



Australian Government

PSPTIS112 Interpret in general dialogue settings

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to interpret between two languages in general dialogue settings, preserving the communicative intent of the source language. It includes using a range of techniques to assist in the message transfer process and to address problems in delivery.

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

An interpreter in the dialogue setting is required to interpret between two languages in both directions. 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 only two participants. Interpreting may be completed onsite or remotely. The elements of the setting must permit the interpreter to manage the interaction to ensure that texts 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 in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Competency Field

Translating and Interpreting

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Receive and analyse source message.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 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 verbal or signed language 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.
2. Transfer message to target language.
 - 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 interaction.
 - 2.5. 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 and assignment requirements.
 - 3.2. Determine personal impact of assignment and identify need for debriefing and counselling.
 - 3.3. Consider process improvement strategies.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and is equivalent to PSPTIS040 Interpret in general dialogue settings (LOTE-English).

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for PSPTIS112 Interpret in general dialogue settings

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- on at least two occasions, at least one of which is a face-to-face situation, use interpreting techniques to achieve competent message transfer, including:
 - adapting embedded cultural concepts for correct message transfer
 - identifying and using non-verbal cues in message transfer
 - managing equivalence in message transfer
 - reproducing factually and linguistically accurate content
 - using strategies to retain and recall messages
 - using basic interactional management techniques to ensure cohesive and faithful transfer of messages
- use language skills when completing above interpreting, including:
 - applying correct structures, grammar and syntax to achieve coherent delivery
 - using clear pronunciation or sign production
 - recognising and using correct common idiom, collocations and slang appropriate to the language
 - recognising and using diverse general and context-specific registers appropriate to the language
 - recognising common metaphors and similes and implied meaning
 - using vocabulary based on general knowledge and specific to context.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- strategies to assist retention of information and recall of source messages
- concepts of meaning-based message transfer
- communication techniques that facilitate interpreting process
- cross-cultural perspectives of communication and behaviour which derive from cultural concepts and cues embedded in language
- methods to transfer cultural concepts without compromising communicative intent of source
- technical, language and interactional management techniques

- processes to evaluate and improve interpreting performance.

Assessment Conditions

Skills must be demonstrated in a workplace or simulated environment that reflects workplace conditions.

Assessment must ensure access to:

- scenarios or examples of interactions between interpreters and clients that require diverse skills and strategies for interpreting in general dialogue settings.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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