



Australian Government

PSPTIS080 Interpret in complex dialogue settings (LOTE-English)

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 PSPTIS605A Interpret in complex dialogue settings (LOTE). • PC 2.1 added • PC 2.2 revised • Unit code updated • Unit title changed • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to interpret from a source language to a target language in complex 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. The physical elements of the setting, or the number of parties involved, limit the interpreter from managing the discourse. The interpreter may be required to switch modes in a challenging environment, where there is a range of participant interests and personal welfare and safety issues that need to be considered.

Interpreting in this setting typically requires high levels of accuracy and accountability and assignments involving formality, or participants with high status and accountability. The content may involve specialised subjects requiring a high level of subject knowledge, or intense assignment-specific preparation. The content of communication may not easily be predicted or planned for, and there are limited opportunities for error correction. The consequences of errors in communicative intent can have significant implications.

This unit applies to those working as interpreters working in consecutive and Auslan simultaneous modes, either alone, collaboratively in tandem, relay, 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 using a broad range of support resources as required, while performing sophisticated tasks in a range of specialised 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. Receive and analyse source message	1.1 Establish dialogue protocols with participants to facilitate communication dynamics and outcomes, and provide clarification where required. 1.2 Attend actively to source utterance, applying strategies to support retention and recall and adjusting physical position to optimise sound reception and visual cues. 1.3 Determine linguistic and non-linguistic elements of utterances and structure and complexities of discourse and analyse factors affecting meaning. 1.4 Identify and address issues of understanding or recall in a manner that does not compromise effective delivery.
2. Transfer message to target language	2.1 Use a range of advanced strategies to retain and recall messages, recalling information from notes or other mnemonic devices as appropriate to source language. 2.2 Use a range of strategies and techniques to effectively transfer communicative intent of utterance into target language and maintain impartiality. 2.3 Identify and address issues in message transfer promptly and according to established techniques. 2.4 Maintain flow of communication and manage discourse in a professional and culturally appropriate manner. 2.5 Identify circumstances requiring a switch in interpreting mode and manage mode switch. 2.6 Monitor interpreting process to identify when it is necessary to seek assistance or withdraw from assignment.

3. Evaluate interpreting performance	3.1 Evaluate performance in line with issues encountered, assignment requirements and code of ethics. 3.2 Determine personal impact of assignment and identify need for debriefing and counselling. 3.3 Implement strategies to improve future work practices.
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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 PSPTIS605A Interpret in complex 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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Assessment Requirements for PSPTIS080 Interpret in complex dialogue settings (LOTE-English)

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 educated native speaker language proficiency in the first and near native speaker language proficiency in the second language
- applying LOTE and English language skills required to achieve message transfer and performance in complex settings, including:
 - conceptualising and coherently expressing complex and specialised information in the target language using special and context-specific terminology as necessary
 - recognising and using a broad range of specialised and context-specific registers
 - reproducing complex language structure and implied meaning
 - using correct idioms and collocations
 - using colloquial language as appropriate to context and register of source utterance
- including non-verbal cues in message transfer
- reflecting voluntary and involuntary pragmatic and prosodic features of utterances
- reproducing factual and linguistic content with a high degree of accuracy
- solving complex problems of equivalence in message transfer
- transferring cultural concepts and cues embedded in utterances
- managing sociolinguistic issues in message transfer
- using interpersonal and communication skills to interpret in a professional manner appropriate to participants and under challenging conditions
- using advanced memory retention strategies, including producing decipherable records of key information for self, or others when team or tandem interpreting, when working in spoken languages
- managing the discourse assertively to identify and address complicated group dynamics and barriers to effective communication outcomes

- recognising and resolving transfer problems and transfer errors
- applying broad general subject and context knowledge, including:
 - community, business and diplomatic domains
 - systems and institutions in Australia, different language communities, countries and relevant terminology

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.

- cultural knowledge, including cross-cultural perspective of communication and behaviour
- modes of interpreting and techniques for managing mode switches
- source language regional differences, dialects and idioms
- theories that have influenced current interpreting practice, including:
 - effort model
 - form based and meaning based transfer

Assessment Conditions

Assessment of this unit must include use of simulations of complex dialogue settings, and consideration must be given to assessment in real interpreting settings. Evidence for assessment should be gathered to demonstrate experiences interpreting in complex dialogue settings in diverse sectors in the community, business and diplomatic domains.

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.

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