Australian Government

Department of Education, Employment and Workplace Relations

PSPGOV419A Work with interpreters

Revision Number: 3

PSPGOV419A Work with interpreters

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the requirements for working with interpreters in an official capacity. It includes identifying interpreting needs, making preparations for using interpreting services, conducting a meeting/interview using interpreting services and monitoring the safety and well-being of interpreters.

In practice, working with interpreters may overlap with other generalist and specialist public sector work activities such as working ethically, complying with legislation, providing client services, gathering and analysing information, conducting interviews, etc.

This is one of 2 units of competency in the *Working in Government* Competency Field that deal with interpreting and translating. The related unit is:

- PSPGOV420A Use translation services
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- No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify interpreting needs	1.1 The need for *interpreting* services, the *type of service* and *client preferences* are identified in consultation with the client or client representative.
	1.2 The *purpose of interpreting* is determined to ensure the *competency of the interpreter* meets organisational requirements.
	1.3 Interpreting *language* is identified and any *specific requirements* to support interpreting service are determined.
	1.4 Where clients refuse interpreting services but they are needed for communication, the client is advised that communication cannot proceed and access to interpreting services at least for interviewer is negotiated or communication deferred in accordance with legal and organisational requirements.
	1.5 Details of interpreting needs are recorded in accordance with organisational policy and procedures.
2. Make preparations for using interpreting services	2.1 Legal and *ethical responsibilities* relating to the use of interpreters are identified and clarified if necessary.
	2.2 Client appointments are coordinated with interpreter bookings to ensure the need for interpreting services is met in accordance with client needs.
	2.3 *Additional time* is allocated to appointments to allow for interpreting needs.
	2.4 *Full details of interpreting requirements* are provided at time of booking to ensure efficiency and effectiveness of process.
	2.5 Any specific requirements to support interpreting service are arranged in accordance with client and organisational needs.
3. Conduct a meeting/interview using interpreting services	3.1 *Positioning* arrangements are made in consultation with the interpreter, and the role and ethical requirements of the interpreter are confirmed.
	3.2 Introductions are made, and time is provided for the interpreter and client to familiarise themselves to ensure a good understanding of language and other cultural issues.
	3.3 Communication is directed to the client, not the interpreter, in a *manner* that allows for effective exchanges of dialogue.
	3.4 If clarification/explanations are needed from the interpreter, the client is informed first that this is to happen.
	3.5 Judgment is used to address or refer problems resulting from cultural/societal differences, situational or ethical issues in accordance with organisational policy and procedures.
	3.6 The meeting is closed in accordance with organisational protocols and the interpreter debriefed as required.
4. Monitor the safety and well-being of	4.1 Induction of interpreters into environment/*situation* is conducted in accordance with legal requirements and

ELEMENT	PERFORMANCE CRITERIA
interpreters	organisational policy and procedures.
	4.2 Safety of interpreters is monitored in terms of occupational health and safety responsibilities.
	4.3 Safety equipment is provided as required in accordance with the environment/situation.
	4.4 Interpreters are protected from physical contact/violence or harassment from clients in accordance with workplace safety requirements.
	4.5 *Stress* of interpreters is monitored and debriefing/counselling services are offered/arranged for interpreters in accordance with organisational policy and procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- briefing interpreters on subject matter, situation and environment they will encounter
- making preparations to ensure effectiveness and efficiency of interpreting experience
- tailoring communication to suit the requirements of client understanding and the interpreting environment
- responding to diversity, including gender and disability
- ensuring the safety of interpreters in workplace situations
- debriefing interpreters and providing support as required

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legal and ethical requirements of working with interpreters
- process for accessing interpreting services
- cultural aspects of communication with diverse client groups
- dynamics and cultural aspects of the interpreting situation
- the importance of positioning arrangements and non-verbal clues in communication via interpreters
- strategies for effective use of interpreters
- language requirements of working with interpreters
- interpreters' code of ethics
- legislation, policy and procedures related to working with interpreters
- occupational health and safety and environmental issues related to working with interpreters

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together	• *Pre-requisite* units that <u>must</u> be achieved <u>prior</u> to this unit:*Nil*
	 • *Co-requisite* units that <u>must</u> be assessed <u>with</u> this unit:*Nil*
	 • *Co-assessed units* that <u>may</u> be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
	     • PSPETHC401A Uphold and support the values and principles of public service
	     • PSPGOV402B Deliver and monitor service to clients
	     • PSPGOV406B Gather and analyse information
	     • PSPGOV412A Use advanced workplace communication strategies
	     • PSPGSD403A Conduct government service delivery interviews
	     • PSPLEGN401A Encourage compliance with legislation in the public sector
	     • PSPREG411A Gather information through interviews

Overview of evidence requirements	In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms: • the knowledge requirements of this unit • the skill requirements of this unit • application of Employability Skills as they relate to this unit • working with interpreters in a range of (3 or more) contexts (or occasions, over time)
Resources required to carry out assessment	These resources include: • legislation, organisational policy, procedures and protocols relating to working with interpreters • code of ethics for interpreters • guides for working with interpreters, such as those produced by multicultural affairs agencies • case studies and workplace scenarios, with role players in languages other than English, to capture the range of interpreting situations likely to be encountered.
Where and how to assess evidence	Valid assessment of this unit requires: • a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working with interpreters, including coping

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with difficulties, irregularities and breakdowns in routine

- working with interpreters in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in **bold italics** in the Performance Criteria is explained here.

Interpreting is:	• the rendering of an oral or visual gesture communication from one language (the source language) into another (the target language) - languages include community and Aboriginal languages and Auslan (Australian sign language)
Type of service may include:	• face-to-face • telephone interpreting service • business interpreting • conference interpreting • tele-typing • speech-to-speech relay (SSR)
Client preferences may include:	• right to choose their own interpreter, subject to organisational requirements for qualified interpreters to be used • right to reject interpreter offered and ask for substitute • gender of interpreter • age of interpreter • cultural background of interpreter • religious persuasion of interpreter
Purpose of interpreting may include:	• general conversations • non-specialised dialogue • formal interviews • consultations involving specialised terminology • in one language direction/in both language directions • complex, technical and sophisticated interpreting
Competency of interpreters may include:	• community language aide • paraprofessional level • professional level • advanced professional level • international standard • accreditation with National Accreditation Authority for Translators and Interpreters (NAATI) - a requirement for interpreting in some jurisdictions • recognition by NAATI - a requirement for interpreting in community languages in some jurisdictions • international credentials • Auslan interpreter (membership of Australian Sign Language

| | Interpreters Association) |
| | • degree of difficulty of spoken language |

Language may include:	• major language plus dialect • community languages • Aboriginal languages • Auslan
Specific requirements may include:	• cultural issues • gender of interpreter • equipment for simultaneous interpreting • access to equipment such as teletypewriter • adjustment for visual impairment • need for more than one interpreter for longer sessions • recording of interview/meeting (audio or videotape) • police clearance for interpreter • security constraints • safe environment for interpreter especially in: • workplaces where interpreter will not be aware of dangers • hospitals (especially with people with mental illnesses) • isolated circumstances • home visits • workplaces subject to harassment or violence

Ethical responsibilities may include:	• ensuring impartiality of interpreter by:
	  • not asking their opinion
	  • not having them act for the client (fill in forms, pass on messages etc)
	  • not asking for their advice
	• interpretation of everything that is said including:
	  • judging and including register in interpreting
	  • derogatory or vulgar remarks
	  • non-verbal clues
	  • patent untruths
	• confidentiality of client and organisational information

Additional time may be required for:	• briefing of interpreter on:
	  • purpose of the interview or meeting
	  • subject matter
	  • vocabulary likely to be used
	  • technical terms
	  • complex concepts.
	• briefing by interpreter on:
	  • role of interpreter
	  • interpreter's code of ethics
	  • cultural issues

	- positioning arrangements. - assessment prior to commencement by interpreter, of client: - language - communication - general knowledge - interpreting time - alternate methods of explaining concepts such as diagrams, real life examples (rather than general principles) - rest breaks for interpreter, particularly Auslan (restricted to 50 minutes with 10 minute break or two interpreters used in 20 minute rotations) for longer sessions

Full details of interpreting requirements may include:	• correct language and dialect
	• male or female interpreter
	• contact details for booking organisation
	• exact time and location for meeting/interview
	• purpose of meeting/interview:
	   • subject matter
	   • background material
	   • vocabulary likely to be used
	   • technical terms
	   • complex concepts to be interpreted
	   • duration of meeting/interview
	• more than one interpreter for longer sessions
	• any specific requirements

Positioning requirements may include:	• equal access to hands-free telephone or opposite each other using double adapter for 2 telephones • circular seating arrangement for face-to-face meetings • triangular seating arrangement • seating equal distance apart • interpreter seated behind and to one side of professional for Auslan, to allow client to see both professional's face and interpreter's signing • interpreter in close contact for Auslan tactile method
Manner of communication may include:	• speaking clearly and directly to client • slowing rate of speech • choosing language to suit educational level of client • avoiding slang, sayings, idioms, jargon, acronyms • eye contact with client except when not culturally appropriate • using first person, not third person • short exchanges • allowing time for interpreter to finish interpretation of each exchange • responding to interruptions by interpreter if exchanges are too long • using simple, plain language • explaining technical language and concepts • using diagrams, pictures • writing information such as: • dates • numbers • names • allowing for requirements for interpreter's rest breaks

Interpreting *situation* may include:	• legal:
	  • courts
	  • police
	  • compliance (for example, taxation)
	  • corrections
	 • health:
	  • general
	  • mental
	  • specialist
	 • commerce:
	  • delegations
	  • import/export
	  • meetings
	  • conferences
	 • tourism
	 • social welfare
	 • education
	 • immigration
	 • customs
	 • employment:
	  • applications
	  • injury management

Stress may be caused by:	• interpreting in:
	  • court cases
	  • police interviews
	  • unpleasant medical cases.
	  • informing relatives of death or injury

Unit Sector(s)

Not applicable.

Competency field

Working in Government.