No. 79   **30 January 2004**

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Communication and Language

Registered by NSB 04, Communication Studies and Language, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. The qualification and unit standards can be accessed via the SAQA web-site at **www.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1069 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 1 March 2004.* All correspondence should be marked **Standards Setting – SGB for Public Administration and Management** and addressed to

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NATIONAL CERTIFICATE IN COMMUNITY LANGUAGE PRACTICE (NQF LEVEL 4)

a) **Qualification Title: National Certificate in Community Language Practice (NQF Level 4)**

b) **Field: Communication Studies & Language**
   Sub-field: Language

c) **Credits: 136**

d) **Rationale**

A National Certificate in Community Language Practice (NQF Level 4) is required because there is a need for improved competence and recognition of competence in the areas of translating, interpreting and editing at community level. The qualification is intended to achieve entry-level language practice competence, and allows progression to Higher Education and Training at NQF Level 5. The competence attained as part of this qualification also improves learning in any other area of competence, as it facilitates attainment of literacy and focuses on linguistic competence.

Research regarding translation, interpreting and language editing indicates that the understanding of language allows citizens to interact with social systems. Their human rights, including linguistic rights, are protected and their voices are heard. This form of empowerment originates from an understanding of the social systems, and has the effect of helping individuals to function effectively within these systems. The competence attained allows credited learners to positively promote communication between different cultures. In addition, access to information has been shown to have a positive economic impact throughout the world.

The qualification has been designed to provide access to education and training by means of Recognition of Prior Learning within the competence areas. It is also intended to allow learners to obtain credit towards part of the qualification, as the majority of learners who have not had access to formal education and training regarding translation, interpreting and editing have attained sets of competence through workplace experience. These learners often work as freelance service providers in one of the above areas, within their communities, and the qualification is set to improve employment opportunities for learners in this field. The learners include speakers of all official African, South African and any other languages.

e) **Purpose of the Qualification**

The purpose of the National Certificate in Community Language Practice (NQF Level 4) is to ensure that credited learners are able to render translation, interpreting and editing services in a community-based context (that is, a community within which the learner lives and/or works and is familiar with). Acquisition of this qualification will enhance the quantity and quality of translation, interpreting and editing services in general, and more specifically at community level, and will improve professionalism and ensure ethical conduct.

Learners who qualify and acquire recognised professional competence are able to improve their earning capacity. In addition, an elective component would provide the competence required for

entrepreneurship, allowing credited learners to contribute to the South African economy. Credited learners can also contribute to community upliftment by entrenching linguistic rights, improving access to public services and resolving conflict that arises from ineffective communication.

Qualifying learners are capable of:

- Communicating proficiently in at least their first language and in a second language within their community context
- Organising bilingual and intercultural communication flow
- Managing the power relations in a community context
- Interpreting and conveying verbal and non-verbal communication within and between language groups
- Managing own interpreting and translation activities
- Appreciating interpreting and translation as professional activities, keeping to deadlines and performing activities ethically
- Starting a new business venture, and/or supervising a team of interpreters and/or translators, and/or collecting research data through field work

Interpretation is the conveyance of information from one language to another in spoken or signed from, and translation is the conveyance of information from one language to another in written form

f)   Rules of combination

This qualification is designed as follows:

Compulsory	All Fundamental Unit Standards (56 Credits)	**First Language**, NQF level 4 (20 Credits)
		Second Language, NQF level 4 (20 Credits)
		Mathematics, NQF level 4 (16 Credits)
	All Core Unit Standards (70 Credits)	
Optional at least 10 credits, from Elective Unit Standards, in the following "packages"	**Business** Investigate the possibilities of establishing and running a small business enterprise, 3 Credits, and Identify customers of the business, 4 Credits, and Care for Customers, 3 Credits	
	Supervision Supervise work unit to achieve work unit objectives (individuals and teams), 12 Credits	
	Research Plan and conduct research activities that redress social development issues, 10 Credits	

Credits	NQF Level		
Component	4	5	Total
Fundamental	56		56
Core	60	10	70
Subtotal			
Elective	22	10	10
Total	**138**	**20**	**136**

Learning components: 56 Fundamental, 70 Core and 10 Elective credits

Proposed Unit Standard Title	Level	Credits	Component
1. Engage in sustained oral communication and evaluate spoken texts (8974)	4	5	Fundamental
2. Read, analyse and respond to a variety of texts (8975)	4	5	
3. Write for a wide variety of texts (8976) (Source Language)	4	5	
4. Use language and communication in occupational learning programs (8979) (Source Language)	4	5	

5. Engage in sustained oral communication and evaluate spoken texts (8974)	4	5	
6. Read, analyse and respond to a variety of texts (8975)	4	5	
7. Write for a wide variety of texts (8976) (Target Language)	4	5	
8. Use language and communication in occupational learning programs (8979) (Target Language)	4	5	
9. Use mathematics to investigate and monitor the financial aspects of personal, business, and national issues (9014)	4	6	
10. Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life-related problems (9015)	4	6	
11. Represent, analyse and calculate shape and motion in 2- and -dimensional space in different contexts (9016)	4	4	
Subtotal: Fundamental 56 Credits			
12. Facilitate bilingual and intercultural communication flow in community interpreting	4	10	
13. Facilitate bilingual and intercultural communication flow in community translation	4	10	
14. Interpret oral text from one language to another[1]	4	20	Core
15. Translate written text from one language to another	4	20	
16. Manage own interpreting activities	5	5	
17. Manage own translation activities	5	5	
Subtotal: Core 70 Credits			
18. Investigate the possibilities of establishing and running a small business enterprise (SMME) (10386)	4	3	
19. Identify customers of the business (10015)	4	4	
20. Care for Customers (8600)	4	3	
21. Supervise work unit to achieve work unit objectives (individuals and teams) (10981)	4	12	Elective
22. Plan and conduct research activities that redress social development issues (110059)	5	10	
Subtotal: Elective 10 Credits			

g)   Access to the qualification

Because of the significance of language competence in effectiveness of translation, interpreting and editing, access to this qualification is limited to learners who have attained NQF Level 1 language competence in their home language as well as another language. Credit can be obtained through Recognition of Prior Learning.

This qualification is based on Unit Standards. Therefore, any learner who demonstrates competence as required by the fundamental, core and elective components as stated in the qualification, will have access to this qualification.

h)   Assumptions of learning already in place

To successfully engage with learning towards this qualification, it is assumed that learners have attained language and communication competence in their home language and another language to:
- Engage in a range of speaking and listening interactions
- Read and respond to a range of text types
- Write for a variety of different purposes
- Explore and use a variety of strategies to learn

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[1] Range should state that the term 'language' includes reference to language varieties, including, for example, dialects

- Identify and respond to selected literary texts
- Use mathematics to investigate and monitor the financial aspects of personal and business issues
- Investigate life and work related problems using data and probabilities
- Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts
- Measure, estimate, calculate physical quantities, explore, describe and represent, interpret, justify geometrical relationships in 2 & 3-dimensional space relevant to the life or workplace of the community

These competencies are contained in registered Unit Standards for Communication and Language Studies, and Mathematics Literacy, both at NQF Level 3

i) Exit level outcomes and associated assessment criteria

Exit Level Outcomes	Associated Assessment Criteria
Fundamental and Core	
1. Communicate proficiently in at least the first and a second language within the community context	Verbal and non-verbal communication is used effectively and critically, yet sensitively. Text and subtext of verbal and non-verbal communication is identified and appropriately responded to. Communication is used to facilitate individually or collective understanding, effectively and efficiently.
2. Use mathematics for personal and business applications	National, regional and personal budgets are analysed. Calculations and the use of statistics are correct. Calculations and instruments are used and taken into account when reporting final values
3. Organise bilingual and intercultural communication flow	Strategies are selected for intercultural communication. Strategies are used and monitored to facilitate respectful intercultural communication.
4. Manage the power relations in a community context	Tenor of discourse is applied for respectful intercultural communication. Tenor of discourse is monitored to facilitate respectful intercultural communication.
5. Interpret and convey verbal and non-verbal communication within and between language groups	Target language is used appropriately, and in context. Verbal and non-verbal communication methods of target culture is respected. Vocabulary, idiom and terminology reflect the intended message.
6. Manage own interpreting and translation activities	Data gathering strategies are appropriate to culture and context. Contracts with clients are negotiated appropriately. Quality assurance strategies are in place
7. Appreciate interpreting and translation as professional activities, keeping to deadlines and performing tasks ethically	Briefs are interpreted, adhered to and renegotiated where required. Codes of conduct and codes of ethics of the profession are adhered to

Elective (attainment of one outcome is required to qualify)	
8.　Start and maintain a business venture OR	Opportunities for a new business are identified and pursued Customers are identified and their needs and expectations strived for, to ensure repeat business
9.　Supervise a work unit OR	Objectives of the team are clearly stated and communicated Action plans are developed and adhered to, to promote adherence to objectives and time frames
10. Plan and conduct research activities	Research plans and schedules are compiled and adhered to Findings of research are interpreted, correctly

j)　　　International comparability

These standards have been developed in line with international standards for the same level of learning and application.

New Zealand
The New Zealand National Qualifications Framework has ten levels of progression. The Translation and Interpreting Unit Standards (no qualification exists on the New Zealand framework) are registered at Levels 6 and 7. Level 6 is described as involving carrying out processes that require a command of wide-ranging, highly specialised technical or scholastic skills, a wide choice of standard and non-standard procedures, often in non-standard combinations, in highly variable routine and non-routine contexts. This is the equivalent of the South African NQF Level 5 or 6. The decision was made to develop this lower level qualification to meet the relatively greater need for interpreting and translating competence in South Africa due to the unique South African environment, for example the multi-cultural, multilingual context. Apart from this difference in complexity, various differences and similarities are noted in the (core) Unit Standards.

Title	South Africa			New Zealand	
	Comp	Level	Credits	Level	Credits
Organise bilingual and intercultural communication flow in community interpreting	Core	4	10		
Demonstrate knowledge of the theory and techniques of interpreting and/or translating				7	15
Interpret and translate for the media between English and New Zealand Sign Language				7	15
Interpret from Maori to English at ceremonial occasions				7	15
Organise bilingual and intercultural communication flow in community translation	Core	4	10		
Interpret oral text from one language to another	Core	4	20		
Interpret in community settings				6	35
Translate written text from one language to another	Core	4	20		
Translate written or other recorded materials from one language into another language				7	45
Manage own interpreting activities	Core	5	5		
Apply management practices to the provision of interpreting and translation services				6	10
Demonstrate knowledge of the ethics and role of the professional interpreter and/or translator				6	15

Prepare for a translating assignment				6	5
Prepare for an interpreting assignment				6	5
Manage own translation activities	Core	5	5		
Total Credits			70		160

Other differences include that:

- The New Zealand standards include 10 credits for Management practice at Level 6
- The New Zealand standards include 20 credits each at Level 7 for conference interpreting, court and legal interpreting, and interpreting in health care settings
- The New Zealand standards include translating literary text (Level 7) from one language to another is assigned 15 credits
- This South African qualification includes credits for communication and language competence

Credits assigned to each unit standard are generally higher for the South African standards.

Australia:

Australia has a range of Translation and Interpretation qualifications all of which compare to the present qualification to various degrees, for example:

Certificate III in translating (Indigenous) *(Certificates III have replaced trade certificates)*

Diploma of Interpreting and Translation

Advanced Diploma of Translating

Advanced Diploma of Interpreting and Translating *(Diplomas and Advanced Diplomas recognise capacity for initiative and judgement across a broad range of technical and/or management functions. The Advanced Diploma is a more specialised qualification and signifies skill and knowledge of a greater complexity and a higher level of personal accountability than is required at a Diploma level.)*

Scotland:

Scotland provides a range of registered Unit Standards that comprise a Scottish Vocational Qualification in Translation. The Unit Standards, which compare well with the present qualification's Unit Standards include:

Mandatory Unit Standards

Translate General Texts

Translate Technical Texts

Translate Creative Texts

Translate Complex Technical Texts

Develop Own Performance as a Translator

Optional Unit Standards:

Provide Sight Interpretations of Information on Everyday Topics

Research, Prepare and Present Information for Translation Purposes

Access, Process and Retrieve Language Information from a Database for Translation Purposes

Assess the Requirements for the Translation Service

k)   Integrated assessment

Before qualifying, the learner will be expected to demonstrate competence that integrates the assessment of all specific outcomes, for all Unit Standards, for example, applying competence in a practical scenario. This will require learners to translate, interpret and proofread within and between at least two languages. In addition, during the learning process to attain the outcomes of each Unit Standard, learners will be expected to give evidence that they have attained the embedded knowledge and specific skills contained in specific outcomes for the relevant Unit Standard.

l)   Recognition of Prior Learning (RPL)

Learners who have met the requirements of any Unit Standard in this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant will be assessed against the specific outcomes and with the assessment criteria for

the relevant Unit Standard or Unit Standards. A qualification will be awarded should a candidate demonstrate that all the Unit Standards outcomes have been attained.

m)　Articulation possibilities

This qualification was developed for **articulation** between translation, interpreting and editing areas of competence.
- Horizontal articulation on the Framework is possible with qualifications such as the
  - National Certificate in New Venture Creation (SMME) (NQF Level 4), (For example Unit Standard: Investigate the possibilities of establishing and running a small business enterprise)
  - National Certificate in Human Resources Management and Practices Support (NQF Level 4), [For example Unit Standard: Supervise work unit to achieve work unit objectives (individuals and teams)]
  - National Certificate in marketing Research (NQF Level 4). (For example Unit Standard: Care for Customers)
- Vertical articulation with ABET Level 4, the GETC, and with FET Levels 2 and 3 qualifications is possible. The competencies attained during this qualification provide a basis for further learning towards business management and entrepreneurship, research, human resource management, etc.

n)　Moderation options

Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for the National Certificate in Community Language Practice (NQF Level 4). The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this qualification. Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the ETQA. Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA. The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached around assessment and moderation between the relevant ETQA and other ETQAs and in terms of the moderation guideline detailed below.

Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in Unit Standards as well as the integrated competence described in the qualification. Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

To register as an assessor, the following are required:
- Detailed documentary proof of relevant qualification/s, practical training completed, and experience gained (a Portfolio of Evidence)
- NQF recognised assessor credit

In particular, assessors should assess that the learner demonstrates an ability to consider a range of options by:
- Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge.
- Using methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance.
- Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification.
- Taking into account that the relationship between practical and theoretical is not fixed but varies according to the type and level of qualification.

NATIONAL CERTIFICATE IN COMMUNITY LANGUAGE PRACTICE (NQF LEVEL 4):
UNIT STANDARDS

A. Existing Unit Standards

Unit Standard 1: Engage in sustained oral communication and evaluate spoken texts, NQF Level 4,5 credits (8974)

Unit Standard 2: Read, analyse and respond to a variety of texts, NQF Level 4,5 credits (8975)

Unit Standard 3: Write for a wide variety of texts, NQF Level 4,5 credits (8976)

Unit Standard 4: Use language and communication in occupational learning programs, NQF Level 4,5 credits (8979)

Unit Standard 5: Engage in sustained oral communication and evaluate spoken texts, NQF Level 4,5 credits (8974)

Unit Standard 6: Read, analyse and respond to a variety of texts, NQF Level 4,5 credits (8975)

Unit Standard 7: Write for a wide variety of texts, NQF Level 4,5 credits (8976)

Unit Standard 8: Use language and communication in occupational learning programs, NQF Level 4,5 credits (8979)

Unit Standard 9: Use mathematics to investigate and monitor the financial aspects of personal, business, and national issues, NQF Level 4,6 credits (9014)

Unit Standard 10: Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life-related problems, NQF Level 4,6 credits (9015)

Unit Standard 11: Represent, analyse and calculate shape and motion in 2- and -dimensional space in different contexts, NQF Level 4,4 credits (9016)

Unit Standard 23: Investigate the possibilities of establishing and running a small business enterprise (SMME), NQF Level 4,3 credits (10386)

Unit Standard 24: Identify customers of the business, NQF Level 4,4 credits (10015)

Unit Standard 25: Care for Customers, NQF Level 4,3 credits (8600)

Unit Standard 26: Supervise work unit to achieve work unit objectives (individuals and teams), NQF Level 4,12 credits (10981)

Unit Standard 27: Plan and conduct research activities that redress social development issues, Level 5,10 credits (110059)

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12. UNIT STANDARD TITLE: FACILITATE BILINGUAL AND INTERCULTURAL COMMUNICATION FLOW IN COMMUNITY INTERPRETING

Unit Standard NLRD Number:	(To be added by SAQA)
NQF Level:	5
Credits:	10
Field:	NSB 04: Communication Studies and Language
Sub-field:	Language
Issue Date:	(To be added by SAQA)
Review Date:	(To be added by SAQA)

Purpose:
The purpose of this Unit Standard is to capacitate learners to facilitate bilingual and intercultural communication flow and manage power relations (that is, the equalising of statuses, especially where the interpreting forms part of a conflict resolution process and where language barriers create power imbalances) in a community-interpreting context.

Credited learners are capable of:
Selecting interpreting strategies appropriate to familiar contexts.
Adhering to cultural norms.
Identifying language power relations and eliminating language related power barriers.
Adapting interpretation strategies in relation to stakeholders.

They learn to participate as responsible citizens in the life of local communities, by contributing to the resolution of conflict, by maximising understanding between parties, thereby assuring that misunderstanding does not contribute to conflict, and by conducting themselves in an ethical and professional manner. By facilitating bilingual and intercultural communication flow and managing power relations, they learn the importance of being culturally and aesthetically sensitive across a range of contexts.

Learning assumed to be in place:

To successfully engage with learning towards this unit standard, it is assumed that learners have attained language and communication competence in their home language and another language, to engage in a range of speaking and listening interactions (NQF Level 1, including ABET Level 4)

Specific Outcomes – Credited learners are able to:	Assessment Criteria – Evidence shows that:
Select community interpreting strategies that facilitate communication flow	A variety of strategies are considered An appropriate strategy is selected according to the intended function and cultural context The selected strategy is justified Adaptation of communication process during transactions meets cultural context requirements

	Selected strategy is constantly monitored during interpreting activities
Adhere to cultural norms that facilitate communication flow	Cultural norms are identified according to situation Behaviour is adapted to identified norm Appropriate strategy is selected Reflection of process is ongoing
Respect power relations to facilitate communication flow	Appropriate tenor of discourse is selected Appropriate tenor of discourse is applied Tenor of discourse is monitored Tenor of discourse is adapted according to context
Adapt strategies in relation to stakeholders' requirements	Cultural dynamics are respected Theoretical strategies are modified according to context Theoretical concepts are reflected on in relation to context at any time during the implementation of the strategy Selected strategies are justified

Accreditation process and moderation:

Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard. Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA. Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA. The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Range statements:

Interpretation is the conveyance of information from one language to another in spoken or signed form. Additional indications of the range are reflected in the Unit Standard where relevant.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
- Solve problems when constantly monitoring the strategy which was selected for interpretation in order to facilitate community communication flow
- Work effectively with others throughout the process of interpreting
- Employ self management when reflecting on own adherence to cultural norms
- Manage information when tenor of discourse is adapted according to context and power relations are respected to ensure communication flow
- Communicate effectively throughout the process of interpreting
- Understand contextual world systems when respecting power relations to ensure communication flow

Essential embedded knowledge

Credited learners understand and can explain:
Communication theory
Community interpreting strategies
Source and Target Cultures (Power relations)
Linguistics theory
Codes of ethics, codes of conduct and professional conduct
The purposes of interpreting
Data gathering strategies

Terminology relevant to interpreting assignments
Components of a structured plan for interpreting events
Quality assurance strategies, methods, techniques and tools and instruments

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13. UNIT STANDARD TITLE: FACILITATE BILINGUAL AND INTERCULTURAL COMMUNICATION FLOW IN COMMUNITY TRANSLATION

Unit Standard NLRD Number:	(To be added by SAQA)
NQF Level:	4
Credits:	10
Field:	NSB 04: Communication Studies and Language
Sub-field:	Language
Issue Date:	(To be added by SAQA)
Review Date:	(To be added by SAQA)

Purpose:

The purpose of this Unit Standard is to capacitate learners to translate in a community context and to facilitate bilingual and intercultural communication flow, whilst managing power relations.

Credited learners are capable of:
Selecting translation strategies appropriate to familiar contexts.
Adhering to cultural norms.
Identifying language power relations and respecting those power relations.
Adapting translation strategies in relation to stakeholders.

They learn to participate as responsible citizens in the life of local communities, by maximising understanding between parties, thereby contributing to the resolution of conflict and by conducting themselves in an ethical and professional manner. By facilitating bilingual and intercultural communication flow and managing power relations, they learn the importance of being culturally and aesthetically sensitive across a range of contexts.

Learning assumed to be in place:

To successfully engage with learning towards this unit standard, it is assumed that learners have attained language and communication competence in their home language and another language, to engage in a range of speaking and listening interactions (NQF Level 1, including ABET Level 4) Furthermore, Life Skills competencies, as set out in NQF Level 2 Life Skills Unit Standards, are assumed.

Specific outcomes - Credited learners are able to:	Assessment criteria - Evidence shows that:
Select translation strategies	A variety of strategies are considered An appropriate strategy is selected according to the intended function and cultural context The selected strategy is justified Adaptation of communication process during transactions meets cultural context requirements Selected strategy is reviewed and assessed
Adhere to cultural norms	Cultural norms are identified according to situation Translation style is adapted to identified norm

	Appropriate strategy is selected Reflection of process is ongoing A consistent path is followed according to function ·
Respect power relations and eliminate power related language barriers	Appropriate tenor of discourse is selected Appropriate tenor of discourse is applied Tenor of discourse is monitored Tenor of discourse is adapted according to path initially selected
Adapt strategies in relation to stakeholders' requirements	Cultural dynamics are respected Theoretical strategies are combined according to stakeholder requirements Theoretical concepts are reflected on Selected strategies are justified

Accreditation process and moderation:

Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.

Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.

Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.

The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Range statements:

Translation is the conveyance of information from one language to another in written from. Additional indications of the range are reflected in the Unit Standard where relevant.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
- Solve problems when constantly monitoring the strategy which was selected for translation in order to facilitate community communication flow
- Work effectively with others throughout the process of translation
- Employ self management when reflecting on own adherence to cultural norms
- Manage information when tenor of discourse is adapted according to context and power relations is respected to ensure communication flow
- Communicate effectively throughout the process of translation
- Understand contextual world systems when respecting power relations to ensure communication flow

Essential embedded knowledge

Credited learners understand and can explain:

Communication theory
Source and Target Cultures
Codes of ethics, codes of conduct and professional conduct
Data gathering strategies
Terminology relevant to interpreting assignments
Components of a structured plan for interpreting events
Quality assurance strategies, methods, techniques and tools and instruments

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14. UNIT STANDARD TITLE: INTERPRET FROM ONE LANGUAGE TO ANOTHER

Unit Standard NLRD Number:	(To be added by SAQA)
NQF Level:	4
Credits:	20
Field:	NSB 04: Communication Studies and Language
Sub-field:	Language
Issue Date:	(To be added by SAQA)
Review Date:	(To be added by SAQA)

Purpose:
The purpose of this Unit Standard is to capacitate learners to interpret from one language to another, in a community context. Learners will make information accessible in the community, which information is otherwise inaccessible, empowering people to have a voice in their own community.

Credited learners are capable of:

Using linguistic and cultural codes that are relevant and familiar in a cultural context.
Conveying messages, the meaning of which is understandable to stakeholders.
Conveying messages that reflect the intended source messages.
Providing interpreting services in the community.
Facilitating effective communication between stakeholders.
Assuring quality and adapting own performance in relation to brief.
Dealing with "noise" (any interference that distorts the message, includes sounds, moods etc.)

Learners learn to participate as responsible citizens in the life of local communities, by contributing to the resolution of conflict and by conducting themselves in an ethical and professional manner. Learners learn the importance of being culturally and aesthetically sensitive across a range of contexts, whilst improving their earning ability, by obtaining recognised professional competence.

Learning assumed to be in place:
It is assumed that learners have the following competencies when embarking on this unit standard:
First Language, NQF Level 3
Second Language, NQF Level 3
Life Skills, NQF Level 2

Specific outcomes - Credited learners are able to:	Assessment criteria - Evidence shows that:
Use codes	Target language is used appropriately in context
	Source message is decoded in context
	Codes used is appropriate to specific interpreting situation (tenor, cultural dynamics, etc)
	Language features and structures are adhered to
	Terminology, vocabulary, idiom suit the context
Convey messages understandable to	Messages are enunciated clearly
	Messages reflect the mood of the sender

stakeholders	Messages are audible
	Tempo of delivery corresponds to that of sender
	Receiver's processing ability is assessed
	Difficulty and formality of message is adapted according to receiver.
Convey intended message	Source message is conveyed completely (quantity)
	Source message is conveyed accurately (quality)
	Information superfluous to context is excluded
	Vocabulary, idiom, terminology reflect the intended message.
Deal with 'noise'	Sources of 'noise' are identified
	Influences of 'noise' are counteracted
	Sources of 'noise' that can be controlled are eliminated
	Sources of 'noise' are assessed for impact

Accreditation process and moderation:

Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.

Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.

Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.

The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Range statements:
Interpretation is the conveyance of information from one language to another in spoken form
'Noise' is any interference that distorts the message, includes sounds, moods etc

Notes:

Critical cross-field outcomes
Credited learners have attained the generic ability to:
- Solve problems when adapting the difficulty and formality of a message to ensure receiver's full comprehension
- Work effectively with others throughout the interpretation process
- Employ self management when excluding information superfluous to the context in order to ensure effective and efficient interpretation
- Manage information when assessing the impact of noise on the interpretation process
- Communicate effectively throughout the interpretation process
- Understand contextual world systems when assessing a receiver's processing ability to ensure effective interpretation

Essential embedded knowledge

Credited learners understand and can explain:
Communication theory
Source and Target Language (Proficiency and Reading, Structure, Idiom, Textural features and other relevant elements)
Codes of ethics, codes of conduct and professional conduct
The purposes of interpreting
Data gathering strategies
Terminology relevant to interpreting assignments
Components of a structured plan for interpreting events
Quality assurance strategies, methods, techniques and tools and instruments

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15. UNIT STANDARD TITLE: TRANSLATE FROM ONE LANGUAGE TO ANOTHER

Unit Standard NLRD Number:	(To be added by SAQA)
NQF Level:	4
Credits:	20
Field:	NSB 04: Communication Studies and Language
Sub-field:	Language
Issue Date:	(To be added by SAQA)
Review Date:	(To be added by SAQA)

Purpose:

The purpose of this Unit Standard is to capacitate learners to translate from one language to another in a community context. Learners will make information accessible in the community, which is otherwise inaccessible, empowering people to have a voice in their own community.

Credited learners are capable of:

Using linguistic and cultural codes that are relevant and familiar in a cultural context.
Conveying messages, the meaning of which is understandable to stakeholders.
Conveying messages that reflect the intended source messages.
Providing translation services in the community.
Facilitating effective communication between stakeholders.
Assuring quality and adapting own performance in relation to brief.

They learn to participate as responsible citizens in the life of local communities, by maximising understanding between parties, thus contributing to the resolution of conflict and by conducting themselves in an ethical and professional manner. They learn the importance of being culturally and aesthetically sensitive across a range of contexts, whilst improving their earning ability, by obtaining recognised professional competence

Learning assumed to be in place:

It is assumed that learners have the following competencies when embarking on this unit standard:
First Language, NQF Level 3
Second Language, NQF Level 3
Life Skills, NQF Level 2

Specific outcomes - Credited learners are able to:	Assessment criteria - Evidence shows that:
Use source message codes	Target language is used appropriately in context Source message is decoded in context Codes used are appropriate to specific text function Language features and structures are adhered to Terminology, vocabulary, idiom suit the context

Convey messages understandable to recipients	Text is clear and concise Form reflects the purpose of the translation Formulation is optimal for effective communication Receiver's processing ability is assessed Complexity and formality of source message is adapted according to receiver.
Convey intended message	Source message is conveyed completely in terms of translation brief (quantity) Source message is conveyed accurately according to brief (quality) Information superfluous to context is excluded Vocabulary, idiom, terminology is adapted to capture cultural differences. Translation gives consideration to cultural differences
Present written product	Grammatical errors are identified and corrected Technical errors are identified and corrected Punctuation errors are identified and corrected Layout and presentation is appropriate Writing is clear and legible Incorrect translations are rectified Text promotes reader involvement

Accreditation process and moderation:

Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.

Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.

Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.

The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Range statements:

Translation is the conveyance of information from one language to another in written from. Additional indications of the range are reflected in the Unit Standard where relevant.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
- Solve problems when adapting the difficulty and formality of a message to ensure receiver's full comprehension
- Work effectively with others throughout the translation process
- Employ self management when conveying messages understandable to recipients
- Manage information when adapting vocabulary, idiom and terminology to capture cultural differences.
- Communicate effectively throughout the translation process
- Understand contextual world systems when assessing a receiver's processing ability to ensure effective translation

Essential embedded knowledge

Credited learners understand and can explain:

Communication theory

Source and Target Language (Proficiency and Reading, Structure, Idiom, Textural features and other relevant elements)

Codes of ethics, codes of conduct and professional conduct

Data gathering strategies

Terminology relevant to interpreting assignments

Components of a structured plan for interpreting events

Quality assurance strategies, methods, techniques and tools and instruments

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16. UNIT STANDARD TITLE: MANAGE OWN INTERPRETING ACTIVITIES

Level on the NQF:	5
Credits:	5
Field:	Communication Studies and Language
Sub-field:	Language
Issue date:	
Review date:	

Purpose

The purpose of this Unit Standard is to ensure that learners are able to prepare for, and accomplish interpreting assignments, analyse an interpreting brief, and evaluate their own performance against the interpreting brief. Learners mostly already work as interpreters within their community, although employment is not a requirement to attain the outcomes.

Specifically, credited learners are able to:

Brief relevant parties involved in interpreting assignments regarding interpreting code of practice, the process and their role within the process
Investigate terminology relevant to interpreting assignments before commencing with interpreting
Organise practical aspects related to interpreting assignments (for example, securing venue and equipment)
Analyse the interpreting brief or instructions for efficient decision-making before and during the interpreting process
Quality assure and modify/adapt own interpreting performance in relation to the brief, before and during the interpreting process
Debrief parties to assess whether expectations regarding the interpreting brief and process were met

By ensuring that learners are able to prepare for interpreting assignments, prepare the participants, set up the logistics for interpreting, and evaluate their own performance, this Unit Standard aims to ensure that credited learners provide high quality interpreting services. Learners become aware of the importance of reflecting and exploring a variety of strategies to learn more effectively, as they identify various sources of information, they access such sources, and use the information and terminology appropriately. They learn to participate as responsible citizens in the life of local communities, by maximising understanding (thereby contributing to the resolution of conflict) and by conducting themselves in an ethical and professional manner. By preparing for the interpreting process, they learn the importance of being culturally and aesthetically sensitive across a range of contexts. Finally, by attaining the outcomes related to interpreting the brief and evaluating their performance in relation to the brief a client focus is developed that allows learners to improve their economic empowerment opportunities within the field.

Learning assumed to be in place

It is assumed that learners have attained language and communication competence in their home language and another language to:
Engage in a range of speaking and listening interactions

Identify and respond to selected literary texts

These competencies are required to obtain credit for registered Unit Standards for Communication and Language Studies at NQF Level 1 (including ABET Level 4).

Specific Outcomes – Credited learners are able to:	Assessment Criteria – Evidence shows that:
Specific Outcome 1: Brief parties regarding interpreting code of practice	The parties have understood the purpose of the interaction The parties know how to conduct themselves during the interaction Codes of conduct and codes of ethics of the profession are adhered to by the learner
Specific Outcome 2: Investigate terminology relevant to interpreting assignments	Appropriate data gathering strategies are used Records of terminology are kept Codes of conduct and codes of ethics of the profession are adhered to by the learner
Specific Outcome 3: Establish logistics related to interpreting assignments	Logistic requirements are adequately addressed/in place Codes of conduct and codes of ethics of the profession are adhered to
Specific Outcome 4: Analyse the interpreting brief/instructions for efficient decision-making	Negotiation of the contract with the client has been completed/taken place A structured plan is developed for the event Codes of conduct and codes of ethics of the profession are adhered to
Specific Outcome 5: Quality assure and modify/adapt own interpreting performance in relation to the brief	Appropriate quality assurance strategies are selected Quality is accurately assured using appropriate methods, techniques and tools and instruments Interpreting performance is continually modified when required, in line with feedback Codes of conduct and codes of ethics of the profession are adhered to
Specific Outcome 6: Debrief parties to assess whether expectations were met	All participants' (including own and client's) expectations are considered Deviations from the brief are addressed Codes of conduct and codes of ethics of the profession are adhered to

Accreditation and Moderation

Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this Unit Standard. The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this Unit Standard. Anyone assessing a learner or moderating the assessment of a learner against this Unit Standard must be registered as an assessor with the ETQA. Any institution offering learning that will enable the achievement of this Unit Standard must be accredited as a provider with the relevant ETQA. The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached between the relevant ETQA and other ETQAs regarding assessment and moderation. Moderation must include both internal and external moderation of assessments, unless the relevant ETQA policies specify otherwise. Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

Range statements

The range of competence regarding communication and language includes two languages, namely, the learners' home language and one other language. Language also includes sign language. All codes and modes are included, including Braille.

Notes

13.1 Critical cross-field outcomes

On completion of learning towards this Unit Standard, learners will have acquired the generic ability to:
- Identify and solve problems responsibly and creatively during the interpreting interaction evident in their critically evaluating their own interpreting performance, continually modifying their behaviour when required, in line with feedback and addressing deviations from the brief.
- Work effectively with others as a member of a team, group, organisation, or community while rendering interpreting services within the community, and briefing the parties regarding interpreting practice.
- Organise and manage oneself and one's activities responsibly and effectively by quality assuring and modifying/adapting own interpreting performance in relation to the brief and adhering to the professional codes of conduct and codes of ethics.
- Collect, analyse, organise and critically evaluate information regarding the interpreting brief/instructions and terminology relevant to the interpreting assignments.
- Communicate effectively using language skills in the mode of oral presentation during interpreting assignments when briefing and debriefing the parties involved.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others while establishing logistics and researching terminology.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, taking into account all parties' expectations and analysing the interpreting brief/instructions for efficient decision making.

13.2 Essential Embedded Knowledge

Credited learners understand and can explain:
Codes of ethics, codes of conduct and professional conduct
The purposes of interpreting
Data gathering strategies
Terminology relevant to interpreting assignments
Components of logistics
Contractual requirements and components of an interpreting brief
Components of a structured plan for interpreting events
Quality assurance strategies, methods, techniques and tools and instruments

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17. UNIT STANDARD TITLE: MANAGE OWN TRANSLATION ACTIVITIES

Level on the NQF: 5
Credits: 5
Field: Communication Studies and Language
Sub-field: Language
Issue date:
Review date:

Purpose

The purpose of this Unit Standard is to ensure that learners are able to understand and assess client specifications, after deciding whether to take on assignment based on their level of expertise. Learners are able to fulfil the required translating tasks and evaluate their own performance against the translating brief. Learners mostly already work as translators within their community, although employment is not a requirement to attain the outcomes.

Credited learners are capable of:

Assessing and negotiating the brief, bearing in mind ethical and professional requirements
Brief relevant parties involved in translation regarding translation code of practice, the process and the parties' roles within the process
Investigate terminology relevant to translation assignments before commencing with translation
Analyse the translation brief or instructions for efficient decision-making before and during the translation process
Quality assure and modify/adapt own translation performance in relation to the brief, before, during and after the translation process

By ensuring that learners are able to prepare for translation assignments, negotiate with clients regarding boundaries, set up the logistics for translation, and evaluate their own performance, this Unit Standard aims to ensure that credited learners provide translation services appropriate to the context. Learners become aware of the importance of reflecting and exploring a variety of strategies to identify various sources of information, access such sources, and use the information and terminology appropriately. They learn to participate as responsible citizens in the life of local communities, by contributing to the resolution of conflict and by conducting themselves in an ethical and professional manner. By preparing for the translation process, they learn the importance of being culturally and aesthetically sensitive across a range of contexts. Finally, by attaining the outcomes related to translation and by evaluating their performance in relation to the brief, a user focus is developed that allows learners to improve their earning potential within the field.

Learning assumed to be in place

To successfully engage with learning towards this unit standard, it is assumed that learners have attained language and communication competence in their home language and another language to:
Engage in a range of speaking and listening interactions
Identify and respond to selected literary texts

These competencies are required to obtain credit for registered Unit Standards for Communication and Language Studies at NQF Level 1 (including ABET Level 4).

Specific Outcomes – Credited learners are able to:	Assessment Criteria – Evidence shows that:
Specific Outcome 1: Brief parties regarding translation code of practice	The parties have understood the purpose of the interaction The parties know how to conduct themselves during the interaction Codes of conduct and codes of ethics of the profession are adhered to
Specific Outcome 2: Research terminology relevant to translation assignments	Appropriate data gathering strategies are used Terminology is recorded Codes of conduct and codes of ethics of the profession are adhered to
Specific Outcome 4: Analyse the translation brief/instructions for efficient decision-making	Negotiation of the brief and contract with the client has been completed/taken place A structured plan is developed for the task Codes of conduct and codes of ethics of the profession are adhered to
Specific Outcome 5: Quality assure and modify/adapt own translation performance in relation to the brief / Completed task fulfils the brief	Appropriate quality assurance strategies are selected Quality is accurately assured using appropriate methods, techniques and tools and instruments Translation performance is modified during the process, in line with the brief before release Codes of conduct and codes of ethics of the profession are adhered to

Accreditation and Moderation

Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this Unit Standard. The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this Unit Standard. Anyone assessing a learner or moderating the assessment of a learner against this Unit Standard must be registered as an assessor with the ETQA. Any institution offering learning that will enable the achievement of this Unit Standard must be accredited as a provider with the relevant ETQA. The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached between the relevant ETQA and other ETQAs regarding assessment and moderation. Moderation must include both internal and external moderation of assessments, unless the relevant ETQA policies specify otherwise. Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

Range statements

The range of competence regarding communication and language includes two languages, namely, the learners' home language and one other language. Language also includes sign language. All codes and modes are included, including Braille.

Notes

Critical cross-field outcomes

On completion of learning towards this Unit Standard, learners will have acquired the generic ability to:
- Identify and solve problems responsibly and creatively during the translating interaction by critically evaluating their own translating performance and modifying their behaviour when required.
- Work effectively with others as a member of a team, group, organisation, or community while rendering translation services within the community, and briefing the parties regarding translation practice.
- Organise and manage oneself and one's activities responsibly and effectively by quality assuring and modifying/adapting own translation performance in relation to the brief and adhering to the professional codes of conduct and codes of ethics
- Collect, analyse, organise and critically evaluate information regarding the translation brief/instructions and terminology relevant to the translation assignments
- Communicate effectively using language skills in the mode of oral presentation during translation assignments when briefing and debriefing the parties involved
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others while establishing logistics and investigating terminology
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, taking into account all parties' expectations and analysing the translation brief/instructions for efficient decision-making

Essential Embedded Knowledge

Credited learners understand and can explain:
Codes of ethics, codes of conduct and professional conduct
The purposes of interpreting
Data gathering strategies
Terminology relevant to interpreting assignments
Components of logistics
Contractual requirements and components of an interpreting brief
Components of a structured plan for interpreting events
Quality assurance strategies, methods, techniques, tools, and instruments