

<b>UNIT CODE</b>	<b>PSPTIS114</b>
<b>UNIT TITLE</b>	<b>Manage interactions in general settings</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to manage the physical setting and pace of interactions in general settings. It includes 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.</p> <p>This unit applies to those working as interpreters in a range of general settings for a variety of purposes.</p> <p>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. Interpreting may be completed onsite or remotely. The elements of the setting must permit the interpreter opportunities to manage the interaction 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.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian Standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	
<b>UNIT SECTOR</b>	

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Set up interaction.	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 and cultural 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 interaction and take necessary steps to remediate these. 4.4 Seek assistance from appropriate persons in challenging situations to manage breakdown in interaction and restore communication.
5. Evaluate interaction management.	5.1 Seek and analyse feedback on interactional management from appropriate persons and evaluate effectiveness of performance. 5.2 Take advice on issues and solutions and explore and develop strategies to improve practice.

<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.</i>	
<b>UNIT MAPPING INFORMATION</b>	Supersedes and is equivalent to PSPTIS042 Manage discourses in general settings.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	<b>Assessment Requirements for PSPTIS114 Manage interactions in general settings.</b>
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<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>■ manage interactions on at least two occasions, including: <ul style="list-style-type: none"> <li>○ applying code of ethics and conduct to work processes</li> <li>○ using problem solving skills to assess and resolve barriers to effective communication</li> <li>○ supporting parties to understand and reach agreement on the interpreting process</li> <li>○ deflecting pressure from other parties to perform duties other than interpreting</li> <li>○ seeking debriefing and support where required.</li> </ul> </li> </ul>
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<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>■ factors that may impact interpreting in general settings, including barriers to communication</li> <li>■ communication techniques that facilitate communication flow and interactional management in general settings</li> <li>■ culture-specific knowledge to arrange work environment and confirm relationships between and with parties</li> <li>■ cross-cultural barriers to communication arising from culture-specific attitudes and behaviour and cultural conflicts specific to the language pair</li> <li>■ strategies and techniques for working with people with special communication needs</li> <li>■ relevant professional standards and codes</li> <li>■ limitations of work role, responsibility and professional abilities</li> <li>■ processes for seeking clarification and self-correcting misinterpretations</li> <li>■ WHS and risk management practices and procedures relevant to nature of assignment.</li> </ul>
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<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in a workplace or simulated environment that reflects workplace conditions.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>■ scenarios, case studies, experiences or examples of interactions with colleagues and clients that require diverse skills and strategies for managing interactions in general interpreting settings.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
<b>LINKS</b>	Companion Volume Implementation Guide