



**Australian Government**

**PSPTIS046 Use routine education  
terminology in interpreting  
(LOTE-English)**

**Release: 1**

## PSPTIS046 Use routine education terminology in interpreting (LOTE-English)

### Modification History

| Release | Comments                                                                                                                |
|---------|-------------------------------------------------------------------------------------------------------------------------|
| 1       | This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. |

### Application

This unit describes the skills required to understand and use routine education terminology in English and LOTE 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 services contexts. The interpreter may be required to interact with students and their families, principals, teachers, administrators and pastoral care staff.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and the industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing routine tasks in a range of educational contexts.

No licensing, legislative or certification requirements apply to 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. Where bold italicised text is used, further information is detailed in the range of conditions section. |
| <b>1. Identify the context of educational terminology</b> | 1.1 Identify key features of the education and training system, including key people and institutions.<br>1.2 Describe standard procedures specific to communication in                                 |

|                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                | <p>educational and classroom contexts.</p> <p>1.3 Outline the role and responsibilities of interpreters and others in educational contexts.</p> <p>1.4 Identify social, cultural and professional conventions of English and LOTE appropriate to educational contexts.</p> <p>1.5 Identify the educational and developmental consequences of incorrect interpreting in educational contexts.</p>                                                                     |
| <b>2. Develop understanding of educational terminology</b>                     | <p>2.1 Research and develop knowledge of routine educational terminology in English and LOTE.</p> <p>2.2 Use clear pronunciation or signed production of educational terminology.</p>                                                                                                                                                                                                                                                                                |
| <b>3. Use appropriate oral or signed communication in educational contexts</b> | <p>3.1 Receive and understand oral or signed communication using routine English and LOTE educational terminology.</p> <p>3.2 Seek clarification of correct use and meaning of routine terms and associated processes.</p> <p>3.3 Use a range of routine English and LOTE educational vocabulary and expressions correctly in interpreting.</p> <p>3.4 Apply prosodic features, gestures and body language appropriate to the educational and classroom context.</p> |

## Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -

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

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## Assessment Requirements for PSPTIS046 Use routine education terminology in interpreting (LOTE-English)

### Modification History

| Release | Comments                                                                                                                                    |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 1       | These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. |

### Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using social, cultural and professional conventions applicable to the languages being used in routine educational and classroom contexts, including:
  - customs, protocols and taboos
  - dialect, idiom, colloquialisms and language conventions
  - social conventions and consistent use of forms of address

### Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic principles of education and learning
- education and training institutions
- information sources for increasing educational knowledge and terminology
- effective working relationships between interpreters and teachers, educators and teacher aides
- public and private education systems
- relevant legislation and government policies
- security, confidentiality and duty of care
- WHS relevant to working in educational and classroom contexts

### Assessment Conditions

Assessment of this unit of competency must include use of scenarios, case studies and experiences. Practical assessment must take place in the context of real or simulated interpreting.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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