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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

Translation , Interpreting and Language Editing

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.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 09 October 2004***. All correspondence should be marked **Standards Setting – SGB for Translation, Interpreting and Language Editing** and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Diploma: Liaison Interpreting

SAQA QUAL ID	QUALIFICATION TITLE		
49023	National Diploma: Liaison Interpreting		
SGB NAME	SGB Translation, Interpreting and Language Editing		
NSB ACRONYM	PROVIDER NAME		
NSB 04			
QUAL TYPE	FIELD	SUBFIELD	
National Diploma	Communication Studies and Language	Communication Studies	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	249	Level 5	Regular-Unit Stds Based

PURPOSE OF THE QUALIFICATION

For the field of communication and language:

This qualification is intended to improve the status of interpreting services generally, and specifically through delivery of quality services to the general public, by increasing the pool of competence, improving professionalism and ensuring ethical conduct.

For social and economic transformation:

Learners who qualify are able to improve their earning ability, by obtaining recognised professional competence. In addition, an elective component can provide the competence required for entrepreneurship, allowing credited learners to contribute significantly to the South African economy. Credited learners can also contribute to ensuring linguistic human rights, improving access to public services and resolving conflict that arises from ineffective communication.

04/09/08

Qual ID

49023

SAQA: NLRD Report "Qualification Detail"

For the individual learner:

Interpreting dialogue from source language to target language and vice versa means that qualified learners will be capable of:

- > Selecting interpreting modes according to specific interpreting contexts
- > Listening to source messages (both auditory and visually)
- > Understanding source messages
- > Analysing source messages
- > Taking and reading notes for analysis of and reformulating source message (Range: for short consecutive interpreting)
- > Accessing short term memory for message recall
- > Accessing long term memory for background/general/world and linguistic knowledge
- > Reformulating/production of messages
- > Managing interpreting situations (politeness strategies, conversational principles)
- > Mediating between cultures
- > Managing power and status differences when interpreting

Rationale

The rationale for this qualification is evident in the definition of "liaison interpreting", which is interpreting occurring in various settings, where two or more interlocutors do not share language and where the interpreter must be present in order to bridge the communication gap (Gentile, Ozolins, & Vasilakakos, 1996). Interpreting is especially important where interaction is non-parallel in terms of status of participants, for example a doctor and a patient. In such cases interpreting will facilitate access of information, mutual participation and protect human rights.

Qualified learners will serve the public, thereby contributing to the community in which they operate. The qualification addresses interpreting needs in various institutions, for example those in the courts and the health system. It should be noted that the qualification may address interpreting in an education setting, linguistically non parallel interpreting, and is aimed mainly at further education learners.

The roles that qualified learners will be able to fulfil, include the following; interpreting in the Council for Conciliation, Mediation and Arbitration cases; interpreting in magistrates/municipal/courts for cases with limited impact, i.e. not High Court; telephone interpreting, interpreting for business, health interpreting and educational interpreting, mainly at the Senior Phase and Further Education and Training level.

A National Diploma in Liaison Interpreting (NQF Level 5) is required to facilitate learning in the field of communication in order to build on language skills, to use interpreting and to facilitate multi-lingualism. The qualification will also allow for entry into degree qualifications, thereby providing access to Higher Education.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners have already attained the following competencies:

- > Communication: Proficient in their first and at least a second language within their community context
- > Interpreting and conveying verbal and non-verbal communication within and between language groups
- > Appreciating interpreting as professional activities, keeping to deadlines and performing activities ethically
- > Starting a new business venture, and/or Supervising a team of interpreters, and/or Collecting research data through field work, contained in the National Certificate in Community Language Practice (NQF Level 4)

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.

QUALIFICATION RULES

- > The qualification does not contain a Fundamental Component (0 credits).
- > All the Core Component Unit Standards are compulsory (222 credits).
- > For the Elective Component learners are required to attain 27 credits out of 115 credits.

Please note that the following two unit standards should be **ACHIEVED TWICE**, in two different languages:

- > Analyse linguistic structure of source message (Level 5, Credits 15)
- > Analyse various texts in different contexts (Level 5, Credits 15)

EXIT LEVEL OUTCOMES

Core

1. Select interpreting modes according to specific interpreting contexts.
2. Understand source messages.
3. Analyse source messages.
4. Take and access notes for analysis of and reformulating source message (Range: for short consecutive interpreting).
5. Recall messages and world and linguistic knowledge.
6. Reformulate/ produce messages.
7. Manage interpreting situations.
8. Mediate between cultures.

Elective

9. Manage business by demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
10. Work effectively with others as a member of a team, group, organisation or community to facilitate others' Learning.
11. Collect, analyse, organise and critically evaluate information using science and technology effectively and critically.
12. Organise and manage self and interpreting activities responsibly and effectively to address customer requirements.
13. Communicate effectively using language skills in the mode of written presentation in a third language.

ASSOCIATED ASSESSMENT CRITERIA

Core

1.
 - > Mode selected is appropriate for specific interpreting contexts.
 - > Selection is justified in terms of type and context of interaction.
2.
 - > Understanding of content is verified and correct.
 - > Context of content is described accurately.
 - > Institutional procedures are described accurately.

- > Correctness of content is verified where relevant.
- > Uncertainties and ambiguities are resolved.

3.

- > Content is repeated accurately.
- > Organisation of messages is appropriate for reformulation/production.
- > Length of turn is appropriate for the mode of interpreting.
- > Logical progression of message structure is correct .

4.

- > Notes are accessible to the learner.
- > Note-taking system adds value to interpreting process.
- > Organisation of information in notes is appropriate for the context.
- > Organisation of information in notes is justified in terms of note-taking system used.

5.

- > Messages recalled accurately represent all aspects of source messages.
- > Messages recalled reflect relevant world knowledge.
- > Understanding of the source language is correct.

6.

- > Production of messages is appropriate in terms of the interpreting brief. Range: the brief could be explicit or implied.
- > Decision-making strategies result in accuracy, fluency, and compensation when necessary.
- > Message produced is accurate in terms of target language norms.
- > Target message meaning corresponds to source message meaning.
- > Target message is relevant for specific audiences.
- > Lag time of interpreting delivery is appropriate for the complexity and tempo of the message.

7.

- > Manipulation of variables impacting on auditory or visual listening ensures effective listening.
- > Management of turn-taking is appropriate for the interpreting context. Range: context includes status/power relations.
- > All parties are informed when problems arise during interpreting.
- > Own limitations in terms of accepting work are correctly considered.
- > Strategies selected to manage power and status differences are appropriate for specific contexts.
- > Relevant conversational principles are adhered to.

- 8.
- > Strategies selected for mediating are culture-appropriate. Range: strategies may include politeness strategies.
 - > Relevant conversational principles are adhered to.
 - > Cultural elements relevant to specific contexts are accounted for.

Elective

- 9.
- > Contribution to estimation and preparation of cost budgets for elements of work is accurate and adequate for specified contexts.
 - > Monitoring and controlling of actual costs against budgets are accurate and meet specified requirements.
 - > Creation and use of a range of resources to manage teams, sections, departments or divisions are effective in terms of required management objectives and outputs.
 - > Management of time and work processes is effective in relation to a business environment.
 - > Negotiation in an authentic work situation results in an agreement or deal.
 - > Business plan development for small business takes into account relevant factors that impact on feasibility and meets context-specific requirements.
 - > Investigation of the possibilities of establishing and running a small business enterprise (SMME) is comprehensive in terms of relevant considerations.

- 10.
- > Planning of learning events meets specified requirements.
 - > Facilitation of adult learning events meets specified requirements.
 - > Management of learnerships/learning programmes facilitates achievement of programme objectives.
 - > Management of staff development meets specified requirements.
 - > Assessment of learning outcomes meets specified, recognised requirements for good assessment practice.

- 11.
- > Basic concepts of databases are correctly described.
 - > Planning and creating a simple database meets specified database development specifications and purpose.
 - > Planning, monitoring and controlling an information system in a business environment facilitates effective use of information.

> Production of presentation documents for business meet specified business requirements.

12.

> Presentation of informed arguments on a current issue in a business sector is justified in terms of relevant sector information.

> Management customer requirements and needs and implementation of action plans meet client requirements.

13.

> Text types, text features and text functions are correctly identified, selected and verified in relation to parallel texts.

> Texts are design based on context-specific requirements.

> The writing process is planned effectively.

> Errors in text are accurately identified and analysed.

> Feedback regarding text is obtained and provided.

> Linguistic or textual features are accurately assessed.

> Text assessment findings are justified.

> Strategies selected to improve and transform text are context-appropriate and justified.

> Comparison of own composition with similar text types is relevant.

> Text quality is improved where relevant.

> Adaptations of text for different readerships is appropriate for specific readership profiles.

> The conceptual level of text is adjusted to correct readership level.

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 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.

INTERNATIONAL COMPARABILITY

Comparison with the following countries were made, as they are centres of excellence, or have multi-lingualism policies similar to that of South Africa: India, New Zealand, Australia, United Kingdom, Germany and the United States of America.

Training for interpreters in India is aimed mainly at interpreting competence for seminars, trade shows, conferences and meetings. Competence includes consecutive and simultaneous interpreting, in specific technical and non-technical fields, taking into account non-linguistic factors such as political, religious or cultural sensitivities and gender, bilingualism, and cross-cultural knowledge.

The New Zealand National Qualifications Framework has ten levels of progression. The Translating 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.

In the United States of America, interpreters are deemed competent if they are able to interpret effectively, accurately and impartially both receptively and expressively, using any necessary specialised vocabulary. Standards are set for practice rather than education and training, and differ depending on the context, for example, educational interpreting standards are distinguished from medical interpreting standards. Training of interpreters is primarily based on the ASTM International Standard Guide for Language Interpretation Services. Competence is required in terms of the setting where interpreting takes place, and includes ad hoc interpreting, simultaneous interpretation, consecutive interpretation, business interpreting, community interpreting, conference interpreting, court interpreting, dialogue interpreting, diplomatic interpreting, health-care interpreting, liaison interpreting, medical interpreting, and telephone interpreting. Competence also includes language competence, ethics and using interpretation equipment.

American entry-level programs are about 45 hours of learning for certification, for example, in medical interpreting - this is much shorter than the South African entry-level certificate qualification at NQF Level 4, and at the level of this qualification (South African NQF Level 5) as continuing education. The closest equivalent to this qualification builds on the 45-hour program, and contains 270 classroom hours for six courses, in any two-language combinations. The competence required of learners includes introducing participants to the role of the interpreter, managing the spatial configuration of the interpreting situation, developing terminology, linguistic competence, analysis of the environment, analysis of cultural aspects, ethical conduct, self evaluation, adhering to protocol, creating a list of resources, developing a record of phrases and guidelines, and translation of simple texts - the latter is also included in the entry-level South African qualification, although this is not included in this level of qualification.

In Germany, degrees in interpreting (Diplom-DolmetscherIn) are offered, as well as doctoral and masters degrees (South African NQF Level 8). Competence for all qualifications includes linguistic competence,

and content area of specialisation (e.g. information technology) knowledge. In the United Kingdom, occupational certificates are registered on the National and Scottish Vocational Qualifications framework, at their levels 3 and 4. At levels 3 and 4, units that can be stand-alone, or form part of other qualifications are available. In addition, at level 4, a National Vocational Qualification in Interpreting and a Diploma in Public Service Interpreting are available. These qualifications are equivalent to the National Certificate in Liaison Interpreting (NQF Level 5) in South Africa.

For the National Vocational Qualification in Interpreting, the following are compulsory:

- > Develop your Performance as an Interpreter
- > Communicate Complex Information Relating to Work Activities
- > Understand Complex Information Relating to Work Activities
- > Prepare for Interpreting Assignments
- > Conduct Interpreting Assignments

In addition, learners can select from the following:

- > Improve Own Management of the Business
- > Produce Sight Translations of Everyday Documents to Support Interpreting Assignments
- > Produce Written Translations of Everyday Documents to Support Interpreting Assignments
- > Work with Other Interpreters

For the Diploma, learners specialise by achieving interpreting competence in one of the following units:

- > English Law
- > Scottish Law
- > Health
- > Local Government

A half-year in-service Diploma, as preparation for the professional examination, is also being offered, and another qualification (a certificate) allows specialisation in Deafblind Interpreting (not included in the South African qualification). An MA in Interpreting and Translating is offered at a higher level than this qualification. For the above qualifications in the United Kingdom, learners are typically graduates, whereas the South African qualification builds on NQF level 4 only.

Australia has two Interpreting qualifications, with the former qualification comparable to this South African qualification:

- > Diploma of Interpreting and Translation
- > 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.

ARTICULATION OPTIONS

This qualification was developed for articulation between translation, interpreting and editing areas of competence.

Horizontal articulation on the Framework is possible with various qualifications containing the registered Unit Standards included in this qualification. For example, those addressing business management, learning facilitation, database use, and information and communication management.

Vertical articulation upward is possible with most generic first degrees. The competencies attained during this qualification provide a basis for further learning, for example, towards business management and entrepreneurship.

MODERATION OPTIONS

Moderation of assessment and accreditation of providers shall be at the discretion of a relevant ETQA as long as it complies with the SAQA requirements. The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this qualification. Particular moderation and accreditation requirements are:

- > Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA. Providers offering learning towards achievement of any of the unit standards that make up this qualification must also be accredited through the relevant ETQA accredited by SAQA.
- > 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 here.
- > Moderation must include both internal and external moderation of assessments for the qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in Unit Standards as well as the integrated competence described in the

qualification.

> Internal moderation of assessment must take place at the point of assessment with external moderation provided by a relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

> 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.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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 qualification. Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the ETQA. Assessors registered with the relevant ETQA must carry out the assessment of learners for the qualification and any of the Unit Standards that make up this qualification.

To register as an assessor, the following are required:

- > Detailed documentary proof of relevant qualification/s, practical training completed, and experience gained at one level above this qualification
- > NQF recognised assessor credit

Assessors should keep the following general principles in mind when designing and conducting assessments:

- > Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the Unit Standards to ensure assessment is integrated rather than fragmented. Remember that the learner needs to be declared competent in terms of the qualification purpose and exit level outcomes.
- > Where assessment across Unit Standard titles or at Unit Standard title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- > Make sure evidence is gathered across the entire range, wherever it applies.

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 components is not fixed, but varies according to the type and level of qualification.

All assessments should be conducted in line with the following well-documented principles:

- > **Appropriate:** The method of assessment is suited to the performance being assessed.
- > **Fair:** The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- > **Manage:** The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
- > **Integrate into work or learning:** Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- > **Valid:** The assessment focuses on the requirements laid down in the standards; i.e. the assessment is fit for purpose.
- > **Direct:** The activities in the assessment mirror the conditions of actual performance as close as possible.
- > **Authentic:** The assessor is satisfied that the work being assessed is attributable to the learner being assessed.
- > **Sufficient:** The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- > **Systematic:** Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- > **Open:** Learners can contribute to the planning and accumulation of evidence. Learners for assessment understand the assessment process and the criteria that apply.
- > **Consistent:** The same assessor would make the same judgement again in similar circumstances. The judgement made is similar than the judgement that would be made by other assessors.

NOTES

Range:

- > Interpreting takes place face to face, in direct contact with both parties, from source language to target language and vice versa
- > Modes are limited to short consecutive interpreting, and simultaneous interpreting without equipment
- > Text can include pictorial, written, spoken or signed

> The two languages alternate as target and source language

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	110000 Generate information and reports for internal and external use	Level 4	10	Registered
Core	110009 Manage administration records	Level 4	4	Registered
Core	10043 Develop, implement and manage a project / activity plan	Level 5	5	Registered
Core	10053 Manage customer requirements and needs and implement action plans	Level 5	8	Registered
Core	14522 Analyse and explain the impact of one's personal interactive style on one's relationship with a client	Level 5	6	Registered
Core	14609 Participate in management of conflict	Level 5	4	Registered
Core	15093 Demonstrate insight into democracy as a form of governance and its implications for a diverse society	Level 5	5	Registered
Core	15094 Demonstrate insight into the application of theories of Emotional and Spiritual Intelligence in personal development	Level 5	5	Registered
Core	15096 Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level 5	5	Registered
Core	15219 Develop and implement a strategy and action plans for a team, department or division	Level 5	4	Registered
Core	15226 Implement systems to meet the flow of information in a team, department or division	Level 5	3	Registered
Core	15229 Implement codes of conduct in the team, department or division	Level 5	3	Registered
Core	15230 Monitor team members and measure effectiveness of performance	Level 5	4	Registered
Core	15233 Harness diversity and build on strengths of a diverse working environment	Level 5	3	Registered
Core	15238 Devise and apply strategies to establish and maintain relationships	Level 5	3	Registered
Core	115006 Analyse various texts in different contexts	Level 5	10	Registered
Core	115011 Build information resources for translation	Level 5	15	Registered
Core	116613 Analyse linguistic structure of source messages	Level 5	15	Draft - Prep for P Comment
Core	116616 Analyse liaison interpreting contexts	Level 5	15	Draft - Prep for P Comment
Core	116617 Evaluate source and target content	Level 5	15	Draft - Prep for P Comment

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Core	116618	Manage interpreting situations	Level 5	15	Draft - Prep for P Comment
Core	116619	Produce target messages	Level 5	15	Draft - Prep for P Comment
Core	116620	Deliver target messages	Level 5	15	Draft - Prep for P Comment
Elective	7384	Facilitate an adult learning event	Level 4	16	Reregistered
Elective	8974	Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Elective	8975	Read analyse and respond to a variety of texts	Level 4	5	Registered
Elective	8976	Write for a wide range of contexts	Level 4	5	Registered
Elective	8979	Use language and communication in occupational learning programmes	Level 4	5	Registered
Elective	9950	Plan learning events	Level 4	10	Reregistered
Elective	10134	Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget	Level 4	6	Registered
Elective	10385	Develop a business plan for a small business	Level 4	5	Registered
Elective	10386	Investigate the possibilities of establishing and running a small business enterprise (SMME)	Level 4	3	Registered
Elective	13948	Negotiate an agreement or deal in an authentic work situation	Level 4	5	Registered
Elective	7863	Manage staff development	Level 5	6	Reregistered
Elective	7978	Plan and conduct assessment of learning outcomes	Level 5	15	Reregistered
Elective	14525	Present an informed argument on a current issue in a business sector	Level 5	5	Registered
Elective	15216	Create opportunities for innovation and lead projects to meet innovative ideas	Level 5	4	Registered
Elective	15231	Create and use a range of resources to effectively manage teams, sections, departments or divisions	Level 5	4	Registered
Elective	15234	Apply efficient time management to the work of a department/division/section	Level 5	4	Registered

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Diploma: Interpreting

SAQA QUAL ID	QUALIFICATION TITLE		
49062	National Diploma: Interpreting		
SGB NAME	SGB Translation, Interpreting and Language Editing		
NSB ACRONYM	PROVIDER NAME		
NSB 04			
QUAL TYPE	FIELD	SUBFIELD	
National Diploma	Communication Studies and Language	Communication Studies	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	260	Level 7	Regular-Unit Stds Based

PURPOSE OF THE QUALIFICATION

The purpose of this qualification is to enable learners to render interpreting services professionally and ethically. The impact of errors when interpreting between (two) languages for specialised readership can have serious negative consequences, and attention to detail is essential. The status of interpreting in the South African economy and earning ability of qualifying learners can be improved. Qualifications that promote this are in accordance with the NQF philosophy of facilitating social upliftment whilst simultaneously meeting societal needs through lifelong learning

Qualifying learners are capable of:

- > Interpreting messages within a specific context using standardised language
- > Selecting correct technical terminology showing responsibility to others - Range: terminology includes both target text and source message
- > Solving interpreting problems
- > Collecting, analysing, organising and critically evaluating field-specific technical information in relation to

the field

- > Working within the context of a group of role players to interpret information into the target message
- > Identifying and contextualising messages taking into account relationships between source language and target message systems - Range: system can include culture, norms, genre conventions, political systems, etc
- > Decoding source messages using background information and consultation with sources
- > Producing target message taking into account relationships between source language and target language systems

Rationale

A National Diploma in Interpreting (NQF Level 7) is required because there is a need for improved competence and recognition for competence in the area of interpreting. The qualification is intended to build on general interpreting competence, and allows progression to areas of competence at NQF Level 8.

The range of typical learners for this qualification is those with a wide general knowledge, as well as linguistic and cultural maturity. The range of occupations that qualifying learners will fulfil includes:

- > Legal interpreters (including high court)
- > Business interpreters
- > Diplomatic service interpreters
- > Health interpreters - mental health
- > Conference interpreters
- > Educational interpreters
- > Parliamentary/Legislature/Local Government Council interpreters

The current jobholders of many of the occupations listed above currently receive no interpreting training (for example, psychiatric nurses, health and mental health interpreters, conference interpreting - both general and specialised)

The range of the qualification:

- > Register includes technical such as political, economic, scientific, medical, legal and diplomatic.
- > Interpreting in long consecutive mode
- > Interpreting in the simultaneous mode with equipment (spontaneous, or prepared read)
- > Interpreting in the simultaneous mode with equipment with text (sight interpreting)
- > Complex (long) consecutive interpreting and simultaneous interpreting
- > General and specialised conference interpreting

- > Linguistically parallel audiences
- > Booth, or whispered interpreting
- > May include commercial transacting

Broad competencies that are included in this qualification are:

- > Maximise information recovery
- > Minimise recovery interference
- > Maximise communication impact
- > Law of least effort and self protection should be avoided

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners have the competencies National Diploma in Liaison Interpreting (NQF Level 5) or a generic first degree in languages. It is also assumed that learners have general world knowledge, and domain knowledge attained as part of a first degree. Learners are also expected to be proficient in at least two languages at NQF Level 5, and in implementing project administration processes according to requirements (NLRD ID Nr 10139) at NQF Level 4.

Recognition of prior learning (RPL)

This qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence can be presented in a variety of forms, including previous international or local qualifications, reports, testimonials, mentoring, functions performed, portfolios, work records and performance records. As such, evidence should be judged according to the general principles of assessment described in the notes to assessors below. Learners who have met the requirements of any Unit Standard that forms part of this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant must be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standards. A qualification will be awarded should a learner demonstrate that the exit level outcomes of the qualification have been attained.

QUALIFICATION RULES

- > All the Fundamental Component Unit Standards are compulsory (53 credits).
- > All the Core Component Unit Standards are compulsory (165 credits).
- > For the Elective Component learners are required to attain 42 credits out of 62 credits.

EXIT LEVEL OUTCOMES

Fundamental Outcomes

1. Interpret messages within a specific context using standardised language.
2. Select correct technical terminology showing responsibility to others. Range: terminology includes both target text and source message.
3. Solve interpreting problems.
4. Collect, analyse, organise and critically evaluate field-specific information.
5. Work within the context of a group of role players to interpret information into the target message. Role players include, clients, partners, etc.
6. Identify and contextualise messages taking into account relationships between source language and target message systems - Range: system can include culture, norms, genre conventions, political systems, etc.
7. Contribute to interpreting research in a specific field.
8. Decode source message using background information and consultation with sources.
9. Produce target message taking into account relationships between source language and target language systems. Range: system can include culture, norms, genre conventions, political systems, etc.

Elective Outcomes (42 Credits are required to qualify)

10. Communicate effectively using language skills in the mode of written presentation in a third language.
11. Interpret in an additional specialised field or sub-field.
12. Manage HR in the delivery of interpreting products.
13. Manage delivery of interpreting products.

ASSOCIATED ASSESSMENT CRITERIA

Fundamental

1.
 - > Listening is active and verified to be aligned with source message.
 - > Decoding of message is accurate.
 - > Analysis of source message is done systematically.
 - > Linguistic structures of target language are accurately adhered to.
2.
 - > Linguistic structures are accurately analysed.

- > Terminology is appropriately prepared.
- > Where relevant background information is prepared in advance to ensure correct terminology is used.
- > Target message is adapted to after comparison with source message.

3.

- > Technical problems are solved efficiently.
- > Stress is managed to optimise interpreting delivery.
- > Terms are negotiated for interpreting assignments which are fair.
- > Communication breakdowns are managed in a way that enhances interpreting effectiveness and efficiency.

4.

- > Background information is collected which is relevant to the context.
- > Background information is collated in a way that allows for efficient and effective retrieval.
- > New information is incorporated with existing information in a way that allows for efficient and effective retrieval.
- > Existing knowledge schemas are compared with current knowledge schemas to assess validity of both.

5.

- > Terms of interpreting assignments are negotiated which are fair to both parties.
- > Partner's performance is monitored and assessed to benefit the interpreting assignment.
- > Partner is debriefed and adaptations are suggested which are relevant to the brief.
- > Feedback is provided on process errors which is relevant to context and in line with the brief.

6.

- > Content of source message is analysed systematically.
- > Message is reproduced accurately, completely, coherently and cohesively.
- > Content of source is accurately contextualised.
- > Linguistic structures of analysed systematically.
- > Message is converted to linguistic structure of target language.

7.

- > Plan research using sound research principles.
- > Perform appropriate literature reviews.
- > Conduct data gathering and analysis which is congruent with the research methodology.
- > Disseminate research results responsibly.

8.

- > Texts containing sophisticated and complex vocabulary are accurately decoded.
- > Texts containing sophisticated and complex syntactic structures are accurately decoded.
- > Texts of varying linguistic complexity are accurately decoded.
- > Texts written to be read are accurately decoded.
- > Texts written to be spoken are accurately decoded.

9.

- > Target text speed is accurate in terms of presenter delivery speed.
- > Target language is accurate in terms of source language.
- > Target language is appropriate for norms of target culture.
- > Speaking/signing is clear for specific audiences.
- > Speaking/signing is correct in terms of agreed maxims of communication.

Elective

10.

- > Text types, text features and text functions are correctly identified, selected and verified in relation to parallel texts.
- > Texts designed are based on context-specific requirements.
- > The writing process is planned effectively.
- > Errors in text are accurately identified and analysed.
- > Feedback regarding text is obtained and provided.
- > Linguistic or textual features are accurately assessed.
- > Text assessment findings are justified.
- > Strategies selected to improve and transform text are context-appropriate and justified.
- > Comparison of own composition with similar text types is relevant.
- > Text quality is improved where relevant.
- > Adaptations of text for different readerships is appropriate for specific readership profiles.
- > The conceptual level of text is adjusted to correct readership level.

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- > Specialised text is written correctly within a specific field.
- > Technical information is contextualised in terms of the field.
- > Decoding of technical information of source text is relevant for the brief, field, context, scope and readers.

- 12.
- > Employees are recruited, selected and contracted in line with legal requirements.
 - > Employment contracts are complied within the framework of relevant legislation.
 - > Recruitment and selection of required human resources is conducted ethically.
 - > Grievance and disciplinary hearings are appropriately dealt with.
 - > All related legislation is complied with.

- 13.
- > Systems are implemented to meet the flow of information.
 - > Investigation of marketing communications concepts is appropriate for purpose of communication.
 - > Cost budgets are accurately prepared and estimated.
 - > All actual costs are monitored and controlled against budgets.
 - > Project schedules are communicated to all relevant persons.
 - > Monitoring and evaluating of project schedules is against agreed criteria and meets project objectives.

Integrated assessment

The assessment criteria in the unit standards are performance-based, assessing applied competence rather than only knowledge, or skills. In addition, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to the environmental conditions in occupational contexts, to qualify. Evidence is required that the learner is able to achieve the exit level outcomes of the qualification as a whole and thus its purpose, at the time of the award of the qualification. Workplace experience can be recognised when assessing towards this qualification.

INTERNATIONAL COMPARABILITY

Comparison with the following countries were made, as they are centres of excellence, or have multi-lingualism policies similar to that of South Africa: India, New Zealand, Australia, United Kingdom, Germany and the United States of America.

Training for interpreters in India is aimed mainly at interpreting competence for seminars, trade shows, conferences and meetings. Competence includes consecutive and simultaneous interpreting, in specific technical and non-technical fields, taking into account non-linguistic factors such as political, religious or cultural sensitivities and gender, bilingualism, and cross-cultural knowledge, and is equivalent to the South African interpreting qualifications.

The New Zealand National Qualifications Framework has ten levels of progression. The Translating 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. Thus, no qualification or unit standards equivalent to this NQF Level 7 qualification are available in New Zealand.

In the United States of America, standards are set for practice rather than education and training, and differ depending on the context, for example, educational interpreting standards are distinguished from medical interpreting standards. Training of interpreters is primarily based on the ASTM International Standard Guide for Language Interpretation Services. American programs are shorter and at the level of this qualification (South African NQF Level 7) are considered part of continuing education for graduates.

In Germany, degrees in interpreting (Diplom-DolmetscherIn) are offered, as well as doctoral and masters degrees (South African NQF Level 8). Competence for all qualifications includes linguistic competence, and content area of specialisation (e.g. information technology) knowledge. In the United Kingdom, occupational certificates are registered on the National and Scottish Vocational Qualifications framework, at their levels 3 and 4, which is below this diploma. At a level equivalent to this NQF Level 7 qualification, an MA in Interpreting and Translating is offered - this South African qualification does not include translation competence.

Australia has two Interpreting qualifications, with the latter qualification comparable to this South African qualification:

- > Diploma of Interpreting and Translation
- > Advanced Diploma of Interpreting and Translating

The Advanced Diploma recognises 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 the Diploma level.

ARTICULATION OPTIONS

Vertical articulation upwards is possible with Masters level degrees. Vertical articulation downwards is possible with Bachelor degrees, and, for example, the

National Certificate in Specialised Translation (NQF Level 6). Horizontal articulation on the NQF is possible with various Honours degrees, and with, for example, the National Diploma in Specialised Translation (NQF Level 7).

MODERATION OPTIONS

Moderation of assessment and accreditation of providers shall be at the discretion of a relevant ETQA as long as it complies with the SAQA requirements. The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this qualification. Particular moderation and accreditation requirements are:

> Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA. Providers offering learning towards achievement of any of the unit standards that make up this qualification must also be accredited through the relevant ETQA accredited by SAQA.

> 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 here.

> Moderation must include both internal and external moderation of assessments for the qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in Unit Standards as well as the integrated competence described in the qualification.

> Internal moderation of assessment must take place at the point of assessment with external moderation provided by a relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

> 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.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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 qualification. Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the ETQA. Assessors registered with the relevant ETQA must carry out the

assessment of learners for the qualification and any of the Unit Standards that make up this qualification.

To register as an assessor, the following are required:

- > Detailed documentary proof of relevant qualification/s, practical training completed, and experience gained at one level above this qualification
- > NQF recognised assessor credit

Assessors should keep the following general principles in mind when designing and conducting assessments:

- > Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the Unit Standards to ensure assessment is integrated rather than fragmented. Remember that the learner needs to be declared competent in terms of the qualification purpose and exit level outcomes.
- > Where assessment across Unit Standard titles or at Unit Standard title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- > Make sure evidence is gathered across the entire range, wherever it applies.

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 components is not fixed, but varies according to the type and level of qualification.

All assessments should be conducted in line with the following well-documented principles:

- > **Appropriate:** The method of assessment is suited to the performance being assessed.
- > **Fair:** The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- > **Manage:** The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
- > **Integrate into work or learning:** Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- > **Valid:** The assessment focuses on the requirements laid down in the standards; i.e. the assessment is fit for purpose.
- > **Direct:** The activities in the assessment mirror the conditions of actual performance as close as possible.
- > **Authentic:** The assessor is satisfied that the work being assessed is attributable to the learner being assessed.
- > **Sufficient:** The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- > **Systematic:** Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- > **Open:** Learners can contribute to the planning and accumulation of evidence. Learners for assessment understand the assessment process and the criteria that apply.
- > **Consistent:** The same assessor would make the same judgement again in similar circumstances. The judgement made is similar than the judgement that would be made by other assessors.

NOTES

N/A

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	116794 Analyse source messages	Level 7	15	Draft - Prep for P Comment
Core	116795 Decode varying source texts	Level 7	15	Draft - Prep for P Comment
Core	116796 Analyse linguistic structures	Level 7	15	Draft - Prep for P Comment
Core	116797 Categorise new and existing information into working memory	Level 7	15	Draft - Prep for P Comment

04/09/08

Qual ID

49062

SAQA: NLRD Report "Qualification Detail"

Core	116798 Produce target messages for interpreting	Level 7	15	Draft - Prep for P Comment
Core	116799 Assess interpreting process	Level 7	15	Draft - Prep for P Comment
Core	116800 Interpret simultaneously with text	Level 7	15	Draft - Prep for P Comment
Core	116801 Manage interpreting situations	Level 7	15	Draft - Prep for P Comment
Core	116803 Manage own interpreting performance	Level 7	15	Draft - Prep for P Comment
Core	116805 Negotiate terms for interpreting assignments	Level 7	15	Draft - Prep for P Comment
Core	116807 Accommodate cultural reference systems	Level 7	15	Draft - Prep for P Comment
Elective	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Elective	8975 Read analyse and respond to a variety of texts	Level 4	5	Registered
Elective	8976 Write for a wide range of contexts	Level 4	5	Registered
Elective	8979 Use language and communication in occupational learning programmes	Level 4	5	Registered
Elective	10064 Investigate and explain marketing communications concepts	Level 5	8	Registered
Elective	11907 Draft an employment contract	Level 5	3	Registered
Elective	12140 Recruit and select candidates to fill defined positions	Level 5	9	Registered
Elective	15225 Identify and interpret related legislation and its impact on the team, department or division and ensure compliance	Level 5	4	Registered
Elective	15226 Implement systems to meet the flow of information in a team, department or division	Level 5	3	Registered
Elective	10985 Conduct a disciplinary hearing	Level 6	5	Registered
Elective	12139 Facilitate the resolution of employee grievances	Level 6	5	Registered
Elective	110483 Develop and manage an organisational records system	Level 6	5	Registered
Fundamental	10301 Complete a research assignment	Level 6	20	Reregistered
Fundamental	116802 Recall messages for interpreting	Level 6	8	Draft - Prep for P Comment
Fundamental	116804 Collect and collate background information for specific contexts	Level 6	15	Draft - Prep for P Comment
Fundamental	116806 Work in partnership with other interpreters	Level 6	10	Draft - Prep for P Comment



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Analyse liaison interpreting contexts

SAQA US ID	UNIT STANDARD TITLE		
116616	Analyse liaison interpreting contexts		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Translation, Interpreting and Language Editing		NSB 04	
FIELD		SUBFIELD	
Communication Studies and Language		Communication Studies	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Assess expectations in terms of the text function.

SPECIFIC OUTCOME 2

Compare source and target cultural conventions.

SPECIFIC OUTCOME 3

Assess the impact of power relations in specific contexts.

SPECIFIC OUTCOME 4

Select modes of interpreting.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Analyse linguistic structure of source messages

SAQA US ID	UNIT STANDARD TITLE		
116613	Analyse linguistic structure of source messages		
SGB NAME	NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing	NSB 04		
FIELD	SUBFIELD		
Communication Studies and Language	Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Interpret features, structures and linguistic conventions of source and target languages.

SPECIFIC OUTCOME 2

Distinguish between features, structures and linguistic conventions of source and target language.

SPECIFIC OUTCOME 3

Categorise dissimilarities between source and target language features, structures and linguistic co

SPECIFIC OUTCOME 4

Address dissimilarities and inconsistencies between source and target language features, structures



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Build information resources for interpreting

SAQA US ID	UNIT STANDARD TITLE		
116621	Build information resources for interpreting		
SGB NAME	NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing	NSB 04		
FIELD	SUBFIELD		
Communication Studies and Language	Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Select and use sources appropriate to specified contexts.

SPECIFIC OUTCOME 2

Select information collection methods and data appropriate for information types.

SPECIFIC OUTCOME 3

Store information using recognised categories.

SPECIFIC OUTCOME 4

Collect and record information using recognised techniques.

SPECIFIC OUTCOME 5

Verify strategies, data, methods and sources using relevant criteria.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Deliver target messages

SAQA US ID	UNIT STANDARD TITLE		
116620	Deliver target messages		
SGB NAME	NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing	NSB 04		
FIELD	SUBFIELD		
Communication Studies and Language	Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Organise information for effective delivery to target audience.

SPECIFIC OUTCOME 2

Prepare for effective delivery of the message.

SPECIFIC OUTCOME 3

Adapt source message to suit target audience.

SPECIFIC OUTCOME 4

Adhere to conventions for effective delivery during the delivery of the message.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Evaluate source and target content

SAQA US ID	UNIT STANDARD TITLE		
116617	Evaluate source and target content		
SGB NAME	NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing	NSB 04		
FIELD	SUBFIELD		
Communication Studies and Language	Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Verify accuracy of content for specific contexts.

SPECIFIC OUTCOME 2

Retrieve domain-specific information from memory.

SPECIFIC OUTCOME 3

Evaluate accuracy and consistency of source message content.

SPECIFIC OUTCOME 4

Derive pragmatic meaning in communicative context.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Manage interpreting situations

SAQA US ID	UNIT STANDARD TITLE		
116618	Manage interpreting situations		
SGB NAME	NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing	NSB 04		
FIELD	SUBFIELD		
Communication Studies and Language	Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Inform all parties regarding problems that arise during interpreting.

SPECIFIC OUTCOME 2

Evaluate and justify own ability to deliver in relation to assignment requirements in order to take

SPECIFIC OUTCOME 3

Select strategies to manage power and status differences.

SPECIFIC OUTCOME 4

Manage interaction between parties.

SPECIFIC OUTCOME 5

Address variables that impact on auditory or visual listening.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Produce target messages

SAQA US ID	UNIT STANDARD TITLE		
116619	Produce target messages		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Translation, Interpreting and Language Editing		NSB 04	
FIELD		SUBFIELD	
Communication Studies and Language		Communication Studies	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Select strategies to ensure quality delivery of messages.

SPECIFIC OUTCOME 2

Organise information regarding source and target message.

SPECIFIC OUTCOME 3

Identify problematic areas for the production of the message.

SPECIFIC OUTCOME 4

Adapt source message to achieve intended function.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Collect and collate background information for specific contexts

SAQA US ID	UNIT STANDARD TITLE		
116804	Collect and collate background information for specific contexts		
SGB NAME	NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing	NSB 04		
FIELD	SUBFIELD		
Communication Studies and Language	Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare terminology.

SPECIFIC OUTCOME 2

Collect new background information.

SPECIFIC OUTCOME 3

Collate new background information.

SPECIFIC OUTCOME 4

Select relevant information.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Recall messages for interpreting

SAQA US ID	UNIT STANDARD TITLE		
116802	Recall messages for interpreting		
SGB NAME	NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing	NSB 04		
FIELD	SUBFIELD		
Communication Studies and Language	Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Take notes to assist in message recall and production.

SPECIFIC OUTCOME 2

Develop personalised note-taking systems.

SPECIFIC OUTCOME 3

Synthesise source language messages.

SPECIFIC OUTCOME 4

Segment source messages.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Work in partnership with other interpreters

SAQA US ID	UNIT STANDARD TITLE		
116806	Work in partnership with other interpreters		
SGB NAME	NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing	NSB 04		
FIELD	SUBFIELD		
Communication Studies and Language	Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	10

Specific Outcomes:**SPECIFIC OUTCOME 1**

Monitor partner's performance.

SPECIFIC OUTCOME 2

Behave appropriately in the booth in relation to partner.

SPECIFIC OUTCOME 3

Debrief partner (Johan).

SPECIFIC OUTCOME 4

Monitor partner's operation of interpreting equipment.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Accommodate cultural reference systems

SAQA US ID	UNIT STANDARD TITLE		
116807	Accommodate cultural reference systems		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Translation, Interpreting and Language Editing		NSB 04	
FIELD		SUBFIELD	
Communication Studies and Language		Communication Studies	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Assess cultural requirements of interpreting context.

SPECIFIC OUTCOME 2

Analyse cultural reference systems in specific contexts.

SPECIFIC OUTCOME 3

Evaluate implications of cultural reference systems for interpreting in specific contexts.

SPECIFIC OUTCOME 4

Select strategies that accommodate specific cultural reference systems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Analyse linguistic structures

SAQA US ID	UNIT STANDARD TITLE		
116796	Analyse linguistic structures		
SGB NAME	NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing	NSB 04		
FIELD	SUBFIELD		
Communication Studies and Language	Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	15

Specific Outcomes:**SPECIFIC OUTCOME 1**

Analyse linguistic structures of source message.

SPECIFIC OUTCOME 2

Convert message to linguistic structure of target language.

SPECIFIC OUTCOME 3

Anticipate linguistic structures and collocations.

SPECIFIC OUTCOME 4

Decode texts of varying linguistic complexity.

SPECIFIC OUTCOME 5

Chunk data to assist in analysis of source message.

SPECIFIC OUTCOME 6

Recall linguistic structures of source language.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Analyse source messages

SAQA US ID	UNIT STANDARD TITLE		
116794	Analyse source messages		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Translation, Interpreting and Language Editing		NSB 04	
FIELD		SUBFIELD	
Communication Studies and Language		Communication Studies	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Listen actively to source language message.

SPECIFIC OUTCOME 2

Analyse content of source language message.

SPECIFIC OUTCOME 3

Maintain high levels of concentration for required periods of time.

SPECIFIC OUTCOME 4

Take notes to assist in analysis of source message.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

Assess interpreting process

SAQA US ID	UNIT STANDARD TITLE		
116799	Assess interpreting process		
SGB NAME	NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing	NSB 04		
FIELD	SUBFIELD		
Communication Studies and Language	Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Select interpreting techniques in accordance with interpreting norms.

SPECIFIC OUTCOME 2

Select coping tactics for interpreting.

SPECIFIC OUTCOME 3

Select chunking approach.

SPECIFIC OUTCOME 4

Address lag time problems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

15

Categorise new and existing information into working memory

SAQA US ID	UNIT STANDARD TITLE		
116797	Categorise new and existing information into working memory		
SGB NAME	NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing	NSB 04		
FIELD	SUBFIELD		
Communication Studies and Language	Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Retrieve from memory institution-related operations and procedures and knowledge schemas.

SPECIFIC OUTCOME 2

Recall existing background information.

SPECIFIC OUTCOME 3

Incorporate new information with existing information in memory.

SPECIFIC OUTCOME 4

Select relevant background information.

SPECIFIC OUTCOME 5

Compare existing knowledge schemas with current knowledge schemas.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

16

Decode varying source texts

SAQA US ID	UNIT STANDARD TITLE		
116795	Decode varying source texts		
SGB NAME	NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing	NSB 04		
FIELD	SUBFIELD		
Communication Studies and Language	Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Decode texts of varying content and complexity.

SPECIFIC OUTCOME 2

Access background information from memory.

SPECIFIC OUTCOME 3

Contextualise content of source message.

SPECIFIC OUTCOME 4

Access knowledge schemas from memory.

SPECIFIC OUTCOME 5

Retrieve from memory institution-related operations and procedures and knowledge schemas.

SPECIFIC OUTCOME 6

Evaluate level of speaker preparedness.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

17

Interpret simultaneously with text

SAQA US ID	UNIT STANDARD TITLE		
116800	Interpret simultaneously with text		
SGB NAME	NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing	NSB 04		
FIELD	SUBFIELD		
Communication Studies and Language	Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Predict or anticipate text on the basis of a combination of verbal/signed cues/context and written t

SPECIFIC OUTCOME 2

Read and listen to the source language message and speak/sign in the target language at the same tim

SPECIFIC OUTCOME 3

Compare written source messages to signed/spoken source messages.

SPECIFIC OUTCOME 4

Adapt target messages to compared source messages.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

18

Manage interpreting situations

SAQA US ID	UNIT STANDARD TITLE		
116801	Manage interpreting situations		
SGB NAME	NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing	NSB 04		
FIELD	SUBFIELD		
Communication Studies and Language	Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Manage communication breakdown.

SPECIFIC OUTCOME 2

Set up technical environment.

SPECIFIC OUTCOME 3

Inform/brief participants before interpreting.

SPECIFIC OUTCOME 4

Solve technical problems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

19

Manage own interpreting performance

SAQA US ID	UNIT STANDARD TITLE		
116803	Manage own interpreting performance		
SGB NAME	NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing	NSB 04		
FIELD	SUBFIELD		
Communication Studies and Language	Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Monitor own interpreting performance.

SPECIFIC OUTCOME 2

Monitor operation of interpreting equipment.

SPECIFIC OUTCOME 3

Select appropriate voice production/spatial manipulation techniques.

SPECIFIC OUTCOME 4

Implement coping tactics (lag time adjustment, chunking).

SPECIFIC OUTCOME 5

Manage stress.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

20

Negotiate terms for interpreting assignments

SAQA US ID	UNIT STANDARD TITLE		
116805	Negotiate terms for interpreting assignments		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Translation, Interpreting and Language Editing		NSB 04	
FIELD		SUBFIELD	
Communication Studies and Language		Communication Studies	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Assess contractual requirements.

SPECIFIC OUTCOME 2

Generate pro forma documents for contracting.

SPECIFIC OUTCOME 3

Communicate interpreting requirements.

SPECIFIC OUTCOME 4

Address others' information gaps regarding interpreting requirements.

SPECIFIC OUTCOME 5

Agree terms for assignments.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

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Produce target messages for interpreting

SAQA US ID	UNIT STANDARD TITLE		
116798	Produce target messages for interpreting		
SGB NAME	NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing	NSB 04		
FIELD	SUBFIELD		
Communication Studies and Language	Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Predict and anticipate verbal/signed text on the basis of verbal/signed cues/context.

SPECIFIC OUTCOME 2

Recall linguistic structures.

SPECIFIC OUTCOME 3

Adjust to presenter delivery when relevant.

SPECIFIC OUTCOME 4

Listen and speak/sign at the same time.