



Australian Government

Department of Education, Employment and Workplace Relations

PSPTIS606A Interpret in complex monologue settings (LOTE)

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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 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 in the message transfer process and to address problems in delivery. An interpreter in the monologue setting is required to interpret in one language direction, from source to target. A complex setting involves specialised subjects requiring a high level of subject knowledge, or intense assignment-specific preparation. The speech to an audience that characterises the monologue setting typically requires the interpreter to use effective public speaking or presentation skills. A complex setting may involve specialised subjects requiring a high level of subject knowledge, or intense assignment specific preparation. Interpreting in this setting typically requires high levels of accuracy and accountability.

The content of communication may be provided in advance in a written report or presentation, or it may not be easily predicted or planned for, and there are unlikely to be opportunities for error correction. The physical elements of the setting may prevent the interpreter from managing the discourse.

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

Application of the Unit

This unit applies to interpreters working in consecutive and Auslan simultaneous modes, either alone, collaboratively in tandem, relay or as part of a team. Miscommunication that may occur in this setting may be managed through prior consultation and intense preparation.

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 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 Apply detailed knowledge of specialised subject and context to anticipate purpose and intent of source and strategies used to develop ideas. 1.4 Identify and record key information using a range of effective mnemonic strategies. 1.5 Determine and record relationships between complex linguistic and non-linguistic elements and analyse factors affecting meaning. 1.6 Identify complexities, key concepts and explicit and embedded cultural concepts. 1.7 Identify transfer issues and implement strategies to address problems of understanding or recall, and confirm understanding where appropriate in an impartial manner that does not compromise effective delivery.
2 Transfer message to target language	2.1 Recall information from notes and other mnemonic devices. 2.2 Use a range of rhetorical techniques to transfer the communicative intent into the target language in a timely manner appropriate to audience and setting, and reflecting speaker's characteristics. 2.3 Recognise and address issues in message transfer associated with the complexities of the setting, language and concepts. 2.4 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.

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - confirm understanding of complex source message
 - transfer complex messages effectively from source to target languages
 - use a range of advanced rhetorical techniques to transfer communicative intent in a timely manner
- interpersonal skills to:
 - ensure behaviour and presentation are appropriate to monologue setting and cultural conventions
 - interact with people from a range of social, cultural and ethnic backgrounds and with a range of communication needs
 - work with parties with a range of experience and awareness of interpreting protocols and expectations
 - work with parties with high levels of authority and control
 - interpreting skills to achieve competent message transfer, including to:
 - conceptualise and express complex and specialised information in target language
 - include non-verbal cues in message transfer
 - interpret implied information and setting-specific terminology
 - manage sociolinguistic issues
 - reflect voluntary and involuntary pragmatic and prosodic features of utterances
 - reproduce factual and linguistic content with a high degree of accuracy
 - solve problems of equivalence
 - transfer cultural cues embedded in a message
 - use a range of advanced strategies to retain and recall messages
 - produce decipherable records of key information, for self and others when team or tandem interpreting
 - use advanced technical, language, research and rhetorical skills to ensure cohesive and faithful delivery of messages
- language skills to achieve competent performance:
 - broad range of specialised and context-specific registers
 - complex implied meaning
 - colloquial language and regional differences
 - educated native speaker proficiency in first language
 - language structure, dialects and idioms in source and target languages
 - near native speaker proficiency in second language

- special and context-specific terminology
- effective communication in a range of complex environmental, linguistic, political, intellectual and group dynamic settings and with parties with significant authority and accountability
- literacy skills to:
 - analyse sources of complex information and concepts
 - prepare required background material and resources on subject and context
 - produce records of key information, for self and others when team or tandem interpreting
- organisational skills to:
 - arrange work environment suitably
 - prepare and administer resources and documentation relating to assignment
 - complete intense preparation
 - problem-solving skills to address factors that may compromise effective performance
 - research skills to source specialised information specific to assignment
- self-management skills to:
 - use advanced mnemonic strategies to recall information
 - interpret in a professional and impartial manner
 - seek debriefing and support where required
 - mentally order information for message transfer

Required knowledge

- in depth knowledge of cultures and societies of both English and LOTE participants
- specialised subject and context knowledge relevant to assignment
- broad general subject and context knowledge, including of:
 - community, business and diplomatic domains
 - systems and institutions in Australia, different languages communities, countries and relevant terminology
- relevant codes of ethics
- concepts of form based and meaning-based message transfer
- communication techniques that facilitate interpreting process
- cultural knowledge, including cross-cultural perspective of communication and behaviour to:
 - determine cultural concepts and cues embedded in language
 - transfer cultural concepts without compromising communicative intent
- feedback and debriefing techniques
- legal requirements, professional procedures and guidelines, ethical practices and business standards relating to interpreters, including:
 - confidentiality requirements

- privacy legislation
- requirements for evidence in justice system
- limitations of work role, responsibility and professional abilities
- OHS and risk management principles and practises to ensure own physical safety and comfort
- research methods to undertake intense assignment-specific preparation
- near native or educated native fluency in source and target languages to achieve competent performance
- advanced strategies to assist retention of information and recall of source messages
- theories which have influenced current interpreting practice, in particular:
 - effort model
 - form based vs meaning-based translation
 - principles of note taking

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 interpret from a source language to a target language in complex monologue settings, preserving the communicative intent of the source language, including:

- applying interpreting and English and LOTE skills required to achieve competent message transfer and competent performance
- applying educated native speaker language proficiency in the first and near native speaker language proficiency in the second language
- using a range of strategies and techniques to effectively deliver and preserve the communicative intent and maintain impartiality
- using a range of advanced rhetorical and public speaking techniques to convey the presentation style of the source
- using interpersonal and communication skills to interpret in a professional manner appropriate to speaker and audience
- applying knowledge of the language, conventions, culture and protocols of a range of specialised subjects and contexts
- using advanced memory retention strategies
- recognising and resolving transfer problems and transfer errors

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 for interpreting in complex monologue settings.

Resources for assessment include:

- opportunities to observe and question candidates interpreting in a range of monologue settings with demanding subject and circumstances and with high expectations for accuracy and conveying the presentation style and intent of the speaker
- examples of planning to interpret requiring thorough research of subject and context

- examples of using a range of rhetorical styles and public speaking aids and equipment
- examples of using a range of memory retention techniques and error correction strategies

The context for assessment might include simulations of complex monologue settings, and ideally will include observations conducted in real interpreting settings. Evidence for assessment should be gathered to demonstrate a range of experiences in interpreting in complex monologue settings in a range of sectors in the community, business and diplomatic domains.

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.

Requirements may include:

- source and target languages
- location or environment, such as:
 - in the field
 - public venue
 - at client or contractor location
 - in other agencies
- required equipment and resources
- work conditions, such as:
 - continuous hours to be worked
 - need for tandem, team or relay interpreting
 - required breaks
 - sight lines and visibility
 - timing of monologue
 - using public speaking aids and equipment
 - purpose
- context and subject
- expectations and intended or desired outcomes
- target language delivery
- briefings
- risk management considerations
- research and preparation, including identifying sources of information

Protocols may include:

- briefing participants
- explaining purpose and process, including:
 - pausing utterance when at own limits of recall
 - rotating interpreting when team interpreting, according to industry standards and situation
- information management appropriate to monologue
- requesting party details, such as names and titles
- professional and operational protocols for presentations and negotiations in specific systems such as:
 - conferences

- business
- government
- diplomatic
- academic
- international relations
- arts and performance

Attend actively may include:

- recording key information using advanced mnemonic strategies
- applying specialised subject and context knowledge to anticipate purpose of discourse and strategy being used to develop ideas
- deconstructing
 - complex syntax
 - lexically dense content
 - formal register
- maintaining concentration and focus
- maximising retention and recall
- seeking repetition and clarification
- noting speakers' facial expressions, gestures and body language
- noting verbal and non-verbal cues

Key information may include:

- key content words
- key concepts
- key facts, including numbers, dates and times
- personal details, such as names, titles and addresses
- linguistic and conceptual relationships
- technical terms

Linguistic and non-linguistic elements may include:

- colloquial and idiomatic language and regional differences
- humour
- ellipsis
- register, including:
 - language of professionals in different fields
 - formal and informal
 - spoken and written
 - gender-specific and honorific language
 - terminology appropriate to given contexts
 - impersonal forms
- specialised and context-specific vocabulary
- voluntary and involuntary pragmatic features of speech, such as:
 - inflection and tone
 - nuance and intensity of feeling
 - stress and pitch
 - types of language
- voluntary and involuntary prosodic features of

speech, such as:

- hesitation
- pauses and silence
- rhythm
- discourse markers
- body language
- eye contact
- facial expressions
- gestures and posture

Confirming understanding may include:

- checking communicative links
- referring to dictionaries or glossaries
- seeking clarification

Effective delivery may include:

- accurate and cohesive
- appropriate to discourse, including:
 - culturally appropriate verbal and non-verbal behaviour
 - reproducing:
 - complex syntax, high lexical density and formal register
 - vocabulary, idiom and abstract concepts
 - lengthy utterances
- appropriate to setting
- self-monitoring of performance, including self-correction
- timely

Communicative intent may include:

- addressing regional differences
- exercising cultural judgement in relation to reformulation
- identifying and using a wide range of idiomatic expressions
- identifying and using loan words or signs
- incorporating implied meaning in message transfer
- maintaining logical sequence of source utterance
- paraphrasing to transfer concepts where there is no equivalence
- reflecting speaker characteristics, including affect, demeanour and lucidity
- reflecting syntactic complexity and lexical density
- transferring cultural cues, such as laughter and euphemisms
- transferring the communicative intent of idioms and idiomatic expressions
- transferring the communicative intent of metaphors and similes
- using complex standard of expression, style and register
- using terminology appropriate to context, field and profession
- verbalising non-verbal source language components
- using appropriate language to maintain affect

Reflecting speaker's

characteristics may include:

- verbalising non-verbal source language components
- using similar rhetorical and public speaking techniques
- reflecting speaker's prosodic features in target language
- maintaining impartiality

Personal impact may include:

- performance stress
- factors affecting interpreter impartiality
- factors affecting interpreter personal safety or comfort, including:
 - cultural or societal dilemmas
 - stressful interpreting situations

Unit Sector(s)

Not applicable.

Competency field

Translating and Interpreting.