



# Proposed NAATI Credentialing Translator and Interpreter Training Modules Outline

## Background:

The topics and learning outcomes in this training module are based on the knowledge, skills and attributes (KSAs) interpreters and translator must have to practise in their professional fields as identified by NAATI's job analysis (see *NAATI Translator Certification, Knowledge, Skills and Attributes. Review Processes and Outcomes December 2015*; and *NAATI Interpreter Certification, Knowledge, Skills and Attributes. Review Processes and Outcomes February 2016*).

## Learning Objectives:

The following modules are designed to provide participants with basic knowledge and skills across interpreter and/or translator competencies, and to prepare candidates for NAATI's Ethical and Intercultural Competency assessments.

**Course duration:** Approximately 40 hours to complete units in one skill (translating or interpreting) and approximately 60 hours for both skills (translating and interpreting).

**Course delivery mode:** Online mode over a series of online modules, activities and assessment tasks.

**Interaction:** Provision of a live tutor for assessment and feedback on course tasks

**Course outcomes:** Certificate of completion

Translator Credentialing Training modules – One, Two, Four  
Interpreter Credentialing Training modules – One, Two, Three

## Participant profile:

- Candidate for Recognised Practising Interpreter, Certified Provisional Interpreter, Recognised Practising Translator, Certified Translator
- No previous formal training, and no or only minimal informal training in translation and/or interpreting
- Meets minimum standard of language competency



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## Proposed delivery and assessment plan

Unit	Topics	Competencies covered	Details	Time (hours)	Assessment Task	Learning Outcomes:
ONE	<b>Australian Society</b> <ul style="list-style-type: none"> <li>Demographics</li> <li>History and overview of culture, settlement and migration</li> <li>Cultural norms and values</li> <li>Australian government systems</li> </ul>	Intercultural, Research, Thematic, Service Provision	<ul style="list-style-type: none"> <li>Facts and figures about Australia and its population</li> <li>History and overview of indigenous culture, early European settlement and more recent migration to highlight different waves of migration, different cultural and language backgrounds of settlers and implications for today's society</li> <li>Discussion of prevalent Australian cultural norms and values, historical events that have shaped Australia as it is today</li> <li>Overview of Australian government system as it affects Australian society (Commonwealth and state governments, departments, government services)</li> </ul>	10	yes	Demonstrate understanding of the Australian society, including its diversity norms and values, and of government systems and frameworks (Intercultural Competency, Thematic Competency)
	<b>Translation and Interpreting in Australia</b> <ul style="list-style-type: none"> <li>Translation and interpreting in Australia</li> <li>History and overview of T&amp;I in Australia</li> <li>Typical settings and clients</li> <li>Legal and policy frameworks for provision of interpreting and translation services</li> <li>Service providers (agencies)</li> </ul>		<ul style="list-style-type: none"> <li>Definition of translation and interpreting, differences and similarities, typical profile and work life</li> <li>Development and importance of T&amp;I service in Australia to meet community needs, focussing on today's needs (remote interpreting, refugee languages etc.)</li> <li>Discuss typical domains and settings in which interpreters and translators work in Australia, e.g. legal, health, community, immigration, education, public service translations etc.</li> <li>Government and other policies that support the provision of T&amp;I services, e.g. policies for</li> </ul>			Demonstrate understanding of the translation and interpreting profession and the role of its different players in Australia (Service Provision Competency)



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	<ul style="list-style-type: none"> <li>Professional organisations: NAATI, AUSIT, ASLIA, Professional Australia</li> </ul>		<p>the use of interpreters in courts, the right to an interpreter etc., acceptance of translated document in government departments (NAATI-accredited only)</p> <ul style="list-style-type: none"> <li>Overview and role of service providers/employers in Australia</li> <li>Overview of professional organisations and their roles in the T&amp; I industry</li> <li>Overview of NAATI and certification system, including certification levels, prerequisites, certification test, recertification</li> </ul>			
<b>TWO</b>	<b>Ethics and professional issues</b> <ul style="list-style-type: none"> <li>Theory</li> <li>AUSIT Code of Ethics and Code of Practice</li> <li>ASLIA Code of Ethics</li> <li>Managing role boundaries and client expectations</li> <li>Reflective Practice</li> <li>Continuous Professional Development (CPD)</li> <li>OH&amp;S</li> <li>Insurance - Public and professional liability</li> <li>Managing wellbeing and health issues</li> </ul>	Intercultural, Research, Service Provision, Ethical	<ul style="list-style-type: none"> <li>What are ethics and why they are important in the T&amp;I industry</li> <li>Ethics and morals</li> <li>Overview of Codes and their role in the industry: AUSIT, ASLIA</li> <li>Presentation and discussion of each of the ethical principles and how they apply to T&amp;I</li> <li>Ethics in interpreting</li> <li>Ethics in translation</li> <li>Analysing ethical dilemmas and determining appropriate course of action</li> <li>Discussion of the role and boundaries of translators and interpreters and the services they provide.</li> <li>Managing client expectations about services provided, especially which services translators and interpreters do not provide</li> <li>Importance of reflecting on one's own performance, how to use theory as basis for reflection</li> </ul>	10	yes	<p>Demonstrate understanding and application of ethical principles of the translation and interpreting profession (Ethical Competency)</p> <p>Demonstrate understanding of workplace issues in the translation and interpreting profession and strategies to deal with these (Service Provision Competency)</p>



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			<ul style="list-style-type: none"> <li>- OH&amp;S as per legal requirements in the workplace</li> <li>- Insurance: options and why it may be important</li> <li>- Particular health and wellbeing issues translators and interpreters face and how to deal with them, e.g. vicarious trauma, stress (e.g. RSI for Auslan interpreters)</li> </ul>			
<b>THREE</b>	<b>Interpreter</b> <ul style="list-style-type: none"> <li>• The interpreter’s role</li> <li>• Interpreters’ knowledge, skills and attributes: Language, Intercultural, Research, Thematic, Transfer, Service Provision, Ethical</li> <li>• Use of technology</li> </ul>	Language, Intercultural, Research, Technological, Thematic, Transfer, Service Provision, Ethical	<ul style="list-style-type: none"> <li>- What an interpreter does and doesn’t do, including limitations, management of interactions, cultural communicator</li> <li>- Knowledge, Skills and Attributes required for successful interpreting, including level of language competency, intercultural competency (Knowledge of both cultures and how culture is reflected in language), research skills (in preparation for assignments), thematic knowledge, transfer competency, service provision competency (to deal with clients, agencies etc.), ethical competency, attributes</li> <li>- Technologies interpreters use and how, e.g. telephone, video link, microphone</li> </ul>	20	yes	Demonstrate understanding of the knowledge, skills and attributes required of interpreters (All)
	<b>Interpreting process</b> <ul style="list-style-type: none"> <li>• Interpreting theory</li> <li>• Interpreting techniques:               <ul style="list-style-type: none"> <li>○ Interpreting modes</li> </ul> </li> <li>• Transfer process:               <ul style="list-style-type: none"> <li>○ Comprehension of meaning</li> <li>○ Transfer into the target language</li> <li>○ Delivery</li> </ul> </li> </ul>	Language, Transfer, Intercultural, Ethical, Technological	<ul style="list-style-type: none"> <li>- Interpreting theory (as basis for self-assessment): Equivalence of meaning between languages (incl. examples)</li> <li>- Interpreting techniques: Literal versus free interpreting; managing proper nouns, e.g. names, institution names, departments</li> <li>- Modes of interpreting: consecutive (dialogue and monologue, remote (telephone) interpreting), simultaneous, sight translation; when are they used and how do they work; mode switching</li> </ul>		yes	Demonstrate understanding of interpreting processes, tools and techniques (Technological Competency, Transfer Competency)  Demonstrate understanding of best practice in interpreting



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	<ul style="list-style-type: none"> <li>Managing linguistic differences and cultural-specific references</li> <li>Self-assessment</li> </ul>		<ul style="list-style-type: none"> <li>- Analysing and comprehending source utterance, tone, body language, facial expressions</li> <li>- Transfer process: meaning accuracy, use of appropriate terminology and register; idiomatic language use</li> <li>- Identifying interpreting challenges/problems and finding solutions</li> <li>- Delivery of interpreting in different settings, importance of rhetorical skills (pronunciation, appropriate volume and tone)</li> <li>- Recognising cultural references, customs, norms and values in language, and how culture is expressed through language, e.g. how a request is expressed in different languages depending on the culture (direct versus indirect).</li> <li>- Reflecting on and analysing one's own performance to determine if expected standards are met</li> </ul>			<p>processes (Ethical Competency)</p> <p>Demonstrate ability to identify culturally-specific information, reflect these in the target language and deal with clients in a culturally appropriate manner. (Intercultural Competency)</p>
	<p><b>Supporting the interpreting process</b></p> <ul style="list-style-type: none"> <li>Knowledge and skills development</li> <li>Preparation for interpreting assignments</li> <li>Briefing and Debriefing</li> <li>Discourse management</li> <li>Memory retention</li> <li>Note taking</li> </ul>	Language, Research, Thematic, Transfer, Service Provision	<ul style="list-style-type: none"> <li>- Common areas of community interpreting (e.g. health, legal, social services etc.),</li> <li>- Working family and domestic violence situations</li> <li>- Developing thematic knowledge in relevant domains and situations, including terminology lists</li> <li>- Research and maintaining terminology and information for interpreting assignment, using different tools.</li> <li>- Developing interpreting and public speaking skills.</li> <li>- Preparing for specific interpreting assignment, including research, terminology preparation, mode selection</li> </ul>		yes	<p>Demonstrate understanding of preparation and role requirements that impact on interpreting performance (Transfer Competency, Service Provision Competency)</p> <p>Demonstrate understanding of tools and methods to develop, maintain and advance relevant knowledge and skills (Research</p>



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			<ul style="list-style-type: none"> <li>- Client interactions and work settings, administrative information</li> <li>- Importance of briefing and debriefing and interpreter's role in requesting briefing</li> <li>- Managing the discourse and interaction of the interpreting situation, e.g. clarification, turn taking and error repair, visual and aural accessibility</li> <li>- Memory techniques and role in interpreting (short and long-term memory)</li> <li>- What is note-taking, importance, techniques (abbreviations, symbols, key words or information)</li> </ul>			Competency) Develop knowledge in relevant thematic areas (Thematic Competency)
	<b>Interpreting Practice</b> - Recorded Role Plays <ul style="list-style-type: none"> <li>• Good and poor examples</li> <li>• Analysis and feedback</li> </ul>	Language, Transfer, Ethical	<ul style="list-style-type: none"> <li>- Examples of interpreting scenarios using different interpreting modes, allowing students to identify good and poor techniques, use of tools and interpreting practice</li> <li>- Determining techniques and tools for improvement</li> <li>- Examples of an interpreter handling challenges well</li> </ul>		Observing interpreting assignment and responding to a number of questions, e.g. areas of improvement, what strategies the interpreter applied, what challenges did the interpreter handle well or poorly.	Apply processes, tools, techniques and ethical principles to interpreting tasks (Transfer Competency, Ethical Competency)
<b>FOUR</b>	<b>Translator</b> <ul style="list-style-type: none"> <li>• The translator's role</li> <li>• Translators' knowledge, skills and attributes: Language, Intercultural, Research, Thematic, Transfer, Service Provision, Ethical</li> <li>• Use of technologies</li> </ul>	Language, Intercultural, Research, Technological, Thematic, Transfer, Service Provision, Ethical	<ul style="list-style-type: none"> <li>- What a translator does and doesn't do, including limitations</li> <li>- Knowledge, Skills and attributes required for successful translation, including level of language competency, intercultural competency (Knowledge of both cultures and how culture is reflected in language), research skills, thematic knowledge, transfer competency, service provision competency (to</li> </ul>	20	yes	Demonstrate understanding of the knowledge, skills and attributes required of translators. (All)



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Unit	Topics	Competencies covered	Details	Time (hours)	Assessment Task	Learning Outcomes:
			deal with clients and agencies), ethical competency, attributes - Technologies translators use and how, e.g. word processing, CAT tools			
	<b>Translation process</b> <ul style="list-style-type: none"> <li>• Translation theory</li> <li>• Translation techniques</li> <li>• Transfer process:               <ul style="list-style-type: none"> <li>○ Source text analysis</li> <li>○ Transfer into the target language</li> <li>○ Devising the target text</li> </ul> </li> <li>• Managing linguistic differences and cultural-specific references</li> <li>• Revision</li> </ul>	Language, Intercultural, Transfer, Ethical, Technological	<ul style="list-style-type: none"> <li>- Translation theory (as basis for self-assessment): Equivalence of meaning between languages (incl. examples)</li> <li>- Translation techniques: Literal versus free translation; managing proper nouns, e.g. names, institution names, program names; illegible writing, transfer of stamps</li> <li>- Analysing the genre, style, register, grammatical structures and terminology of the source text</li> <li>- Transfer process: meaning accuracy, use of appropriate terminology and grammar, style, register; idiomatic language use</li> <li>- Identifying translation challenges/problems and finding solutions</li> <li>- Textual conventions of various genres in different languages (e.g. letter, report etc.)</li> <li>- Recognising cultural references, customs, norms and values in language, and how culture is expressed through language, e.g. how a request is expressed in different languages depending on the culture (direct versus indirect).</li> <li>- Revision and proofreading of own translation and other translations</li> </ul>		yes	Demonstrate understanding of translation processes, tools and techniques (Technological Competency, Transfer Competency)  Demonstrate understanding of best practise in translation processes (Ethical Competency) Demonstrate ability to identify culturally-specific information, reflect these in the target language and deal with clients in a culturally appropriate manner. (Intercultural Competency)
	<b>Supporting the translation process</b> <ul style="list-style-type: none"> <li>• Knowledge and skills development</li> <li>• Preparation for translation assignments</li> <li>• Specifications</li> </ul>	Language, Research, Technological, Thematic, Transfer,	<ul style="list-style-type: none"> <li>- Common areas of translation (e.g. health, legal, social services etc.)</li> <li>- Developing thematic knowledge in relevant domains and situations, including terminology lists</li> </ul>		yes	Demonstrate understanding of preparation and role requirements that impact on translation performance (Transfer



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	<ul style="list-style-type: none"> <li>• Formatting</li> <li>• Use of resources (dictionaries, glossaries etc.)</li> </ul>	Service Provision	<ul style="list-style-type: none"> <li>- Research and maintaining terminology and information for translation assignment, using different tools and methods.</li> <li>- Developing translation skills.</li> <li>- Preparing for translation assignment, including research, terminology preparation</li> <li>- Client interactions, administrative information, time management</li> <li>- Follow translation specifications, e.g. client requests</li> <li>- Text formatting</li> <li>- Using dictionaries, glossaries, CAT and other tools available.</li> </ul>			Competency, Service Provision Competency  Demonstrate understanding of tools and methods to develop, maintain and advance relevant knowledge and skills (Research Competency)  Develop knowledge in relevant thematic areas (Thematic Competency)
	Translation practice <ul style="list-style-type: none"> <li>• Examples of good and poor translations</li> <li>• Analysis and Feedback</li> </ul>	Language, Transfer, Ethical	<ul style="list-style-type: none"> <li>- Examples of translation of different typical text types (incl personal document), allowing students to identify good and poor techniques, use of tools and translation practice</li> <li>- Determining techniques and tools for improvement</li> <li>- At least one example of an assignment in which the translator handles all challenges well</li> </ul>		Evaluation of a translation by responding to a number of questions, e.g. areas of improvement, what strategies the translator applied, what challenges did the translator handle well or poorly.	Apply processes, tools, techniques and ethical principles to translation tasks (Transfer Competency, Ethical Competency)

## Additional Modules for Development

- Overview of NAATI: Model, what we do
- Test Format information