



Validation of Findings and Recommendations

Purpose

This consultation summary outlines the challenges, findings and proposed recommendations to guide the update of the Auslan, Interpreting and Translating Qualifications, if validated by stakeholders.

A series of information sessions have been arranged for stakeholders to discuss their validation with the project team. To register for a session, click [here](#).

Stakeholders are encouraged to provide any feedback and submit questions regarding the proposed recommendations by emailing the project team at tpd@publicskillsaustralia.org.au by close of business **20 October 2025**.

Project Background

The project was established in response to the *Disability Royal Commission Final Report (2023)* which provided a recommendation to increase the number of Auslan Interpreters to support the Deaf community¹. To achieve this, Public Skills Australia is undertaking a review of the Auslan, Interpreting and Translating Qualifications for potential updates.

It is recognised that the qualifications are used by a diverse range of cohorts, both to facilitate occupational outcomes and to support family and community requirements. To inform this project a range of peak bodies, training providers, unions and community members have been engaged to understand the:

- Current utilisation of the qualifications, their accessibility, and responsiveness to industry and community needs.
- Challenges faced by Registered Training Organisations (RTO) and Technical and Further Education (TAFE) to effectively deliver the qualifications.
- Transition from training to employment as an Auslan Interpreter, exploring the barriers to employment and identifying pathways to successful career entry in the interpreting field.

Due to the scale and importance of this project, it has been divided into **two** phases.

Phase 1 (Current Phase)

Phase one focuses on developing a Findings and Recommendations Report to assess the use and uptake of the Auslan, Interpreting and Translating suite of qualifications. It will focus on key areas for improvement and assess how the training package can be better leveraged to increase its overall effectiveness. The recommendations from this document are proposed for inclusion within the Findings and Recommendations Report.

Phase 2 (Update of qualifications)

Phase 2 will action the findings and recommendations from Phase 1. This will be achieved through advice from a Technical Committee, which will be established to inform the design and update of the qualifications.

As part of Phase 2, Public Skills Australia will actively promote and encourage the participation of Deaf and Deafblind individuals in the Technical Committee. Technical Committee membership is a voluntary role and typically comprises subject matter experts who are nominated by their respective organisations.

Once updates to the qualifications have been drafted by the Technical Committee, they will be made publicly available for feedback before being finalised. Where possible, the training products will be provided in Auslan and made available on the Public Skills Australia's website.

¹ References to the Deaf community include Deaf, Deafblind and hard of hearing people.

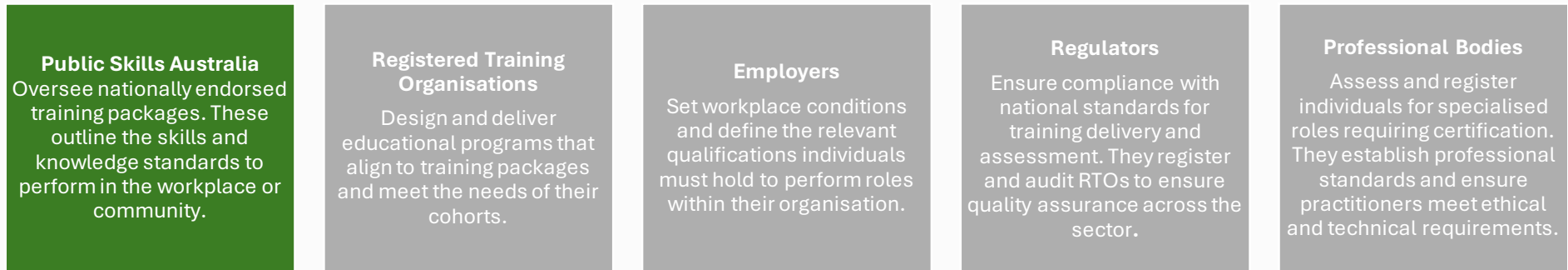
Scope of products under review

The following qualifications, inclusive of their relevant core and specialisation units of competency are included in this review:

- *PSP20218 Certificate II in Auslan*
- *PSP30218 Certificate III in Auslan*
- *PSP40818 Certificate IV in Auslan*
- *PSP51018 Diploma of Auslan*
- *PSP50922 Diploma of Interpreting*
- *PSP60922 Advanced Diploma of Interpreting*
- *PSP50822 Diploma of Translating*
- *PSP60822 Advanced Diploma of Translating*

Remit of Public Skills Australia

Public Skills Australia is the Training Package Developer for the PSP Public Sector Training Package, which contains qualifications in Auslan, Interpreting and Translating. These Training Packages are nationally endorsed by Skills Ministers and define the skills and knowledge required to operate effectively in workplace and community contexts.



During the consultation sessions, stakeholders identified several challenges impacting the experience of learners, Deaf community members and RTOs.

In line with Public Skills Australia's role as the Training Package Developer, a series of actionable recommendations have been developed to address issues relating to training package design and implementation. Challenges that extend beyond the remit of Public Skills Australia have been acknowledged, though they remain beyond the scope of this project.

Findings and Recommendations for Validation

Stakeholders are requested to validate the challenges, findings and recommendations below as an accurate reflection of the consultation workshops by **20 October 2025**.

The following training package recommendations relate to the review and update of in-scope qualifications, with the aim of enhancing quality and better addressing the needs of the interpreting, translating and Deaf community. These recommendations will be considered by the project's Technical Committee in Phase 2.

<i>Area of focus</i>	<i>Challenge</i>	<i>Finding</i>	<i>Proposed Recommendations for Technical Committee Consideration</i>
Qualification Design and pathways	The current qualifications do not clearly outline pathways for interpreters, translators and those who enrol for language acquisition or community requirements.	The qualifications should be redesigned to support multiple pathways.	1 Review the qualifications to distinguish a clear pathway to become an interpreter or translator.
			2 Review the qualifications to ensure they meet language acquisition and community-based requirements.
Units of Competency	Some units of competency do not adequately address requirements for cultural competency of Deaf communities.	Units of competency should be updated or developed to address cultural competency requirements of Deaf communities.	3 Assess the existing units of competency for cultural appropriateness. Based on this, review units to include cultural competency requirements.
Unit of Competency	Some units of competency within the qualifications require learners to demonstrate competence through verbal or written methods. This impacts the ability of Deaf learners to demonstrate competence.	Current units of competency are designed with an assumption of English as a first language and can inhibit Deaf learners from demonstrating competence.	4 Review units of competency to allow learners to demonstrate competence through means other than written and verbal methods, where appropriate.
Unit of Competency	Some units of competency do not adequately address Deafblind communication advanced or specialist skills.	Current units of competency do not equip interpreters and translators with advanced and specialist skills in Deafblind communications.	5 Review units of competency to ensure advanced and specialist Deafblind communication skills are embedded.
Unit of Competency	Some units of competency do not reflect contemporary Auslan language standards.	Current Units of competency reflect outdated Auslan practice and do not align with contemporary language standards.	6 Review units of competency to ensure they reflect current Auslan language standards.
Assessment Requirements	The assessment requirements within some units of competency are more reliant on knowledge evidence rather than the application of practical skills.	Current assessment requirements of some units of competency requires a balanced focus on both knowledge evidence and practical application of skills.	7 Review the assessment requirements of relevant units of competency to ensure appropriate level of practical skills is demonstrated.
Industry Relevance	There is limited alignment between the Diploma of Auslan and Diploma of Interpreting and the National Accreditation Authority for Translators and Interpreters (NAATI) standards to become a certified interpreter or translator.	The Diploma of Auslan and the Diploma could be better aligned to allow for NAATI accreditation of individuals.	8 Update assessment requirements in units of competency to align with NAATI standards, where practicable.

Further Considerations

The following further considerations surfaced during consultations but fall outside of the role of Public Skills Australia. These have been noted below for consideration by the relevant bodies.

Description	Considerations
There are inconsistencies in course delivery methods that may impact the quality of training provided.	Consideration for RTOs, TAFEs and regulators such as the Australia Skills Quality Authority (ASQA), Victorian Registration and Qualifications Authority (VRQA) and Training Accreditation Council (TAC).
There is an over-reliance on online delivery.	Consideration for RTOs, TAFEs and regulators such as ASQA, VRQA and TAC. This is of particular importance for RTOs when considering the types of learner support that would enable successful completion of qualifications.
Limited numbers of RTOs delivering the Auslan qualifications impacts accessibility to training and the experience and participation of the Deaf and Deafblind community.	Consideration for State and Territory Governments when funding VET training programs.
Systemic barriers to accessing appropriate interpreting services impacts accessibility to training and the experience and participation of the Deaf and Deafblind community.	Consideration for RTOs and TAFEs to enhance learner support and experience.
There is a desire for more Deaf and Deafblind community engagement to be included within training delivery.	Consideration for RTOs and TAFEs when designing training delivery models.
Career pathways should expand beyond interpreting into education, health, community and public service sectors, strengthening job outcomes and career mobility.	Consideration for Public Skills Australia under its Implementation, Promotion and Monitoring function to promote career pathways through an Activity Submission to the Department of Employment and Workplace Relations (DEWR).
There is a desire for consistent professional development for qualified interpreters.	Consideration for relevant professional bodies such as the National Accreditation Authority for Translators and Interpreters
The Deaf community's ability to access <i>Diploma of Vocational Education and Training</i> is inhibiting Deaf educators from training the <i>TAE40122 Certificate IV in Training and Assessment</i> .	Consideration for DEWR.
The working conditions for Deaf educators should be improved.	Consideration for RTOs and TAFEs.
Financial barriers were cited as a deterrent to undertake the Auslan qualifications.	Consideration for State and Territory Governments when funding VET training programs.
Delivery of training often has an overreliance on unpaid volunteers.	Consideration for RTOs and TAFEs when designing training delivery models.