Translating and Interpreting Training Package Products
Draft 2 Validation

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Webinar 2
Thursday, 9 June 2022

1:00pm – 3:00pm AEST

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)	Industry Reference Committee (IRC)	Technical Advisory Committee (TAC)	Skills Service Organisation (SSO)
oversees approval of Training Package Products	oversees development of Training Package Products	provides specialist knowledge and makes content recommendations	provides technical and engagement support to IRCs

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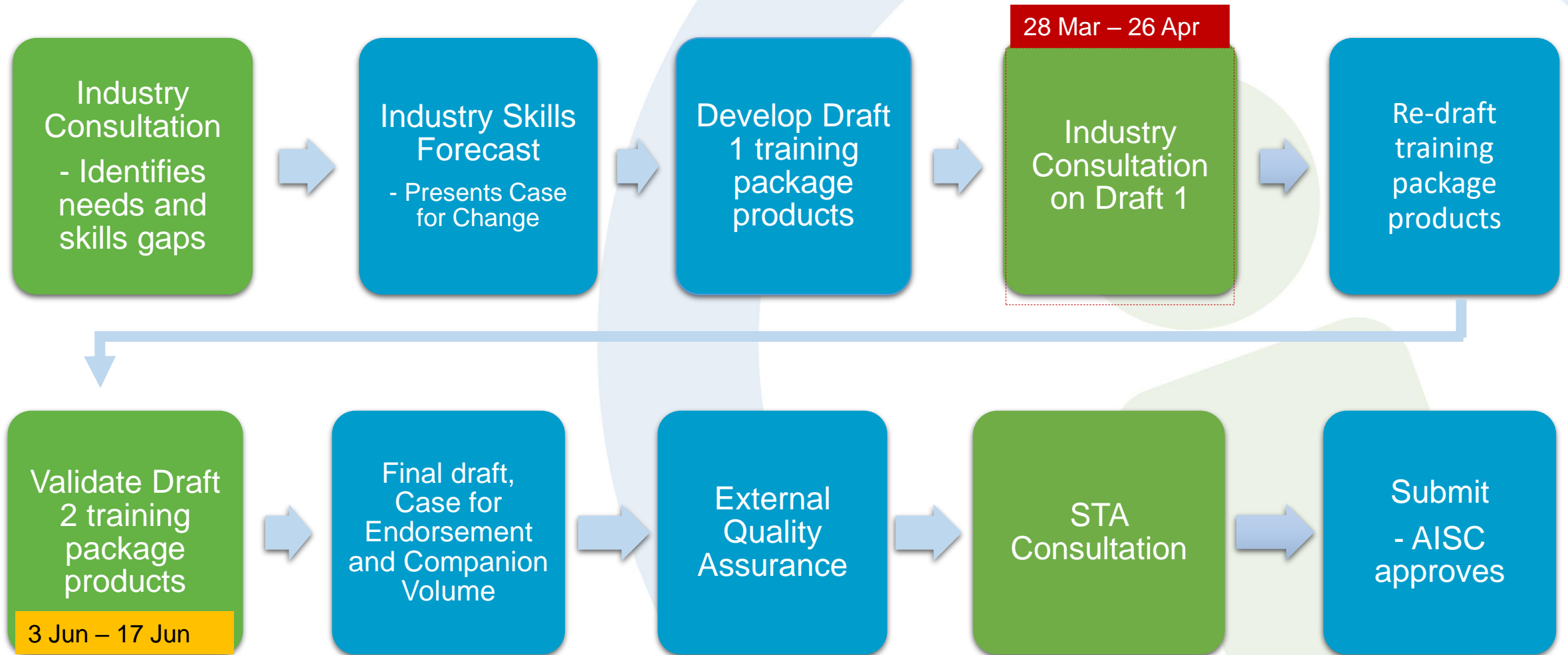
Our Industry Reference Committees

- 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.

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Session Outline

- Training Package Product Development Process

- Draft 1 Public Consultation

- Draft 2 Qualifications

- Draft 2 Skill Sets

- Draft 2 Units of Competency

- Providing Feedback

- Next Steps

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Stages of Review and Development of Training Packages

Industry Consultation - Identifies needs and skills gaps

→

Industry Skills Forecast - Presents Case for Change

→

Develop Draft 1 training package products

→

28 Mar – 26 Apr

Industry Consultation on Draft 1

→

Re-draft training package products

Validate Draft 2 training package products

3 Jun – 17 Jun

→

Final draft, Case for Endorsement and Companion Volume

→

External Quality Assurance

→

STA Consultation

→

Submit - AISC approves

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Draft 2 Updated Qualifications

PSP50822 Diploma of Translating

↓

PSP60822 Advanced Diploma of Translating

PSP50922 Diploma of Interpreting

↓

PSP60922 Advanced Diploma of Interpreting

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Draft 1 Public Consultation 28 Mar to 26 Apr 2022

Key updates:

❑ All the **four qualifications** were updated in terms of qualification codes, qualification descriptions, entry requirements and packaging rules for core and elective units.

❑ The total number of Units was reduced from **50 to 45** as a result of merging the content of some units to reduce duplication.

❑ All the **45** units were updated in terms of unit codes, application statements, elements, performance criteria, performance evidence, knowledge evidence and assessment conditions.

❑ **A new Interpreting Skill Set** was developed to reflect the current skills and knowledge required by interpreters and had been included as core Units in the Diploma-level Qualification

❑ Updated specialisations in Spoken Language and Auslan in the Diploma of Interpreting and Advanced Diploma of Interpreting Qualifications

❑ All the Units of Competency in all four qualifications were updated to include the current versions, as published on www.training.gov.au.

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Draft 2 Validation Consultation 3 June to 17 Jun 2022

Key updates:

❑ All **four qualifications** have been updated in terms of qualification codes, qualification descriptions, entry requirements and packaging rules for core and elective units.

❑ The total number of Units is 47 as the following two merged units from Draft 1 have been split, with specific reference to the general purpose text language to be translated:

Draft 1 Public Consultation	Draft 2 Validation Consultation
PSPTIS109 Read and analyse general purpose texts 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
PSPTIS123 Read and analyse special purpose texts 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

❑ All 47 units have been updated in terms of unit codes, application statements, elements, performance criteria, performance evidence, knowledge evidence and assessment conditions

❑ **The new Interpreting Skill Set** has been updated in response to Draft 1 feedback

❑ Updated specialisations in English-LOTE, LOTE-English, Language Pair Direction and Auslan in the Diploma of Translating and Advanced Diploma of Translating Qualifications

❑ Updated specialisations in Spoken Language and Auslan in the Diploma of Interpreting and Advanced Diploma of Interpreting Qualifications.

Draft 2 Key Changes

PSP50822 Diploma of Translating:

- ❑ Minor changes to Qualification description to reflect current industry practice

- ❑ Packaging Rules – 13 Units to be completed
  - ❖ the list of four core and elective Units has been updated to better reflect the current skills and knowledge required in a Translating job role

- ❑ In response to feedback obtained from Draft 1 public consultation:
  - ➢ a new Group D Auslan specialisation including the following five units of competency has been added to this qualification:
    - ❖ 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
  - ➢ additional Units of competency have been included in the General elective list (*detailed information on the list of units is available in the validation guide).*

Seeking Feedback from Industry Stakeholders on Draft 2

Diploma of Translating

➢ *PSPTIS105 Conduct career planning* 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 has been moved from the core to the core of the Advanced Diploma in Translating for Draft 2. Should it be moved back to the core of this Diploma 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.

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Draft 2 Key Changes

Advanced Diploma of Translating:

❑ Minor changes to Qualification description to reflect current industry practice

❑ Packaging Rules – 15 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 a Translating job role at an advanced level

❑ In response to feedback obtained from Draft 1 public consultation:

  ➢ the entry requirements have been removed from this qualification

  ➢ a new Group D Auslan specialisation including five units of competency has been added to this qualification

    ❖ 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

  ➢ additional Units of competency have been included in the General elective list (*detailed information on the list of units is available in the validation guide*).

Seeking Feedback from Industry Stakeholders on Draft 2

Advanced *Diploma of Translating*

➢ *PSPGEN035 Provide workplace mentoring* has been superseded by *PSPGEN123 Provide workplace mentoring*. 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.

Draft 2 Key Changes

Diploma of Interpreting:

❑ Minor changes to Qualification description to reflect current industry practice

❑ Packaging Rules – 12 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 an Interpreting job role

❑ In response to feedback obtained from Draft 1 public consultation:

   ➢ the following three Units of Competency 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

   ➢ additional Units of competency have been included in the Spoken Language and General Elective groups (*detailed information on the list of units is available in the validation guide*)

   ➢ the following Units of Competency are included in the Auslan specialisation:

      ❖ PSPTIS113 Interpret in general monologue settings

      ❖ PSPTIS116 Demonstrate routine language proficiency in different subjects and cultural contexts

      ❖ PSPTIS117 Use routine education terminology in two languages

      ❖ PSPTIS134 Manage interactions in complex settings.

Seeking Feedback from Industry Stakeholders on Draft 2
Diploma of Interpreting

➢ The following Units of Competency have been moved from the core to elective group C in Draft 2. Should the units be moved back to the Core and if so, please provide your rationale. Are these essential to all learners completing this qualification?

❖ *PSPTIS105 Conduct career planning*

❖ *PSPTIS113 Interpret in general monologue settings*

❖ *PSPTIS133 Interpret through communication media*

➢ Are there any additional units of competency that should be added to Group C? If so, please provide your rationale for each.

Draft 2 Key Changes

Advanced Diploma of Interpreting:

❑ Minor changes to Qualification description to reflect current industry practice

❑ Packaging Rules – 16 Units to be completed

    ❖ the list of nine core and elective Units has been updated to better reflect the current skills and knowledge required in an Interpreting job role at an advanced level

❑ In response to feedback obtained from Draft 1 public consultation:

    ➢ the entry requirements have been removed from this qualification

    ➢ The following units are now included in the core:

        ❖ PSPTIS124 Apply theories to translating and interpreting work practices

        ❖ PSPTIS132 Interpret in complex monologue settings

    ➢ additional Units of competency have been included in the Auslan specialisation and General Elective group (*detailed information on the list of units is available in the validation guide*)

    ➢ the following Units of Competency are included in the Auslan specialisation:

        ❖ PSPTIS139 Demonstrate complex LOTE proficiency in different subjects and cultural contexts

        ❖ PSPTIS140 Demonstrate complex English proficiency in different subjects and cultural contexts

        ❖ PSPTIS141 Interpret as part of a team.

Seeking Feedback from Industry Stakeholders on Draft 2

Advanced *Diploma of Interpreting*

➢ *PSPGEN035 Provide workplace mentoring* has been superseded by *PSPGEN123 Provide workplace mentoring*. 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.

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Seeking Feedback from Industry Stakeholders on Draft 2
Qualifications: General Questions

➢ Do the Qualifications provide a clear and accurate description of the skills outcomes?

➢ Should there be any Entry Requirements for the Diploma of Translating and the Diploma of Interpreting?

➢ Are the core and elective units appropriate? Should any be added or removed?

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

Draft 2 Updated Skill Sets

Introduction to Translating

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.

Introduction to Interpreting

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.

Seeking Feedback from Industry Stakeholders on Draft 2

Skill Sets – Specific Questions

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.

Interpreting Skill Set

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

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?

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Draft 2 Units of Competency

- The total number of Units has been reduced **from 50 to 47** as a result of merged content to reduce duplication.
- All Unit codes have been updated.

- 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.

- Application Statements have been updated to include current industry terminology.

- The content of the Knowledge Evidence has been refined to incorporate better technical language and current industry knowledge requirements.

- Elements and Performance Criteria for all the Units have been refined to incorporate better technical language.

- Assessment Conditions for all the Units have been updated to simplify access to suitable resources required to perform the activities within the Units.

Detailed information on the changes to the Individual Units of Competency is available on pages 12-17 of the Validation Guide.

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Draft 2 Units of Competency

Draft 1	Draft 2
In Draft 1 the following three Units of Competency were 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.	Draft 2 now includes the following two units with specific reference to the general purpose text language and special purpose text language to be translated.
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 LOTE texts to be translated* *PSPTIS147 Read and analyse general purpose English texts to be translated*
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 LOTE texts to be translated* *PSPTIS148 Read and analyse special purpose English texts to be translated*

Seeking Feedback from Industry Stakeholders on Draft 2
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.

Units of Competency – Specific Questions

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.

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Units of Competency – Specific Questions

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?

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Units of Competency – Specific Questions

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?

Seeking Feedback from Industry Stakeholders on Draft 2

Units of Competency – Specific Questions

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.

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Seeking Feedback from Industry Stakeholders on Draft 2
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 2 Validation Consultation

➤ Open until Friday, 17 June 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 Case for Endorsement.

https://www.skillsiq.com.au/CurrentProjectsandCaseStudies
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https://www.skillsiq.com.au/FeedbackForum/FeedbackHome

QUESTIONS?

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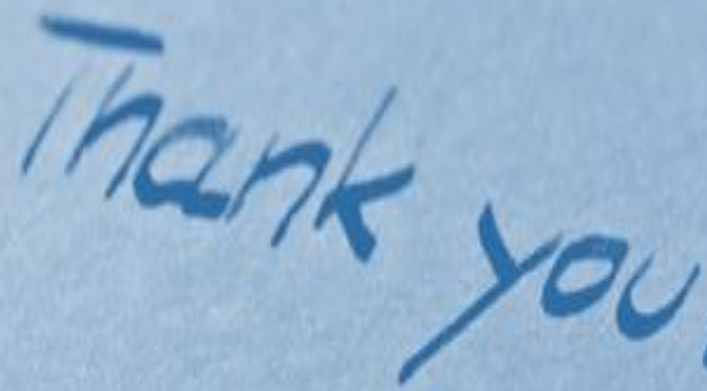
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