



Australian Government

PSPTIS083 Manage discourses in complex 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 PSPTIS610A Manage discourses in complex settings. • Unit code updated • 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 manage the physical setting and communication dynamics of discourses in complex settings. It requires knowledge of the nature and structure of complex interpersonal, institutional and meeting dynamics and the ability to apply effective solutions to challenges that arise during the discourse. The unit includes planning and confirming the discourse process, managing the communication flow, and reviewing and evaluating the discourse management process.

This unit applies to those working as interpreters in a range of complex settings for a variety of purposes. Complex settings are those involving specialised subjects requiring a high level of subject knowledge, or intense assignment specific preparation. 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 assignments involving formality, or participants with high status and accountability. There are limited opportunities for error correction and the consequences of errors in communicative intent can have significant implications.

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 autonomously, 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. Plan and agree process	1.1 Establish assignment context and requirements with clients to plan to achieve desired outcomes. 1.2 Identify factors that may compromise interpreter effectiveness, and make adjustments where possible. 1.3 Confirm relationships between and with participants and participant expectations of discourse. 1.4 Negotiate mutual agreement on roles, purpose and process of discourse appropriate to situation and participants.
2. Manage flow of communication	2.1 Analyse discourse setting and attributes and communication preferences of participants. 2.2 Select appropriate communication styles effective in complex settings, including appropriate interpreting mode. 2.3 Adapt strategies to the requirements of equipment and technology where appropriate. 2.4 Identify and address problems in message transfer and factors affecting communication flow promptly and according to established techniques. 2.5 Identify and address communication challenges arising from cross-cultural settings and participant relationships and attributes. 2.6 Seek assistance where required to manage discourse breakdown and restore communication.
3. Evaluate discourse management	3.1 Seek and analyse feedback on discourse management from appropriate persons and evaluate effectiveness of performance to reflect code of conduct. 3.2 Determine personal impact of assignment and identify need for debriefing and counselling. 3.3 Take advice on issues and solutions and consider and implement strategies to improve process and outcomes of future assignments.

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					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 PSPTIS610A Manage discourses in complex 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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