SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

Draft 2 – Translating and Interpreting Training Package Products

Validation Guide

June 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.

Project Background

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.

A Case for Change was submitted by the Public Sector IRC in November 2021. It identified the key changes that have occurred in recent years in terms of the operating environment and workforce demand for VET sector training that have resulted in rendering the current Training Package Products unfit for purpose and presented a compelling need for an update.

The following issues raised by industry stakeholders were documented in the Case for Change:

- *Filling the current training gap in translating and interpreting in order to meet NAATI's minimum training requirement for obtaining credentials in interpreting and translating.*
- *The shortage of qualified trainers for low-volume languages*
- *Difficulties in recruitment mainly due to the short-term nature of casualised employment opportunities*
- *Current requirements of training package products are exclusionary of Deaf interpreter and Auslan-English interpreter students.*

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 worked on updating the existing two Diplomas and two Advanced Diplomas, existing fifty associated Units of Competency and developing two new skill sets that were released for Draft 1 public consultation in March/April 2022.

This paper summarises the feedback received during Draft 1 public consultation and highlights the key changes to the Qualifications, Skill Sets and Units which have been reflected in Draft 2.

Draft 1

National consultation on Draft 1 was open from **28 March to 26 April 2022**. It was promoted via SkillsIQ's networks and stakeholders, as well as via the Public Sector IRC members' and Translating and Interpreting TAC members' own professional networks.

Draft 1 of the two Qualifications, two Skill Sets and forty five Units of Competency was published and made available via SkillsIQ Feedback Forum. A Consultation Guide was also included on the Feedback Forum for individuals to download and review. Overall, the Feedback Forum page received 506 unique views during this first consultation period and a total of 721 comments. Feedback was also received directly by email.

In addition to collecting feedback via the Feedback Forum, consultation activities included five webinars held during April 2022.

On completion, TAC members met to analyse and discuss the feedback received on Draft 1 and determined actions for the development of Draft 2.

Draft 2 Validation and Timelines

Feedback reviewed during the Draft 1 consultation period has informed the development of Draft 2. Validation of Draft 2 allows stakeholders to review changes made to the Draft 1 components and confirm that the resultant Training Package Products meet their needs. It provides an opportunity for final input prior to submission for endorsement.

National validation of Draft 2 will be open from **Friday, 03 June 2022 and will close at 5.00pm AEST on Friday, 17 June 2022**. During this period input will be sought on the following:

Two Qualifications
Two Skill Sets
Forty Seven Units of Competency.

Following the close of validation, feedback will be collated and reviewed by the TAC and IRC. This feedback will inform the development of the Final Draft for submission.

Webinars

SkillsIQ will host a series of webinars to seek stakeholder input. To register your interest in attending a webinar, please click on any one of the links below.

Webinar 1: Wednesday, 8 June – 3:00pm–4:30pm (AEST)

Translating and Interpreting Draft 2 Validation - Webinar 1

Webinar 2: Thursday, 9 June – 1:00pm–3:00pm (AEST) Auslan specific session*

Translating and Interpreting Draft 2 Validation - Webinar 2

Webinar 3: Wednesday, 15 June – 2:00pm–3:30pm (AEST)

Translating and Interpreting Draft 2 Validation - Webinar 3.

*Please note that the session on Wednesday 9 June will be an Auslan specific session and as such, priority will be given to members of the Deaf community, Auslan interpreters, or RTOs delivering the qualifications in Auslan-English.

Online Feedback Forum

Feedback can be provided online via the SkillsIQ Online Feedback Forum. The Feedback Forum is a tool designed to capture stakeholder feedback on draft Training Package Products. It also provides an opportunity for stakeholders to view feedback left by others.

To access the Feedback Forum, please click here.

For information on how to use the Feedback Forum, please click here.

About this Validation Guide

This Guide, which should be read in conjunction with the Draft 2 Training Package Products, provides:

- a summary of the proposed changes from Draft 1 to Draft 2
- the draft Qualifications
- the draft Skill Sets
- a list of Draft 2 Units of Competency and mapping information
- an explanation of the contents of the Units of Competency and Assessment Requirements found in Appendix A.

This Guide does not include the Draft 2 Training Package components. These can be accessed via the Feedback Forum link above.

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.

Summary of Changes – Draft 1 to Draft 2

General Issues

A number of general issues were raised in stakeholders' comments, and a diverse range of viewpoints were expressed.

The following table outlines the main points raised in Draft 1 consultation and the ways in which they have been addressed.

Please note that the TAC has a series of specific questions, which may be seen on pages 17-21, in relation to some of these changes to gain further feedback and confirmation from stakeholders, prior to finalising the Training Package Products for submission.

Component/s	Changes to Draft 2
Qualifications	
PSP50822 Diploma of Translating	
Qualification Description	Minor changes made to Qualification Description.
Packaging Rules	The total number of Units to complete the qualification has now been changed to 13. Packaging Rules for Draft 2 now include four core Units and a choice of nine elective Units. A total of 13 Units is required to complete the Qualification. Elective specialisations now include the following four groups, along with general electives: • Group A: English to LOTE specialisation • Group B:LOTE to English specialisation • Group C: Language pair direction specialisation • Group D: Auslan specialisation • Group E: General electives. The Packaging Rules for Draft 2 have been updated to provide flexibility in the choice of electives.
Core Units	The Unit *PSPTIS105 Conduct career planning* has been moved from the core and is now included in the Group E General electives. The Unit *PSPTIS130 Use translation technology* has been removed from this qualification and is now included in the core of the *PSP60822 Advanced Diploma of Translating qualification*.

Elective Units	In response to feedback obtained from Draft 1 public consultation, the following Units of Competency have been added to the Elective groups:
	
	• Group A: English to LOTE specialisation
	  ○ *PSPTIS110 Demonstrate routine written LOTE proficiency in different subjects and cultural contexts*
	  ○ *PSPTIS147 Read and analyse general purpose English texts to be translated*
	• Group C: Language pair direction specialisation

	○ *PSPTIS147 Read and analyse general purpose English texts to be translated* • Group D: Auslan specialisation ○ *PSPTIS107 Translate general purpose texts from English to LOTE* ○ *PSPTIS108 Translate general purpose texts from LOTE to English* ○ *PSPTIS109 Read and analyse general purpose LOTE texts to be translated* ○ *PSPTIS111 Demonstrate routine written English proficiency in different subjects and cultural contexts* ○ *PSPTIS147 Read and analyse general purpose English texts to be translated* • Group E: General electives ○ *ICTICT214 Operate application software packages* ○ *PSPTIS124 Apply theories to translating and interpreting work practices* ○ *PSPLAN012 Converse in Auslan at a proficient user level* In response to feedback obtained from Draft 1 public consultation, the following Unit of Competency has been removed from the Elective groups: • Group E: General electives ○ *PSPTIS120 Revise translations*.
PSP60822 Advanced Diploma of Translating	
Qualification Description	Minor changes made to Qualification Description.
Entry Requirements	In response to feedback obtained from Draft 1 public consultation, the entry requirements have been removed from this qualification.
Packaging Rules	Packaging Rules for Draft 2 now include seven core Units and a choice of eight elective Units. A total of 15 Units is required to complete the Qualification. Elective specialisations now include the following four groups, along with general electives: • Group A: English to LOTE specialisation • Group B:LOTE to English specialisation • Group C: Language pair direction specialisation • Group D: Auslan specialisation • Group E: General electives. The Packaging Rules for Draft 2 have been updated to provide flexibility in the choice of electives.
Core Units	The following units are now included in the core: • PSPTIS103 Build glossaries for translating and interpreting assignments • PSPTIS106 Translate and certify non-narrative texts • PSPTIS130 Use translation technology The Unit *CUAWRT401 Edit texts* has been moved out of the core and is now included in the Group E General electives.

	The total number of core Units has changed to seven.

Elective Units	In response to feedback obtained from Draft 1 public consultation, the following Units of Competency have been added to the Elective groups:
	• Group A: English to LOTE specialisation
	  ○ *PSPTIS148 Read and analyse special purpose English texts to be translated*
	• Group C: Language pair direction specialisation
	  ○ *PSPTIS148 Read and analyse special purpose English texts to be translated*
	• Group D: Auslan specialisation
	  ○ *PSPTIS121 Translate special purpose texts from English to LOTE*
	  ○ *PSPTIS122 Translate special purpose texts from LOTE to English*
	  ○ *PSPTIS123 Read and analyse special purpose LOTE texts to be translated*
	  ○ *PSPTIS126 Demonstrate complex written English proficiency in different subjects and cultural contexts*
	  ○ *PSPTIS148 Read and analyse special purpose English texts to be translated*
	• Group E: General electives
	  ○ *CUAWRT401 Edit texts*
	  ○ *PSPTIS105 Conduct career planning*
	  ○ *MSMSUP382 Provide coaching/mentoring in the workplace*
	
	In response to feedback obtained from Draft 1 public consultation, the following Units of Competency have been removed from the Elective groups:
	• Group A: English to LOTE specialisation
	  ○ *PSPTIS148 Read and analyse special purpose English texts to be translated*
	• Group E: General electives
	  ○ *PSPGEN035 Provide workplace mentoring (*replaced with *MSMSUP382 Provide coaching/mentoring in the workplace).*

PSP50922 Diploma of Interpreting	
Qualification Description	Minor changes made to Qualification Description.
Packaging Rules	Packaging Rules for Draft 2 now include five core Units and a choice of seven elective Units. A total of 12 Units is required to complete the Qualification. Elective specialisations include the following two groups, along with general electives: • Group A: Spoken Language specialisation • Group B: Auslan specialisation • Group C: General electives. The Packaging Rules for Draft 2 have been updated to provide flexibility in the choice of electives.

Core Units	The following units have been moved out of the core and are now included in the Group C general electives: • PSPTIS105 Conduct career planning • PSPTIS103 Build glossaries for translating and interpreting assignments • PSPTIS133 Interpret through communication media The total number of core Units has changed to five.

Elective Units	In response to feedback obtained from Draft 1 public consultation, the following Units of Competency have been added to the Elective groups:
	• Group A: Spoken Language specialisation
	  ○ *PSPTIS118 Use routine health terminology in two languages*
	  ○ *PSPTIS119 Use routine legal terminology in two languages*
	• Group B: Auslan specialisation
	  ○ *PSPTIS117 Use routine education terminology in two languages*
	  ○ *PSPTIS134 Manage interactions in complex settings*
	• Group E: General electives
	  ○ *ICTICT214 Operate application software packages*
	  ○ *PSPLAN014 Convey information between Auslan and English*
	  ○ *PSPTIS103 Build glossaries for translating and interpreting assignments*
	  ○ *PSPTIS105 Conduct career planning*
	  ○ *PSPTIS113 Interpret in general monologue settings*
	  ○ *PSPTIS133 Interpret through communication media*
	In response to feedback obtained from Draft 1 public consultation, the following Units of Competency have been removed from the Elective groups:
	• Group A: Spoken Language specialisation
	  ○ *PSPTIS113 Interpret in general monologue settings*
	• Group B: Auslan specialisation
	  ○ *PSPTIS103 Build glossaries for translating and interpreting assignments*
	  ○ *PSPLAN014 Convey information between Auslan and English*
	• Group C: General electives
	  ○ *BSBTWK301 Use inclusive work practices.*

PSP60922 Advanced Diploma of Interpreting	
Qualification Description	Minor changes made to Qualification Description.
Entry Requirements	In response to feedback obtained from Draft 1 public consultation, the entry requirements have been removed from this qualification.
Packaging Rules	Packaging Rules for Draft 2 now include nine core Units and a choice of seven elective Units. A total of 16 Units is required to

	complete the Qualification. Elective specialisations include the following two groups and general electives: • Group A: Spoken Language specialisation • Group B: Auslan specialisation • Group C: General electives. The Packaging Rules for Draft 2 have been updated to provide flexibility in the choice of electives.
Core Units	The following units are now included in the core: • PSPTIS124 Apply theories to translating and interpreting work practices • PSPTIS132 Interpret in complex monologue settings The following unit has been moved out of the core and is now included in the Group C general electives: • PSPTIS141 Interpret as part of a team. The total number of core Units has changed to nine.

Elective Units	In response to feedback obtained from Draft 1 public consultation, the following Units of Competency have been added to the Elective groups:
	• Group B: Auslan specialisation
	  ○ *PSPTIS141 Interpret as part of a team*
	• Group C: General electives
	  ○ *MSMSUP382 Provide coaching/mentoring in the workplace*
	  ○ *PSPTIS141 Interpret as part of a team*
	  ○ *PSPLAN014 Convey information between Auslan and English*
	In response to feedback obtained from Draft 1 public consultation, the following Units of Competency have been removed from the Elective groups:
	• Group A: Spoken Language specialisation
	  ○ *PSPTIS132 Interpret in complex monologue settings*
	• Group B: Auslan specialisation
	  ○ *PSPLAN014 Convey information between Auslan and English*
	  ○ *PSPTIS132 Interpret in complex monologue settings*
	• Group C: General electives
	  ○ *PSPGEN035 Provide workplace mentoring (*replaced with *MSMSUP382 Provide coaching/mentoring in the workplace)*
	  ○ *PSPTIS124 Apply theories to translating and interpreting work practices.*

Skill Sets	
PSPSS000062 Introduction to Translating Skill Set	
Packaging rules	The Translating skill set has been updated to include the following units: • *PSPTIS102 Apply codes and standards to ethical practice*

	• *PSPTIS103 Build glossaries for translating and interpreting assignments* • *PSPTIS104 Prepare to translate and interpret* • *PSPTIS105 Conduct career planning* • *PSPTIS148 Read and analyse special purpose English texts to be translated* • *PSPTIS106 Translate and certify non-narrative texts.*
PSPSS000063 Introduction to Interpreting Skill Set	
Packaging rules	The Interpreting skill set has been updated to include the following units: • *PSPTIS102 Apply codes and standards to ethical practice* • *PSPTIS103 Build glossaries for translating and interpreting assignments* • *PSPTIS104 Prepare to translate and interpret* • *PSPTIS105 Conduct career planning* • *PSPTIS114 Manage interactions in general settings.*
Units of Competency	
General	
Terminology	Current industry terminology has been revised throughout all the Units of Competency, for consistency.

Additional Changes to Specific Units	• All Unit Codes have been updated.
	• In Draft 1, *PSPTIS109 Read and analyse general purpose texts to be translated* was developed from merged content from the following three units:
	  ○ *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*
	• Draft 2 now includes two units with specific reference to the general purpose text language to be translated:
	  ○ *PSPTIS109 Read and analyse general purpose LOTE texts to be translated*
	  ○ *PSPTIS147 Read and analyse general purpose English texts to be translated*
	• In Draft 1, *PSPTIS123 Read and analyse special purpose texts to be translated* was developed from merged content from the following three units:
	  ○ *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*
	• Draft 2 now includes two units with specific reference to the special purpose text language to be translated:
	  ○ *PSPTIS123 Read and analyse special purpose LOTE texts to be translated*

	○ *PSPTIS148 Read and analyse special purpose English texts to be translated.*

Units of Competency

Titles	The following Units have been updated in terms of Titles: • *PSPTIS109 Read and analyse general purpose LOTE texts to be translated* • *PSPTIS115 Use routine subject area terminology in two languages* • *PSPTIS117 Use routine education terminology in two languages* • *PSPTIS118 Use routine health terminology in two languages* • *PSPTIS119 Use routine legal terminology in two languages* • *PSPTIS123 Read and analyse special purpose LOTE texts to be translated* • *PSPTIS136 Use complex subject area terminology in two languages* • *PSPTIS142 Use complex education terminology in two languages* • *PSPTIS143 Use complex health terminology in two languages* • *PSPTIS144 Use complex legal terminology in two languages.*
Application Statements	Application Statements have been updated to include current industry terminology.
Prerequisites	No Prerequisites have been included.
Elements and Performance Criteria (PCs)	Elements and Performance Criteria for all the Units have been refined to incorporate better technical language and to reflect current industry practice and terminology. The following Units have been updated with either additional or fewer Elements and Performance Criteria: ***PSPTIS113 Interpret in general monologue settings*** • PC2.4 has been removed and content has been included in a new PC2.3 'Reproduce message, maintaining its logical sequence and communicative intent'. ***PSPTIS121 Translate special purpose texts from English to LOTE*** ***PSPTIS122 Translate special purpose texts from LOTE to English*** • Changes made to the above mentioned units - E4 has been removed and content has been incorporated into E2 and E3 as the following new PC's: ○ 'PC2.2 Apply requirements of the subject and cultural context to translation' ○ 'PC2.3 Apply recognised target language conventions, standards and formats to translation' ○ 'PC2.6 Produce written or word processed documents, applying basic design elements to text'

	○ 'PC3.4 Ensure text type and document objectives are achieved and requirements are met in target text'. ***PSPTIS128 Prepare translated transcripts*** • PC4.5 has been added to include content on 'Considering and identifying adjustments to improve process and outcomes of future translation of transcripts'. ***PSPTIS129 Translate multimedia source material*** • PC5.3 added to include content on 'Considering and identifying adjustments to improve process and outcomes of future translation of transcripts'. ***PSPTIS133 Interpret through communication media*** • PC1.3 has been updated and is now PC1.1 'Confirm the process and purpose of the assignment and ensure communication medium is suitable for the requirements'. • New PC1.3 added to include content on 'setting up communication tools and equipment and testing for correct functioning. • New PC1.4 added to include content on 'troubleshooting issues with functionality'.
Foundation Skills	Foundation Skills tables in all the Units have been removed as the skills essential to performance are explicit in the Performance Criteria of all the Units. ***NOTE:*** *The Foundation Skills table is NOT used to indicate the level of Foundation Skills a learner must have to complete the unit. It is used to alert RTOs if there is a need for a particular Foundation Skill that is not explicit in the Performance Criteria. In the case of these units, where a Foundation Skill such as reading is required it is explicitly referenced in the PC, e.g. "Read text and…" therefore it is not necessary to refer to it in the separate Foundation Skills table.*
Performance Evidence	Performance Evidence tasks for the following Units have been reworded to provide clarity on the requirements and to ensure assessment provides clarity in terms of volume and frequency. ***PSPTIS102 Apply codes and standards to ethical practice*** • updated to 'on at least two occasions, one relating to translating and one relating to interpreting, or two relating to interpreting for languages that do not have a written form…'. ***PSPTIS104 Prepare to translate and interpret*** • updated to 'prepare for one translating and one interpreting assignment for written languages, or two interpreting assignments for languages that do not have a written form, including…'. ***PSPTIS106 Translate and certify non-narrative texts*** • updated to 'using language conventions appropriate to audience'. ***PSPTIS109 Read and analyse general purpose LOTE texts to be translated*** • updated to 'read and analyse two general purpose texts in a LOTE each from a different text type'.

	PSPTIS112 Interpret in general dialogue settings • updated to include the context of interpreting in a 'face to face situation'. ***PSPTIS113 Interpret in general monologue settings*** • updated to 'interpret in general monologue settings on at least two occasions, one in each language direction, including…'. ***PSPTIS115 Use routine subject area terminology in interpreting two languages*** • updated to 'use routine subject area terminology in two languages on at least two occasions, one in each language, including….'. ***PSPTIS117 Use routine education terminology in interpreting two languages*** • updated to 'use routine education terminology in two languages on at least two occasions, one in each language direction, including….'. ***PSPTIS118 Use routine health terminology in two languages*** • updated to 'use routine health terminology in two languages on at least two occasions, one in each language direction, including….'. ***PSPTIS119 Use routine legal terminology in two languages*** • updated to 'use routine legal terminology in two languages on at least two occasions, one in each language direction, including….'. ***PSPTIS120 Revise translations*** • updated to 'revise at least two texts into the target language, including….'. ***PSPTIS123 Read and analyse special purpose LOTE texts to be translated*** • updated to 'across the three texts above, analyse source text language and writing conventions for meaning, including each of the following at least once..'. ***PSPTIS132 Interpret in complex monologue settings*** • updated to 'interpret in complex monologue settings on at least two occasions, one in each language direction, including….'. ***PSPTIS133 Interpret through communication media*** • updated to 'interpret through communication media on at least two occasions, one audio only and one audiovisual media, or in the case of signed language interpreting, two audiovisual media, including….'. ***PSPTIS136 Use complex subject area terminology in two languages*** • updated to 'use complex subject area terminology in two languages on at least two occasions, one in each language direction, including:…'. ***PSPTIS137 Use chuchotage (whispered simultaneous) to interpret***

	• updated to 'use chuchotage on at least two occasions, one in each language direction, including: ○ applying skills two languages to achieve simultaneous message transfer in one complex dialogic setting and one monologic setting, including:…...' ***PSPTIS138 Use note taking to recall and reproduce source messages*** • updated to 'use notetaking techniques on at least two occasions, in two different language directions, one in each language direction, or in the case of languages without a written form, two occasions in the same language direction, including…'. ***PSPTIS142 Use complex education terminology in two languages*** • updated to 'use complex education terminology in two languages on at least two occasions, one in each language, including:…'. ***PSPTIS143 Use complex health terminology in two languages*** • updated to 'use complex health terminology in two languages on at least two occasions, one in each language, including…..'. ***PSPTIS144 Use complex legal terminology in two languages*** • updated to 'use complex legal terminology in two languages on at least two occasions, one in each language, including…..'. ***PSPTIS145 Apply codes and standards to professional judgement*** • updated to 'on at least two occasions, one relating to translating and one relating to interpreting, or two relating to interpreting for languages that do not have a written form:…'. ***Additional Performance Evidence tasks have been added to the following Units to ensure Assessment provides more reliable outcomes.*** ***PSPTIS102 Apply codes and standards to ethical practice*** • added content on 'justification of actions taken when applying codes of ethics and conduct'. ***PSPTIS141 Interpret as part of a team*** • added content on 'providing feedback during assignment to support colleague performance, as appropriate to the language being used'.
Knowledge Evidence	The content of the Knowledge Evidence has been refined to incorporate better technical language and to ensure assessment provides more efficient outcomes in terms of current industry terminology and knowledge requirements. ***PSPTIS123 Read and analyse special purpose LOTE texts to be translated*** • updated to include the following text types:

	○ informative ○ expressive ○ operative or appellative. ***PSPTIS131 Interpret in complex dialogue settings*** • updated to include the following theories, 'effort model and form based and meaning based transfer'. ***PSPTIS137 Use chuchotage (whispered simultaneous) to interpret*** • updated to include the following theories, 'effort model and form based and meaning based transfer'. ***Additional knowledge has been added to the following Units to ensure assessment provides more efficient outcomes.*** ***PSPTIS102 Apply codes and standards to ethical practice*** • added content on 'differences in expectations caused by cultural practices or customs'. ***PSPTIS103 Build glossaries for translating and interpreting assignments*** • added content on 'principles of intellectual property rights'. ***PSPTIS107 Translate general purpose texts from English to LOTE*** • Content on 'translation techniques' moved from PE to KE. ***PSPTIS108 Translate general purpose texts from LOTE to English*** • Content on 'translation techniques' moved from PE to KE. ***PSPTIS109 Read and analyse general purpose LOTE texts to be translated*** • added content on 'purpose of and structure of different text types…' ***PSPTIS114 Manage interactions in general settings*** • added content on 'processes for seeking clarification and self-correcting misinterpretations'. **PSPTIS117 Use routine education terminology in two languages** • added content on 'techniques for working with children of diverse linguistic and cultural backgrounds'. ***PSPTIS118 Use routine health terminology in two languages*** • added content on 'key people and institutions relevant to health and allied health systems'. ***PSPTIS119 Use routine legal terminology in two languages*** • added content on 'key legal concepts and processes in the sociocultural context of the language pair'.
Assessment Conditions	Assessment Conditions for all the Units have been updated to simplify access to suitable resources required to perform the activities within the Units. The assessment environment has been updated to either "in a workplace or simulated environment that reflects workplace conditions" in order to allow flexibility to suit learner needs.

	NOTE: Some feedback was provided in regard to subject matter experts assisting with assessment. This is already covered under the Standards for RTOs and therefore it is not necessary to include in the Unit. Information at the following page on the ASQA website clearly indicates that a subject matter expert may participate in the assessment and evidence gathering, as long as a qualified assessor makes the final judgement of competency: https://www.asqa.gov.au/rtos/users-guide-standards-rtos-2015/chapter-4-training-and-assessment/clauses-113-116-employ-skilled-trainers-and-assessors *"Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment."*

Questions for Consideration

The following series of questions has been developed to guide feedback for Draft 2 of the Translating and Interpreting Training Package Products.

Qualifications – Specific Questions

Changes have been made to the Packaging Rules, Core and Elective Units for Draft 2. The TAC seeks your feedback on the following points:

Diploma of Translating

- *PSPTIS105 Conduct career planning* unit has been moved from the core to elective group E in Draft 2. Should it be moved back to the Core and if so, please provide your rationale. Is this something that is essential to all learners completing this qualification?
- *PSPTIS130 Use Translation Technology* unit has been removed from this qualification and is now included in the core of the *PSP60822 Advanced Diploma of Translating* qualification in Draft 2. Should it be moved back to the core and if so, please provide your rationale. Is this something that is essential to all learners completing this qualification?
- Are there any additional units of competency that should be added to Group E? If so, please provide your rationale for each.

Advanced Diploma of Translating

- The unit *PSPGEN035 Provide workplace mentoring* has been superseded by *PSPGEN123 Provide workplace mentoring*. In Draft 1, feedback suggested that this updated unit should be replaced with *MSMSUP382 Provide coaching/mentoring in the workplace*. Is this replacement suitable, or should the updated *PSPGEN123* unit be included in the Group E electives?
- Are there any additional units of competency that should be added to Group E? If so, please provide your rationale for each.

Translating Skill Set

- Should *PSPTIS105 Conduct career planning* unit be removed from the Skill Set? If so, please provide your rationale.
- Should *ICTICT214 Operate application software packages* be included in the Skill Set? If so, please provide your rationale.

- Should *PSPTIS148* be removed from the Skill Set? If so, please provide your rationale.

Diploma of Interpreting

- *PSPTIS105 Conduct career planning* unit has been moved from the core to elective group C in Draft 2. Should it be moved back to the Core and if so, please provide your rationale. Is this something that is essential to all learners completing this qualification?
- *PSPTIS113 Interpret in general monologue settings* has been moved from the core to elective group C in Draft 2. Should it be moved back to the Core and if so, please provide your rationale. Is this something that is essential to all learners completing this qualification?
- *PSPTIS133 Interpret through communication media* has been moved from the core to elective group C in Draft 2. Should it be moved back to the Core and if so, please provide your rationale. Is this something that is essential to all learners completing this qualification?
- *PSPTIS117 Use routine education terminology in interpreting and PSPTIS118 Use routine health terminology in interpreting have been moved to the Spoken Language specialisation group A. Should these units be moved to the core or elective group C? Or should these units remain in the specialisation group A?*
- *Are there any additional units of competency that should be added to Group C? If so, please provide your rationale for each.*

Advanced Diploma of Interpreting

- The unit *PSPGEN035 Provide workplace mentoring* has been superseded by *PSPGEN123 Provide workplace mentoring*. In Draft 1, feedback suggested that this updated unit should be replaced with *MSMSUP382 Provide coaching/mentoring in the workplace*. Is this replacement suitable, or should the updated *PSPGEN123* unit be included in the Group C electives?
- Are there any additional units of competency that should be added to Group C? If so, please provide your rationale for each.

Interpreting Skill Set

- Should *PSPTIS105 Conduct career planning* unit be removed from the Skill Set? If so, please provide your rationale.

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

Performance Evidence requirements for selected units

- Should time or length of assignment for interpreting or word counts or page numbers for translating be mandated in the Performance Evidence?
- Should the following units have a word count or minimum time applied to the Performance Evidence requirements as applicable, e.g. translate a text of minimum five hundred words, or interpret for a minimum of 5 minutes. If yes, how many words or how long would be required to demonstrate competency in all aspects of the Performance Evidence?
    - *PSPTIS121 Translate special purpose texts from English to LOTE*
    - *PSPTIS122 Translate special purpose texts from LOTE to English*
    - *PSPTIS132 Interpret in complex monologue settings*
    - *PSPTIS137 Use chuchotage (whispered simultaneous) to interpret*

PSPTIS109 Read and analyse general purpose LOTE texts to be translated

- In Draft 1, this unit was a merge of PSPTIS020 Analyse text types for translation of general purpose texts (LOTE-English), PSPTIS024 Read and analyse general purpose LOTE texts to be translated and PSPTIS025 Read and analyse general purpose English texts to be translated. In Draft 2 it has been split into two units, one in LOTE (PSPTIS109 Read and analyse general purpose LOTE texts to be translated) and one in English (PSPTIS147 Read and analyse general purpose English texts to be translated). Should this be:
    - One merged unit as per Draft 1
    - Two units – one in LOTE and one in English as proposed in Draft 2
    - Three separate units as per the current training package.

PSPTIS112 Interpret in general dialogue settings

- PE requires the learner to use interpreting techniques on two occasions. Should this be:
    - Two face-to-face situations
    - At least one face-to-face situation
    - One face-to-face and one remote situation
    - Be left open to be determined by the RTO depending on the learner cohort?

PSPTIS116 Demonstrate routine language proficiency in different subjects and cultural contexts

- In Draft 1 feedback there was mixed views on whether this unit should be merged as proposed in Draft 1, or split back into two separate units, one for English and one for a LOTE. Should this unit be split into two separate units, one for English and one for LOTE?

PSPTIS124 Apply theories to translating and interpreting work practices

- Should PSPTIS124 be split into two units – one for translating and one for interpreting?

Units related to routine subject area terminology

- PSPTIS115 Use routine subject area terminology in two languages refers to using routine subject area terminology, as do PSPTIS117 Use routine education terminology in two languages, PSPTIS118 Use routine health terminology in two languages and PSPTIS119 Use routine legal terminology in two languages in various subject matter areas (education, health and legal). Should the PE in these units require demonstration whilst interpreting, as per the current training package

requirements, or is demonstration of use of terminology (vocabulary) sufficient, without requiring the learner to interpret?

Units related to complex subject area terminology

- *Similarly, PSPTIS136 Use complex subject area terminology in two languages* refers to using complex subject area terminology, as do PSPTIS142 Use complex education terminology in two languages, PSPTIS143 Use complex health terminology in two languages and PSPTIS144 Use complex legal terminology in two languages in various subject matter areas (education, health and legal). Should the PE in these units require demonstration whilst interpreting, as per the current training package requirements, or is demonstration of use of terminology (vocabulary) sufficient, without requiring the learner to interpret?
- This may look as follows:

Demonstration of using terminology only (current Draft 2 Proposal):	If it were to include interpreting:
• use complex education terminology in two languages on at least two occasions, one in each language, 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.	• use complex education terminology when interpreting, in two languages on at least two occasions, one in each language direction, including: • using two different mediums, with at least one interaction involving multiple parties • 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.

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

- Does the Title reflect the skill being described? Could any Title be changed to better indicate what the Unit covers?
- Does the Application Statement provide a clear and accurate description of the skill 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 in understanding the scope?

Assessment Conditions

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

Draft 2 Qualifications, Skill Sets and Units of Competency

Qualifications

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 Introduction to Translating Skill Set
PSPSS000063 Introduction to Interpreting Skill Set

Units of Competency

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = Equivalent N = Not Equivalent
PSPTIS001 Apply codes and standards to ethical practice	PSPTIS102 Apply codes and standards to ethical practice	N Unit Code updated. 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 general purpose English texts to be translated. Content included in PSPTIS109 Read and analyse general purpose LOTE texts to be translated and PSPTIS147	

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = Equivalent N = Not Equivalent
	Read and analyse general purpose English 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 Assessment 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 Assessment 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). Content included in PSPTIS109 Read and analyse general purpose LOTE texts to be translated.	N Unit code updated. Changes to Title, Application Statement, Elements, Performance Criteria, PE, KE and Assessment Conditions.
PSPTIS025 Read and analyse general purpose English texts to be translated	Superseded. Merged with PSPTIS020 Analyse text types for translation of general purpose texts (LOTE-English).	N Unit code updated. Changes to Title, Application Statement, Elements, Performance Criteria,

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = Equivalent N = Not Equivalent
	PSPTIS147 Read and analyse general purpose English texts to be translated.	PE, KE and Assessment 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. 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 two languages	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
		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 two languages	N Unit Code and Title updated. Changes to Application Statement, Performance Criteria, PE, KE and Assessment Conditions.
PSPTIS047 Use routine health terminology in interpreting (LOTE-English)	PSPTIS118 Use routine health terminology in two languages	N Unit Code and Title updated. Changes to Application Statement, 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
PSPTIS048 Use routine legal terminology in interpreting (LOTE-English)	PSPTIS119 Use routine legal terminology in two languages	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 LOTE texts to be translated and PSPTIS148 Read and analyse special purpose English 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.
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,

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = Equivalent N = Not Equivalent
		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). Content included in PSPTIS148 Read and analyse special purpose English texts to be translated.	N Unit code and Title updated. Changes to Application Statement, Elements, Performance Criteria, PE, KE and Assessment Conditions.
PSPTIS065 Read and analyse special purpose LOTE texts to be translated	Superseded. Merged with PSPTIS060 Analyse text types for translation of special purpose texts (LOTE-English). PSPTIS123 Read and analyse special purpose LOTE texts to be translated.	N Unit code and Title updated. Changes to Application Statement, Elements, Performance Criteria, PE, KE and Assessment Conditions.
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,

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

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = Equivalent N = Not Equivalent
		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, 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, KE and Assessment Conditions.
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 two languages	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
		Assessment Conditions.
PSPTIS092 Use complex health terminology in interpreting (LOTE-English)	PSPTIS143 Use complex health terminology in two languages	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 two languages	N Unit Code and Title updated. Changes to Application Statement, Performance Criteria, 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, PE and Assessment conditions.

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 know and demonstrate 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 and elaborates 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.

ASSESSMENT CONDITIONS	Assessment Conditions provide the context for the Unit of Competency, describing essential operating conditions that must be present for assessment, depending on the work situation, needs of the candidate, accessibility of the items required, and local industry and regional contexts. They may specify any of the following: • The conditions under which competency must be assessed, including variables such as the assessment environment or necessary equipment or tools • Whether or not the Unit must be assessed in the workplace or may also be assessed via simulation • Resource implications, for example access to particular equipment, infrastructure or situations • Any required characteristics of the assessor, e.g. whether the assessor must hold a higher Qualification in that field, etc.