

<b>UNIT CODE</b>	<b>PSPTIS137</b>
<b>UNIT TITLE</b>	<b>Use chuchotage (whispered simultaneous) to interpret</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to interpret from a source language to a target language in chuchotage mode, preserving key information and the intent of the source message. It includes anticipating the intent of a source to assist the message transfer process.</p> <p>This unit applies to those working as interpreters in chuchotage mode, either alone or collaboratively as part of a team.</p> <p>An interpreter applying chuchotage mode is required to interpret in one language direction, from source to target, at the same time as source utterances are delivered.</p> <p>Chuchotage is applied in complex settings. Complex settings are those in which the elements of the setting, or the number of parties involved, limit the interpreter from managing the interaction. The interpreter may be required to switch modes in a challenging dialogic or monologic environment, where there is a range of participant interests and personal welfare and safety issues that need to be considered. The content of communication may not easily be predicted or planned for, and there are limited opportunities for error correction.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian Standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	
<b>UNIT SECTOR</b>	
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Receive and analyse source message.	1.1 Attend actively to source utterance, applying strategies to support retention and recall, and make required adjustments adjusting physical position to optimise source message sound reception. 1.2 Identify key information to support recall and make the necessary omissions of redundancies in order to maintain pace. 1.3 Identify key concepts, and explicit and embedded cultural concepts. 1.4 Identify linguistic and non-linguistic elements of utterances affecting meaning. 1.5 Apply knowledge of grammar, 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 strategies and techniques to transfer communicative intent into the target language at an appropriate lag time from the source utterance, depending on the demands of the source and target languages. 2.2 Use advanced interpreting and language skills to ensure cohesive and faithful delivery of key information and intent of source message. 2.3 Recognise and promptly resolve transfer problems and errors, correcting mistakes or misinterpretations without disruption of message or delivery. 2.4 Monitor elapsed time and interpreting performance to identify when it is necessary to rest.
3. Evaluate interpreting performance.	3.1 Evaluate performance in line with issues encountered and assignment requirements. 3.2 Determine impact of assignment on self and identify areas for improvement.

<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.</i>	
<b>UNIT MAPPING INFORMATION</b>	Supersedes and is not equivalent to PSPTIS086 Use chuchotage (whispered simultaneous) to interpret (LOTE-English).
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	<b>Assessment Requirements for PSPTIS137 Use chuchotage (whispered simultaneous) to interpret.</b>
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<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>■ use chuchotage on at least two occasions, one in each language direction, including: <ul style="list-style-type: none"> <li>○ applying skills two languages to achieve simultaneous message transfer in one complex dialogic setting and one monologic setting, including: <ul style="list-style-type: none"> <li>● conceptualising and coherently expressing key information in the target language using context-specific terminology as necessary</li> <li>● enunciating clearly</li> <li>● simplifying language structure to reproduce implied meaning for delivery at the same pace as the source</li> <li>● using correct collocations</li> <li>● using colloquial language as appropriate to context and register of source utterance</li> </ul> </li> <li>○ solving problems of equivalence in message transfer</li> <li>○ transferring cultural concepts and cues embedded in utterances</li> <li>○ identifying source speaker in the interaction</li> <li>○ preserving key information and the intent of the source message.</li> </ul> </li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>■ techniques to identify source speaker in multi-party discourse</li> <li>■ WHS and performance management issues, practices and procedures relevant to chuchotage</li> <li>■ theories that have influenced current interpreting practice, including: <ul style="list-style-type: none"> <li>○ effort model</li> <li>○ form based and meaning based transfer.</li> </ul> </li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in a workplace or simulated environment that reflects workplace conditions.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>■ scenarios or case studies that require interpreting applying chuchotage mode in complex dialogue settings.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
<b>LINKS</b>	<p>Companion Volume Implementation Guide</p>