



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.
1. Identify the context of educational terminology	1.1 Identify key features of the education and training system, including key people and institutions. 1.2 Describe standard procedures specific to communication in

	educational and classroom contexts. 1.3 Outline the role and responsibilities of interpreters and others in educational contexts. 1.4 Identify social, cultural and professional conventions of English and LOTE appropriate to 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 terminology in English and LOTE. 2.2 Use clear pronunciation or signed production of educational terminology.
3. Use appropriate oral or signed communication in educational contexts	3.1 Receive and understand oral or signed communication using routine English and LOTE educational terminology. 3.2 Seek clarification of correct use and meaning of routine terms and associated processes. 3.3 Use a range of routine English and LOTE educational vocabulary and expressions correctly in interpreting. 3.4 Apply prosodic features, gestures and body language appropriate to the educational and classroom context.

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>

Companion Volume implementation guides are found in VETNet -

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

Companion Volume implementation guides are found in VETNet -

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

Companion Volume implementation guides are found in VETNet -

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