



Australian Government

Department of Education, Employment and Workplace Relations

PSPTIS504A Maintain and enhance professional practice

Revision Number: 3

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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 specifies the competency required for individuals to manage their personal professional performance and to take responsibility for their professional development. 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 seeking to demonstrate high standards of performance in a range of contexts that reflect professional standards and client expectations. The unit also applies to translators and interpreters seeking professional development opportunities to address identified needs.

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. Model high standards of performance.	1.1. Model appropriate professional techniques and strategies for effective performance. 1.2. Reflect individual responsibilities and accountabilities in personal work goals and plans in accordance with organisational and legal requirements. 1.3. Promote practitioner's role with clients, colleagues and the public.
2. Determine personal development needs.	2.1. Assess personal skills and knowledge against industry competencies and other relevant benchmarks to determine development needs and priorities. 2.2. Use feedback from colleagues and clients to identify personal learning needs and areas of professional development. 2.3. Identify future career options and career development pathways. 2.4. Seek advice on personal development needs from relevant personnel.
3. Participate in professional development activities.	3.1. Identify and pursue development opportunities suitable to personal learning style to support continuous learning and maintain currency of professional practice. 3.2. Participate in professional networks to support continuous learning and to maintain professional practice. 3.3. Maintain regular communication with relevant networks, organisations and individuals.
4. Reflect on and evaluate professional practice.	4.1. Research developments and trends impacting on professional practice and integrate these into work performance. 4.2. Use feedback from colleagues and clients to identify and introduce improvements into work performance. 4.3. Identify and apply innovative and responsive approaches for improving professional practice.

Required Skills and Knowledge

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

Required skills

- self-evaluation skills to:
 - identify gaps in skills or knowledge
 - obtain competencies to meet current and future professional requirements
- communication skills to:
 - participate in professional networks
 - consult with colleagues and clients
- interpersonal skills to:
 - participate in industry events and activities
 - build professional relationships
- time management skills to:
 - organise professional development activities
 - analyse and identify career options
 - create a balance between work, study, personal and recreation activities.

Required knowledge

- client expectations and requirements, including NAATI accreditation
- personal and professional goals and objectives
- processes, procedures and opportunities relating to professional development
- range of continuous improvement techniques and processes and their application
- types and availability of professional development activities and opportunities.

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

Candidates must show that they have the ability to manage their personal professional performance and to take responsibility for their professional development including:

- participating in relevant industry and professional development networks, events or activities
- identifying and prioritising individual professional development needs
- using networks to gain information and other support appropriate to workplace or work role
- showing how feedback was used to identify areas for development
- using reflection strategies to identify new ways of improving performance.

Context of and specific resources for assessment

Evidence for 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 examples of activities undertaken to maintain standards of professional practice.

Resources for assessment include:

- Candidates may provide the following products for evidence:
- documented personal learning needs
- examples of developments and trends researched
- examples of continuous improvement techniques and processes used
- evidence based on simulations and experiences during training.

Candidates may provide evidence through responding to questions of:

- how practice standards were accessed and applied within assignment requirements
- how and why personal development needs were identified
- how feedback was obtained from clients and colleagues and used to improve work performance
- how and why professional practice was reflected on and evaluated.

Resources may include:

- relevant professional, business and legal documentation
- access to relevant benchmarks
- access to networks, technology, communication.

Evidence for assessment should be gathered to demonstrate a range of experiences with applying professional standards to maintain practice in different requirements and conditions.

Evidence could include examples of negotiations with client expectations, using the resources of professional associations or employers, and should also include evidence of decision making where there are ethical, business and professional issues influencing 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.

Professional techniques and strategies may include:

- strategies for presenting a confident and assured manner in challenging situations
- maintaining ethical practice in the face of opposition
- modelling behaviour and personal presentation standards
- time management
- strategies for acknowledging and respecting the attitudes and beliefs of others

Organisational and legal requirements may include:

- risk identification and management, including OHS
- quality and continuous improvement processes and standards, including validation systems
- financial management and reporting
- recognition of competencies required for assignments
- client contracts and conditions
- copyright and intellectual property
- collaborative arrangements
- confidentiality and privacy requirements
- ethical standards
- defined resource parameters
- administrative and records management system, for example:
 - recording requirements and arrangements
 - maintenance, retention, archiving, retrieval, storage and security of business and assignment information
 - document version control

Feedback may include:

- formal and informal performance appraisals
- obtaining comments from supervisors and

- colleagues
 - obtaining comments from clients
 - personal reflective behaviour
 - routine organisational methods for monitoring service delivery
- Relevant personnel*** may include:
- education and training advisers
 - professional associations
 - NAATI
- Development opportunities*** may include:
- undertaking further higher education and VET qualifications
 - undertaking professional development in specific areas of practice
 - internal training and development programs
 - relevant conferences, seminars and workshops
 - reading relevant journals and literature
 - networking with internal and external colleagues
 - coaching and mentoring
- Currency of professional practice*** may include:
- vocational competency and technical expertise in subject matter and languages
 - professional practice as a translator and interpreter
- Professional networks*** may include:
- informal networks with:
 - other practitioners
 - people working in allied industry and vocational areas
 - contacts in professional associations
 - formal networks such as:
 - local, national and international networks
 - interest and support groups
 - regional, specialist and peak associations
 - professional and occupation associations
 - communities of practice

Unit Sector(s)

Not applicable.

Competency field

Translating and Interpreting.