

Translating and Interpreting Training Package Products Draft 1 Public Consultation

Webinar



SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS



SkillsIQ Limited

- Not-for-profit organisation appointed by the Commonwealth Government as a Skills Service Organisation (SSO)
- Funded by the Commonwealth Department of Education, Skills and Employment to support 19 Industry Reference Committees (IRCs) in the 'people-facing' industries, including the Public Sector IRC
- Develops national skills standards, to ensure skills are relevant for jobs in industry and to meet critical skills gaps and shortages
- Undertakes workforce development and research projects and is active in government strategy and policy development.

Key Players and Acronyms

Australian
Industry & Skills
Committee (AISC)

oversees
approval of
Training Package
Products

Industry
Reference
Committee (IRC)

oversees
development of
Training Package
Products

Technical
Advisory
Committee (TAC)

provides specialist
knowledge and
makes content
recommendations

Skills Service
Organisation
(SSO)

provides
technical and
engagement
support to IRCs

Our Industry Reference Committees

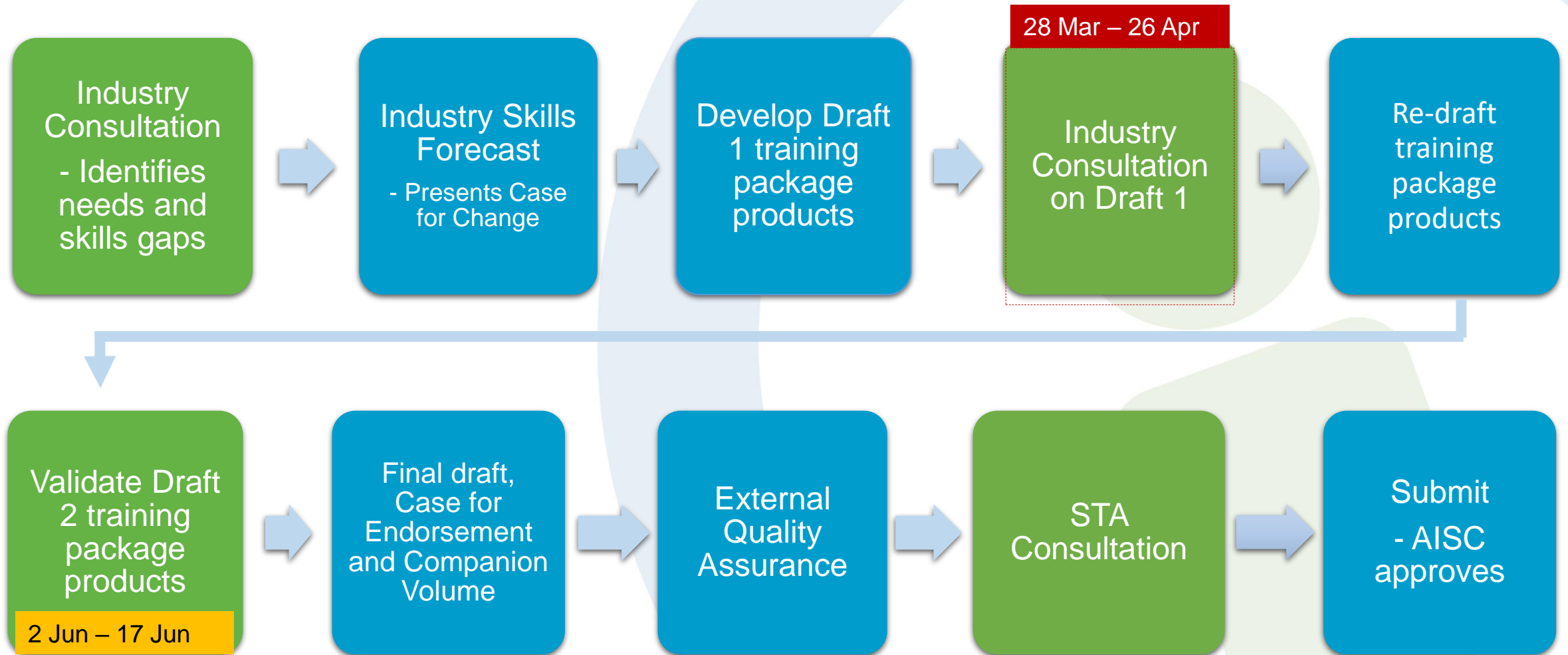
- Aboriginal and Torres Strait Islander Health Worker
- Aged Services
- Ambulance and Paramedic
- Children's Education and Care
- Client Services
- Community Sector and Development
- Complementary Health
- Dental
- Direct Client Care and Support
- Disability Support
- Enrolled Nursing
- First Aid
- Local Government
- Personal Services
- Public Sector
- Sport and Recreation
- Technicians Support Services
- Tourism, Travel and Hospitality
- Wholesale and Retail Services.



Session Outline

- Training Package Product Development Process
- Project Background
- Draft 1 Qualifications
- Draft 1 Skill Sets
- Draft 1 Units of Competency
- Providing Feedback
- Next Steps

Stages of Review and Development of Training Packages



Project Background

The Diploma and Advanced Diploma in Translating and Interpreting are fundamental qualifications used to ensure professionals are equipped with the right skills and knowledge to gain NAATI certification.

A number of key changes regarding workforce demand and the operating environment has meant that the training package products are no longer fit-for-purpose and need to be urgently updated.

Key rationale presented in the Case for Change:

- Filling the current training gap in interpreting and translating to meet NAATI's minimum training requirement
- Shortage of qualified trainers for low volume languages
- Current requirements of training package products are exclusionary of Deaf interpreter and Auslan/English interpreter students.

The qualifications and units of competency need to be updated to ensure:

- Provision of quality translation and interpreting services
- Integration of non-English speaking communities in economic participation
- Key professionals obtain skills and knowledge to meet workforce shortfalls
- Wording throughout the TP products are reviewed and updated to create an advantage for learner cohorts such as Deaf interpreters and Auslan/English interpreters to uptake the qualifications.

Scope of the Project

To update four existing qualifications:

- ❑ PSP50816 Diploma of Translating
- ❑ PSP60816 Advanced Diploma of Translating
- ❑ PSP50916 Diploma of Interpreting (LOTE-English)
- ❑ PSP60916 Advanced Diploma of Interpreting (LOTE-English)

To remove all the 110 SITXLAN### units.

To update fifty associated existing PSPTIS### units.

To develop two new skill sets for Translating and Interpreting.

Draft 1 Updated Qualifications

PSP50822 Diploma
of Translating



PSP60822
Advanced Diploma
of Translating

PSP50922 Diploma
of Interpreting



PSP60922
Advanced Diploma
of Interpreting

Draft 1 Key Changes

Diploma of Translating:

- ❑ Qualification description updated to reflect current industry practice
- ❑ Packaging Rules – 13 Units to be completed
 - ❖ the list of six 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
- ❑ Updated specialisations in English-LOTE, LOTE-English and Language Pair Direction specialisation
- ❑ All the Units of Competency in all four qualifications have been updated to include the current versions, as published on www.training.gov.au.

Seeking Feedback from Industry Stakeholders on Draft 1

Qualification – *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?

Draft 1 Key Changes

Advanced Diploma of Translating:

- ❑ Qualification description updated to reflect current industry practice
- ❑ Packaging Rules – 13 Units to be completed
 - ❖ the list of five 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
- ❑ Entry Requirements have been updated to include completion of:
 - ❖ six identified Units of Competency
- ❑ The following Unit of Competency have 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
- ❑ Updated specialisations in English-LOTE, LOTE-English and Language Pair Direction specialisation.

Seeking Feedback from Industry Stakeholders on Draft 1

Qualification – 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?

Draft 1 Key Changes

Diploma of Interpreting:

- ❑ Qualification description updated to reflect current industry practice
- ❑ Packaging Rules – 12 Units to be completed
 - ❖ the list of seven core and elective Units has been updated to better reflect the current skills and knowledge required in an Interpreting job role
- ❑ The following two Units of Competency has 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
- ❑ Updated specialisations in Spoken Language and Auslan.

Draft 1 Key Changes

Advanced Diploma of Interpreting:

- ❑ Qualification description 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)
- ❑ Packaging Rules – 15 Units to be completed
 - ❖ the list of eight 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 have 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
- ❑ Updated specialisations in Spoken Language and Auslan.

Seeking Feedback from Industry Stakeholders on Draft 1

Qualifications:

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?

Seeking Feedback from Industry Stakeholders on Draft 1

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?

Draft 1 New Skill Sets

Translating Skill Set

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

PSPTIS106 Translate and certify non-narrative texts

PSPTIS130 Use translation technology

Interpreting Skill Set

PSPTIS102 Apply codes and standards to ethical practice

PSPTIS104 Prepare to translate and interpret

PSPTIS105 Conduct career planning

PSPTIS112 Interpret in general dialogue settings

PSPTIS114 Manage interactions in general settings

PSPTIS133 Interpret through communication media

Seeking Feedback from Industry Stakeholders on Draft 1

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?

Draft 1 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.

Draft 1 Units of Competency

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

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

PSPTIS044 Demonstrate routine LOTE proficiency in different subjects and cultural contexts
PSPTIS045 Demonstrate routine English 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

Merged Unit

PSPTIS109 Read and analyse general purpose texts to be translated

PSPTIS116 Demonstrate routine proficiency in different subjects and cultural contexts

PSPTIS123 Read and analyse special purpose texts to be translated

Seeking Feedback from Industry Stakeholders on Draft 1

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.

Seeking Feedback from Industry Stakeholders on Draft 1

Units of Competency – Specific Questions

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?

Seeking Feedback from Industry Stakeholders on Draft 1 Units of Competency – Specific Questions

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?

Seeking Feedback from Industry Stakeholders on Draft 1 Units of Competency – General Questions

Overview

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

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?

Assessment Conditions

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

Draft 1 Public Consultation


- Open until Tuesday, 26 April 2022
- Consultation activities include webinars and SkillsIQ's Online Feedback Forum
- Feedback to be considered by the Translating and Interpreting TAC and approved by the Public Sector IRC prior to Draft 2 Validation.



<https://www.skillsiq.com.au/CurrentProjectsandCaseStudies>
Subscribe via the SkillsIQ website to receive notices

SkillsIQ's Online Feedback Forum

<https://www.skillsiq.com.au/FeedbackForum/FeedbackHome>



[f](#)[t](#)[i](#)

SEARCH

LOGIN


HOMEABOUT USINDUSTRY ENGAGEMENTOUR TRAINING PACKAGESRESOURCES, RESEARCH AND SUBMISSIONSSKILLSIQ NSW ITABCURRENT PROJECTSNEWS AND EVENTSMARKETPLACEFEEDBACK FORUMCOMMON QUESTIONSCONTACT US

Feedback Forum


The SkillsIQ Feedback Forum is a custom built tool designed to collect your feedback during the process of training package product development. Whether you are an employer, peak body or industry association, government body or regulator, employee association, training provider, or a student, we want to hear your views on proposed changes to the training packages that provide the skills and knowledge relating to your industry.

The Feedback Forum provides all stakeholders with the opportunity to provide detailed input on any aspect of proposed training package components (qualifications, units of competency and skill sets) during designated consultation periods.


READ MORE




CHC Community Services Training Package




HLT Health Training Package




LGA04 Local Government Training Package




PSP Public Sector Training Package




SIS Sport, Fitness and Recreation and SIS10 Sport, Fitness and Recreation Training Package




SIT Tourism, Travel and Hospitality Training Package




SIR Retail Services and SIR07 Retail Services Training Package



SHB Hairdressing and Beauty Services Training Package



SFL Floristry Training Package



SIF Funeral Services Training Package

SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

QUESTIONS?



SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS



Contact Us

Devika Mudaliar – Skills Engagement Executive

P 0438 043 186

A Level 1, 332 Kent Street, Sydney, NSW 2000

W skillsiq.com.au

E Devika.Mudaliar@skillsiq.com.au

 facebook.com/skillsiq

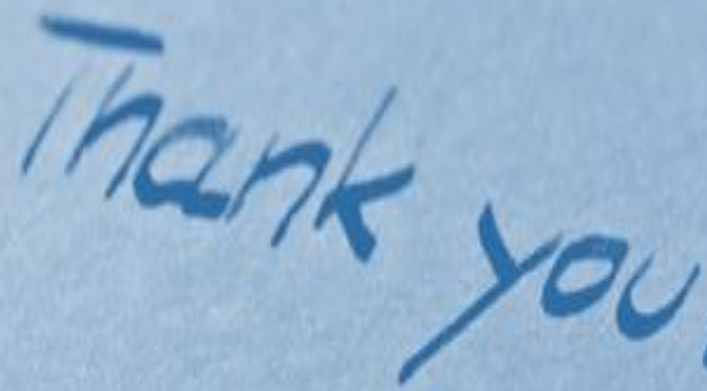
 [@SkillsIQ](https://twitter.com/SkillsIQ)

SkillsIQ Limited

P 02 9392 8100

E enquiries@skillsiq.com.au

SKILLSIQ



Thank you