



Australian Government

PSPTIS105 Conduct career planning

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify the scope and nature of work within the translating and interpreting sector. It includes identifying work options, determining own skills and knowledge, establishing professional connections or networks and developing a career plan.

The unit applies to emerging translators and interpreters seeking to plan their career.

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

PERFORMANCE CRITERIA

Elements describe the essential outcomes.

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

1. Identify scope and nature of work context.

- 1.1. Identify main participants in the sector.
- 1.2. Determine nature of work, current and future trends and potential impacts.
- 1.3. Clarify skill and knowledge requirements for specific fields.
- 1.4. Identify quality standards and employment conditions relevant to work in translating and interpreting.

2. Conduct self-assessment.

- 2.1. List own knowledge, experience and current and potential abilities in relation to specific fields.
- 2.2. Determine personal values and work preferences.
- 2.3. Prepare a profile that identifies personal attributes relevant to chosen career.

3. Investigate career options.

- 3.1. Identify own career options and select preferred options.
- 3.2. Determine gaps in own skills and knowledge.
- 3.3. Investigate formal and informal training opportunities and

language or skill development for selected options.

4. Develop an individual career plan.
 - 4.1. Identify strategies to develop required skills and knowledge.
 - 4.2. Develop a career plan to implement strategies.
 - 4.3. Review career plan with established practitioners.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and is equivalent to PSPTIS004 Conduct career planning.

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for PSPTIS105 Conduct career planning

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop an individual career plan, including:
 - analysing strengths, weaknesses, opportunities, threats (SWOT)
 - developing strategies for the management of own career
 - identifying at least two industry and at least two professional development networks and at least three events or activities that provide opportunities for career development.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- roles of bilingual workers, translators and interpreters
- legal and policy context of translating and interpreting, including relevant federal and state government policies
- methods for determining personal and professional goals, values, preferences and objectives
- qualifications and credentials in language, translating and interpreting
- strategic approaches to career planning
- sources of information for support and advice on work and training options
- workforce trends, changing demographics and workforce skill needs.

Assessment Conditions

Skills must be demonstrated in a workplace or simulated environment that reflects workplace conditions.

Assessment must ensure access to:

- suitable facilities, equipment and resources, including:
 - examples of written assignments, journals, career plans or diaries.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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