



SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

PSP Public Sector Training Package V2.0

Companion Volume Implementation Guide

Auslan Training Package Products



Version control and modification history

This table tracks modifications to training components in this Training Package made after the initial release. The latest version of the Implementation Guide is shown on the top row. Please check that you are using the current version of the PSP Public Sector Training Package by accessing information from training.gov.au.

Version	Release Date	Comments
2.0	27 June 2018	<p>Second release of the PSP Public Sector Training Package</p> <p>Inclusion of:</p> <ul style="list-style-type: none"> • Four Qualifications: <ul style="list-style-type: none"> ○ PSP20218 Certificate II in Auslan ○ PSP30218 Certificate III in Auslan ○ PSP40818 Certificate IV in Auslan ○ PSP51018 Diploma of Auslan • Fifteen new Units of Competency and associated Assessment Requirements for Languages other than English - Auslan: <ul style="list-style-type: none"> ○ PSPLAN001 Converse in Auslan at a basic user level ○ PSPLAN002 Compare the fundamental differences between Auslan and English structure ○ PSPLAN003 Source information on Deaf culture, and communicate according to Deaf protocol ○ PSPLAN004 Converse in Auslan at an independent user level (familiar subjects) ○ PSPLAN005 Analyse the structure of Auslan signs ○ PSPLAN006 Research the development of educational and social conditions for Australian Deaf communities ○ PSPLAN007 Converse in Auslan at an independent user level (abstract and concrete notions) ○ PSPLAN008 Compare the structure of sentences in Auslan and English ○ PSPLAN009 Compare other sign languages to Auslan ○ PSPLAN010 Communicate with Deafblind people ○ PSPLAN011 Take notes for Deaf, hard of hearing and Deafblind people ○ PSPLAN012 Converse in Auslan at a proficient user level ○ PSPLAN013 Analyse the semantics and sociolinguistics of Auslan ○ PSPLAN014 Convey information between Auslan and English ○ PSPLAN015 Research the role of an Auslan interpreter
1.0	7 March 2016	Primary release of PSP Public Sector Training Package

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Introduction

This Companion Volume Implementation Guide has been developed to provide advice and guidance on Auslan specific Training Package Products contained within the *PSP Public Sector Training Package V2.0*.

Background

In November 2012 the former National Skills Standards Council (NSSC)¹ developed a set of *Standards for Training Packages*, to ensure Training Packages are of high quality and meet the workforce development needs of industry, enterprises and individuals.² The *Standards for Training Packages* apply to the design and development of Training Packages for endorsement consideration.

Standard 1 identifies the products that must comprise a Training Package. This includes:

- Endorsed components:
 - Units of Competency
 - Assessment Requirements (associated with each Unit of Competency)
 - Qualifications
 - Credit Arrangements
- Non-endorsed components:
 - Companion Volume Implementation Guide
 - Other guides required by stakeholders.

Quality assurance of companion volumes

Companion Volumes developed by SkillsIQ follow a quality assurance process throughout development to ensure availability at the time of endorsement of the Training Package and that the Implementation Guide complies with the Companion Volume Implementation Guide template. The steps in this process are as follows:

Consultation

1. Stakeholders provide advice on content throughout the consultation phase.

Development

2. Draft Companion Volume(s) prepared
3. Format and copy edit first draft
4. Draft 2 Companion Volume(s) prepared
5. Cross check Companion Volume(s) with draft Training Package components for endorsement
6. Review of final draft by Technical Advisory Committee (TAC).

Quality Assurance

7. Copy edit and proof read
8. Quality assurance review

Sign off

9. Sign off by Industry Reference Committee
10. Companion Volume Implementation Guide made available for external quality assurance
11. Desktop publish and upload to website.

¹ The functions of the National Skills Standards Council (NSSC) have been transferred to the Australian Industry and Skills Committee (AISC).

² The *Standards for Training Packages* were endorsed by the former Standing Council for Tertiary Education Skills and Employment (SCOTese), replaced by the COAG Industry and Skills Council.

1.0 Overview information

This Implementation Guide is designed to assist assessors, trainers, Registered Training Organisations (RTOs) and enterprises to deliver Auslan components of the *PSP Public Sector Training Package V2.0*. It provides advice about the structure and content of Auslan Training Package Products, key features and specific information applicable to implementation.

For information regarding other Training Package Products within the *PSP Public Sector Training Package*, refer to the Implementation Guide available at:

<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623>.

1.1 Accredited courses in Auslan

Prior to the development of Auslan Training Package Products, the following four Auslan courses were accredited by the Victorian Registration and Qualifications Authority (VRQA):

- 22075VIC - Certificate II in Auslan
- 22077VIC - Certificate III in Auslan
- 22078VIC - Certificate IV in Auslan
- 22081VIC - Diploma of Auslan

These accredited courses are due to expire on 31 December 2018.

Accredited courses are developed to address skill requirements for industry, enterprise, education, legislative or community needs where these are not covered in nationally endorsed Training Packages. Auslan Training Package Products have now been developed to meet an identified national need for Training Package Units of Competency and Qualifications in Auslan signing.

Auslan Training Package Products are included in the *PSP Public Sector Training Package V2.0* as they relate to language acquisition and they can provide a pathway to existing PSP Qualifications in interpreting.

1.2 PSP Qualifications for Auslan

Qualifications are created by packaging together Units of Competency into groups which provide job or meaningful skill outcomes, and aligning those groups of competencies to Qualification levels nominated in the Australian Qualifications Framework (AQF).

Qualifications therefore:

- represent either key industry functions directly related to occupational positions in the industry or, in the case of Auslan, key community skills
- are a framework, not a course.

Table 1: Auslan Qualifications in the PSP Public Sector Training Package V2.0

Qualification Code	Qualification Title
PSP20218	Certificate II in Auslan
PSP30218	Certificate III in Auslan
PSP40818	Certificate IV in Auslan
PSP51018	Diploma of Auslan

1.3 Qualification mapping

All four Auslan Qualifications are new Training Package Products and do not supersede any previous versions. Therefore, no mapping is included.

The Training Package Qualifications differ significantly from the accredited courses:

- All four Qualifications allow direct entry, unlike the accredited courses which required a staged approach, e.g. Certificate II was an entry requirement for Certificate III and so on.
- Numbers of units required are significantly different because of the structure of Training Package units.
- Certificate IV and Diploma allow for an elective choice and nominate the number of electives which must be completed. The elective choice for the accredited courses was based on meeting a requirement for a number of hours.

1.4 PSP Auslan Units of Competency and prerequisites

Units of Competency in Training Packages are developed by industry or key community stakeholders to meet identified industry or community skill needs. Each Unit of Competency identifies a discrete workplace or other skill requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy requirements. Units of Competency therefore:

- are nationally agreed statements of the skills and knowledge required for effective performance in a job or other function
- describe work or other skill outcomes
- logically stand alone when applied in a work or other situation.

A prerequisite is a Unit of Competency in which the individual must be deemed competent prior to the determination of competency in another unit. Prerequisites are applicable when competency cannot be achieved in a given Unit of Competency without first gaining essential knowledge and skills from other unit(s) of competency.

No prerequisites are included for any Auslan units to allow Registered Training Organisations to flexibly package units according to the needs of learners.

Table 2: Auslan Units of Competency in the PSP Public Sector Training Package V2.0

Unit Code	Unit Title	Prerequisites
Languages other than English - Auslan		
PSPLAN001	Converse in Auslan at a basic user level	Nil
PSPLAN002	Compare the fundamental differences between Auslan and English structure	Nil
PSPLAN003	Source information on Deaf culture, and communicate according to Deaf protocol	Nil
PSPLAN004	Converse in Auslan at an independent user level (familiar subjects)	Nil
PSPLAN005	Analyse the structure of Auslan signs	Nil
PSPLAN006	Research the development of educational and social conditions for Australian Deaf communities	Nil
PSPLAN007	Converse in Auslan at an independent user level (abstract and concrete notions)	Nil

Unit Code	Unit Title	Prerequisites
PSPLAN008	Compare the structure of sentences in Auslan and English	Nil
PSPLAN009	Compare other sign languages to Auslan	Nil
PSPLAN010	Communicate with Deafblind people	Nil
PSPLAN011	Take notes for Deaf, hard of hearing and Deafblind people	Nil
PSPLAN012	Converse in Auslan at a proficient user level	Nil
PSPLAN013	Analyse the semantics and sociolinguistics of Auslan	Nil
PSPLAN014	Convey information between Auslan and English	Nil
PSPLAN015	Research the role of an Auslan interpreter	Nil

1.5 Unit of Competency mapping

All fifteen Auslan Units of Competency are new Training Package Products and do not supersede any previous versions. Therefore, no mapping is included.

The Training Package units differ significantly from those contained in the accredited courses:

- Elements and performance criteria fully describe the Auslan language skill and proficiency level. The former accredited course units described a broad task rather than the skill.
- Units are standards focussed and describe language skills and knowledge of linguistic features. The accredited courses presented a more curriculum based model written around topic matters and vocabulary use.
- Each unit requires the application of a skill rather than having a focus on the development of knowledge as was presented in some accredited course units which were written as modules.
- Requirements for assessment are fully prescribed in the Performance Evidence section of each Assessment Requirements document associated with each unit.

1.6 Key training requirements for Auslan

1.6.1 Auslan and its importance to the Deaf community

A report produced by Access Economics in 2006, *Listen Hear!*, determined that one in six Australians were affected by hearing loss and this was projected to rise to one in four by 2050.

Deaf and hard of hearing people have varying degrees of hearing loss; it may be mild, moderate, severe or profound. Deafness may be present at birth or may be acquired due to various illnesses or ageing.

Auslan is the sign language of the Australian Deaf community. Auslan evolved from the sign languages brought to Australia during the nineteenth century from Britain and Ireland and is now a separate language to British Sign Language (BSL) and Irish Sign Language (ISL). The term Auslan was first used in the late 1980s and prior to that was referred to as Australian Deaf Sign Language.

Auslan was recognised as a **community** language in 1991 by the Australian Government through its Australian Language and Literacy Policy which noted:

“It is now increasingly recognised that signing deaf people constitute a group like any other non-English speaking language group in Australia, with a distinct sub-culture recognised by

shared history, social life and sense of identity, united and symbolised by fluency in Auslan, the principal means of communication within the Australian deaf community. Auslan is an indigenous Australian language.”

Auslan is not a form of English. It has its own distinct lexicon, syntax and grammar and is composed of precise handshapes, facial expressions and body movements that can convey both concrete and abstract information. It is a dynamic and changing language, like any other, with new signs regularly introduced.

Auslan is the primary or preferred language of the majority of Deaf people who have been severely or profoundly deaf since birth or early childhood. It is the native language, i.e. the language acquired from birth, of only a minority of Deaf signers. Deaf children who are born to Deaf parents who use Auslan can acquire Auslan in the same way as hearing children acquire spoken language from their parents and other family members.

It is estimated that around 96% of deaf children are born to hearing parents. This means that Auslan is not always passed on from parent to child but is often learned by children from adults outside the family. These children may acquire Auslan as a first language at some time before or during their school years, or acquisition may be delayed.

Conversely, children of deaf parents are not necessarily deaf and may acquire Auslan from their parents as their first language, acquiring English as second language.

Some Deaf people with acquired hearing loss learn Auslan as a late-acquired second language.

English may or may not be acquired by deaf Australians and proficiency will vary with many people never achieving a level of fluency that allows meaningful communication in that language. For some it is a second language.

Whatever the circumstances, and there are many variables, Auslan is a crucial language required by Deaf community members. Auslan is the most accessible and effective language for Deaf people and their main communication tool.

1.6.2 Provision of Auslan training

There are many views on when and how Auslan should be acquired as a language, particularly as part of early intervention programs for deaf children from birth to school age. Whatever modes or timing are applied to Auslan acquisition, there are key points raised by Deaf community advocates:

- Children should be given opportunities to acquire Auslan to native fluency;
- It is vital that hearing English speaking families are able to communicate effectively with deaf children, and therefore they will also need to learn Auslan;
- Families of deaf children need opportunities to access and learn Auslan so that deaf children can acquire language in the home, in the same way a hearing child acquires spoken language; and
- Teachers of Auslan must have a high level of proficiency and this should be measured against Auslan competency standards.

In addition to providing Auslan skills to deaf children and their families, it is also highly desirable to spread the use of the language throughout the wider community, including to:

- friends and peers of Deaf people and those attending school or college with them;
- other relatives outside the immediate family; and
- service providers for Deaf people within a range of industry sectors, particularly early childhood, school and higher education; vocational training, health, aged care, and the public sector.

Deaf Auslan users rely on the support of Auslan interpreters to access information and facilitate communication between English and Auslan. Prospective interpreters must also

have access to Auslan training, noting that over and above language skills, they must also develop specialist skills in interpreting.

1.7 Regulation and licensing implications for implementation

Each Auslan Qualification comprises three types of units:

- Language specific units, e.g. Converse in Auslan at a basic user level.
- Units which support acquisition of language skills, e.g. Compare the fundamental differences between Auslan and English structure.
- Units which provide general skills and cultural knowledge, e.g. Source information on Deaf culture, and communicate according to Deaf protocol.

There are no occupational licensing, certification, general or specific legislative requirements associated with any Auslan Unit of Competency or Qualification:

- The achievement of Auslan units or Qualifications is not required to satisfy any occupational licensing requirement; and
- Learners are not required to develop knowledge of any law or regulation.

There is one exception for the unit *PSPLAN011 Take notes for Deaf, hard of hearing and Deafblind people*. In order to work as a note taker, individuals have to know about privacy laws and regulations, and the scope of this knowledge is described within Knowledge Evidence for that unit.

2.0 Implementation information

2.1 Training and assessment pathways

Auslan skills and knowledge may be attained via:

- formal or informal education and training;
- experiences in the workplace;
- general life experience; or
- any combination of the above.

Individuals can be born deaf, have early or later-in-life hearing loss, or be children (or relatives or friends) of deaf people and be hearing. Those individuals will have been exposed to Auslan to a greater or lesser degree. They may have signed from birth or started signing at some later point in their lives.

It is likely that these individuals could be assessed via recognition of prior learning (RPL) to become certified in some (or many) Auslan Units of Competency.

It is likely that many individuals will need to follow the formal training pathway. This would include hearing, English speaking families of deaf children who have not previously attained any Auslan skills, and others who may not have made connections to deaf people at all but be interested in learning Auslan.

The Deaf community does not have a preferred pathway for achieving proficiency in Auslan and attaining a Qualification. The important thing to the Deaf Community is that Auslan is widely used and that the Units of Competency are used as a benchmark to measure proficiency.

2.2 Prerequisite units and entry requirements

When developing Units of Competency and Qualifications, the Deaf community along with Registered Training Organisations (RTOs), carefully considered whether or not to include prerequisites at a Unit of Competency level and entry requirements for Qualifications.

Many recognised that it would not be possible to achieve a higher level of language proficiency before completing foundation units and Qualifications. For example, to converse in Auslan at a proficient user level would not be possible before first being able to converse in Auslan at a basic user level and then at an independent user level. Language acquisition, naturally, requires staged learning. This would normally indicate a need to mandate prerequisite units and or entry requirements for Qualifications.

However, it is very clear that there is a “natural lineage” of Auslan language units and the need to logically sequence training is very obvious. There would be no benefit for a learner to enrol in a unit or Qualification beyond their ability and no benefit to RTOs to allow this.

Imposing a trail of prerequisite units would hamper RTO efforts to package units in ways that suit their learners’ needs and would not support the notion of holistic delivery. Therefore, no prerequisite units have been nominated to allow RTOs flexibility in the way they structure their courses.

In the same way, all Auslan Qualifications allow direct entry. This allows learners with different needs and abilities to enrol in the course of their choice without imposing restrictions and the need to pay multiple fees.

Qualifications have been structured so that less complex units are brought forward and included in higher level Qualifications which also include more complex language units. For example, Certificate IV in Auslan includes units from Certificates II and III.

The implementation of Units of Competency and Qualifications will require RTOs to:

- sequence training delivery of units within higher level Qualifications to allow learners to acquire foundation language skills before progressing to more complex units; and
- counsel learners with some Auslan skills and those with none, to choose appropriate Qualifications and elective units to match their language abilities.

2.3 Outcomes of Qualifications

Auslan Qualifications provide language skills at different proficiency levels from those for basic users of Auslan through to proficient users. They meet a community need for training in Auslan which will enable users to meet a variety of vocational outcomes, by providing a means of communication.

Auslan Qualifications are available to meet the needs of diverse individuals including those who:

- want the capacity to communicate effectively with Deaf peers, friends and family members who use or will use Auslan as their primary language;
- may have acquired hearing loss and a need to learn Auslan as a second language;
- are Deaf or hearing signers who use other sign languages and have a need to sign in Auslan;
- are Deaf or hearing signers who have achieved their language skills through life experience, and who want formal recognition of these skills through a recognition of prior learning process; and
- are service providers for Deaf people within a range of industry sectors, particularly early childhood, school and higher education; vocational training, health, aged care, and the public sector.

In all cases, individuals will select the Qualification according to the Auslan proficiency level they require.

Table 3: Outcomes of Auslan Qualifications in the PSP Public Sector Training Package V2.0

Qualification	Outcome and Proficiency Level
PSP20218 Certificate II in Auslan	<p>This Qualification provides signing skills to communicate in Auslan on familiar and routine matters. Communication may take place in any situation including personal, public, social, employment and educational domains.</p> <p>The Qualification aligns to an adaptation, for sign languages, of the Common European Framework of Reference for Languages (CEFR), A2: Basic User.</p> <p>This is an Auslan signer who can:</p> <ul style="list-style-type: none"> • understand sentences and frequently-used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment) • communicate about simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters • describe in simple terms aspects of his or her background, immediate environment and matters in areas of immediate need.
PSP30218 Certificate III in Auslan	<p>This Qualification provides signing skills to communicate in Auslan with some confidence on familiar, routine and some non-routine matters. Communication may take place in any</p>

Qualification	Outcome and Proficiency Level
	<p>situation including personal, public, social, employment and educational domains.</p> <p>This Qualification aligns to an adaptation, for sign languages, of the Common European Framework of Reference for Languages (CEFR), B1: Independent User.</p> <p>This is an Auslan signer who can:</p> <ul style="list-style-type: none"> • understand the main points when clear, standard language (which for sign language users may be a locally used variation) is used and the topics are familiar matters regularly encountered in work, school, leisure, etc. • deal with most situations likely to arise where the sign language is used • produce simple connected text on topics, which are familiar, or of personal interest • describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
PSP40818 Certificate IV in Auslan	<p>This Qualification provides signing skills to communicate in Auslan with a degree of fluency and spontaneity across a wide range of subjects. Communication may take place in any situation including personal, public, social, employment and educational domains.</p> <p>This Qualification aligns to an adaptation, for sign languages, of the Common European Framework of Reference for Languages (CEFR), B2: Independent User.</p> <p>This is an Auslan signer who can:</p> <ul style="list-style-type: none"> • understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his or her field of specialisation • interact with a degree of fluency and spontaneity that makes regular interaction with native/proficient signers quite possible without strain for either party • produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
PSP51018 Diploma of Auslan	<p>This Qualification provides signing skills to communicate in Auslan fluently and spontaneously across a wide range of subjects. Communication may take place in any situation including personal, public, social, employment and educational domains.</p> <p>This Qualification aligns to an adaptation, for sign languages, of the Common European Framework of Reference for Languages (CEFR), C1: Proficient User.</p> <p>This is an Auslan signer who can:</p> <ul style="list-style-type: none"> • understand a wide range of demanding, long texts, and recognise implicit meaning • express him or herself fluently and spontaneously without much obvious searching for expressions • use language flexibly and effectively for social, academic and professional purposes

Qualification	Outcome and Proficiency Level
	<ul style="list-style-type: none"> produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

2.3.1 Auslan interpreting

Achieving Auslan proficiency at any Qualification level, does not qualify an individual to work as an Auslan interpreter.

Interpreting skills are specialist in nature and are provided by a range of vocational and higher education Qualifications. The *PSP Public Sector Training Package V2.0* includes the following Qualifications:

- PSP50916 Diploma of Interpreting (LOTE-English)
- PSP60916 Advanced Diploma of Interpreting (LOTE-English).

2.3.2 Qualifications align to a proficiency rating scale

Language units and Auslan Qualifications have been aligned to a proficiency rating scale developed specifically for signed languages.

The Common European Framework of References (CEFR) for Languages: Learning, Teaching, Assessment is published by the Council of Europe. It provides a framework for spoken and written languages which can be used for the development of language curriculum, resources and assessment of language skills.

The CEFR has been adapted to the specifics of sign language teaching, learning and assessment. Proficiency “can do” statements are published in *Sign languages and the Common European Framework of References for Languages (Leeson, van de Bogaerde, Rathmann & Haug, 2015)*.

Auslan Units of Competency incorporate proficiency (skill) statements adapted from this document. Units of Competency explicitly incorporate performance outcomes, in this case a standard of language proficiency, and this document has been used as the basis for defining proficiency at each Qualification level.

Table 4: Alignment of PSP Auslan Qualifications to CEFR (sign language adaptation) global reference level descriptors

Proficient User	C2	Above the level of PSP Auslan Qualifications
	C1 Diploma of Auslan	Signers can understand a wide range of demanding, long texts, and recognise implicit meaning; express him or herself fluently and spontaneously without much obvious searching for expressions; use language flexibly and effectively for social, academic and professional purposes; produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2 Certificate IV in Auslan	Signers can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his or her field of specialisation; interact with a degree of fluency and spontaneity that makes regular interaction with native or proficient signers quite possible without strain for either party; produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Signers can understand the main points when clear, standard language (which for sign language users may be a locally used variation) is used and the topics are familiar matters regularly encountered in work, school, leisure, etc.; deal with most situations

	Certificate III in Auslan	likely to arise where the sign language is used; produce simple connected text on topics, which are familiar, or of personal interest; describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2 Certificate II in Auslan	Signers can understand sentences and frequently-used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment); communicate about simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters; describe in simple terms aspects of his or her background, immediate environment and matters in areas of immediate need.
	A1	Below the level of PSP Auslan Qualifications

2.4 Volume of learning for Qualifications

Qualifications in a Training Package must comply with Standard 8 of the *Standards for Training Packages*. This Standard requires Qualifications to comply with the AQF specification for that Qualification type. Volume of learning is a mandated component of the AQF Qualification specifications.

The volume of learning includes more than ‘delivery’ and is therefore different to ‘nominal hours’. Volume of Learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF Qualification type, expressed in equivalent full-time years. The volume of learning allocated to a Qualification should include all teaching, learning and assessment activities that are required to be undertaken by a typical student to achieve the learning outcomes. These activities may include some or all of the following:

- guided learning (such as classes, lectures, tutorials, on-line study or self-paced study guides);
- individual study;
- research;
- learning activities in the workplace; or
- assessment activities.

Table 5: Volume of learning for AQF qualifications

Qualification	Volume of Learning
PSP20218 Certificate II in Auslan	The volume of learning for a Certificate II is typically 0.5 to 1 year.
PSP30218 Certificate III in Auslan	The volume of learning for a Certificate III is typically 1 to 2 years.
PSP40818 Certificate IV in Auslan	The volume of learning for a Certificate IV is typically 1 to 2 years.
PSP51018 Diploma of Auslan	The volume of learning for a Diploma is typically 1 to 2 years.

2.5 Pathways into and from PSP Auslan Qualifications

Qualifications have been structured so that less complex units are brought forward and included in higher level Qualifications which also include more complex language units. For example, Certificate IV in Auslan includes units from Certificates II and III.

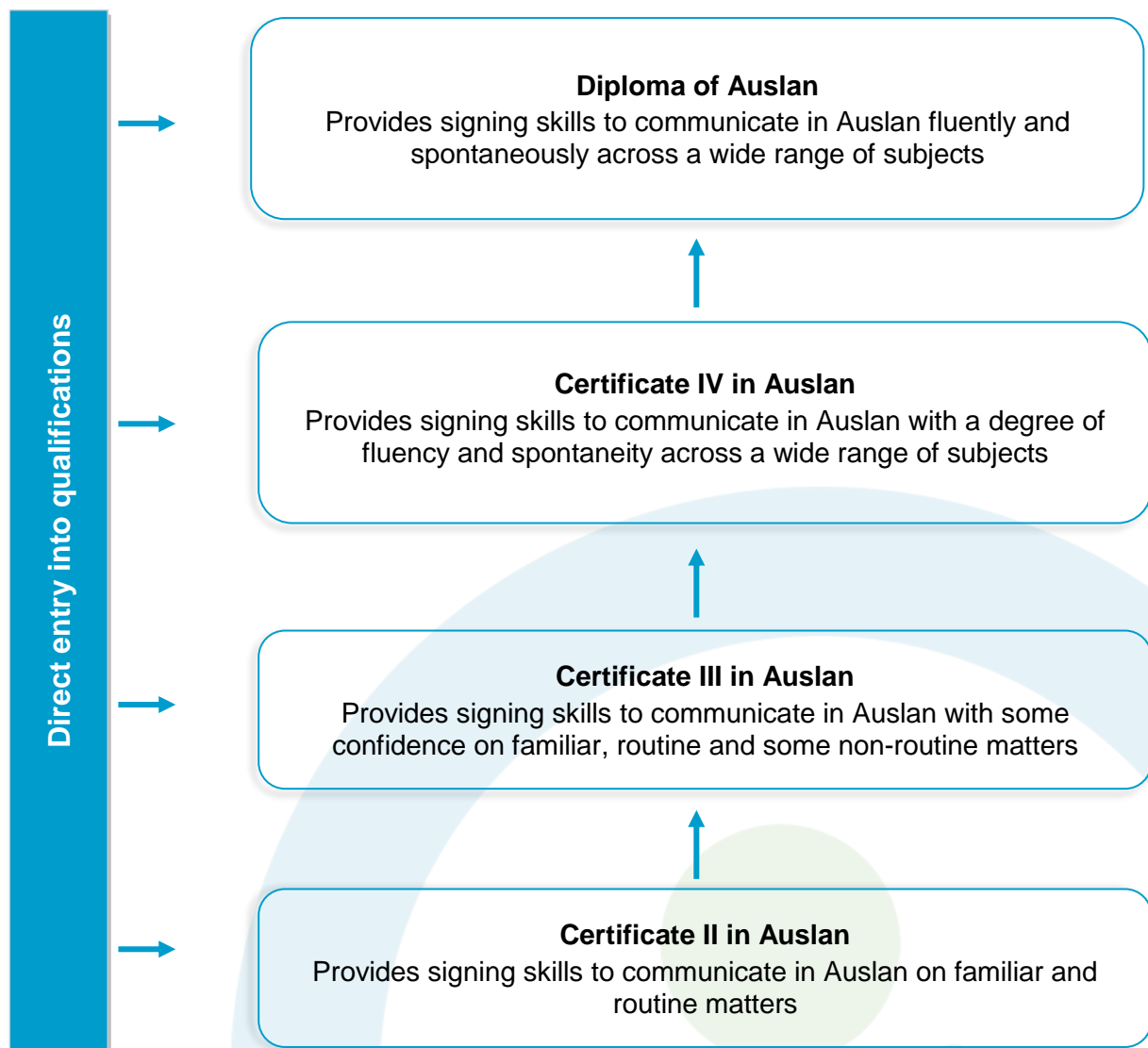
Each Qualification (above Certificate II) allows for an exit point so that students in a higher level Qualification can be granted a Qualification in the lower level if they fail to complete the higher, provided the appropriate Units of Competency have been achieved.

Students exiting with a Diploma of Auslan may wish to train as an Auslan interpreter and could complete:

- PSP50916 Diploma of Interpreting (LOTE-English)
- PSP60916 Advanced Diploma of Interpreting (LOTE-English)

Articulation arrangements from Diplomas to higher education Qualifications can be made on an individual basis by RTOs.

The following pathways chart shows the pathways into and from Auslan Qualifications within the PSP Public Sector Training Package.



Currently no credit arrangements exist between any Auslan qualifications and higher education qualifications.

2.5.1 Qualifications suited to VET delivered to secondary students

The following Auslan Qualifications in the *PSP Public Sector Training Package* have been identified as suitable for delivery to secondary school students:

- PSP20218 Certificate II in Auslan
- PSP30218 Certificate III in Auslan

It may be possible for the following two Qualifications to be delivered to secondary school students, provided the significant demands of the Qualifications can be met alongside the requirements for completion of the Senior Secondary Certificate of Education, e.g. Higher School Certificate (HSC), Victorian Certificate of Education (VCE):

- PSP40818 Certificate IV in Auslan
- PSP51018 Diploma of Auslan

Delivery to secondary school students must comply, in the same way as any other delivery, with the requirements outlined in the Training Package, including those for environments, equipment and assessors.

Wherever a school based Registered Training Organisation (RTO) cannot provide the mandated resources, delivery can be provided by, or in conjunction with, other RTOs which are sufficiently resourced.

2.5.2 Qualifications suited to Australian Traineeships or Apprenticeships

None of the four Auslan Qualifications are suitable for delivery as a traineeship or apprenticeship as there are no job outcomes from Auslan Qualifications.

Any indentured trainee or apprentice completing other Qualifications could, however, select Auslan Units of Competency as elective units. This would depend on the relevance to the trainee's or apprentice's job. Selection would be negotiated with the employer and the RTO.

2.6 Access and equity considerations

Beyond the requirements specified in this Training Package, an individual's access to training and assessment should not be adversely affected by restrictions placed on location or context. Training and assessment must be bias-free.

The flexibilities offered by the *PSP Public Sector Training Package 2.0* should enhance opportunities and potential outcomes for all people so that everyone can benefit from a wider national skills base and the contribution to Australia's economic development and social and cultural life.

Standards for the registration of training organisations require RTOs to adhere to the common principles of access and equity. For implementation of the *PSP Public Sector Training Package V2.0* it is important that:

- learners have access to accurate and current information about Qualifications and outcomes;
- training and assessment is customised to the individual's current language needs (e.g. for use in employment, education or social domains) including access to elective Units of Competency to achieve relevant outcomes;
- for equity in assessment, conditions for training and assessment should not exceed those specified in the Assessment Requirements for each Unit of Competency ; and
- learners have access to accurate and current information about their rights during training and assessment, including:
 - an efficient and effective complaints and appeals process; and
 - training, assessment and support services that meet individual needs, including reasonable adjustment of assessments.

2.6.1 Reasonable adjustment

It is important that RTOs take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for learners with disability.

Under the *Disability Standards for Education 2005*, providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of providers and the interests of learners with and without disability.

An adjustment is any measure or action that a learner requires because of their disability, and which has the effect of assisting the learner to access and participate in education and training on the same basis as learners without disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the learner's disability, the views of the learner, the potential effect of the adjustment on the learner and others who might be affected, and the costs and benefits of making the adjustment.

A provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when evaluating whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

It is important that providers understand that the content of the unit cannot be changed as this describes a skill outcome. It is the method of training or assessment to achieve that outcome that can be adjusted.

For example, the unit *PSPLAN003 Source information on Deaf culture, and communicate according to Deaf protocol* requires the learner to know about the value of Auslan in the Deaf community. It does not matter how the person demonstrates that knowledge; it is only important that they satisfy the requirement. It would be reasonable to adjust from using written exercises to oral or Auslan questioning, should the learner have literacy issues.

That same unit requires basic writing skills to produce notes, summarise and record information in basic documents. It would not be appropriate to delete this requirement from assessment and only ask for an oral or Auslan summary of what information the learner has sourced. Assessment could be adjusted by asking for visual symbols and diagrams that support written words, phrases or short, simple sentences.

In all cases, the inherent requirements of the actual performance requirements of the unit must inform the decision about what adjustment is reasonable.

Information about the Disability Standards for Education is available at www.education.gov.au/disability-standards-education.

2.7 Foundation skills

The five core Foundation Skills of reading, writing, communication, numeracy and learning have been embedded within the Units of Competency in this Training Package. Additionally, employment skills (the non-technical skills and knowledge necessary for effective participation in the workforce or the community) have also been embedded. These are: problem-solving, initiative and enterprise, teamwork, planning and organising, self-management and technology.

Foundation Skills have been included in each Unit of Competency in two ways:

1. Relevant skills essential to performance are explicit in the Performance Criteria, written in a way that reflects both the context and the skill level. For example, communication skills have been written explicitly in the Performance Criteria of

PSPLAN007 Converse in Auslan at an independent user level (abstract and concrete notions) as follows:

3. Present in Auslan on abstract and concrete subjects.	3.1	Give clear prepared signed presentations on known concrete and abstract topics.
	3.2	Communicate opinions, advantages and disadvantages of options.
	3.3	Answer, in Auslan, a series of follow-up questions with a degree of fluency and spontaneity.

2. A summary of those skills essential to performance of a Unit of Competency that are not explicit in the Performance Criteria, is found in the Foundation Skills field within the Unit of Competency, together with a description reflecting the skill. For example, in *PSPLAN010 Communicate with Deafblind people*, the individual is required to use tactile or visual frame Auslan for basic spontaneous interactions. However, problem solving skills associated with this task are not explicit within the Performance Criteria and, therefore, have been summarised in the Foundation Skills field as follows:

Problem-solving skills to:	ask for repetition of signing and clarification of meaning when signed texts are not fully comprehended.
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Not every Unit of Competency will contain every foundation skill or employment skill. Some Units of Competency will contain some but not others, e.g. reading, numeracy and problem solving only. Qualifications contain a range of Units of Competency, and the combination will appropriately cover all foundation skills and employment skills required for the outcome.

2.8 Integrated (holistic) assessment

Within each Qualification there are Units of Competency which describe individual skills which do not exist in isolation. When signing in Auslan, individuals combine skills described in different units.

Holistic assessment can bring together a number of related Units of Competency and assessors should design integrated assessment activities to collect evidence for a number of units. This approach can also be used for training delivery.

Related Units of Competency can be grouped together in a number of combinations to ensure an efficient and effective assessment process. Each Auslan Qualification includes language specific units, those that require proficiency in signing, and units which support the acquisition of language skills. It would be very sensible to assess parts or the whole of some of those units together.

For example, these two units relate:

- PSPLAN004 Converse in Auslan at an independent user level (familiar subjects)
- PSPLAN005 Analyse the structure of Auslan signs

They both appear in Certificate III in Auslan and both require the understanding and use of the parameters of Auslan signs.

Parts of the following two units might also be integrated during delivery and assessment:

- PSPLAN001 Converse in Auslan at a basic user level
- PSPLAN003 Source information on Deaf culture, and communicate according to Deaf protocol

They both appear in Certificate II and while conversing in Auslan, learners could also demonstrate requirements for communicating according to Deaf protocol, e.g. when getting attention, turn-taking, and interrupting.

As noted, prerequisites are not nominated in Auslan units so that RTOs can maximise flexibility in the way they deliver and assess related units.

2.9 Terminology

2.9.1 Role shift, constructed action

When developing Auslan units, there was discussion regarding the currency and correct use of the terms **role shift** and **constructed action**.

Some believed the term role shift was outdated and constructed action was the new terminology that is currently being used within the Deaf community. Others disagreed and said role shift was still commonly used, resonates with community and is readily understood by Auslan users and trainers.

Some also indicated that role shift was a sub-category of constructed action (or vice-versa) and that the two terms do not describe the same thing.

To allow for both opinions, both terms have been used in Units of Competency and this is indicated by **role shift (constructed action)**.

The important thing is that features are trained and assessed.

2.10 Health and safety implications for training Auslan

Unlike other Training Package Qualifications, there are no work health and safety implications that RTOs must consider when training individuals to enter an industry. However, repetitive strain injury (RSI) can be common for sign language users.

RSI a generic classification of problems that occur after extensive, repetitive motion. In particular, this can include Carpal Tunnel Syndrome (CTS).

Learners can be exposed to the risk of RSI and this can be managed by instructing learners in, and managing their use of:

- warm up exercises for wrists, arms, shoulders and the neck;
- hazardous postures, optimum posture and the need to change posture when using Auslan for prolonged periods;
- sign production techniques that limit strain and force; and
- rest breaks.

RTOs may also schedule differing classes to avoid prolonged periods of signing. For example, separating practical signing classes by scheduling knowledge based classes on either side.

2.11 Legal considerations for learners in the workplace or on placements

It is unlikely that, for the purposes of achieving Auslan units and Qualifications, learners would be offered work placements. The following information is provided to account for any circumstance where this does occur.

Legitimate work-based learning programs and placements give learners an opportunity to gain experience in the workplace. Under the *Fair Work Act 2009*, a vocational placement is a working arrangement where all of the following apply:

- the worker is not paid a wage;
- it is a requirement of an Australian-based education or training course; and
- it is authorised under a law or administrative arrangement of the Commonwealth, a state or territory.

A learner in an arrangement that meets all of these criteria is not covered by the Fair Work Act; is not entitled to the minimum wages and other entitlements provided in the National Employment Standards or any applicable modern awards or agreement.

For more information, refer to: www.fairwork.gov.au/pay/unpaid-work.

Learners on work placements must comply with any general laws that regulate customer, business and employee interaction and should be inducted and supervised to ensure compliance.

Learners gaining work experience are considered to be workers under Work Health and Safety (WHS) law. Provisions of law relating to worker and employer responsibilities apply. Learners should be inducted and supervised to ensure compliance.

2.12 Resources and equipment

The Assessment Requirements for each Unit of Competency specify the conditions, equipment and other resources which must be provided by the RTO for assessment. This information is found in the Assessment Conditions field which specifies:

- where the assessment must take place, the physical environment;
- any equipment that must be provided for assessment;
- any workplace documentation that must be provided;
- types of recorded Auslan texts that must be provided for comprehension assessments;
- if relevant, other people who must be present during the assessment; and
- assessor requirements.

Refer to **Appendix 3: Mandatory Equipment and Resource Requirements** for further information.

An example of Assessment Conditions from the unit *PSPLAN012 Converse in Auslan at a proficient user level* is outlined.

Auslan skills can be demonstrated:

- face-to face or via electronic media
- via filmed media.

Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan exchanges.

Assessment must ensure use of:

- recorded demanding Auslan texts, including some non-standard usage, about abstract complex subjects
- proficient Deaf signers who participate in Auslan exchanges.

2.13 Assessor requirements

Requirements to be met by assessors are defined on a unit by unit basis and vary because they are tailored to the specific Unit of Competency. Information is found in the Assessment Conditions field within the Assessment Requirements document for each Unit of Competency.

Assessors must meet certain requirements to assess Auslan Units of Competency within the *PSP Public Sector Training Package*. These requirements align to the Standards for Registered Training Organisations. They also prescribe specific Deaf community requirements to ensure that assessors have the correct competency to assess individuals according to community expectations.

Auslan is the sign language of the Australian Deaf community and that community plays an important role as custodian of its language and the cultural values that are intrinsic to it.

Assessors must be certified, or demonstrate equivalent competency, in the unit *PSPLAN012 Converse in Auslan at a proficient user level*. This ensures that the assessor's language proficiency has been tested against the highest level of proficiency covered by a Unit of Competency within this Training Package.

The assessor must also demonstrate that they are part of the Deaf community by providing evidence of at least five years' experience in interacting with this community.

Together, these requirements assist the assessor to understand the units' linguistic and cultural requirements and apply them to assessment.

Examples of community interaction may include a combination of:

- using Auslan as a primary language in family, personal, public, social, employment and educational domains (over a five year period would be a good indicator);
- regular use of Auslan interpreters (over a five year period would be a good indicator);
- paid or volunteer work within community and advocacy organisations that exist within or interact with the Deaf community;
- use of services provided by community and advocacy organisations that exist within or interact with the Deaf community;
- paid or volunteer work in Deaf education, including teaching Auslan to both Deaf and hearing participants;
- participation in social groups or networks for Deaf people.

A combination of two or more of the above would provide the best evidence of interaction.

The following units have slightly different Assessor Requirements.

PSPLAN011 Take notes for Deaf, hard of hearing and Deafblind people

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors; and have three years' experience in note taking for clients, and during that time have completed at least six assignments for Deaf or Deafblind people.

This ensures that the assessor has experience with the specific requirements of the clients that an individual would assist when using the skills attained in this Unit of Competency.

PSPLAN014 Convey information between Auslan and English

This requires assessment by a hearing person who is also an Auslan user, as both English and Auslan must be used in assessment.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and hold a qualification or Statement of Attainment which includes the unit *PSPLAN012 Converse in Auslan at a proficient user level*, or demonstrate competency equivalent to that unit, and have at least five years' experience in using Auslan, and provide evidence of at least five years' experience in interacting with the Deaf community.

Examples of interaction with the Deaf community would be as outlined above.

PSPLAN015 Research the role of an Auslan interpreter.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have at least three years' experience as an Auslan interpreter, or
- have at least three years' experience in interacting with the Deaf community and Auslan interpreters.

Examples of interaction with the Deaf community would be as above.

Examples of interaction with Auslan interpreters may include a combination of:

- working for an interpreter service in a role that involves recruitment, induction or making bookings;
- working for an interpreters' membership association or participating in committee membership;
- paid or volunteer work within Deaf community and advocacy organisations in a role that involves liaison with interpreters;
- regular use of Auslan interpreters.

A combination of two or more of the above would provide the best evidence of interaction.

3.0 Links

3.1 General

Australian Industry and Skills Committee (AISC)

<https://www.aisc.net.au/>

Australian Skills Quality Authority (ASQA)

asqa.gov.au/

Australian Qualifications Framework

aqf.edu.au/

Victorian Registration and Qualifications Authority (VRQA)

vrqa.vic.gov.au/Pages/default.aspx

Training Accreditation Council of Western Australia (TAC WA)

tac.wa.gov.au/

Department of Education and Training

education.gov.au/

3.2 State and Territory Training Authorities

Australian Capital Territory det.act.gov.au/home	South Australia www.skills.sa.gov.au
New South Wales det.nsw.edu.au/	Tasmania education.tas.gov.au/
Northern Territory education.nt.gov.au/	Victoria education.vic.gov.au/
Queensland training.qld.gov.au/	Western Australia dtwd.wa.gov.au/

3.3 Resources

European Centre for Modern Languages

Sign languages and the Common European Framework of References for Languages (Leeson, van de Bogaerde, Rathmann & Haug, 2015).

www.ecml.at/ECML-Programme/Programme2012-2015/ProSign/tabid/1752/Default.aspx

Council of Europe

Common European Framework of References (CEFR) for Languages

www.coe.int/en/web/common-european-framework-reference-languages/

Appendix 1: Units of Competency and Assessment Requirements explained

Each Unit of Competency follows this format:

<p>UNIT CODE</p>	<p>Units are coded in sequence from 001 onwards, for example PSPLAN001 Converse in Auslan at a basic user level PSP = Training Package identifier (Public Sector) LAN = competency field (Languages other than English – Auslan)</p> <p>Codes do not contain an AQF indicator. Units do not have an AQF level; Qualifications do. Inclusion can cause confusion for RTO users when selecting electives and RTO auditors when checking compliance with packaging rules. Some can believe, for example, that a Unit of Competency with an AQF indicator 3 or 4 should not or cannot be packaged within a Diploma. To identify complexity of a unit:</p> <ul style="list-style-type: none"> • read the Unit of Competency in entirety to ascertain the complexity of skills and knowledge covered • read the Application Statement which describes to whom the unit applies • refer to the table in this Companion Volume Implementation Guide to check where Units of Competency first appear in a Qualification. <p>Version indicators are not included. Subsequent versions of Units of Competency will be given a new and unique code.</p>
<p>UNIT TITLE</p>	<p>Titles tell the user, at a glance, what the unit is about and describe the skill succinctly in skill based language. For example, Compare the structure of sentences in Auslan and English.</p>
<p>APPLICATION</p>	<p>This statement introduces the unit, assists users to understand its complexity and includes this information:</p> <ul style="list-style-type: none"> • a brief description of unit content and its complexity • the unit's relationship to any specific occupational licensing, certification or laws; where none exist this is stated.
<p>PREREQUISITE UNIT</p>	<p>Outlines any prerequisite units that must be completed prior to a Unit of Competency. Where there is a prerequisite unit, the code and title are shown. Where none exist, the entry is shown as 'Nil'.</p>
<p>COMPETENCY FIELD</p>	<p>Units can be divided into a number of fields to indicate the function of the skill described, e.g. Workplace Health and Safety. In this case, there is only one field LAN = Languages other than English – Auslan.</p>
<p>ELEMENTS</p> <p>Elements break down and describe the key outcomes which make up the Unit of Competency</p>	<p>PERFORMANCE CRITERIA</p> <p>Performance Criteria describe the performance needed to demonstrate the achievement of the element – breaks down the element into smaller measurable "tasks".</p>
<p>FOUNDATION SKILLS</p>	
<p>This section describes language, literacy, numeracy and employment skills that are essential to performance and which must be assessed along with technical skills. This field now lists these skills:</p> <ul style="list-style-type: none"> • reading • writing • oral communication 	

- numeracy
- learning
- problem-solving
- initiative and enterprise
- teamwork
- planning and organising
- self-management
- technology

They will only be described in this section if they are not explicit within the Performance Criteria or where a more detailed explanation will assist trainers and assessors to understand the specific requirements and level of skill required.

RANGE OF CONDITIONS

This is an optional field in units. If used, the Range of Conditions cannot provide long explanatory lists of things that might apply. It is not used in the way that Range Statements were previously.

Anything identified is mandatory for performance and, therefore, must be assessed.

No LAN units include Range of Conditions.

UNIT MAPPING INFORMATION

Specifies code and title of any equivalent Unit of Competency from the previous accredited course. If the unit has been determined as not equivalent, the entry is shown as 'No equivalent unit.'

Does not include detailed information about changes to a Unit of Competency. Full details are provided in the mapping table

LINKS

This provides a hyperlink to the Companion Volume Implementation Guide.

Each Assessment Requirements follows this format:

TITLE	Assessment Requirements for [Unit of Competency Code and Title]
PERFORMANCE EVIDENCE	<p>Performance Evidence specifies the mandatory:</p> <ul style="list-style-type: none"> • types of product and process evidence • volume and or frequency of product or process evidence <p>Sufficiency of evidence is described along with the ability to adapt to different circumstances and perform tasks consistently.</p> <p>In other words, what does an individual have to do to prove they:</p> <ul style="list-style-type: none"> • are competent in the unit? (e.g. prove they can Converse in Auslan at a proficient user level) • can complete all the tasks described by the performance criteria? • have all the necessary foundation skills? • have all the knowledge to effectively perform the task? • can consistently demonstrate the outcomes? • can adapt to different situations or signing topics <p>Performance Evidence statements stipulate the type and amount of evidence that a student must provide and an assessor must collect. The requirements for assessment are clear, measurable, auditable and standardised across all RTOs.</p>
KNOWLEDGE EVIDENCE	<p>Knowledge Evidence specifies:</p> <ul style="list-style-type: none"> • what the individual must know in order to effectively complete the work task described in the Unit of Competency • the breadth and depth of what the individual must know • the amount of evidence that must be collected. <p>Knowledge Evidence relates directly to the performance criteria.</p>
ASSESSMENT CONDITIONS	<p>This field stipulates mandatory conditions for assessment. It lists all the things that an RTO must provide. It specifies:</p> <ul style="list-style-type: none"> • where the assessment must take place, the physical environment and indicates whether a simulated environment is allowed • resource that must be provided, e.g. recorded Auslan texts • other people who must be present during assessment, e.g. other signers • the competency requirements for assessors including requirements for experience and vocational Qualifications <p>These statements are tailored to each Unit of Competency.</p>
LINKS	This provides a hyperlink to Companion Volume Implementation Guide.

Appendix 2: Packaging of Auslan units in the PSP Public Sector Training Package

Units of Competency do not have an AQF level; Qualifications do. To understand the complexity of the Unit of Competency and to choose appropriate Units of Competency for electives, users should:

- read the Unit of Competency in its entirety to ascertain the complexity of skills and knowledge covered
- read the Application Statement which describes to whom the Unit of Competency applies
- refer to the following table which indicates where Units of Competency are first packaged Auslan Qualifications in the *PSP Public Sector Training Package*.

		AQF Qualification			
		II	III	IV	Dip
PSPLAN001	Converse in Auslan at a basic user level	✓			
PSPLAN002	Compare the fundamental differences between Auslan and English structure	✓			
PSPLAN003	Source information on Deaf culture, and communicate according to Deaf protocol	✓			
PSPLAN004	Converse in Auslan at an independent user level (familiar subjects)		✓		
PSPLAN005	Analyse the structure of Auslan signs		✓		
PSPLAN006	Research the development of educational and social conditions for Australian Deaf communities		✓		
PSPLAN007	Converse in Auslan at an independent user level (abstract and concrete notions)			✓	
PSPLAN008	Compare the structure of sentences in Auslan and English			✓	
PSPLAN009	Compare other sign languages to Auslan			✓	
PSPLAN010	Communicate with Deafblind people			✓	
PSPLAN011	Take notes for Deaf, hard of hearing and Deafblind people			✓	
PSPLAN012	Converse in Auslan at a proficient user level				✓
PSPLAN013	Analyse the semantics and sociolinguistics of Auslan				✓
PSPLAN014	Convey information between Auslan and English				✓
PSPLAN015	Research the role of an Auslan interpreter				✓

Appendix 3: Mandatory equipment and resource requirements

Unit	Environment	Equipment	Consumable Resources	Recordings and Documents	Other People
Languages other than English – Auslan (LAN)					
PSPLAN001 Converse in Auslan at a basic user level	<p>Auslan skills can be demonstrated:</p> <ul style="list-style-type: none"> • face-to face or via electronic media • via filmed media. <p>Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan exchanges.</p>			<ul style="list-style-type: none"> • recorded Auslan texts about predictable every day matters signed slowly and clearly. 	<ul style="list-style-type: none"> • proficient Deaf signers who participate in Auslan exchanges
PSPLAN002 Compare the fundamental differences between Auslan and English structure	<p>Auslan skills can be demonstrated:</p> <ul style="list-style-type: none"> • face-to face or via electronic media • via filmed media. <p>Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan signing.</p>				

Unit	Environment	Equipment	Consumable Resources	Recordings and Documents	Other People
PSPLAN003 Source information on Deaf culture, and communicate according to Deaf protocol	<p>Auslan skills can be demonstrated:</p> <ul style="list-style-type: none"> • face-to face or via electronic media • via filmed media. <p>Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan exchanges.</p>	<ul style="list-style-type: none"> • computers and the Internet to search for information 			<ul style="list-style-type: none"> • proficient Deaf signers who participate in Auslan exchanges
PSPLAN004 Converse in Auslan at an independent user level (familiar subjects)	<p>Auslan skills can be demonstrated:</p> <ul style="list-style-type: none"> • face-to face or via electronic media • via filmed media. <p>Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan exchanges.</p>			<ul style="list-style-type: none"> • recorded Auslan texts about familiar subjects signed relatively slowly and clearly 	<ul style="list-style-type: none"> • proficient Deaf signers who participate in Auslan exchanges
PSPLAN005 Analyse the structure of Auslan signs	<p>Auslan skills can be demonstrated:</p> <ul style="list-style-type: none"> • face-to face or via electronic media • via filmed media. 				<ul style="list-style-type: none"> • proficient Deaf signers who participate in Auslan signing

Unit	Environment	Equipment	Consumable Resources	Recordings and Documents	Other People
	Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan signing.				
PSPLAN006 Research the development of educational and social conditions for Australian Deaf communities		<ul style="list-style-type: none"> computers and the Internet to search for information 			
PSPLAN007 Converse in Auslan at an independent user level (abstract and concrete notions)	<p>Auslan skills can be demonstrated:</p> <ul style="list-style-type: none"> face-to face or via electronic media via filmed media. <p>Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan exchanges.</p>			<ul style="list-style-type: none"> recorded Auslan texts about abstract and concrete subjects, delivered in standard or local sign 	<ul style="list-style-type: none"> proficient Deaf signers who participate in Auslan exchanges
PSPLAN008 Compare the structure of sentences in Auslan and English	<p>Auslan skills can be demonstrated:</p> <ul style="list-style-type: none"> face-to face or via electronic media via filmed media. 				<ul style="list-style-type: none"> proficient Deaf signers who participate in Auslan exchanges

Unit	Environment	Equipment	Consumable Resources	Recordings and Documents	Other People
	Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan signing.				
PSPLAN009 Compare other sign languages to Auslan	Signing skills can be demonstrated: <ul style="list-style-type: none"> • face-to face or via electronic media • via filmed media. Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for signing.	<ul style="list-style-type: none"> • computers and the Internet to search for information 		<ul style="list-style-type: none"> • recorded texts, in sign languages other than Auslan, about predictable every day matters. 	
PSPLAN010 Communicate with Deafblind people	Signing skills can be demonstrated: <ul style="list-style-type: none"> • face-to face or via electronic media • via filmed media. Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and				<ul style="list-style-type: none"> • proficient Deaf tactile signers to participate in any tactile Auslan exchanges

Unit	Environment	Equipment	Consumable Resources	Recordings and Documents	Other People
	aural access for Auslan exchanges.				
PSPLAN011 Take notes for Deaf, hard of hearing and Deafblind people	<p>Skills must be demonstrated in a note taking client service environment. This can be:</p> <ul style="list-style-type: none"> • a note taker's place of service delivery, or • a simulated workplace within a training organisation. <p>Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for the note taker.</p>	<ul style="list-style-type: none"> • electronic devices on which notes can be recorded which can include voice recorders, cameras, laptop computers and tablets 	<ul style="list-style-type: none"> • note taking resources which can include note pads, pens, highlighting pens. 		<ul style="list-style-type: none"> • Deaf, hard of hearing or Deafblind clients who have different note taking requirements and for whom the individual provides note taking services; these can be: <ul style="list-style-type: none"> ○ actual clients, or ○ clients ("models") in a simulated workplace within a training organisation • other service providers with whom the note taker can interact; these can also be people involved in simulations
PSPLAN012 Converse in Auslan at a proficient user level	<p>Auslan skills can be demonstrated:</p> <ul style="list-style-type: none"> • face-to face or via electronic media • via filmed media. <p>Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and</p>			<ul style="list-style-type: none"> • recorded demanding Auslan texts, including some non-standard usage, about abstract complex subjects 	<ul style="list-style-type: none"> • proficient Deaf signers who participate in Auslan exchanges

Unit	Environment	Equipment	Consumable Resources	Recordings and Documents	Other People
	aural access for Auslan exchanges.				
PSPLAN013 Analyse the semantics and sociolinguistics of Auslan	<p>Auslan skills can be demonstrated:</p> <ul style="list-style-type: none"> • face-to face or via electronic media • via filmed media. <p>Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan signing.</p>				<ul style="list-style-type: none"> • proficient Deaf signers who participate in Auslan signing
PSPLAN014 Convey information between Auslan and English	<p>The Auslan signer and English speaker conveying information between other parties or from recorded texts must be in an environment where they have physical and visual access to other parties.</p> <p>Skills can be demonstrated:</p> <ul style="list-style-type: none"> • face-to face or via electronic media • via filmed media. <p>Rooms used for assessment must be sufficiently quiet and have appropriate</p>			<ul style="list-style-type: none"> • recorded Auslan and English texts about subjects involving opinions and options 	<ul style="list-style-type: none"> • English speakers who participate in communications • proficient Deaf signers who participate in Auslan exchanges

Unit	Environment	Equipment	Consumable Resources	Recordings and Documents	Other People
	lighting and seating configuration to allow optimum visual and aural access for communication exchanges.				
PSPLAN015 Research the role of an Auslan interpreter		<ul style="list-style-type: none"> • computers and the Internet to search for information 		<ul style="list-style-type: none"> • hard copy or online resources about: <ul style="list-style-type: none"> ○ employment conditions ○ qualifications available to Auslan interpreters ○ quality assurance certification ○ professional development opportunities ○ codes of ethics 	

DRAFT

