

UNIT CODE	PSPTIS115
UNIT TITLE	Use routine subject area terminology in two languages
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to understand and use terminology from specific subject areas in two languages, sufficient to interpret between the two languages in general dialogue or monologue settings in those subject areas.</p> <p>This unit applies to those working as interpreters in a range of contexts.</p> <p>General settings are those in which the context is broad and routine, the content or complexity of the situation can usually be predicted and planned for, and there are opportunities for error correction. There are typically few, or only two, participants. Interpreting may be completed onsite or remotely. The elements of the setting permit the interpreter to manage the interaction to ensure that utterances are suitable for retention and recall. Miscommunication or consequences of errors in communicative intent that may occur in this setting are readily managed through consultation and preparation.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian Standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	
UNIT SECTOR	

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Identify the context of the terminology.	<p>1.1 Identify key features of the subject area, including key people and institutions.</p> <p>1.2 Identify the elements and nature of interaction specific to routine communication in the subject area context.</p> <p>1.3 Identify social, cultural and professional conventions and interpersonal and institutional dynamics of two languages appropriate to and observable in the subject area contexts.</p> <p>1.4 Discuss the role and responsibility of interpreters and others in the subject area contexts.</p>
2. Develop understanding of the subject area.	<p>2.1 Research and develop knowledge of routine subject area terminology in two languages.</p> <p>2.2 Use intelligible pronunciation or signed production of routine terminology from the subject area.</p>
3. Use appropriate oral or signed communication in interpreting.	<p>3.1 Receive and understand oral or signed communication using routine subject area terminology in two languages.</p> <p>3.2 Seek advice from appropriate persons or resources to clarify correct use and meaning of terms and associated processes.</p> <p>3.3 Use routine subject area terminology in two languages.</p> <p>3.4 Use prosodic features, gestures and body language appropriate to the subject area context.</p>

FOUNDATION SKILLS	
<i>Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.</i>	
UNIT MAPPING INFORMATION	Supersedes and is not equivalent to PSPTIS043 Use routine subject matter terminology in interpreting (LOTE-English).
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for PSPTIS115 Use routine subject area terminology in two languages.
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PERFORMANCE EVIDENCE	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> ■ use routine subject area terminology in two languages on at least two occasions, one in each language direction, including: <ul style="list-style-type: none"> ○ using social, cultural and professional conventions applicable to the language being used in routine subject areas, including: <ul style="list-style-type: none"> ● customs, protocols and taboos ● language varieties ● idiom and colloquialisms ● consistent use of forms of address ■ during the above occasions use terminology in at least five of the following subject areas: <ul style="list-style-type: none"> ○ Aboriginal and Torres Strait Islander interests ○ education ○ environment ○ government and elections ○ immigration and settlement ○ money matters ○ social welfare and employment ○ tourism and events ○ culture and community ○ health ○ legal.
KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ basic principles of the subject area ■ information sources for increasing subject area knowledge and terminology ■ role and responsibility of interpreters and others ■ key people and institutions relevant to subject area ■ nature and structure of interpersonal and institutional dynamics relevant to subject area contexts ■ WHS relevant to working in subject area contexts.
ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in a workplace or simulated environment that reflects workplace conditions.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ■ scenarios, case studies, experiences or examples of interactions with colleagues and clients that require diverse skills and strategies for interpreting. <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>

LINKS	Companion Volume Implementation Guide
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