



Australian Government

PSPTIS042 Manage discourses in general settings

Release: 1

PSPTIS042 Manage discourses in general settings

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>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623>

Assessment Requirements for PSPTIS042 Manage discourses in general settings

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying code of conduct to work processes
- using problem solving skills to assess barriers to effective communication
- supporting parties to understand and reach agreement on the interpreting process
- deflecting pressure from other parties to perform duties other than interpreting
- seeking debriefing and support where required

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate

- factors that may impact interpreting in general settings, including barriers to communication
- communication techniques that facilitate communication flow and discourse management
- culture-specific knowledge to arrange work environment and confirm relationships between and with parties
- strategies and techniques for working with people with special communication needs
- relevant professional standards and codes
- limitations of work role, responsibility and professional abilities
- nature and structure of interpersonal and institutional dynamics
- WHS and risk management practices and procedures relevant to nature of assignment

Assessment Conditions

Assessment of this unit of competency must include use of scenarios, case studies, experiences and examples of interactions with colleagues and clients that demonstrate diverse skills and strategies for managing discourses in general settings.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623>

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623>