



**Australian Government**

# **PSPTIS069 Maintain and enhance professional practice**

**Release: 1**

## PSPTIS069 Maintain and enhance professional practice

### Modification History

| Release | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1       | <p>This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to PSPTIS504A Maintain and enhance professional practice.</p> <ul style="list-style-type: none"><li>• Element 1 PC re-ordered</li><li>• Element 3 PC revised</li><li>• Element 4 revised</li><li>• Unit code updated</li><li>• Content and formatting updated to comply with the new standards</li><li>• All PC transitioned from passive to active voice</li></ul> |

### Application

This unit describes the skills required to manage personal professional performance and to take responsibility for own professional development. It requires knowledge of the translation and interpreting industry and relevant professional development opportunities.

The unit applies to established translators and interpreters seeking to enhance their career and professional development.

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 codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing complex tasks in a range of 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. Model high standards of performance</b>                | 1.1 Promote practitioner's role with clients, colleagues and the public.<br>1.2 Determine individual responsibilities and accountabilities to reflect the requirements of contracts and work plans.<br>1.3 Model professional techniques and strategies for effective performance.                                                                                                                                   |
| <b>2. Determine personal development needs</b>               | 2.1 Assess personal skills and knowledge against industry competencies and other relevant benchmarks to determine development needs and priorities.<br>2.2 Use feedback from colleagues and clients to identify personal learning needs and areas for professional development.<br>2.3 Research future career options and career development pathways.<br>2.4 Seek advice on undertaking career development options. |
| <b>3. Participate in professional development activities</b> | 3.1 Identify and pursue formal and informal development activities to support continuous learning.<br>3.2 Maintain currency of professional practice through participation in professional association and networking events and activities.<br>3.3 Maintain industry relationships through relevant networks, organisations and individuals.                                                                        |
| <b>4. Evaluate and improve professional practice</b>         | 4.1 Research developments and trends impacting on professional practice and integrate these into work performance.<br>4.2 Identify and implement improvement strategies using feedback from colleagues and clients, and results of research.<br>4.3 Monitor own performance and apply innovative and responsive approaches for improving professional practice.                                                      |

## Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

|          |   |   |   |   |         |   |   |   |   |         |   |   |   |   |                    |   |   |   |   |             |   |   |   |   |
|----------|---|---|---|---|---------|---|---|---|---|---------|---|---|---|---|--------------------|---|---|---|---|-------------|---|---|---|---|
| 1        | 2 | 3 | 4 | 5 | 1       | 2 | 3 | 4 | 5 | 1       | 2 | 3 | 4 | 5 | 1                  | 2 | 3 | 4 | 5 | 1           | 2 | 3 | 4 | 5 |
| Learning |   |   |   |   | Reading |   |   |   |   | Writing |   |   |   |   | Oral communication |   |   |   |   | Numeracy NA |   |   |   |   |

Performance variables:

|         |   |   |   |   |         |   |   |   |   |                 |   |   |   |   |                 |   |   |   |   |
|---------|---|---|---|---|---------|---|---|---|---|-----------------|---|---|---|---|-----------------|---|---|---|---|
| 1       | 2 | 3 | 4 | 5 | 1       | 2 | 3 | 4 | 5 | 1               | 2 | 3 | 4 | 5 | 1               | 2 | 3 | 4 | 5 |
| Support |   |   |   |   | Context |   |   |   |   | Text complexity |   |   |   |   | Task complexity |   |   |   |   |

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

## Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS504A Maintain and enhance professional practice.

## 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 PSPTIS069 Maintain and enhance professional practice

## Modification History

| Release | Comments                                                                                                                                                                                                                                                                                              |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1       | <p>These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.</p> <ul style="list-style-type: none"><li>Assessment Requirements created drawing upon specified assessment information from superseded unit</li></ul> |

## 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 one occasion.

- using networks to gain information and other support appropriate to workplace or work role
- identifying and prioritising individual professional development needs
- showing how feedback is used to identify areas for development
- using reflection strategies to identify new ways of improving performance
- identifying gaps in own skills or knowledge
- researching, analysing and identifying career options

## 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.

- qualifications, specialisations and credentials in language, translation and interpreting
- personal and professional goals and objectives
- range of continuous improvement techniques and processes and their application
- types and availability of professional development activities and opportunities
- nature of professionalism in translation and interpreting
- roles of bilingual workers, translators and interpreters
- legal and policy context of translation and interpreting, including relevant federal and state government policies
- current research in translation and interpreting
- techniques for obtaining feedback

## Assessment Conditions

Assessment of this unit of competency must include use of scenarios, case studies, experiences or examples of interactions with colleagues and clients that demonstrate examples of activities undertaken to maintain standards of professional practice.

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

## Links

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