



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **PSPGOV420A Use translation services**

**Revision Number: 3**

## PSPGOV420A Use translation services

### Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

### Unit Descriptor

This unit covers the use of translation services for routine correspondence, reports, standard text material and other non-specialised materials. It includes preparing information for translation, engaging a translation service and completing translation arrangements. In practice, the use of translating services may overlap with other generalist and specialist public sector work activities such as working ethically, complying with legislation, providing client services, applying government processes, promoting client compliance with legislation, preparing evidence, etc.

This is one of 2 units of competency in the *Working in Government* Competency Field that deals with interpreting and translating. The related unit is:

- PSPGOV419A Work with interpreters
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- No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

### Application of the Unit

Not applicable.

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Prepare written information for translation

- 1.1 Written information for **translation** is presented in language that is simple, plain, grammatically correct and uses short sentences, while preserving the integrity of the required meaning.
- 1.2 **Words without direct translations**, key concepts, terminology and jargon are explained in simple terms or through diagrams/graphics/pictures.
- 1.3 Active voice is used in preference to passive where possible and acronyms and abbreviations are avoided or explained in full.
- 1.4 Question and answer formats are used for written information where possible to break text into meaningful chunks.
- 1.5 Written information is checked to ensure it is legible, and precise.
- 1.6 Written information is tested on others not familiar with the subject matter, in accordance with **legislative and organisational requirements**, to ensure that the meaning is clear and easy to understand.

#### 2. Engage translation service

- 2.1 The **purpose of translation** is determined to ensure the **competency of the translator** meets organisational requirements.
- 2.2 Target **languages** are **identified** and any **specific requirements** of the translating service are determined.
- 2.3 Exact **specifications** and timeframe for finished product are determined and agreed with translator.
- 2.4 Occupational health and safety requirements are considered and incorporated in determining time allocations and deadlines for translations.
- 2.5 Quotes are obtained if required and translator/s engaged in accordance with organisational policy and procedures.
- 2.6 Details of translation arrangements are recorded in accordance with organisational policy and procedures.

#### 3. Complete translation arrangements

- 3.1 Background materials and information for translation are provided to translator/s in agreed format and timeframe.
- 3.2 Contact details are provided for clarification of information, concepts and technical terms as required by translators.
- 3.3 **Translations are received** in accordance with agreed conditions, and payments authorised as required in accordance with organisational policy and procedures.
- 3.4 Where translated material is sent for printing, completed proofs/products are checked by translator/s prior to printing.

## Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

### Skill requirements

Look for evidence that confirms skills in:

- specifying requirements and preparing information to ensure effectiveness and efficiency of translating experience
- tailoring written communication to suit the level of client understanding and the translating environment
- briefing translators on subject matter, terminology and required background reading
- addressing the occupational health and safety of translators (in terms of issues such as stress, repetitive strain injury) through adequate time allocations and deadlines
- applying legislative and ethical requirements of working with translators

### Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legal and ethical requirements of working with translators
- process for accessing translation services
- translators' code of ethics
- cultural aspects of communication with diverse client groups
- language requirements of working with translators
- roles a translator should and should not be expected to perform
- legislation/policy/procedure related to working with translators
- occupational health and safety and environmental issues related to working with translators

## Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

### Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPGOV402B Deliver and monitor service to clients
  - PSPGOV413A Compose complex workplace documents
  - PSPGOV422A Apply government processes
  - PSPLEGN401A Encourage compliance with legislation in the public sector
  - PSPREG402C Promote client compliance
  - PSPREG409B Prepare a brief of evidence

### Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- use of translation services in a range of (3 or more) contexts (or occasions, over time)

### Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the use of translation services
- case studies and workplace scenarios to capture the range of translation contexts likely to be required

### Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when using translation services, including coping with difficulties, irregularities and breakdowns in routine
- use of translation services in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and training courses

**For consistency of  
assessment**

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

## Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

<b><i>Translation</i></b> is:	<ul style="list-style-type: none"> <li>the written rendering of the meaning of the written word from one language (the source language) into another (the target language)</li> </ul>
<b><i>Words without direct translation</i></b> may include:	<ul style="list-style-type: none"> <li>name of the organisation, which should not be translated</li> <li>technical/specialist terms, such as ergonomic assessment</li> </ul>
<b><i>Legislative and organisational requirements</i></b> may include:	<ul style="list-style-type: none"> <li>privacy</li> <li>public sector ethics</li> <li>organisational code of practice</li> </ul>
<b><i>Purpose of translating</i></b> may include:	<ul style="list-style-type: none"> <li>translation of texts that do not contain technical or specialised information or terminology</li> <li>simple translation where some level of inaccuracy is acceptable</li> <li>translation work that may include routine correspondence, reports, standard text material in the general field of scholarship</li> <li>translation of non-specialised scientific, technical, legal, tourist and commercial subjects</li> <li>translation work requiring a reasonable level of accuracy</li> <li>translation work requiring a high level of accuracy</li> <li>complex, technical and sophisticated translation</li> </ul>
<b><i>Competency of translators</i></b> may include:	<ul style="list-style-type: none"> <li>paraprofessional level</li> <li>professional level</li> <li>advanced professional level</li> <li>international standard</li> <li>accreditation with National Accreditation Authority for Translators and Interpreters (NAATI) - a requirement for translation assignments in some jurisdictions</li> <li>international credentials</li> <li>degree of difficulty of written material</li> </ul>
<b><i>Language</i></b> may include:	<ul style="list-style-type: none"> <li>major language plus dialects</li> <li>community languages</li> <li>Aboriginal languages</li> <li>register</li> <li>syntax</li> <li>level</li> </ul>



<b><i>Identification</i></b> of target language may include:	<ul style="list-style-type: none"><li>• expert advice on language/s to choose for translation (for posters or pamphlets for community or workplace, for example)</li></ul>
<b><i>Specific requirements</i></b> may include:	<ul style="list-style-type: none"><li>• recording of translations (audiotape)</li><li>• police clearance for translator</li></ul>
<b><i>Specifications</i></b> may include:	<ul style="list-style-type: none"><li>• font size</li><li>• margin specifications</li><li>• layout template</li><li>• word processing</li><li>• desktop publishing</li><li>• roles a translator is not expected to undertake, such as:</li><li>• defining terms</li><li>• reformatting material</li><li>• providing examples</li><li>• changing materials to make them more suitable for translation</li></ul>
<b><i>Translations may be received</i></b> by:	<ul style="list-style-type: none"><li>• email</li><li>• file transfer</li><li>• hard copy</li></ul>

## Unit Sector(s)

Not applicable.

## Competency field

Working in Government.