



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **PSPTIS502A Prepare to translate and interpret**

**Release 3**

## PSPTIS502A Prepare to translate and interpret

### Modification History

| Release | TP Version | Comments                                |
|---------|------------|-----------------------------------------|
| 3       | PSP12V1    | Unit descriptor edited.                 |
| 2       | PSP04V4.2  | Layout adjusted. No changes to content. |
| 1       | PSP04V4.1  | Primary release.                        |

### Unit Descriptor

This unit describes the outcomes, skills and knowledge required to prepare work necessary to develop effective work plan and develop resources for translating and interpreting assignments. It includes the ability to analyse and address specific translating and interpreting assignment requirements, to identify and source suitable reference material, and to make efficient use of tools and equipment.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

### Application of the Unit

This unit applies to translators and interpreters who are required to undertake preparation that maximises assignment outcomes and minimises the risks associated with inadequate preparation. Most commonly, this unit will apply to self-employed practitioners whose preparation is sufficient to meet client expectations and assignment requirements.

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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 statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

| ELEMENT                                                  | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Analyse assignment information for planning purposes. | <ul style="list-style-type: none"><li>1.1. Confirm <i>scope and nature of assignments</i>, identify stakeholders and determine <i>other relevant factors</i>.</li><li>1.2. Obtain and analyse assignment documentation and related <i>background material</i> according to standard protocols.</li><li>1.3. Select and obtain <i>tools and equipment</i> and identify and analyse up-to-date, relevant and comprehensive <i>resources</i>.</li><li>1.4. Consider assignment requirements and familiarity with topic and other relevant factors to determine planning needs.</li><li>1.5. Identify and resolve <i>factors that may affect assignment outcomes</i>.</li></ul> |
| 2. Establish familiarity with topic and context.         | <ul style="list-style-type: none"><li>2.1. Analyse assignment requirements and build on existing knowledge.</li><li>2.2. Identify <i>areas requiring further research</i> and seek additional information.</li><li>2.3. Access and develop assignment-specific resources.</li><li>2.4. Identify and resolve problems, and seek assistance from client or <i>peer network</i> where necessary.</li></ul>                                                                                                                                                                                                                                                                     |
| 3. Develop work plan.                                    | <ul style="list-style-type: none"><li>3.1. Identify objectives with measurable targets according to assignment requirements.</li><li>3.2. Explore innovative and flexible options for achieving objectives.</li><li>3.3. Reflect OHS requirements when determining realistic time commitments and allocations.</li><li>3.4. Collaborate as required in planning process to ensure mutual agreement.</li></ul>                                                                                                                                                                                                                                                               |
| 4. Review and evaluate work plan.                        | <ul style="list-style-type: none"><li>4.1. Review preparation to confirm that it addresses assignment requirements, and resolve outstanding issues.</li><li>4.2. Discuss preparation and plan with appropriate persons and incorporate their feedback.</li><li>4.3. Consider and implement adjustments to improve process and outcomes of future preparation.</li></ul>                                                                                                                                                                                                                                                                                                     |

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

- interpersonal skills to:
  - confirm assignment requirements with clients and colleagues
  - interact with a wide range of people from culturally and linguistically diverse backgrounds
  - seek assistance from clients, specialist advisers and peers
- language skills to analyse the demands of assignments
- literacy skills to:
  - comprehend and use a range of information sources
  - read and note resources for future reference
  - update and manage glossaries
- organisational skills to manage an effective work environment and resources
- research skills to:
  - identify suitable resources and update specialist and non-specialist knowledge
  - select and make critical use of precedents and reference material
  - make efficient use of print, electronic and human resources
  - prepare bilingual glossaries
- self-management skills to plan personal priorities and daily tasks for maximum efficiency of work time and to undertake preparation within required assignment timeframe
- technology skills to:
  - make efficient use of electronic resources
  - select and use resources, techniques and equipment, including office equipment and information and communications technology

### Required knowledge

- key sources of required information to inform the assignment preparation
- professional procedures and guidelines, ethical practices and business standards applicable to preparation
- conditions that require team or relay interpreting
- source and target languages to meet performance expectations
- subject, specialist area and culture-specific knowledge relevant to topic
- tools and equipment relevant to assignment
- code of ethics, codes of professional practice
- commercial software used in assignments and office management
- file and information management procedures, including process for storing,

retrieving and returning assignment material

- OHS practices and procedures relevant to nature of assignment
- privacy and confidentiality requirements

## Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the candidate's ability to demonstrate a planned approach to undertaking assignments aimed at achieving effective outcomes. This includes:

- identifying and analysing assignment requirements and associated reference material and the need for additional information
- planning and organising activities within required timeframe and appropriate to type and complexity of translating and interpreting assignment to ensure effective outcomes
- critically evaluating preparation for adequacy and appropriateness.

### **Context of and specific resources for assessment**

Assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients which illustrate the preparation required for a range of different assignments.

Resources for assessment include:

- a range of clients and environments where preparation for assignments requires problem solving, research, critical analysis and familiarity with assignment and contractual requirements
- a range of suitable resources and their sources
- relevant codes of practice
- technical and routine equipment and resources.

Evidence for assessment should be gathered to demonstrate preparation for a range of different client requirements and conditions and with examples of a range of degrees of preparation determined by the demands of the assignment. Evidence may include examples of comprehensive preparation as well as for quick and immediate preparation in a very short timeframe. Examples should also include evidence of decision making where there are ethical, business and professional issues influencing planning decisions.

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Scope and nature of assignment*** may include:

- desired outcomes
- required timeframe
- source and target languages
- context, subject and topic
- any specific requirements
- specialist terminology and required contextual knowledge
- for interpreting:
  - purpose of interpreting and subject matter
  - setting and mode of interpreting appropriate to setting
  - sight translation of documents during interpreting
  - positioning requirements
- for translating:
  - assignment schedule, including volume of material and stage deadlines
  - assignment-specific style guide conventions
  - end use of text
  - recording requirements
  - translation memory tools.

***Other relevant factors*** may include:

- access to specialist advisers
- background reference material
- tools and equipment required and available, including software
- confidentiality or access requirements, such as police clearances
- need for team or relay interpreting
- translators or interpreters previously involved
- for interpreting, participants':
  - cultural background
  - gender
  - languages spoken

- religion.

**Background material**  
refers to assignment-  
specific documentation,  
including:

- contextual information, including:
  - general information relating to such things as health and legal systems
  - geography and maps of relevant places
- forms or paperwork
- glossaries and terminology lists
- existing bilingual or multilingual material
- for interpreting:
  - client documents
  - dialogue-related documents
  - list of participants and their titles and affiliations
- for translating:
  - existing translation precedents
  - related texts
  - other target language material.

**Tools and equipment**  
may include:

- commercial software
- current and emerging technology
- hardware, such as computers, printers, scanners and telephones
- spreadsheets
- internet search engines
- virtual collaboration
- stationery supplies, such as batteries, note books.

**Resources may include:**

- field trips to clarify field-specific concepts and terms
- internet search engines
- personal and organisational records
- libraries
- general and specialised, including bilingual and monolingual dictionaries and glossaries
- books and brochures
- assignment documents and references
- reference material, such as parallel texts and specialist references
- print and electronic resources, such as:
  - style guides
  - thesaurus
  - topic or subject-specific references
- human resources, such as:
  - field or topic experts
  - opposite language colleagues

- other practitioners previously involved
- peer help groups.

***Factors that may affect assignment outcomes*** may include:

- types of risks and their implications, such as:
- language issues relating to risk of miscommunication
- legal issues relating to:
  - access and equity
  - discrimination
  - duty of care
  - informed consent or decisions
  - potential conflict of interest
  - negligence
  - potential for litigation
- health and safety concerns, which may occur as a result of:
  - criminal or mental health contexts
  - duration of assignment
  - distressing or stressful assignments
  - employment conditions
  - situations of real or threatened violence
  - possible community repercussions or payback
  - pressure of time constraints to complete assignments.

***Analyse*** may include:

- sourcing precedents and relevant reference material, including:
  - parallel texts
  - client-provided glossaries
  - existing texts in target language
  - previous related practice and experience
- applying context-specific knowledge
- identifying:
  - key concepts, words and terms
  - culturally specific terms, expressions and ideas
  - idiomatic words and expressions
  - technical terms and jargon
  - unknown terms and expressions
- undertaking linguistic analysis of source language, such as:
  - semantic structure, e.g. cohesive markers and coherence of text.

***Areas requiring further research*** may include:

- contextual information, including that related to specialist professional, educational and government systems

**Peer network** may include:

- particular and specialist subject knowledge.
- practitioners previously involved
- professional association networks
- specialist advisers and colleagues.

## **Unit Sector(s)**

Not applicable.

## **Competency field**

Translating and Interpreting.