



**Australian Government**

# **PSPTIS040 Interpret in general dialogue settings (LOTE-English)**

**Release: 1**

## PSPTIS040 Interpret in general dialogue settings (LOTE-English)

### Modification History

Release	Comments
1	<p>This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to PSPTIS506A Interpret in general dialogue settings (LOTE).</p> <ul style="list-style-type: none"> <li>• Unit code updated</li> <li>• Content and formatting updated to comply with the new standards</li> <li>• All PC transitioned from passive to active voice</li> <li>• Removed PC 1.2, 1.3, 1.4, and 1.6</li> <li>• PC 2.3 removed, PC 2.3 revised</li> <li>• PC 3.3 revised</li> <li>• All re-ordered</li> <li>• Added PC 3.4. PC 5.3, 5.4</li> <li>• 5.5 removed</li> </ul>

### Application

This unit describes the skills required to interpret from a source language to a target language in general dialogue settings, preserving the communicative intent of the source language. The unit requires the ability to use a range of techniques to assist in the message transfer process and to address problems in delivery.

An interpreter in the dialogue setting is required to interpret between two languages in both directions. General settings are those in which 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 only two participants, to whom the interpreter has physical and visual access. The physical elements of the setting permit the interpreter 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.

This unit applies to those working as interpreters in consecutive and simultaneous (in the case of Auslan) modes, either alone, collaboratively, in tandem, or as part of a team.

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 while performing complex tasks in a range of familiar 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.
<b>1 Receive and analyse source message</b>	1.1 Establish dialogue protocols with participants to facilitate communication dynamics and outcomes, and seek or provide clarification where required. 1.2 Attend actively to source utterance, and identify and address factors affecting communication flow. 1.3 Identify relationships between structure, verbal and non-verbal language, and identify cultural and other factors affecting meaning. 1.4 Identify and address issues of understanding or recall in a manner that does not compromise effective delivery.
<b>2 Transfer message to target language</b>	2.1 Prepare to transfer communicative intent of utterance into target language using techniques to ensure impartial delivery. 2.2 Reproduce message, maintaining its logical sequence and communicative intent. 2.3 Identify and address issues in message transfer promptly and according to established techniques. 2.4 Maintain flow of communication and manage discourse. 2.5 Monitor interpreting process to identify when it is necessary to seek assistance or withdraw from assignment.
<b>3 Evaluate interpreting</b>	3.1 Evaluate performance in line with issues encountered,

<b>performance</b>	<p>assignment requirements and code of ethics.</p> <p>3.2 Determine personal impact of assignment and identify need for debriefing and counselling.</p> <p>3.3 Document strategies to improve future work practices.</p>
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## 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 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 NA					Writing					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 PSPTIS506A Interpret in general dialogue settings (LOTE).

## 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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