Australian Government

PSPTIS117 Use routine education terminology in two languages

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to understand and use routine education terminology in two languages, sufficient to interpret between the two languages in general dialogue or monologue settings in educational contexts.

This unit applies to those working as interpreters in a range of educational, training and children's education services contexts. The interpreter may be required to interact with students and their families, principals, teachers, administrators and pastoral care staff.

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. Interpreting may be completed onsite or remotely. The elements of the setting permit the interpreter 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.

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	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify the context of educational terminology.	1.1. Identify key features of the education and training system, including key roles and institutions.
	1.2. Identify the elements and nature of interaction specific to routine communication in educational contexts.
	1.3. Identify social, cultural and professional conventions and interpersonal and institutional dynamics of two languages appropriate to and observable in educational contexts.
	1.4. Discuss the role and responsibilities of interpreters and

others in educational contexts.

1.5. Identify the educational and developmental consequences of incorrect interpreting in educational contexts.

2. Develop understanding of educational terminology.	2.1. Research and develop knowledge of routine educational vocabulary and expressions in two languages.
	2.2. Use intelligible pronunciation or signed production of routine educational terminology.
3. Use appropriate oral or signed communication in educational contexts.	3.1. Receive and understand oral or signed communication using routine educational vocabulary and expressions in two languages.
	3.2. Seek advice from appropriate persons or resources to clarify correct use and meaning of terms and associated processes.
	3.3. Use routine educational vocabulary and expressions in two languages when interpreting.
	3.4. Use prosodic features, gestures and body language appropriate to the educational context.

Foundation Skills

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

Unit Mapping Information

Supersedes and is not equivalent to PSPTIS046 Use routine education terminology in interpreting (LOTE-English).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623