

Public Skills Australia

Auslan, Interpreting and Translating Qualification Review

Recommendations for the
Technical Committee

November 2025



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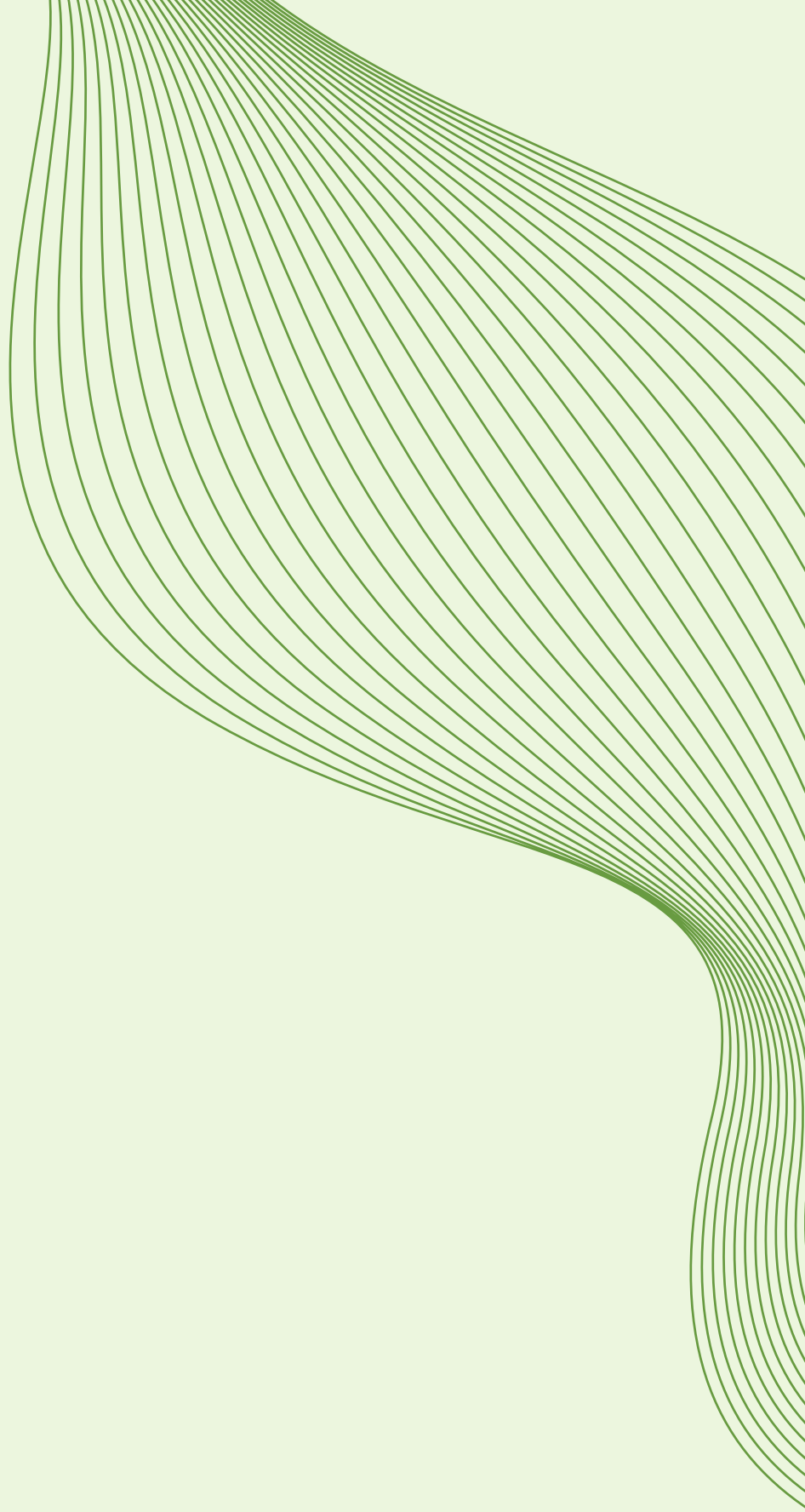


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Executive Summary

This Findings and Recommendations Report (the Report) offers an overview of the findings gathered from desktop research and stakeholder consultation during Phase One of the Auslan, Interpreting and Translating Qualification Review Project (the Project). These findings have been translated into actionable Training Package recommendations for the Technical Committee's consideration in Phase Two of the Project.

1.1 Context

The Project was established in response to The Disability Royal Commission's Final Report (2023) which provided recommendations to increase the number of Auslan Interpreters to support the outcomes of Deaf and Deafblind communities. In support of this recommendation, Public Skills Australia is actioning a review of the Auslan, Interpreting and Translating qualifications¹ (Auslan qualifications).

To inform the Project a range of peak bodies, training providers, unions and community members were engaged to gain insights into the:

- › Current use of the Auslan qualifications, their accessibility, and responsiveness to industry and community needs.
- › Challenges faced by Registered Training Organisations (RTOs) and Technical and Further Education (TAFE) providers to effectively deliver the Auslan 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.

1.2 Proposed Recommendations for Technical Committee's Consideration

The following findings relate to the review and update of Auslan qualifications, with the aim of enhancing quality and better addressing the needs of the interpreting, translating and Deaf community. These will be considered by the project's Technical Committee in Phase Two of the Project.

Please note that the proposed recommendations focus on Auslan specific language skills and knowledge. However, if changes to generalised interpreting and translating training package products are considered, broader consultation with the appropriate stakeholders will be conducted.

¹ It is recognised that these qualifications not only lead to occupational outcomes, but are also used to support family and community requirements.

Table 1: Proposed recommendations for Technical Committee's consideration

Area of focus	Challenge	Proposed recommendation
Qualification Design and Training Pathway	The current qualifications do not clearly outline pathways for interpreters, translators and those who enrol for language acquisition or community requirements.	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 and Deafblind communities.	3. Assess the existing units of competency for cultural appropriateness. Based on this, review units to include cultural competency requirements.
	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.	4. Review units of competency to allow learners to demonstrate competence through means other than written and verbal methods, where appropriate.
	Some units of competency do not adequately address advanced or specialist Deafblind communication skills.	5. Review units of competency to ensure advanced and specialist Deafblind communication skills are embedded.
	Some units of competency do not reflect contemporary Auslan language standards.	6. Review units of competency to ensure they reflect current Auslan language standards.
Assessment Requirements	The assessment requirements in some units of competency are more reliant on knowledge evidence rather than the application of practical 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 the Diploma of Interpreting with the National Accreditation Authority for Translators and Interpreters (NAATI) standards to become a certified interpreter or translator.	8. Update assessment requirements in units of competency to meet professional practice standards.

Introduction

Given the scope and significance of this initiative, the project has been strategically divided into two phases. The Report presents the outcomes of Phase One.

2.1 Methodology

Phase One

Focused on assessing the use and uptake of the Auslan qualifications, areas for improvement and how the training package can be better leveraged to increase its overall use and effectiveness. Information was gathered through surveys, interviews, and focus group discussions with stakeholders², using³:

Desktop Environmental Scan

explored the use of the Auslan qualifications, challenges for training providers and structure of delivery. It also identified stakeholders, gaps in the number of Certified Interpreters and existing pathways to certification.



Consultative Workshops

established a thorough understanding of the project environment. The workshops collaboratively develop content, and sought specialist input and guidance regarding relevant cultural considerations.

² Including educators, employers, and practitioners

³ The subsequent analysis incorporated both qualitative and quantitative methods to ensure the findings were comprehensive and robust.



Prior to the commencement of the consultative workshops⁴, a Project Reference Committee (PRC) was established in March 2025, with fourteen representatives from:

- › Australia Sign Language Interpreters and Translators Association (ASLITA)
- › Deaf Australia
- › Deaf Connect
- › Deafness Forum Australia
- › Department of Trade, Employment and Training, Queensland (DTET)
- › Expression Australia
- › Financial, Administrative and Professional Services Training Council (FAPSTC)
- › Melbourne Polytechnic
- › National Accreditation Authority for Translators and Interpreters (NAATI)
- › North Metropolitan TAFE (NMTAFE)
- › Professionals Australia
- › TAFE NSW

Following the consultative workshops, stakeholders validated the Report findings and proposed recommendations for the Technical Committee's consideration in Phase Two of the Project in a series of engagement sessions. Stakeholders received an update on the Project's progress and provided feedback on the findings. Stakeholders endorsed the recommendations. Additional detail and feedback provided by stakeholders will be considered as part of Phase Two.

Phase Two

Will implement the findings and recommendations from Phase One using advice from a Technical Committee, established to inform the review of the Auslan qualifications. Drafts of the reviewed Auslan qualifications will be made available publicly for feedback before being finalised⁵.

4 Workshops were held in-person and online with community stakeholders (including peak bodies, service providers, advocacy groups, and members of the Deaf and Deafblind community) and Training providers (including RTOs and TAFEs). The workshops were co-designed by the Project Reference Committee, project team and external facilitator.

5 Where possible, Auslan translations of the project will be provided for key stages of the project into Auslan and made available on the Public Skills Australia's website.

2.2 Thematic Framework and Report Structure

Insights gathered from desktop research and consultative workshops have been synthesised into three overarching themes, providing a clear framework for analysis (see *Figure 1*). Accordingly, the Report is structured around these three thematic sections to ensure clarity and coherence in presenting the findings and recommendations. A summary of these three sections have been provided below and detailed recommendations for the Technical Committee can be found in *Section 6*.

Figure 1: Key themes to organise desktop research and consultative workshop insights

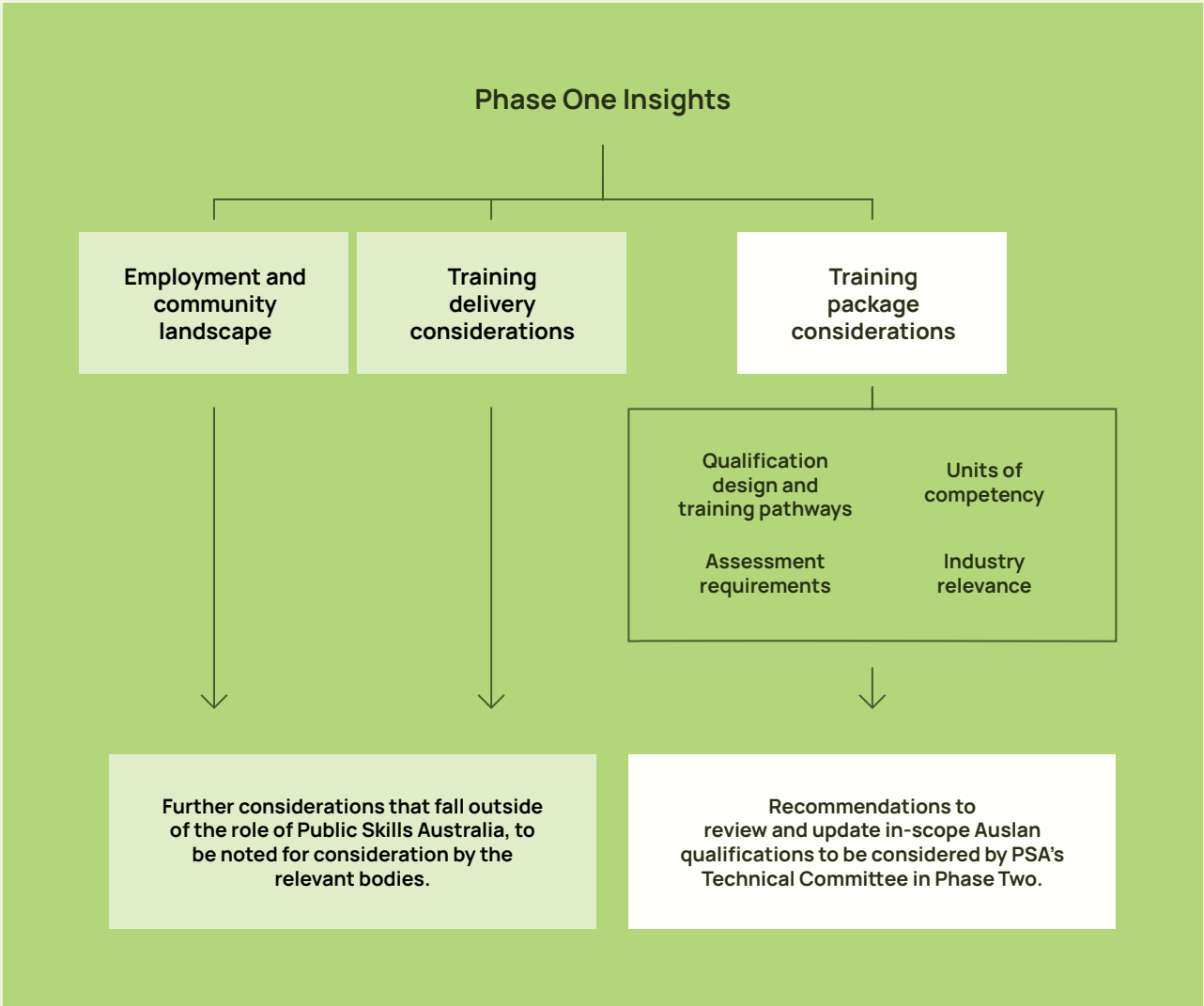
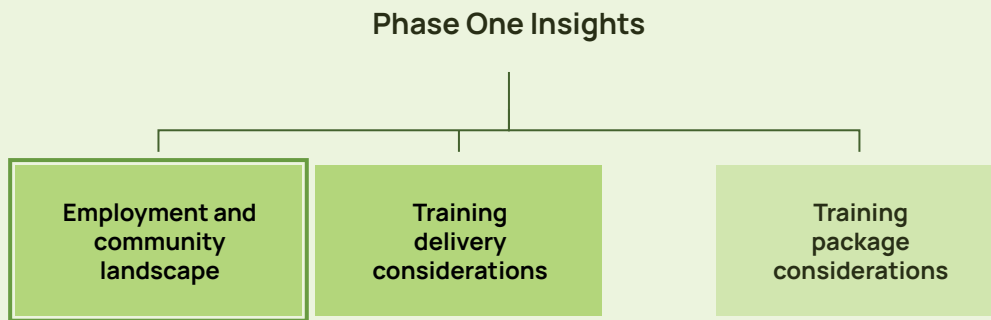


Table 2: Summary of the Report sections

Employment & Community Landscape	Training Delivery Considerations	Training Package Considerations
› Statistics on Auslan language use, service providers, interpreters and translators, interpreter certification, and the number of certified professionals. › Inclusion, accessibility, and career progression challenges within the Deaf, Deafblind community and interpreting industry.	› Overview of the qualifications currently in scope, the distribution of training providers across states and territories, and the funding models that support access to these programs. › Barriers limiting providers' ability to deliver Auslan qualifications effectively.	› Opportunities to improve qualification design to enhance quality and better meet the needs of interpreters and the Deaf and Deafblind community. <i>Insights were further organised into four areas for the development of targeted recommendations to the Technical Committee's for consideration in Phase Two, including qualification design & training pathways, units of competency content, assessment requirements and industry relevance.</i>

Employment and Community Landscape



3.1 Auslan Language Utilisation

Across Australia, over 16,000 people use Auslan in their homes. Table 3 details the number of people who use Auslan as a language in the home as reported in the Australian Bureau of Statistics (ABS) Census data 2021.

Table 3: Auslan Usage in the Home

NSW	VIC	QLD	SA	WA	TAS	NT	ACT	TOTAL
3,986	4,355	4,109	1,288	1,767	364	123	244	16,242

It's important to note that this number does not include individuals who use Auslan in social or professional settings, therefore, it is likely that the language's real presence across Australia is likely even greater.

3.2 Auslan Service Providers

Across Australia, there are approximately 42 Auslan Interpreting Service Providers.

Table 4: Auslan Interpreting Service Providers

State/Territory	Number
National	9
Australian Capital Territory	4
New South Wales	6
Queensland	4
South Australia	7
Tasmania	1
Victoria	5
Western Australia	6

3.3 Auslan Interpreters and Translators

3.3.1 Role of an Auslan Interpreter

An Auslan interpreter is proficient in both Auslan and English and will use both languages to interpret for the Deaf and hearing people (usually simultaneously). Interpreters cannot add/omit information or modify the original message; they interpret everything that is said.

Interpreters may assist with 'cultural bridging', which could include the addition of information to assist someone who is not familiar with another language to understand what was said. For example, interpreters may need to explain why a joke is funny in Auslan or English or add information about cultural practices that may not be widely understood. Interpreters must remain impartial and objective and ensure all information remains confidential. An Auslan interpreter must be NAATI certified to work as an interpreter.⁶

The range of services Auslan Interpreters may provide include:



Face-to-face interpreting

Where an interpreter is physically present.



Virtual Remote interpreting (VRI)

Where interpreting is provided via video conferencing.



Notetaking

Providing notes during an Auslan interpretation session.



Captioning

Providing written captions for Auslan content.



Transcriptions

Creating written transcripts of audio or video recordings in Auslan.

⁶ [Self Advocacy: Interpreters - Deaf Australia](#)

3.3.2 Role of Deaf Interpreters

Deaf Interpreters (DI) play a crucial role in facilitating and supporting communication between deaf and hearing individuals, including that of the Auslan interpreter. The deaf individual may need a DI for several reasons, namely:

1

Severe language deprivation

2

Use of home signs

3

A mix Auslan and Non-Conventional Sign Language (NCSL)

4

Use of a different sign language such as ASL (American Sign Language) not in use here in Australia.

3.3.3 Role of a Deaf/Blind Interpreter

A Deafblind interpreter can either be deaf or hearing and work specifically with Deafblind people. This involves interpreting in three primary ways⁷:

1

Standing/sitting close and face-to-face to the Deafblind person and signing within a restricted space and within the field of vision.

2

Tracking by touching the interpreter's wrist or forearm to visually follow their hands – this is for those who have some vision.

3

Tactile, a hand-over-hand method for people who receive signed information through touch⁸.

⁷ Many Deafblind Australians use a modified form of Auslan, including adapted finger spelling.

⁸ [Self Advocacy: Interpreters - Deaf Australia](#)

Deafblind interpreting requires a specialised skill set. The interpreter must possess a range of skills, which include various communication techniques, modified Auslan and Deafblind awareness. These skills are not systematically included in existing Auslan or Deaf interpreter training in Australia. Specific training in Deafblind interpreting ensures that interpreters have the professional skills and knowledge required to practice in this area.

3.3.4 Role of an Auslan Interpreter

Auslan translation is primarily conducted by deaf practitioners and means the translation of English source documents or videos into Auslan. These translations are presented in a video format where the video output may display an overlay of the source document content.

3.4 Auslan Interpreter Certification

Achieving certification as an Auslan interpreter generally requires a commitment of four to six years, progressing through a structured educational and professional journey that includes:

Completion of Auslan Certificate levels II, III, IV, and the Diploma. The Diploma is delivered as a full-time, two-year program.

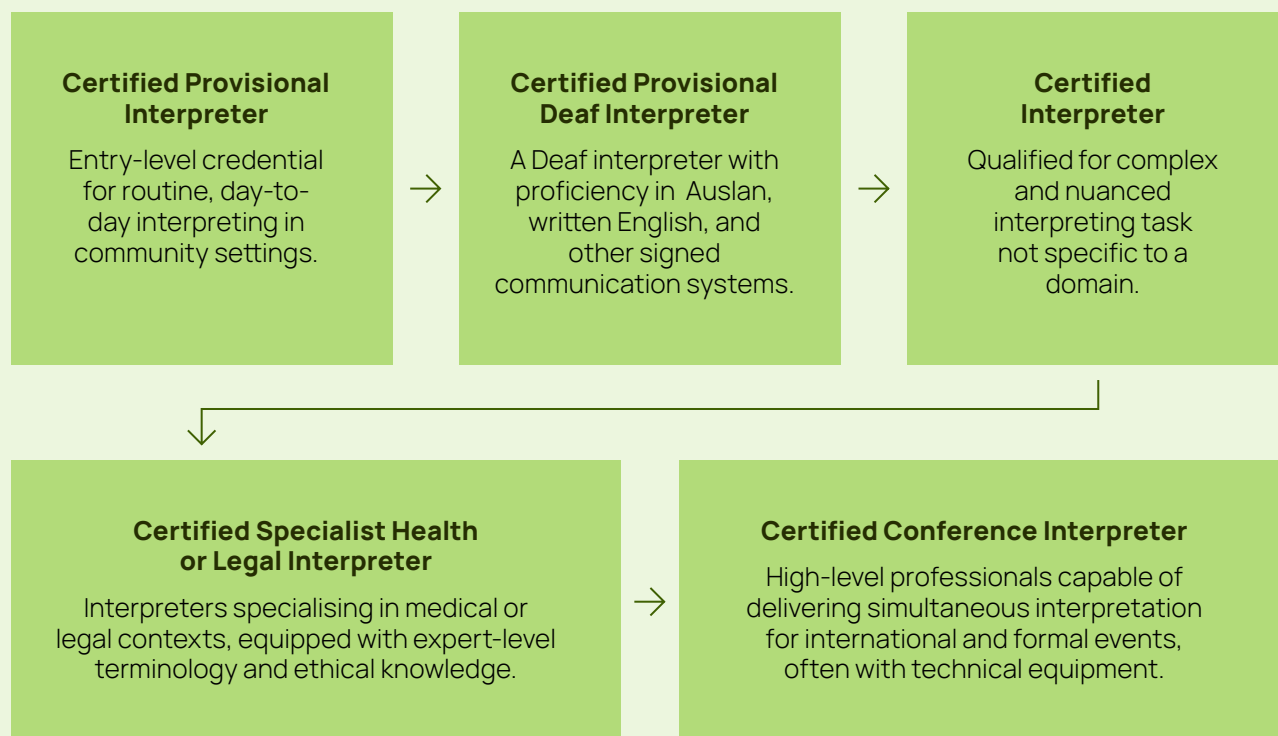
Completion of a Diploma of Interpreting, generally undertaken over 12 months full-time.

Participation in an accredited course approved by the National Accreditation Authority for Translators and Interpreters (NAATI)^{9,10}.

⁹ NAATI is the Australian certifying authority for the language services sector and offers a tiered certification framework.

¹⁰ Attaining the upper levels of certification generally requires advanced qualifications—typically a minimum of an Australian Qualification Framework (AQF) Level 7 qualification (e.g. Bachelor's degree or higher)—alongside substantial experience in the interpreting field.

Figure 2: Auslan Interpreter certification pathway



3.5 Certified Interpreters

Table 5 details the number of Certified Interpreters nation-wide (as at 11 February 2025 - NAATI).

Table 5: Number of Certified Interpreters Nation-wide

NAATI Certification Level	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	TOTAL
Certified Provisional Interpreter (CPI)	9	119	127	1	25	82	143	5	511
Certified Interpreter (CI)	2	56	54	1	22	15	63	7	220
Certified Specialist Legal Interpreter (CSLI)	0	1	0	0	0	0	1	0	2
Certified Conference Interpreter (CCI)	0	1	1	0	0	0	1	0	3

3.6 Auslan Translating Certification

There are two levels of translator credentials available through NAATI:

Table 6: Number of Certified Interpreters Nation-wide

Recognised Practising Translator	Certified Translator
Recognised Practising Translator credential acknowledges that the holder has met the prerequisites and has work experience as a translator. There is no test required to be granted one of these credentials, but applicants must provide evidence of work practice ¹¹ .	Certified Translators can work with complex but non-specialised content in most situations. NAATI's Certified Translator test is an objective assessment of the skills and competencies needed to practice as a translator in Australia. Represents the highest credential available for translators from NAATI.

11 Australian Government, Department of Home Affairs - [Translating and Interpreting Service \(TIS National\)](#)

3.7 Challenges for Auslan Users

Community inclusion and access

Systemic barriers limit Deaf and Deafblind individuals' access to essential services and community participation. Stakeholders reported considerable inaccessibility across public systems including healthcare, education, and government services for Deaf individuals. This is exacerbated by limited interpreter availability, low Auslan proficiency among staff, and the dominance of phone based or English-only communication. The limited uptake of Auslan among families, educators, and frontline workers presents an opportunity to strengthen inclusion and connection within the Deaf and Deafblind community. Increasing Auslan proficiency across these groups can help reduce isolation and foster more supportive, trauma informed environments in both public and community settings.

Deaf representation in educational settings

A consensus also emerged amongst stakeholders on the centrality of Deaf leadership in training and education. Deaf trainers, role models, and assessors were seen as essential for authentic learning, cultural grounding, and the transmission of nuanced language skills. Stakeholders described the scarcity of qualified Deaf educators as a major barrier to culturally rich environments. Calls for increased representation of Deaf, Deafblind, First Nations, CODA, interpreters reflected a drive for diversity and inclusion across all levels of education. Deaf-led teaching models, peer mentoring, and community-based training were strongly endorsed as pathways to sustain authentic, inclusive, and community aligned education.

Expansion of Auslan career pathways

Stakeholders advocated for the recognition of Auslan as both a language of cultural identity and a practical tool for equity across workplaces, schools, and community spaces. There was strong support for expanding Auslan education beyond the traditional interpreting pipeline to create broader career pathways across health, education, aged care, and community sectors. Auslan proficiency was recognised as a valuable skill for professionals such as teachers, nurses, social workers, disability support staff, and allied health practitioners, enabling more direct and inclusive communication with Deaf individuals. Stakeholders also identified emerging roles in administration, creative industries, mentoring, and policy, where Auslan fluency enhances accessibility and cultural connection. To achieve this, the suggestion of embedding Auslan units into mainstream qualifications was raised as a potential opportunity.

Access and equity barriers to Teaching Qualifications

A recurring issue raised in consultations were disparities in access to the Certificate IV in Training and Assessment (TAE). Participants noted that the absence of an Auslan delivered TAE could exclude Deaf and Deafblind individuals from becoming qualified educators, limiting Deaf representation in teaching and governance. This concern was reinforced by the fact that current TAE courses rely on English literacy, lack cultural and linguistic competencies, and rarely provide interpreter or Deaf-trainer support. As a result, stakeholders supported a Deaf-led, Auslan-based TAE model, one that integrates Deaf pedagogy, flexible delivery, and pre-TAE language support. This reform was seen as essential to building a qualified, culturally authentic teaching workforce and improving career pathways for Deaf professionals.

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Interpreter workforce retention

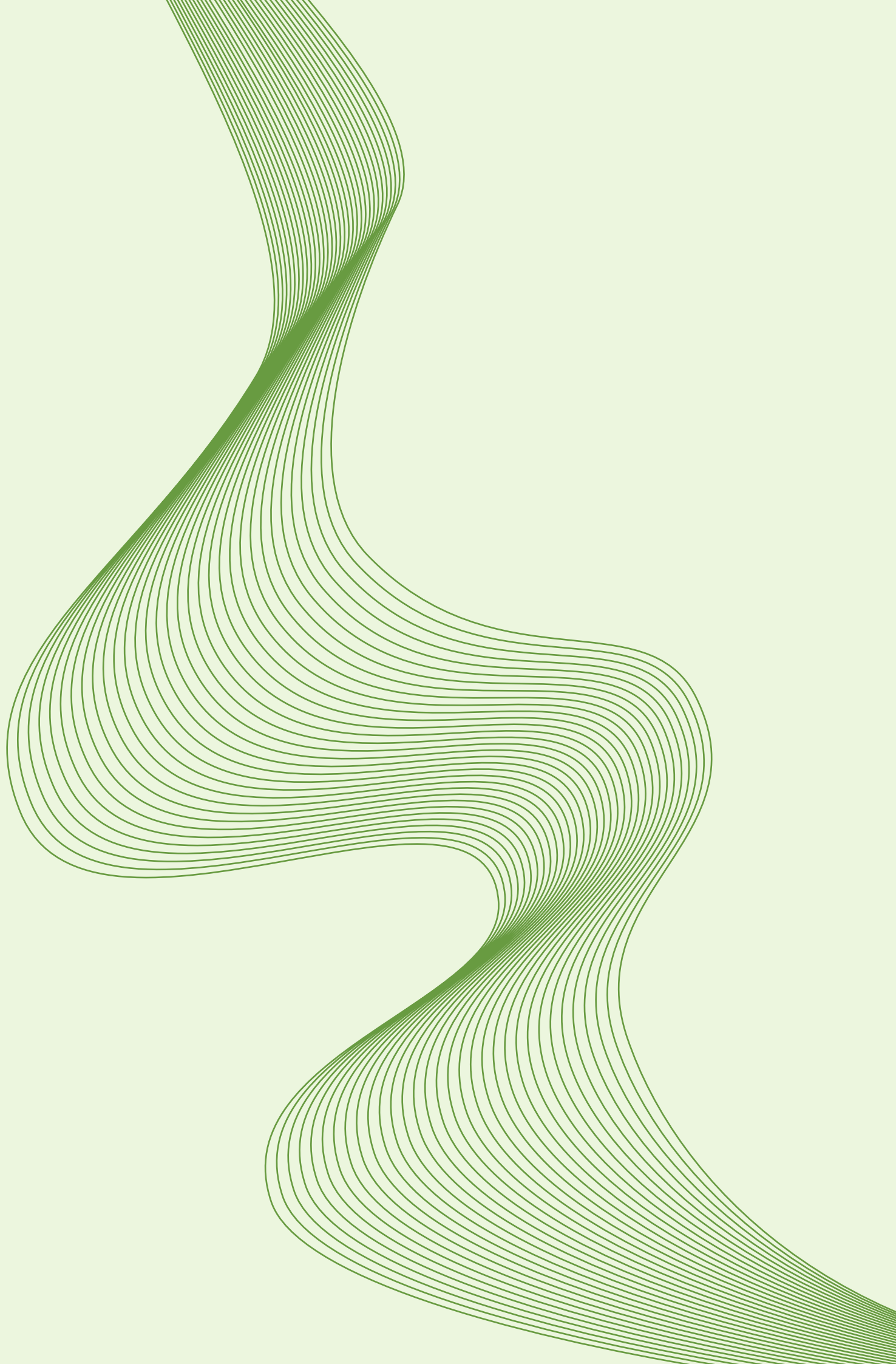
Consultations revealed that interpreter and educator roles are often undervalued, frequently casualised, and underpaid relative to the qualifications and responsibilities they carry. There were calls to reframe interpreting as a specialist, professional career requiring ethical, cultural, and technical expertise. Furthermore, participants encouraged government and training organisations to invest in structured career pathways, fair remuneration, and professional recognition to attract and retain skilled practitioners.

3.8 Challenges for Further Consideration by Relevant Bodies

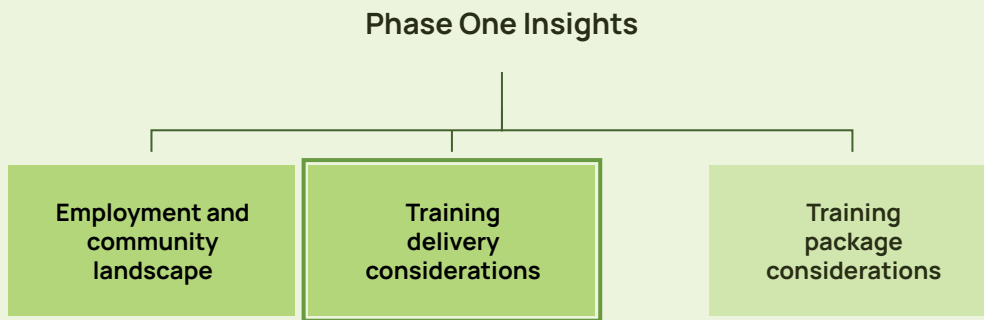
The following insights fall outside of the remit of Public Skills Australia and are detailed below for consideration by relevant bodies.

Table 7: Further Considerations for Relevant Bodies

Description	Consideration
1 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.
2 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).
3 The Deaf community's ability to access Diploma of Vocational Education and Training is inhibiting Deaf educators from training the <i>TAE40122 Certificate IV in Training and Assessment</i> .	Consideration for DEWR when reviewing the TAE.
4 The working conditions for Deaf educators should be improved.	Consideration for RTOs and TAFEs when employing Deaf educators.



Training Delivery Considerations



4.1 Qualifications

The Auslan qualifications reside within the PSP Public Sector Training Package..

Table 8: Auslan, Interpreting and Translating Qualifications

Auslan	Interpreting	Translating
PSP20218 Certificate II in Auslan	PSP50922 Diploma of Interpreting	PSP50822 Diploma of Translating
PSP30218 Certificate III in Auslan	PSP60922 Advanced Diploma of Interpreting	PSP60822 Advanced Diploma of Translating
PSP40818 Certificate IV in Auslan	PSPSS00063 Introduction to Interpreting Skill Set	PSPSS00062 Introduction to Translating Skill Set
PSP51018 Diploma of Auslan		

4.2 Training Providers

Table 9: Training Providers, State/Territory

Qualification	National	NSW	QLD	SA	VIC	WA	Total
PSP20218 Certificate II in Auslan	2	1	5	1	3	1	12
PSP30218 Certificate III in Auslan	2	1		1	2	1	7
PSP40818 Certificate IV in Auslan	1	1		1	1	1	5
PSP50822 Diploma of Translating	1						1
PSP50922 Diploma of Interpreting	11				1	1	13
PSP51018 Diploma of Auslan	1	1			1	1	4
PSP60822 Advanced Diploma of Translating	7	1					8
PSP60922 Advanced Diploma of Interpreting	3				1		4

4.3 Training Funding Models

Funding models for Auslan Interpreting and Translating qualifications vary across Australia.

Table 10: Training Funding Models

State	Funding Model
ACT	Includes Fee-Free TAFE, Skilled Capital Program subsidies, and VET Student Loans for diploma-level qualifications.
NSW	Offers Free TAFE and Smart and Skilled Program funding for Auslan qualifications, alongside Disability Support Funding.
NT	Limited funding for Auslan education in schools via the School Resourcing Model and advocacy by the Australian Education Union NT.
QLD	Provides Interpreter Training Boost Program funding, VET subsidies, and Indigenous Interpreting Project support.
SA	WorkReady Initiative and TAFE SA funding support training in interpreting and translating qualifications.
TAS	Limited funding but includes Disability Support Funding and Tasmanian Interpreter Training Scholarship Program.
VIC	Free TAFE initiatives and Skills First Funding for Auslan, interpreting and translating training.
WA	Jobs and Skills WA subsidies, Fee-Free TAFE, and VET Delivered to Secondary Students (VETDSS) programs.

4.4 Challenges for Training Providers

There are both different and similar challenges faced by training providers in delivering Auslan qualifications. Stakeholders identified several recurring challenges, including limited community engagement, inconsistencies in teaching standards, an overreliance on virtual delivery methods, and financial barriers to accessing training. These are outlined below.

1

Limited community engagement

Community engagement was consistently identified as essential for developing linguistic competence, cultural understanding, and professional readiness. Participants welcomed more practical, community-based learning experiences that foster meaningful connections between students and the Deaf and Deafblind community. Suggestions included activities like Deaf café participation, film analysis, or cultural research, Auslan Days, National Week of Deaf People participation, to deepen immersion in Deaf culture.

2

Inconsistencies in teaching standards

Concerns about the quality and consistency of teaching standards were raised, with stakeholders highlighting that Auslan educators can lack the depth, rigour, and cultural competencies required to meet the expectations of the Deaf community. Some educators were described as underprepared, some lacking advanced linguistic skills, pedagogical knowledge, or understanding of Deaf pedagogy. This has resulted in inconsistent learner outcomes and reduced trust in VET training pathways. Stakeholders welcomed ongoing professional development to help strengthen teaching quality and ensure more consistent, culturally responsive delivery.

Stakeholders further emphasised that the current reliance on volunteers is unsustainable, and training organisations should shift away from a volunteer-dependent model, which can undermine consistency and the overall quality of teaching standards.

3

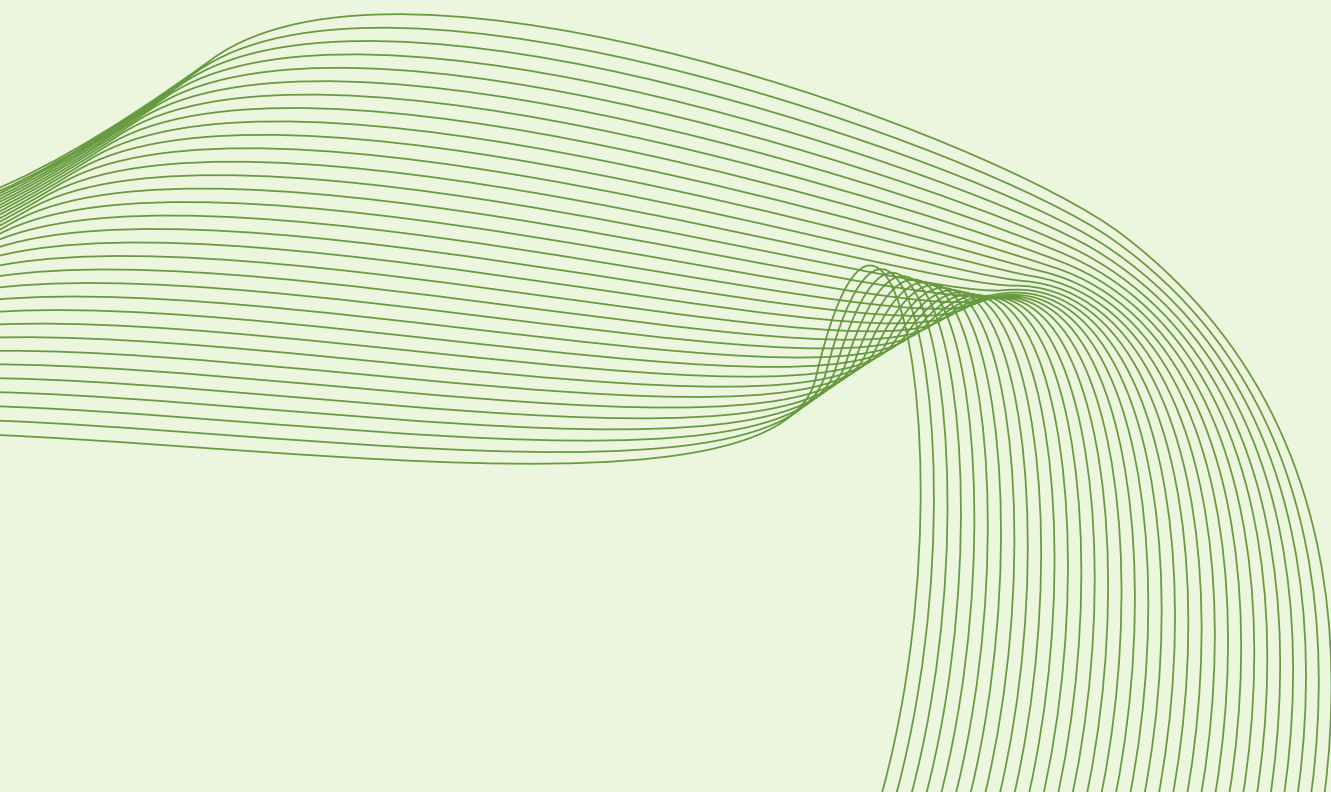
Overreliance on virtual delivery methods

Some RTO courses prioritise online learning or self-directed models, which do not adequately foster language fluency, cultural competence, or professional readiness. While online and blended learning have expanded reach, participants agreed these modes are ill-suited to visual-spatial languages like Auslan. Two-dimensional screens limit expression, comprehension, and incidental learning, especially for Deaf and Deafblind students. Participants shared a desire for flexible yet interactive delivery, including hybrid models and hands-on skill development through structured placements, mentoring, and community engagement. This was seen as the preferred approach to keeping Auslan learning connected to the community whilst also making it more accessible and inclusive.

4

Financial constraints to accessing training

Financial constraints continue to limit participation of students, stakeholders citing NAATI exams or course fees as persisting barriers. Subsidised training, tiered funding models, and scholarships for Deaf and underrepresented groups were proposed solutions.



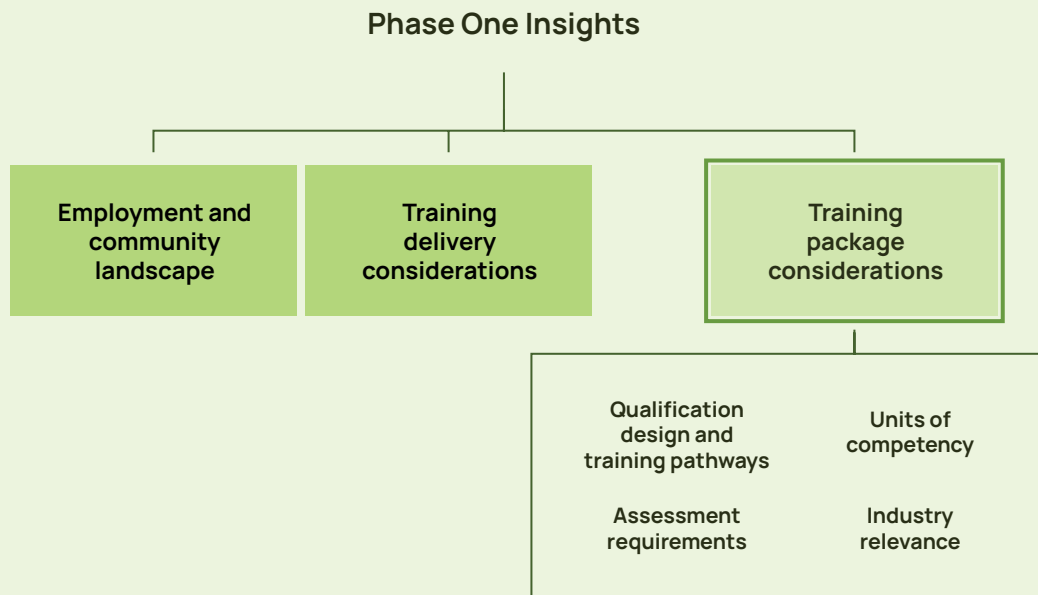
4.5 Challenges for Further Consideration by Relevant Bodies

The following insights fall outside of the remit of Public Skills Australia and are detailed below for consideration by relevant bodies.

Table 11: Further Considerations for Relevant Bodies

Description	Consideration
1 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).
2 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.
3 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.
4 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.
5 Financial barriers were cited as a deterrent to undertake the Auslan qualifications.	Consideration for State and Territory Governments when funding VET training programs.
6 Delivery of training often has an overreliance on unpaid volunteers.	Consideration for RTOs and TAFEs when designing training delivery models.
7 There is support for consistent professional development for qualified interpreters.	Consideration for relevant professional bodies such as the National Accreditation Authority for Translators and Interpreters

Training Package Considerations



5.1 Qualification Design and Training Pathway

The development of specialised and flexible training pathways that better reflect the diversity of learners and interpreting contexts was supported. A dual Auslan pathway model one for professional interpreting and translating pathways, and another geared toward community-based interpreting was seen as a way to provide clearer options for learners, better align training with real-world career outcomes, and create a more responsive and sustainable qualification structure. The need for transparent entry requirements for the Certificate II in Auslan and Diploma of Interpreting was emphasised. Early education pathways were also supported, with advocacy for the integration of Auslan into schools through 'taster' programs and continuous language pathways (primary to secondary), fostering early interest in interpreting careers.

5.2 Units of Competency

Auslan qualifications were viewed as narrow in scope, focusing on adult-to-adult interpreting and neglecting foundational knowledge like Deaf history, Auslan norms, and cultural protocols. Specialist training opportunities, particularly in Deafblind communication, tactile interpreting, Haptics, and alternative communication methods like keyword signing, were described as limited or non-existent. A lack of instruction in ethical referral practices and strategies for managing communication across diverse contexts was noted. There was a clear call for interpreter education that is community informed, culturally grounded, and designed in consultation with Deaf and Deafblind people. Fostering linguistic expertise, cultural pride, and meaningful inclusion within the Deaf community were seen as priorities, with training content that reflects authentic cultural experiences. Stakeholders called for the removal or reduction of written English components within qualification design, noting that such requirements can disadvantage Deaf learners and detract from the focus on Auslan proficiency and visual communication skills.

5.3 Assessment Requirements

Stakeholders highlighted gaps in the interpreter education pathway, particularly the lack of structured mentoring, supervision, and practical experience to support the transition from learner to certified interpreter. Collaborative practice between Deaf and hearing interpreters is perceived to be undervalued, despite its importance in complex settings. For instance, there was a call for a mandatory component or observation unit within the Diploma of Interpreting and greater use of community-based learning models such as Auslan camps and structured volunteering across varied sectors.

Concerns were raised about the quality and structure of training and assessment. Stakeholders suggested a shift away from rigid competency-based approaches toward holistic models assessing overall language proficiency and real-world communication.

5.4 Industry Relevance

Stakeholders strongly supported integrating NAATI certification with interpreting qualifications. There was widespread agreement that interpreter education requires structural reform to better align learning outcomes with both NAATI standards and community expectations. Stakeholders emphasised the need for bridging programs between qualification levels, mandatory work placements, and structured community supervision to ensure graduates are prepared for real-world interpreting contexts and industry expectations.

Proposed Recommendations for Technical Committee's Consideration

The following training package recommendations relate to the review and update of Auslan qualifications, with the aim of enhancing quality and better addressing the needs of the interpreting, translating and Deaf and Deafblind community. These recommendations will be considered by Public Skills Australia's Technical Committee in Phase Two of the Auslan, Interpreting and Translating Qualification Review.

Please note that the proposed recommendations focused on Auslan specific language skills, however changes to broader Interpreting and Translating qualifications will be considered in Phase Two following further consultation with the appropriate stakeholders.

Table 12: Proposed recommendations for Technical Committee's consideration

Area of focus	Challenge	Finding	Proposed recommendation
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.

The table continues on the following page.

Area of focus	Challenge	Finding	Proposed recommendation
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.
Units 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.
Units of Competency	Some units of competency do not adequately address advanced or specialist Deafblind communication 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.
Units 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 performance evidence 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.

Appendix

7.1 Auslan Project Stakeholder List

The table below details the workshops delivered in each state, including participant details.

Table 13: Consultative Workshop Registrations and Attendance

State/ Territory	Community Workshop			Training Provider Workshop		
	Registration	Attendance	Deaf/ Deafblind	Registration	Attendance	Deaf/ Deafblind
Victoria	23	18	10	22	18	8
Western Australia	19	12	4	25	18	7
Tasmania*	2	2	-	-	-	-
South Australia*	5	-	-	3	-	-
Northern Territory*	1	-	-	-	-	-
New South Wales	8	3	2	18	16	5
Queensland	9	3	2	20	16	8

The table below details the virtual workshops delivered.

Table 14: Online Consultative Workshop Registration and Participation

Session	Registration	Attendance	Deaf/Deafblind
Session 1	14	7	3
Session 2	13	7	3
Session 3	8	5	0

The table below details the stakeholder engagement sessions delivered.

Table 15: Stakeholder Engagement Session Registration and Participation

Session	Registration	Attendance
Session 1	11	6
Session 2	23	8
Session 3	28	14

The table below details the stakeholders engaged throughout Phase One.

Table 16: Auslan Project stakeholder list

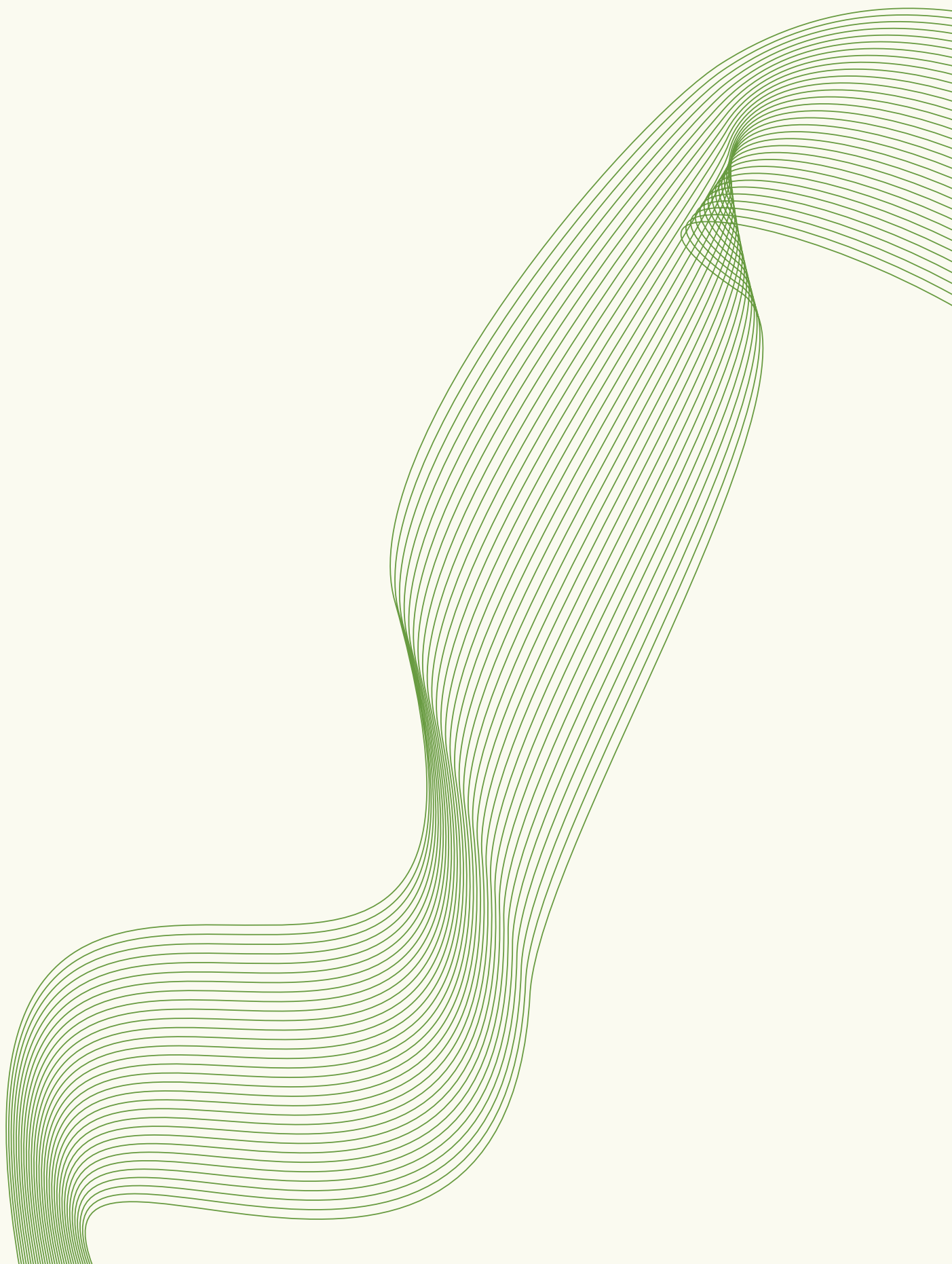
Organisation/Agency/ Company	Role	State
Aboriginal Health Council of WA	Ear Health Program Coordinator	WA
Alana Wiekart Auslan Interpreting	Certified Auslan Interpreter/Consultant	
Anytime Auslan	Certified Interpreter and Director	National
ASLITA	National President	National
Auckland University of Technology	Senior Lecturer and Programme Leader	
Auckland University of Technology	Senior Lecturer and Programme Leader	
Consultant	Certified Interpreter (Auslan & English)	WA
Curriculum NSW Education Standards Authority	Administration - Curriculum	NSW
Deaf Australia	CEO	National
Deaf Connect		National
Deaf Connect	General Manager, Education	NSW
Deaf Connect Trainer/Assessor	Diploma of Interpreting (Auslan)	National
DeafAct	Secretary	National
Deafblind Australia	National Policy and Advocacy Officer	NT

Organisation/Agency/ Company	Role	State
Deafness Council WA		WA
Department of Youth Justice, Employment, Small Business and Training	Mgr, STA & JSC Engagement	QLD
Department of Health and Aged Care	Director Health and Disability Interface Section	VIC
Department of Health and Aged Care		National
Department of Health and Aged Care		National
Expression Australia		
Expression Australia		
Expression Australia		
Expression Australia (TAS)	General Manager Service Delivery	TAS
Financial, Administrative and Professional Services Training Council	CEO	WA
Indooroopilly State High School	Deputy Principal	
Industry Skills Advisory Council	Operations Manager	NT

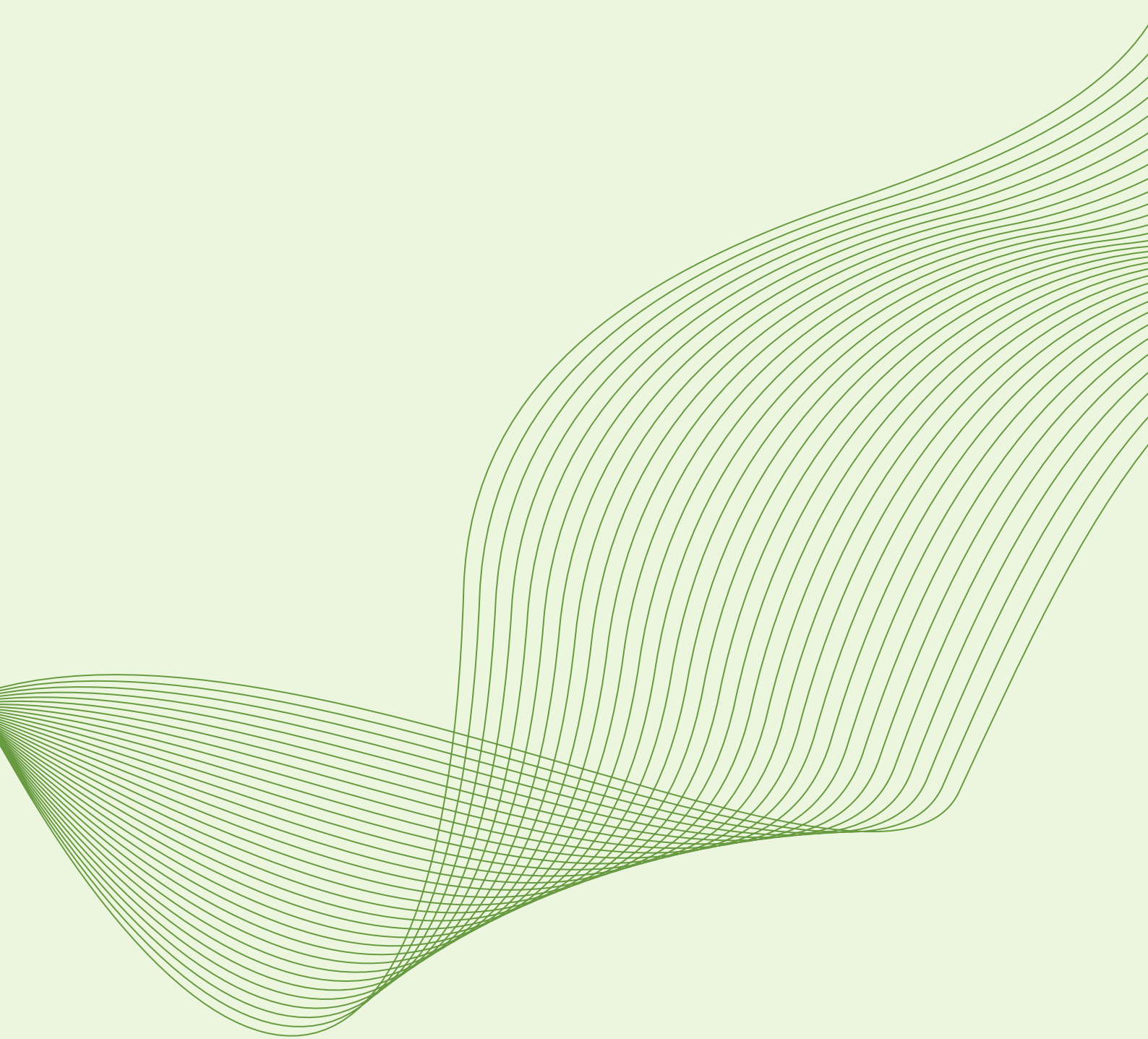
Organisation/Agency/ Company	Role	State
Industry Skills Advisory Council	Workforce and Skills Officer,	NT
La Trobe University	Auslan Lecturer and Subject Coordinator	VIC
La Trobe University	Auslan Lecturer and Subject Coordinator	VIC
Macquarie University	Lecturer, Course Lead Grad Dip Auslan - English Interpreting	
Melbourne Polytechnic	Manager, Bridging & Preparatory	VIC
Melbourne Polytechnic		VIC
Melbourne Polytechnic	Manager	VIC
Monash University	Associate Professor	VIC
NAATI	Manager - Certification Policy & Development (ELT Member)	NSW
NAATI		National
NAATI	CEO	NSW
North Metropolitan TAFE		WA
NSW Department of Education and Training	Customer Service and Operations	NSW
Professionals Australia		
QLD Council of Social Service		QLD

Organisation/Agency/ Company	Role	State
QLD Government - Department of Trade, Employment and Training	Industry Skills and Jobs Advisor	QLD
Regional Training Services, NSW Government	Senior Customer Services Officer	NSW
RMIT	Program Coord. Ed Support & Language	VIC
Self-employed Consultant	Former CEO of Deaf Australia/Advocacy for Deaf Community	VIC
Self-employed Consultant	Auslan Interpreter (Education)	
SignAuslanCo		
Skills Tasmania	Director Purchasing Policy and Programs	TAS
Skills Tasmania (Department of State Growth)	Project Support Officer	TAS
Skills Tasmania (Department of State Growth)	Grant Programs Consultant	TAS
SME	Disability Consultant, Speaker, Advocate	WA
TAFE NSW	Industry Innovation Specialist	NSW
TAFE NSW	Foundational and Transferable Skills Lecturer and Coordinator	NSW
TAFE NSW	Specialist Pathway Advisor	NSW

Organisation/Agency/ Company	Role	State
TAFE NSW - Northern Sydney Institute		NSW
TAFE SA	Lecturer Deaf Education Program and Interpreting Skill Set	SA
TAFE SA	Lecturer	SA
TAFE SA	Manager	SA
TAFE SA	Program Coordinator	SA
TAFE SA	Lecturer - Certificate II, III, IV in Auslan	SA
Translators and Interpreters Australia (TIA)		WA
Translators and Interpreters Australia (TIA)		
Translators and Interpreters Australia (TIA)		
Victorian College for the Deaf	School Registered Nurse/NDIS Navigator	VIC
Vital Interpreting Personnel	COO and Liaison Officer	
Woodroffe Primary School (NT Government)	Teacher	NT
	CEO/Auslan Interpreter	
Deafblind WA	President Deafblind WA	WA







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