



Australian Government

PSPTIS142 Use complex 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 advanced education terminology in two languages, sufficient to interpret between the two languages in complex 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.

Complex settings are those involving specialised subjects requiring a high level of subject knowledge, or intense assignment specific preparation. The elements of the setting, or the number of parties involved may limit the interpreter from managing the interaction. Interpreting may be completed onsite or remotely. 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 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.

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. Identify the context of educational terminology.

PERFORMANCE CRITERIA

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

- 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 communication in complex educational contexts.
- 1.3. Identify social, cultural and professional conventions and interpersonal and institutional dynamics of two languages of two languages appropriate to and observable in complex

- educational contexts.
- 1.4. Outline the role and responsibilities of interpreters and others in complex educational contexts.
 - 1.5. Identify the educational and developmental consequences of incorrect interpreting in complex educational contexts.
2. Extend understanding of educational terminology.
 - 2.1. Research and develop knowledge of complex educational vocabulary and expressions in two languages.
 - 2.2. Use intelligible pronunciation or signed production of complex educational terminology.
 3. Use appropriate oral or signed communication in educational contexts.
 - 3.1. Receive and understand oral or signed communication using complex educational terminology in two languages.
 - 3.2. Seek advice to clarify correct use and meaning of terms and associated processes.
 - 3.3. Use a range of complex educational vocabulary and expressions in two languages when interpreting.
 - 3.4. Apply 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 PSPTIS091 Use complex 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>