SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

Draft 1 – Translating and Interpreting Training Package Products

Consultation Guide

March 2022

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Introduction

SkillsIQ is a not-for-profit Skills Service Organisation (SSO) supporting industry in developing standards to equip the people-facing workforce with the right skills for jobs now and into the future. SkillsIQ is funded by the Department of Education, Skills and Employment to support the Industry Reference Committees (IRCs) responsible for the development and maintenance of Training Packages in the following sectors:

- Community Services
- Health
- Local Government
- Public Sector
- Floristry
- Hairdressing and Beauty Services
- Funeral Services
- Retail Services
- Sport, Fitness and Recreation
- Tourism, Travel and Hospitality.

IRCs drive the process of Training Package development and are made up of people with experience, skills and knowledge of their particular industry sectors. IRCs are responsible for the provision of strategic input and advice that represent the needs of their workforce, and for ensuring Training Package Products reflect those needs.

Project Background

There are currently four discrete nationally recognised Qualifications for translators and interpreters, as follows:

- *Diploma of Translating*
- *Advanced Diploma of Translating*
- *Diploma of Interpreting*
- *Advanced Diploma of Interpreting.*

The update of the nationally recognised existing Diplomas and Advanced Diplomas of Translating and Interpreting Qualifications and fifty associated existing Units of Competency, and the development of two new Skill Sets packaged within the PSP Training Package has been commissioned by the Australian Industry and Skills Committee (AISC) under the direction of the Public Sector IRC. A Case for Change was submitted and approved in November 2021 and Draft 1 Training Package Products have since been developed for public consultation.

The Diplomas and Advanced Diplomas of Translating and Interpreting are fundamental Qualifications used to ensure translating and interpreting professionals are equipped with the right skills and knowledge to sit the National Accreditation Authority for Translators and Interpreters' (NAATI's) Certification test. Although translators and interpreters are permitted to operate without NAATI certification, NAATI is the credentialing authority for translators and interpreters in Australia and is responsible for the setting and maintaining of professional standards for the industry through its national certification system.

The key changes that have occurred in recent years in terms of the operating environment and workforce demand for VET sector training have resulted in rendering the current Training Package Products unfit for purpose. These Products are consequently now required to be urgently updated in accordance with the following issues raised by industry stakeholders:

- The current training gap in translating and interpreting in order to meet NAATI's minimum standards for accreditation requires the development of two new Skill Sets which will enable subsidised delivery and help meet the demand for interpreters and translators in low-volume languages, including those spoken by Australia's Culturally and Linguistically Diverse (CALD) communities and those who have recently arrived as humanitarian refugees.
- The shortage of qualified trainers for low-volume languages has escalated the demand for access to reliable, accurate and targeted information by these communities. It has also provoked the urgent need for individuals from within these new and emerging communities to be able to attain certification as interpreters and translators via NAATI at the completion of their studies to minimise the difficulties experienced in recruiting qualified trainers to deliver the translating and interpreting units in certain low volume languages.
- Difficulties in recruitment mainly lie in the short-term nature of casualised employment opportunities. Many teaching positions are offered on a casual or hourly basis, therefore, does not attract potential trainers from new and emerging languages. To provide the opportunity to many people from new and emerging communities to be able to qualify as interpreters and translators after completing the full qualification, stakeholders have proposed the removal of all LOTE/English references in the Unit titles included in all four translating and interpreting Qualifications.
- Current requirements of training package products are exclusionary of Deaf interpreter and Auslan-English interpreter students
- Deaf interpreters are currently at a disadvantage when undertaking a Diploma or Advanced Diploma in Interpreting due to the English language training requirements. Students of Deaf interpreting do not communicate between English and another spoken language. Instead, their work straddles Auslan and non-conventional sign language or another foreign sign language.
- The Diploma and Advanced Diploma of Interpreting are issued as English-LOTE Qualifications, and their foundation skill requirements are restricted to oral skills in English. Deaf interpreting students are therefore at risk of not meeting the English language requirements of these Qualifications. Graduates are at risk of having their Qualifications withdrawn if auditors deem that the English language requirements have not been met.
- The current wording used in the training package products requires students to have oral skills in the relevant LOTE. This by definition excludes both Deaf and Auslan-English interpreting students as Auslan is a sign language which includes no 'oral skills.' Therefore, it was recommended that wording throughout the training package products needed to be urgently reviewed to address such exclusionary criteria.

Technical Advisory Committee

To inform the update of the Diplomas and Advanced Diplomas of Translating and Interpreting Qualifications and fifty associated existing Units of Competency, and to oversee the development of two new Skill Sets, a Translating and Interpreting Technical Advisory Committee (TAC) was formed. The Translating and Interpreting TAC reports to the Public Sector IRC and is made up of stakeholders and subject matter experts from across Australia who provide:

- guidance at the national level to ensure Training Package Products are flexible and responsive to changing needs and practices
- specialist advice and strategic direction in relation to stakeholder feedback and issues relevant to their sector
- views and feedback on behalf of the sector/organisation they represent
- facilitation of communication and consultation with others, including other members of their organisations, association members and other networks.

The aim of the update is to ensure that Translating and Interpreting Training Package Products equip graduates and new entrants to the Languages Services workforce with the skills they need to adhere to current professional standards of practice in order to provide accurate and reliable translating and interpreting services to clients in Australia. The pandemic has resulted in a significant increase in demand for translating and interpreting services for CALD communities and individuals who speak low-volume languages, especially so that they can access Telehealth and government services. It's therefore vital these Qualifications be updated promptly.

Updates to the Qualification

Diploma of Translating

- The Qualification Description has been updated to reflect current industry practice.
- The list of core and elective Units has been updated to better reflect the current skills and knowledge required in a Translating job role.
- The following Unit of Competency has been removed from the core of the Qualification:
    - *PSPTIS020 Analyse text types for translation of general purpose texts (LOTE-English)*
- The following two Units of Competency have been added to the core of the Qualification:
    - *PSPTIS105 Conduct career planning*
    - *PSPTIS130 Use translation technology*
- The Packaging Rules have been updated to include:
    - six core and seven elective Units, with 13 Units being the total number of Units to be completed
    - specialisations in English-LOTE, LOTE-English and language pair direction.

Advanced Diploma of Translating

- The Qualification Description has been updated to reflect current industry practice.
- Entry Requirements have been updated to include completion of:
    - six identified Units of Competency.
- The list of core and elective Units has been updated to better reflect the current skills and knowledge required in a translating job role at an advanced level.
- The following Unit of Competency has been removed from the core of the Qualification:
    - *PSPTIS060 Analyse text types for translation of special purpose texts (LOTE-English)*
- The following Unit of Competency has been added to the core of the Qualification:
    - *PSPTIS124 Apply theories to translating and interpreting work practices*

- The Packaging Rules have been updated to include:
    - specialisations in English-LOTE, LOTE-English and language pair direction.

Diploma of Interpreting

- The Qualification Description has been updated to reflect current industry practice
- The list of core and elective Units has been updated to better reflect the current skills and knowledge required in an interpreting job role
- The following Units of Competency have been removed from the core of the Qualification:
    - *PSPTIS103 Build glossaries for translating and interpreting assignments*
    - *PSPTIS113 Interpret in general monologue settings (LOTE-English)*
- The following two Units of Competency have been added to the core of the Qualification:
    - *PSPTIS105 Conduct career planning*
    - *PSPTIS133 Interpret through communication media*
- The Packaging Rules have been updated to include:
    - a specialisation in Spoken Language.

Advanced Diploma of Interpreting

- The Qualification Description has been updated to reflect current industry practice.
- Entry Requirements have been updated to include the completion of:
    - six identified Units of Competency **or**
    - the certified provisional interpreter test through the National Standards and Certifying Authority for translators and interpreters in Australia (NAATI)
- The list of core and elective Units has been updated to better reflect the current skills and knowledge required in an advanced level interpreting job role
- The following Unit of Competency has been removed from the core of the qualification:
    - *PSPTIS132 Interpret in complex monologue settings (LOTE-English)*
- The following Unit of Competency has been added to the core of the Qualification:
    - *PSPTIS141 Interpret as part of a team*
- The Packaging Rules have been updated to include:
    - a specialisation in Spoken Language.

Updates to Units of Competency

- The total number of Units has been **reduced from 50 to 45** as a result of merged content to reduce duplication.
- Application Statements have been updated to better clarify the intent of the Units.
- Elements and Performance Criteria for all the Units have been refined to incorporate better technical language.
- Performance Evidence tasks for all the Units have been reworded to provide clarity on the requirements and to ensure assessment provides clarity in terms of volume and frequency.
- The content of the Knowledge Evidence has been refined to incorporate better technical language and current industry knowledge requirements.
- Assessment Conditions for all the Units have been updated to simplify access to suitable resources required to perform the activities within the Units.

- The following Units of Competency have been merged to avoid duplication of content and to streamline Units in terms of skill and knowledge requirements for translating both general-purpose and special-purpose texts:

Existing Units	Merged Unit
PSPTIS020 Analyse text types for translation of general purpose texts (LOTE-English) PSPTIS024 Read and analyse general purpose LOTE texts to be translated PSPTIS025 Read and analyse general purpose English texts to be translated	PSPTIS109 Read and analyse general purpose texts to be translated
PSPTIS044 Demonstrate routine LOTE proficiency in different subjects and cultural contexts PSPTIS045 Demonstrate routine English proficiency in different subjects and cultural contexts	PSPTIS116 Demonstrate routine proficiency in different subjects and cultural contexts
PSPTIS060 Analyse text types for translation of special purpose texts (LOTE-English) PSPTIS064 Read and analyse special purpose English texts to be translated PSPTIS065 Read and analyse special purpose LOTE texts to be translated	PSPTIS123 Read and analyse special purpose texts to be translated

New Skill Sets

The following **two new** Translating and Interpreting Skill Sets have been developed to reflect the current skills and knowledge required by translators and interpreters and have been included as core Units in the two Diploma-level Qualifications:

Translating Skill Set	Interpreting Skill Set
PSPTIS102 Apply codes and standards to ethical practice	PSPTIS102 Apply codes and standards to ethical practice
PSPTIS103 Build glossaries for translating and interpreting assignments	PSPTIS104 Prepare to translate and interpret
PSPTIS104 Prepare to translate and interpret	PSPTIS105 Conduct career planning
PSPTIS105 Conduct career planning	PSPTIS112 Interpret in general dialogue settings
PSPTIS106 Translate and certify non-narrative texts	PSPTIS114 Manage interactions in general settings
PSPTIS130 Use translation technology	PSPTIS133 Interpret through communication media

Consultation Activities and Timelines

National consultation for Draft 1 will be open from **Monday, 28 March to Tuesday, 26 April 2022**. During this period input will be sought on the following Training Package Products relating to Translating and Interpreting:

- Four Qualifications
- 45 Units of Competency and associated Assessment Requirements
- Two Skill Sets

as developed by the Translating and Interpreting TAC.

SkillsIQ will be undertaking a number of key activities to engage community stakeholders and VET professionals. Further details are posted on the SkillsIQ website here:

Translating and Interpreting Current Projects Page.

Feedback can also be provided **online** via the SkillsIQ Online Feedback Forum, accessed at:

Translating and Interpreting Feedback Forum page.

When accessing the Feedback Forum, please first refer to the 'How To' guide located on the page. It will provide directions for leaving and submitting comments.

Following the close of the consultation period, feedback received will be collated and evaluated. This feedback will inform the development of Draft 2 for stakeholder validation.

To remain up to date with project developments, please subscribe to SkillsIQ at: http://www.skillsiq.com.au/Subscribetoournewsletter.aspx

About this Consultation Guide

This Guide, which should be read in conjunction with the applicable Draft Training Package Products, provides:

- A list of Draft 1 Training Package Products (four Qualifications, 45 Units of Competency and associated Assessment Requirements and two Skill Sets)
- Mapping of Qualifications and Units
- Key consultation questions on which SkillsIQ seeks feedback to provide information to the IRC and TAC.

Contact Details

For more information, please contact:

Devika Mudaliar
Skills Engagement Executive
E: devika.mudaliar@skillsiq.com.au
P: (02) 9392 8100 or 0438 043 186

Current Translating and Interpreting Qualifications

Qualification Code	Qualification Title
PSP50816	Diploma of Translating
PSP50916	Diploma of Interpreting (LOTE-English)
PSP60816	Advanced Diploma of Translating
PSP60916	Advanced Diploma of Interpreting (LOTE-English)

Current List of Translating and Interpreting Units and Prerequisites

Unit Code	Unit Title	Prerequisite(s)
PSPTIS001	Apply codes and standards to ethical practice	Nil
PSPTIS002	Build glossaries for translating and interpreting assignments	Nil
PSPTIS003	Prepare to translate and interpret	Nil
PSPTIS004	Conduct career planning	Nil
PSPTIS020	Analyse text types for translation of general purpose texts (LOTE-English)	Nil
PSPTIS021	Translate and certify non-narrative texts	Nil
PSPTIS022	Translate general purpose texts from English to LOTE	Nil
PSPTIS023	Translate general purpose texts from LOTE to English	Nil
PSPTIS024	Read and analyse general purpose LOTE texts to be translated	Nil
PSPTIS025	Read and analyse general purpose English texts to be translated	Nil
PSPTIS026	Demonstrate routine written LOTE proficiency in different subjects and cultural contexts	Nil
PSPTIS027	Demonstrate routine written English proficiency in different subjects and cultural contexts	Nil
PSPTIS040	Interpret in general dialogue settings (LOTE-English)	Nil
PSPTIS041	Interpret in general monologue settings (LOTE-English)	Nil
PSPTIS042	Manage discourses in general settings	Nil
PSPTIS043	Use routine subject matter terminology in interpreting (LOTE-English)	Nil

Unit Code	Unit Title	Prerequisite(s)
PSPTIS044	Demonstrate routine LOTE proficiency in different subjects and cultural contexts	Nil
PSPTIS045	Demonstrate routine English proficiency in different subjects and cultural contexts	Nil
PSPTIS046	Use routine education terminology in interpreting (LOTE-English)	Nil
PSPTIS047	Use routine health terminology in interpreting (LOTE-English)	Nil
PSPTIS048	Use routine legal terminology in interpreting (LOTE-English)	Nil
PSPTIS060	Analyse text types for translation of special purpose texts (LOTE-English)	Nil
PSPTIS061	Quality assure translations	Nil
PSPTIS062	Translate special purpose texts from English to LOTE	Nil
PSPTIS063	Translate special purpose texts from LOTE to English	Nil
PSPTIS064	Read and analyse special purpose English texts to be translated	Nil
PSPTIS065	Read and analyse special purpose LOTE texts to be translated	Nil
PSPTIS066	Apply theories to translating and interpreting work practices	Nil
PSPTIS067	Demonstrate complex written LOTE proficiency in different subjects and cultural contexts	Nil
PSPTIS068	Demonstrate complex written English proficiency in different subjects and cultural contexts	Nil
PSPTIS069	Maintain and enhance professional practice	Nil
PSPTIS070	Prepare translated transcripts	Nil
PSPTIS071	Translate multimedia source material	Nil
PSPTIS072	Use translation technology	Nil
PSPTIS080	Interpret in complex dialogue settings (LOTE-English)	Nil
PSPTIS081	Interpret in complex monologue settings (LOTE-English)	Nil
PSPTIS082	Interpret through communication media	Nil
PSPTIS083	Manage discourses in complex settings	Nil
PSPTIS084	Sight translate (LOTE-English)	Nil

Unit Code	Unit Title	Prerequisite(s)
PSPTIS085	Use complex subject area terminology in interpreting (LOTE-English)	Nil
PSPTIS086	Use chuchotage (whispered simultaneous) to interpret (LOTE-English)	Nil
PSPTIS087	Use note taking to recall and reproduce source messages (LOTE-English)	Nil
PSPTIS088	Demonstrate complex LOTE proficiency in different subjects and cultural contexts	Nil
PSPTIS089	Demonstrate complex English proficiency in different subjects and cultural contexts	Nil
PSPTIS090	Interpret as part of a team	Nil
PSPTIS091	Use complex education terminology in interpreting (LOTE-English)	Nil
PSPTIS092	Use complex health terminology in interpreting (LOTE-English)	Nil
PSPTIS093	Use complex legal terminology in interpreting (LOTE-English)	Nil
PSPTIS100	Apply codes and standards to professional judgement	Nil
PSPTIS101	Negotiate translating and interpreting assignments	Nil

Qualification Mapping

A qualification is mapped as Equivalent (E) to another one when it provides the same skill and knowledge outcomes, including when:

- core Units remain the same or are replaced by similar Units which provide the same skill and knowledge outcomes
- numbers of electives remain the same or are raised or reduced slightly.

A qualification is mapped as Not Equivalent (N) when it provides different skill and knowledge outcomes, including when:

- Units have been added to the core which provide additional mandatory skill and knowledge outcomes
- Units have been removed from the core which reduce mandatory skill and knowledge outcomes
- a significant number of additional elective Units are required
- Entry Requirements are altered, creating significant differences to the structure of the qualification.

Previous Qualification Code and Title	New Qualification Code and Title	Comment in Relation to Qualification E = Equivalent N = Not Equivalent
PSP50816 Diploma of Translating	PSP50822 Diploma of Translating	N Qualification Code updated. Changes to Packaging Rules, Specialisations, core and elective Units.
PSP50916 Diploma of Interpreting (LOTE-English)	PSP50922 Diploma of Interpreting	N Qualification Code updated. Changes to Packaging Rules, Specialisations, core and elective Units.
PSP60816 Advanced Diploma of Translating	PSP60822 Advanced Diploma of Translating	N Qualification Code updated. Changes to Packaging Rules, Specialisations, core and elective Units.
PSP60916 Advanced Diploma of Interpreting (LOTE-English)	PSP60922 Advanced Diploma of Interpreting	N Qualification Code updated. Changes to Packaging Rules, Specialisations, core and elective Units.

Skill Sets

New Skill Set Titles
PSPSS000062 Translating Skill Set
PSPSS000063 Interpreting Skill Set

Unit of Competency Mapping

A Unit of Competency is mapped as Equivalent (E) when:

- it provides the same skill and knowledge outcomes
- Elements and associated Performance Criteria have remained the same, but are better expressed
- Knowledge Requirements have remained the same but are better expressed.

A Unit of Competency is mapped as Not Equivalent (N) when:

- it provides different skill and knowledge outcomes
- Elements and/or Performance Criteria have been added or removed

- Performance Evidence (PE) or Knowledge Evidence (KE) requirements have been added or removed.

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = Equivalent N = Not Equivalent PE = Performance Evidence, KE = Knowledge Evidence
PSPTIS001 Apply codes and standards to ethical practice	PSPTIS102 Apply codes and standards to ethical practice	E Unit Code updated. Minor changes to Application Statement, Performance Criteria, PE, KE and Assessment Conditions.
PSPTIS002 Build glossaries for translating and interpreting assignments	PSPTIS103 Build glossaries for translating and interpreting assignments	N Unit Code updated. Changes to Application Statement, Performance Criteria, PE, KE and Assessment Conditions.
PSPTIS003 Prepare to translate and interpret	PSPTIS104 Prepare to translate and interpret	E Unit Code updated. Minor changes to Application Statement, Performance Criteria, PE, KE and Conditions.
PSPTIS004 Conduct career planning	PSPTIS105 Conduct career planning	E Unit Code updated. Minor changes to Application Statement, Performance Criteria, PE, KE and Conditions.
PSPTIS020 Analyse text types for translation of general purpose texts (LOTE-English)	Superseded. Merged with PSPTIS024 Read and analyse general purpose LOTE texts to be translated and PSPTIS025 Read and analyse	

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = Equivalent N = Not Equivalent PE = Performance Evidence, KE = Knowledge Evidence
	general purpose English texts to be translated. Content included in PSPTIS109 Read and analyse general purpose texts to be translated.	
PSPTIS021 Translate and certify non-narrative texts	PSPTIS106 Translate and certify non-narrative texts	E Unit Code updated. Minor changes to Application Statement, Performance Criteria, PE, KE and Conditions.
PSPTIS022 Translate general purpose texts from English to LOTE	PSPTIS107 Translate general purpose texts from English to LOTE	N Unit Code updated. Changes to Application Statement, Performance Criteria, PE, KE and Conditions.
PSPTIS023 Translate general purpose texts from LOTE to English	PSPTIS108 Translate general purpose texts from LOTE to English	N Unit Code updated. Changes to Application Statement, Performance Criteria, PE, KE and Conditions.
PSPTIS024 Read and analyse general purpose LOTE texts to be translated	Superseded. Merged with PSPTIS020 Analyse text types for translation of general purpose texts (LOTE-English) and PSPTIS025 Read and analyse general purpose English texts to be translated. Content included in PSPTIS109 Read and analyse general purpose texts to be translated.	

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = Equivalent N = Not Equivalent PE = Performance Evidence, KE = Knowledge Evidence
PSPTIS025 Read and analyse general purpose English texts to be translated	PSPTIS109 Read and analyse general purpose texts to be translated	N Unit code updated. Changes to Title, Application Statement, Elements, Performance Criteria, PE, KE and Conditions.
PSPTIS026 Demonstrate routine written LOTE proficiency in different subjects and cultural contexts	PSPTIS110 Demonstrate routine written LOTE proficiency in different subjects and cultural contexts	E Unit Code updated. Minor changes to Application Statement, Performance Criteria and PE.
PSPTIS027 Demonstrate routine written English proficiency in different subjects and cultural contexts	PSPTIS111 Demonstrate routine written English proficiency in different subjects and cultural contexts	E Unit Code updated. Minor changes to Application Statement, Performance Criteria and PE.
PSPTIS040 Interpret in general dialogue settings (LOTE-English)	PSPTIS112 Interpret in general dialogue settings	E Unit Code and Title updated. Minor changes to Application Statement, Performance Criteria, PE and KE.
PSPTIS041 Interpret in general monologue settings (LOTE-English)	PSPTIS113 Interpret in general monologue settings	E Unit Code and Title updated. Minor changes to Application Statement, Performance Criteria, PE and KE.
PSPTIS042 Manage discourses in general settings	PSPTIS114 Manage interactions in general settings	E Unit Code and Title updated.

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = Equivalent N = Not Equivalent PE = Performance Evidence, KE = Knowledge Evidence
		Minor changes to Application Statement, Performance Criteria, PE, KE and Assessment Conditions.
PSPTIS043 Use routine subject matter terminology in interpreting (LOTE-English)	PSPTIS115 Use routine subject area terminology in interpreting	N Unit code and Title updated. Changes to Application Statement, Performance Criteria, PE, KE and Assessment Conditions.
PSPTIS044 Demonstrate routine LOTE proficiency in different subjects and cultural contexts	PSPTIS116 Demonstrate routine language proficiency in different subjects and cultural contexts	N Unit Code and Title updated. Changes to Application Statement, PE, KE and Assessment Conditions.
PSPTIS045 Demonstrate routine English proficiency in different subjects and cultural contexts	Superseded. Merged with PSPTIS044 Demonstrate routine LOTE proficiency in different subjects and cultural contexts. Content included in PSPTIS116 Demonstrate routine language proficiency in different subjects and cultural contexts.	
PSPTIS046 Use routine education terminology in interpreting (LOTE-English)	PSPTIS117 Use routine education terminology in interpreting	N Unit Code and Title updated. Changes to Application Statement, Performance Criteria, PE, KE and

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = Equivalent N = Not Equivalent PE = Performance Evidence, KE = Knowledge Evidence
		Assessment Conditions.
PSPTIS047 Use routine health terminology in interpreting (LOTE-English)	PSPTIS118 Use routine health terminology in interpreting	N Unit Code and Title updated. Changes to Application Statement, Performance Criteria, PE, KE and Assessment Conditions.
PSPTIS048 Use routine legal terminology in interpreting (LOTE-English)	PSPTIS119 Use routine legal terminology in interpreting	N Unit Code and Title updated. Changes to Application Statement, Performance Criteria, PE, KE and Assessment Conditions.
PSPTIS060 Analyse text types for translation of special purpose texts (LOTE-English)	Superseded. Merged with PSPTIS064 Read and analyse special purpose English texts to be translated and PSPTIS065 Read and analyse special purpose LOTE texts to be translated. Content included in PSPTIS123 Read and analyse special purpose texts to be translated.	
PSPTIS061 Quality assure translations	PSPTIS120 Revise translations	N Unit Code and Title updated. Changes to Application Statement, PE, KE and Assessment Conditions.

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = Equivalent N = Not Equivalent PE = Performance Evidence, KE = Knowledge Evidence
PSPTIS062 Translate special purpose texts from English to LOTE	PSPTIS121 Translate special purpose texts from English to LOTE	N Unit Code updated. Changes to Application Statement, Elements, Performance Criteria, PE, KE and Assessment Conditions.
PSPTIS063 Translate special purpose texts from LOTE to English	PSPTIS122 Translate special purpose texts from LOTE to English	N Unit Code updated. Changes to Application Statement, Elements, Performance Criteria, PE, KE and Assessment Conditions.
PSPTIS064 Read and analyse special purpose English texts to be translated	Superseded. Merged with PSPTIS060 Analyse text types for translation of special purpose texts (LOTE-English) and PSPTIS065 Read and analyse special purpose LOTE texts to be translated. Content included in PSPTIS123 Read and analyse special purpose texts to be translated.	
PSPTIS065 Read and analyse special purpose LOTE texts to be translated	PSPTIS123 Read and analyse special purpose texts to be translated	N Unit code and Title updated. Changes to Application Statement, Elements, Performance Criteria, PE, KE and Assessment Conditions.

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = Equivalent N = Not Equivalent PE = Performance Evidence, KE = Knowledge Evidence
PSPTIS066 Apply theories to translating and interpreting work practices	PSPTIS124 Apply theories to translating and interpreting work practices	N Unit Code updated. Changes to Application Statement, Performance Criteria, PE, KE and Assessment Conditions.
PSPTIS067 Demonstrate complex written LOTE proficiency in different subjects and cultural contexts	PSPTIS125 Demonstrate complex written LOTE proficiency in different subjects and cultural contexts	E Unit Code updated. Minor changes to Application Statement, Performance Criteria and PE.
PSPTIS068 Demonstrate complex written English proficiency in different subjects and cultural contexts	PSPTIS126 Demonstrate complex written English proficiency in different subjects and cultural contexts	E Unit Code updated. Minor changes to Application Statement, Performance Criteria and PE.
PSPTIS069 Maintain and enhance professional practice	PSPTIS127 Maintain and enhance professional practice	N Unit Code updated. Changes to Application Statement, Elements, Performance Criteria, PE, KE and Assessment Conditions.
PSPTIS070 Prepare translated transcripts	PSPTIS128 Prepare translated transcripts	N Unit Code updated. Changes to Application Statement, Elements, Performance Criteria, PE and KE.
PSPTIS071 Translate multimedia source material	PSPTIS129 Translate multimedia source material	E Unit Code updated.

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = Equivalent N = Not Equivalent PE = Performance Evidence, KE = Knowledge Evidence
		Minor changes to Application Statement, Performance Criteria and PE.
PSPTIS072 Use translation technology	PSPTIS130 Use translation technology	N Unit Code updated. Minor changes to Application Statement, Elements, Performance Criteria and PE.
PSPTIS080 Interpret in complex dialogue settings (LOTE-English)	PSPTIS131 Interpret in complex dialogue settings	N Unit Code and Title updated. Changes to Application Statement, Performance Criteria, PE and KE.
PSPTIS081 Interpret in complex monologue settings (LOTE-English)	PSPTIS132 Interpret in complex monologue settings	N Unit Code and Title updated. Changes to Application Statement, Performance Criteria, PE and KE.
PSPTIS082 Interpret through communication media	PSPTIS133 Interpret through communication media	E Unit Code updated. Minor changes to Application Statement and PE.
PSPTIS083 Manage discourses in complex settings	PSPTIS134 Manage interactions in complex settings	N Unit Code and Title updated. Changes to Application Statement and PE.
PSPTIS084 Sight translate (LOTE-English)	PSPTIS135 Sight translate	N Unit Code and Title updated.

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = Equivalent N = Not Equivalent PE = Performance Evidence, KE = Knowledge Evidence
		Changes to Application Statement, Performance Criteria, PE, KE and Assessment Conditions.
PSPTIS085 Use complex subject area terminology in interpreting (LOTE-English)	PSPTIS136 Use complex subject area terminology in interpreting	N Unit Code and Title updated. Changes to Application Statement, Performance Criteria, PE, KE and Assessment Conditions.
PSPTIS086 Use chuchotage (whispered simultaneous) to interpret (LOTE-English)	PSPTIS137 Use chuchotage (whispered simultaneous) to interpret	N Unit Code and Title updated. Changes to Application Statement, Performance Criteria, PE, KE and Assessment Conditions.
PSPTIS087 Use note taking to recall and reproduce source messages (LOTE-English)	PSPTIS138 Use note taking to recall and reproduce source messages	N Unit Code and Title updated. Changes to Application Statement, Performance Criteria, PE, KE and Assessment Conditions.
PSPTIS088 Demonstrate complex LOTE proficiency in different subjects and cultural contexts	PSPTIS139 Demonstrate complex LOTE proficiency in different subjects and cultural contexts	E Unit Code updated. Minor changes to Application Statement, Performance Criteria,

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = Equivalent N = Not Equivalent PE = Performance Evidence, KE = Knowledge Evidence
		PE, KE and Assessment Conditions.
PSPTIS089 Demonstrate complex English proficiency in different subjects and cultural contexts	PSPTIS140 Demonstrate complex English proficiency in different subjects and cultural contexts	E Unit Code updated. Minor Changes to Application Statement, PE and KE.
PSPTIS090 Interpret as part of a team	PSPTIS141 Interpret as part of a team	E Unit Code updated. Minor changes to Application Statement and PE.
PSPTIS091 Use complex education terminology in interpreting (LOTE-English)	PSPTIS142 Use complex education terminology in interpreting	N Unit Code and Title updated. Changes to Application Statement, Performance Criteria, PE, KE and Assessment Conditions.
PSPTIS092 Use complex health terminology in interpreting (LOTE-English)	PSPTIS143 Use complex health terminology in interpreting	N Unit Code and Title updated. Changes to Application Statement, Performance Criteria, PE, KE and Assessment Conditions.
PSPTIS093 Use complex legal terminology in interpreting (LOTE-English)	PSPTIS144 Use complex legal terminology in interpreting	N Unit Code and Title updated. Changes to Application Statement, Performance Criteria,

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = Equivalent N = Not Equivalent PE = Performance Evidence, KE = Knowledge Evidence
		PE, KE and Assessment Conditions.
PSPTIS100 Apply codes and standards to professional judgement	PSPTIS145 Apply codes and standards to professional judgement	E Unit Code updated. Minor changes to Application Statement, Performance Criteria, PE, KE and Assessment Conditions.
PSPTIS101 Negotiate translating and interpreting assignments	PSPTIS146 Negotiate translating and interpreting assignments	E Unit Code and Title updated. Minor Changes to Application Statement, Performance Criteria and PE.

Questions for Consideration

The following questions have been developed to guide feedback for Draft 1 of the Translating and Interpreting Training Package Products.

Qualifications – Specific Questions

Diploma of Translating

- The *Diploma of Interpreting* includes the following Units on subject area terminology:
  - *PSPTIS115 Use routine subject area terminology in interpreting*
  - *PSPTIS117 Use routine education terminology in interpreting*
  - *PSPTIS118 Use routine health terminology in interpreting*
  - *PSPTIS119 Use routine legal terminology in interpreting.*
  - Should similar Units on subject area terminology for translating be developed for inclusion in the *Diploma of Translating?*

Advanced Diploma of Translating

- The *Advanced Diploma of Interpreting* includes the following Units on subject area terminology:
  - *PSPTIS136 Use complex subject area terminology in interpreting*
  - *PSPTIS142 Use complex education terminology in interpreting*
  - *PSPTIS143 Use complex health terminology in interpreting*
  - *PSPTIS144 Use complex legal terminology in interpreting.*
  - Should similar Units on subject area terminology for translating be developed for inclusion in the *Advanced Diploma of Translating?*
  - The *Advanced Diploma of Translating* has been updated to include the six core Units from the *Diploma of Translating*, which comprise the newly developed Translating Skill Set, as an Entry Requirement. Should those six core Units from the *Diploma of Translating* be included as the Entry Requirement or should the *Diploma of Translating* in its entirety be the Entry Requirement?

Diploma of Interpreting and *Advanced Diploma of Interpreting*

- The Specialisations for the Qualifications have been updated to include a Specialisation relating to 'Spoken Language', and a specialisation in Auslan. Do these specialisations contain the correct mix of units of competency?
- The *Advanced Diploma of Interpreting* has been updated to include six of the seven core Units from the *Diploma of Interpreting* – in other words, all the core Units except for *PSPTIS115 Use routine subject area terminology in interpreting* as the Entry Requirement. Should those six core Units from the *Diploma of Interpreting* be included as the Entry Requirement or should the *Diploma of Interpreting* in its entirety be the Entry Requirement?

Qualifications – General Questions

- Do the Qualifications provide a clear and accurate description of the skills outcomes for the Qualifications?
- Should there be any Entry Requirements for the *Diploma of Translating* and the *Diploma of Interpreting*?
- Are the updated Units appropriate to be included in the core or electives?

- Are the Packaging Rules for the core and elective composition of Units attainable at a Diploma and Advanced Diploma level?

Skill Sets – General Questions

- Do the Skill Sets provide a clear and accurate description of the skills?
- Are the Units included in the Skill Sets appropriate for the learner to achieve the outcomes highlighted?

Units of Competency – Specific Questions

PSPTIS120 Revise translations

- The Performance Evidence requirements for this Unit have been updated in terms of volume and appropriate evidence. Currently, the learner is required to revise at least one translation into English and one translation into a LOTE. Is this appropriate or should the learner revise two translations in English and two translations into a LOTE, or in two directions?

Units related to complex written language proficiency in different subjects and cultural contexts

- The following Units of Competency have similar content and have been kept separate for the purpose of Draft 1 public consultation. However, the TAC is seeking feedback from stakeholders on whether these Units should be merged to avoid duplication of content:
  - *PSPTIS125 Demonstrate complex written LOTE proficiency in different subjects and cultural contexts*
  - *PSPTIS126 Demonstrate complex written English proficiency in different subjects and cultural contexts.*

PSPTIS135 Sight translate

- The TAC has proposed adding a new PC2.4 in this Unit as stated below. Should this new PC2.4 be included? If so, should there be any amendments to this PC?
  - PC2.4 Monitor source speaker or signer deviations from text and seamlessly incorporate deviations into interpreting delivery.

PSPTIS139 Demonstrate complex LOTE proficiency in different subjects and cultural contexts

- This Unit includes ‘signed communication in a LOTE’ or ‘signed LOTE language’ skills and knowledge. Should this content be included in this Unit, or should it be included in a separate Auslan Unit?
- Does a different unit need to be developed to reflect interpreting between two sign languages?

PSPTIS145 Apply codes and standards to professional judgement

- The Performance Evidence requirements for this Unit have been updated in terms of volume and appropriate evidence. Currently, the learner is required to demonstrate the identified tasks on at least two occasions. Is this appropriate or should the learner demonstrate the tasks on just one occasion?

- Should content related to complex situations be included in this Unit?

Suite of Units of Competency – General Questions

- Are all draft Units required? Should any be deleted?
- Are there any essential Prerequisites that should be nominated?
- Are there any additional Units of Competency required?

Titles and Application Statements - Units of Competency

- Do the Titles reflect the skills being described? Could any be changed to better indicate what the Units cover?
- Does the Application Statement provide a clear and accurate description of the skills being described?

Elements and Performance Criteria

- Do the Elements and Performance Criteria accurately describe what people do in translating and interpreting job roles? If not, what could be added?
- Do the Performance Criteria adequately describe the level of proficiency?

Performance Evidence

- Would the types of evidence prove that a person is competent in all the Unit outcomes, including Performance Criteria, Foundation Skills and Knowledge?
- Is the suggested volume (sufficiency) of evidence appropriate? Too little, too much?
- Are the statements clear? Would assessors understand exactly what they must do?

Knowledge Evidence

- What is the essential knowledge required of an individual in order to perform the tasks described in the Performance Criteria? Is the Knowledge Evidence requirement specific enough?
- Is there anything which should be added or deleted?
- What is the breadth and depth of knowledge required? Is this described well enough to assist assessors understand the scope?

Assessment Conditions

- Are the nominated environments appropriate?
- Are the statements clear? Would assessors understand what they must provide for assessment?

Appendix A: Training Package Unit of Competency Terminology Guide

Units of Competency specify the skills and knowledge a learner needs in order to complete a work task. Each Unit of Competency has associated Assessment Requirements, which detail what a learner must demonstrate and know in order to be deemed competent, along with any special conditions which apply to the assessment of competency.

UNIT CODE	Unique code which identifies the Unit of Competency
UNIT TITLE	The Unit Title is a brief statement of the outcome of the Unit of Competency, i.e. what the task is that learners will be able to complete once they are deemed competent
APPLICATION	The application summarises: • the content of the Unit of Competency and the skill area it addresses • any relationship with other Units of Competency • any licensing requirements or relevant legislation • the Unit of Competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.
PREREQUISITE UNIT	Prerequisites are other Units of Competency or in some cases licences, etc. that a learner must complete before undertaking this Unit of Competency. This may be in order to provide underpinning skills or knowledge that is essential for a learner to undertake this Unit.
ELEMENTS	The Elements are the basic themes of the Unit of Competency. They describe the significant functions that form part of the work task that the Unit of Competency covers.
PERFORMANCE CRITERIA	The Performance Criteria specify the required steps that enable the learner to undertake the work task.
Assessment Requirements	
PERFORMANCE EVIDENCE	Identifies what a learner must demonstrate in order to be deemed competent at the work task.
KNOWLEDGE EVIDENCE	Identifies what a learner needs to know to perform the work task effectively.