PSPTIS042 Manage discourses in general settings

Release: 1

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Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.
	This unit supersedes and is equivalent to PSPTIS507A Manage discourses in general settings.
	• Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Element 1 revised and PC re-ordered • Element 2 revised • PC 2.2 revised • 2.3 removed • Element 3 PC re-ordered • Element 4 revised • PC 4.1-4.4 revised • 4.6 removed

Application

This unit describes the skills required to manage the physical setting and pace of discourses in general settings. It requires knowledge of the nature and structure of general interpersonal and institutional dynamics and the ability to recognise personal and professional limitations and seek assistance from appropriate persons.

This unit applies to those working as interpreters in a range of general settings for a variety of purposes. General settings are those in which the context is broad and routine, the content or complexity of the situation can usually be predicted and planned for, and there are opportunities for error correction. There are typically few, or only two, participants, to whom the interpreter has physical and visual access. The physical elements of the setting permit the interpreter opportunities to manage the discourse to ensure that utterances are suitable for retention and recall. Miscommunication or consequences of errors in communicative intent that may occur in this setting are readily managed through consultation and preparation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing specific tasks in a range of familiar and unfamiliar contexts.

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

Competency Field

Translating and interpreting

Elements and Performance Criteria

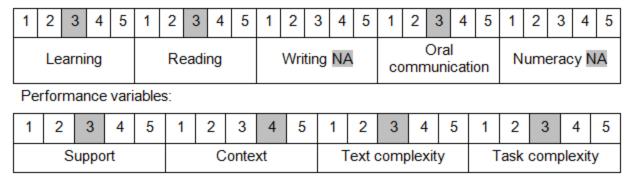| ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Set up discourse	1.1 Establish assignment requirements with clients. 1.2 Identify factors that may compromise interpreter effectiveness. 1.3 Arrange work environment to assist performance and ensure interpreter safety, comfort and effectiveness.
2. Agree process	2.1 Confirm relationships between and with participants according to established interpreting protocols. 2.2 Explain the role of the interpreter and identify areas requiring further clarification.
3. Manage flow of communication	3.1 Assess participant attributes and use appropriate communication style. 3.2 Advise speakers on length, pace and mode of delivery in a professional and courteous manner. 3.3 Address problems affecting communication flow.
4. Monitor and maintain message transfer	4.1 Monitor and identify miscommunications 4.2 Seek and provide clarification where required. 4.3 Identify personal and professional limitations in managing discourses and take necessary steps to remediate these. 4.4 Seek assistance from appropriate persons in challenging situations to manage discourse breakdown and restore communication.
5. Evaluate discourse management	5.1 Seek and analyse feedback on discourse and evaluate effectiveness of performance. 5.2 Take advice on issues and solutions and explore and develop

	strategies to improve practice.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the English language performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	4	5	1	2	**3**	4	5	1	2	3	4	5
Learning					Reading					Writing NA					Oral communication					Numeracy NA				

Performance variables:

1	2	**3**	4	5	1	2	3	**4**	5	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS507A Manage discourses in general settings.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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