

UNIT CODE	PSPTIS136
UNIT TITLE	Use complex subject area terminology in two languages
APPLICATION	<p>This unit describes the performance outcomes, skills required to understand and use terminology from specific subject areas in two languages, sufficient to interpret between the two languages in complex 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>Complex settings are those involving specialised subjects requiring a high level of subject knowledge, or intense assignment specific preparation. The elements of the setting, or the number of parties involved may limit the interpreter from managing the interaction. The interpretation may be completed onsite or remotely. Interpreting in this setting typically requires high levels of accuracy and accountability and assignments involving formality, or participants with high status and accountability. The content of communication may not easily be predicted or planned for, and there are limited opportunities for error correction. The consequences of errors in communicative intent can have significant implications.</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 complex 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. Extend understanding of the subject area.	<p>2.1 Research and increase knowledge of complex subject area terminology in two languages.</p> <p>2.2 Use intelligible pronunciation or signed production of complex 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 complex subject area terminology in two languages.</p> <p>3.2 Seek advice to clarify correct use and meaning of terms and associated processes.</p> <p>3.3 Use a range of complex subject area vocabulary and expressions in two languages when interpreting.</p> <p>3.4 Apply 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 PSPTIS085 Use complex subject area terminology in interpreting (LOTE-English).
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for PSPTIS136 Use complex subject area terminology in two languages.
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<p>PERFORMANCE EVIDENCE</p>	<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 complex subject area terminology in two languages on at least two occasions, one in each language direction, including: <ul style="list-style-type: none"> ○ recognising and using social, cultural and professional conventions applicable to the languages being used in complex subject area contexts, 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 six of the following subject areas: <ul style="list-style-type: none"> ○ commerce and trade ○ diplomatic relations ○ industry and technology ○ science and the environment ○ complex Aboriginal and Torres Strait Islander interests ○ culture and community ○ complex immigration and settlement matters ○ complex financial matters ○ complex health matters ○ complex legal and justice matters ○ complex education matters ○ complex social services matters.
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<p>KNOWLEDGE EVIDENCE</p>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ 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 in complex subject area ■ nature and structure of interpersonal and institutional dynamics relevant to subject area contexts ■ WHS relevant to working in subject area contexts.
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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"> ■ case studies or examples of diverse interpreting assignments in complex dialogue or monologue settings in complex subject area contexts. <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide