to source utterance, applying strategies to support retention and recall and adjusting physical position to optimise sound reception and visual cues. 1.3 Identify key information and relationships between complex linguistic and non-linguistic elements and analyse factors affecting meaning. 1.4 Identify complexities, key concepts and explicit and embedded cultural concepts. 1.5 Apply detailed knowledge of specialised subject and context to anticipate purpose and intent of source and strategies used to develop ideas.
2. Transfer message to target language	2.1 Use a range of advanced strategies to retain and recall messages, recalling information from notes or other mnemonic devices as appropriate to source language. 2.2 Identify transfer issues and implement strategies to address problems of understanding or recall. 2.3 Use a range of strategies and techniques to transfer communicative intent of utterance into the target language and ensure impartial delivery. 2.4 Use advanced interpreting and language skills to ensure cohesive and faithful delivery of messages. 2.5 Use a range of advanced rhetorical and public speaking

	techniques to convey the presentation style of the source. 2.6 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. 3.3 Consider process improvement strategies.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the 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 NA					Writing					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 PSPTIS606A Interpret in complex 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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Assessment Requirements for PSPTIS081 Interpret in complex monologue settings (LOTE-English)

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying educated native speaker language proficiency in the first or near native speaker language proficiency in the second language
- applying LOTE and English language skills required to achieve message transfer and performance in complex settings, including:
 - conceptualising and coherently expressing complex and specialised information in the target language using special and context-specific terminology as necessary
 - recognising and using a broad range of specialised and context-specific registers
 - reproducing complex language structure and implied meaning
 - using correct idioms and collocations
 - using colloquial language as appropriate to context and register of source utterance
- including non-verbal cues in message transfer
- reflecting voluntary and involuntary pragmatic and prosodic features of utterances
- reproducing factual and linguistic content with a high degree of accuracy
- solving complex problems of equivalence in message transfer
- transferring cultural concepts and cues embedded in utterances
- using interpersonal and communication and public speaking skills to interpret in a professional manner appropriate to speaker and audience
- using advanced memory retention strategies, including producing decipherable records of key information for self, or others when team or tandem interpreting, when working between spoken languages
- recognising and resolving transfer problems and transfer errors

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- cultural knowledge, including cross-cultural perspective of communication and behaviour
- theories that have influenced current interpreting practice, including:
 - concepts of form based and meaning-based message transfer
 - form based and meaning based transfer
- community, business and diplomatic domains
- systems and institutions in Australia, different language communities, countries and relevant terminology

Assessment Conditions

Assessment of this unit must include use of simulations of complex monologue settings, and consideration must be given to assessment in real interpreting settings. Evidence for assessment should be gathered to demonstrate diverse experiences in interpreting in complex monologue settings in a diverse community, business and diplomatic domains.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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