



**Australian Government**

# **PSPTIS142 Use complex education terminology in two languages**

**Release: 1**

## PSPTIS142 Use complex education terminology in two languages

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to understand and use advanced education terminology in two languages, sufficient to interpret between the two languages in complex dialogue or monologue settings in educational contexts.

This unit applies to those working as interpreters in a range of educational, training and children's education services contexts. The interpreter may be required to interact with students and their families, principals, teachers, administrators and pastoral care staff.

Complex settings are those involving specialised subjects requiring a high level of subject knowledge, or intense assignment specific preparation. The elements of the setting, or the number of parties involved may limit the interpreter from managing the interaction. Interpreting may be completed onsite or remotely. Interpreting in this setting typically requires high levels of accuracy and accountability and assignments involving formality, or participants with high status and accountability. The content of communication may not easily be predicted or planned for, and there are limited opportunities for error correction. The consequences of errors in communicative intent can have significant implications.

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

*Elements describe the essential outcomes.*

1. Identify the context of educational terminology.

#### PERFORMANCE CRITERIA

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

- 1.1. Identify key features of the education and training system, including key roles and institutions.
- 1.2. Identify the elements and nature of interaction specific to communication in complex educational contexts.
- 1.3. Identify social, cultural and professional conventions and interpersonal and institutional dynamics of two languages of two languages appropriate to and observable in complex

- educational contexts.
- 1.4. Outline the role and responsibilities of interpreters and others in complex educational contexts.
  - 1.5. Identify the educational and developmental consequences of incorrect interpreting in complex educational contexts.
2. Extend understanding of educational terminology.
    - 2.1. Research and develop knowledge of complex educational vocabulary and expressions in two languages.
    - 2.2. Use intelligible pronunciation or signed production of complex educational terminology.
  3. Use appropriate oral or signed communication in educational contexts.
    - 3.1. Receive and understand oral or signed communication using complex educational terminology in two languages.
    - 3.2. Seek advice to clarify correct use and meaning of terms and associated processes.
    - 3.3. Use a range of complex educational vocabulary and expressions in two languages when interpreting.
    - 3.4. Apply prosodic features, gestures and body language appropriate to the educational context.

## Foundation Skills

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

## Unit Mapping Information

Supersedes and is not equivalent to PSPTIS091 Use complex education terminology in interpreting (LOTE-English).

## 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 PSPTIS142 Use complex education terminology in two languages

## 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:

- use complex education terminology in two languages on at least two occasions, one in each language direction, including:
  - using social, cultural and professional conventions applicable to the languages being used in a complex educational setting, including:
    - customs, protocols and taboos
    - language varieties
    - idiom and colloquialisms
    - consistent use of forms of address.

## Knowledge Evidence

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

- principles of education and learning
- purpose and structure of education and training institutions
- effective working relationships with teachers, educators, teacher aides and administrators
- role and responsibility of interpreters and others
- key roles and institutions in public and private education systems
- complex education and training institutions, including:
  - adult education
  - higher education and tertiary institutions
  - senior secondary institutions
  - early childhood, primary and secondary
  - special needs education institutions
- information sources for increasing complex educational knowledge and terminology
- learning and behavioural difficulties
- relevant legislation and government policies
- security, confidentiality and duty of care
- nature and structure of interpersonal and institutional dynamics relevant to educational contexts
- Work Health and Safety (WHS) relevant to working in complex educational contexts.

## Assessment Conditions

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

Assessment must ensure access to:

- case studies or examples of diverse interpreting assignments in complex dialogue or monologue settings in complex educational contexts.

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

## Links

Companion Volume implementation guides are found in VETNet -

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