HLT Health Training Package Companion Volume: Implementation Guide

HumanAbility

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Contents

1   Introduction

The *HLT Health Training Package* provides nationally recognised qualifications that align with current industry standards. This Companion Volume Implementation Guide (CVIG) contains 2 separate sections and is designed to support Registered Training Organisations (RTOs), trainers, assessors, and stakeholders in implementing training packages within the Vocational Education and Training (VET) sector in Australia, ensuring consistent, high-quality delivery of training and assessment.

The guide provides essential information to facilitate the effective implementation of the *HLT Health Training Package*, including compliance with national industry standards and regulatory requirements.

Section 1 provides information on:

- **Overview:** definition, purpose, and development processes
- **List of components:** qualifications, skill sets and units of competency (including imported and pre-requisite units of competency)
- **Mapping:** purpose, unit equivalence, and modification history
- **Regulatory/licensing requirements:** national industry standards and regulatory requirements
- **Version control and modification**

Section 2 provides essential information to facilitate the effective implementation of the *HLT Health Training Package*, and the industry sectors associated with the training package. Key information provided on the training package includes:

- **Key features:** industry relevant and training package structure
- **Components:** endorsed components, non-endorsed components
- **Implementation:** entry requirements for qualifications; access, equity and safety; learning and development; and resources and equipment requirements
- **Pathways:** industry and qualification frameworks and pathways; occupational outcomes of qualifications
- **Mandatory workplace:** requirements and guidance

2   Overview

2.1   Definition of a training package

A **training package** is a comprehensive set of nationally endorsed qualifications; units of competency and their assessments requirements developed for a specific industry or sector. They are designed specifically to support workforce development, delivering an adaptable skilled workforce, to meet current and future needs. They are developed to specify the knowledge and skills needed for effective workplace performance, ensuring alignment with the *Australian Qualifications Framework* (AQF).

2.2   Purpose and aspects of a training package

A training package is designed to ensure consistency, quality, and effectiveness in delivering training, regardless of who delivers it or where it takes place. This facilitates the recognition of people's skills and knowledge, and supports movement between secondary school, VET and higher education sectors.

The training package includes qualifications that range from certificates to graduate diplomas, all designed to reflect the core, job-specific and transferable skills required for job roles.

- **Occupational outcomes:** Qualifications lead to distinct occupational roles. For example, completing a diploma may qualify learners for advanced roles in healthcare or support services.
- **Training pathways:** Learners can progress through different qualification levels, from certificate I to graduate diploma, ensuring a structured pathway for career growth.
- **Competency-based:** Training packages are competency-based, meaning that learners are assessed on their ability to perform tasks and demonstrate skills at industry standards, rather than through traditional grades or time-based measures.
- **Standardised training:** Establish consistent education and training standards across the VET sector, meeting employer demands.
- **Industry consultation:** Developed through collaboration with Jobs and Skills Councils (JSCs) and industry experts to ensure relevancy.
- **Flexible learning:** They are designed to accommodate different delivery methods, including workplace-based learning, classroom learning, or a combination of both, to suit individual and industry requirements.
- **Qualification entry requirements:** Entry prerequisites vary by qualification level. These prerequisites are defined to ensure that learners have the required foundational skills and knowledge before enrolling.

2.3   Training package components

Training packages consist of nationally endorsed and non-endorsed components. Endorsed components include qualifications and units of competency. Non-endorsed components include skill sets and companion volumes including an implementation guide. Each training package is identified by a 3 alpha character code followed by a unique and concise title reflecting the industry it covers.

Figure 1: Training package endorsed and non-endorsed components
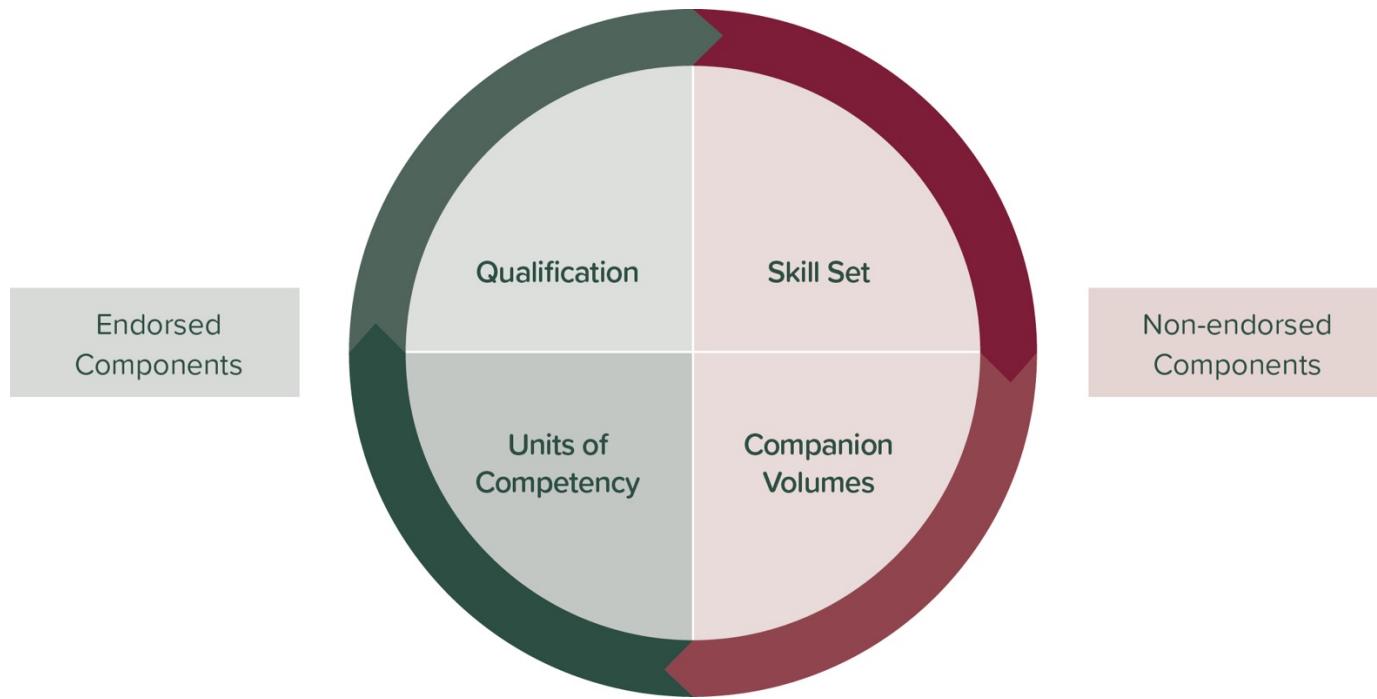
2.3.1 VET Endorsed components

i. Qualification

Qualifications are created by packaging units of competency into combinations that meet workplace roles. Qualifications come with 'packaging rules' which set out the overall requirements for delivering the qualification, including the number of core units, and the number and source of elective units.

The design of the qualification depends upon its purpose. For highly regulated industries such as nursing, the qualification will have clear, structured training requirements to ensure workers meet industry standards.

For broader job roles, such as health service assistance, qualifications will allow more transferability so learners can gain skills that transfer across different roles and occupations.

For vocational learning, qualifications provide options for innovation, such as cross-sectoral learning and foundational skills, helping to deliver stronger educational outcomes for learners.

Qualifications are aligned to AQF qualification types. VET qualifications are at levels 1 to 8 of the AQF. The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory

education and training in Australia. In the VET sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

For a full explanation of the AQF, see the AQF website

Qualification Structure

The structure of qualifications is based on templates prescribed by the Training Package Organising Framework

Qualification code

- Each qualification has a unique 8-character code:
- the first 3 alpha characters identify the training package
- the first single numeric character identifies the AQF level
- the next 2 numeric characters identify a qualification's position in the sequence of qualifications at that level
- the last 2 numeric characters identify the year in which the qualification was approved for implementation.

Using HLT54121 Diploma of Nursing as an example:
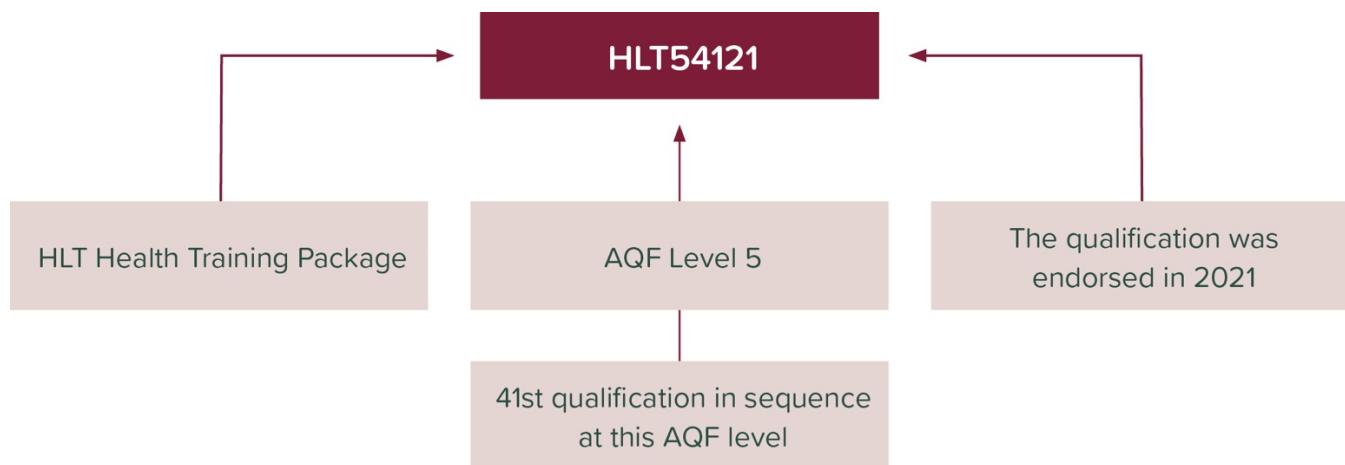
Qualification title

The title reflects the qualification outcomes and complies with the number of characters specified in the Australian Vocational Education and Training Management Information Statistical (AVETMIS) Standard. It is to be no more than 100 characters.

Qualification description

This field provides a high-level statement on qualification purpose and knowledge and skills outcomes relevant to the AQF level of the qualification. The statement identifies the knowledge and skills outcomes of the qualification and what a learner will be able to do and know in the workplace on successful completion of the qualification. It also indicates if there are any licensing, legislative, regulatory or certification considerations associated with the qualification.

Foundation skills outcomes

This is a new addition to the qualification and a requirement as of 1 July 2025. Foundation skills will be reflected in qualifications endorsed post September 2025. The foundation skills outcomes outlines the foundation skills a competent learner is expected to have upon completion of the qualification. It should be noted that no separate assessment of foundation skills is required. The foundation skills are reflected as a bar chart and include each of the 5 Australian Core Skills Framework (ACSF) skills - learning, reading, writing, oral communication, numeracy.

Digital literacy outcomes are optional and can be specified as a descriptive statement below the foundation skills outcomes.

Entry requirements

This is an optional field that specifies any mandatory entry requirements. If entry requirements are included, they must be:

- achieved prior to commencing the qualification
- specific to the knowledge, skills, or experience required to commence the qualification, and expressed in terms of competency or licensing.

Packaging rules

This field:

- specifies the total number of units of competency required to achieve the qualification
- specifies the number of core and elective units
- lists all core and elective unit codes and titles, including prerequisite units where they apply
- provides flexibility in qualification design in relation to the occupational outcomes of the qualification or licensing requirements if applicable
- electives that relate to a specific area are combined into 'Groups'
- groups can be used to provide a qualification with a specialisation/s that can be included on the appropriate AQF certification documentation.

Specialisations

Specialisations are designed to provide learners with the opportunity to develop depth of skills in a defined area of practice, while still meeting the overall requirements of the qualification. They enhance flexibility within the qualification structure; support workforce needs and create clearer career pathways for graduates.

Structure of Specialisations

- Core units – must be completed by all learners to achieve the qualification.
- Elective units – learners select electives either:
  - from the general pool of electives, or

- from a defined group that forms a specialisation.

Completion of a specialisation requires all units listed for that stream.

Guidance for RTOs

RTOs may choose to deliver one, multiple, or all specialisations depending on industry demand and organisational capacity.

Information about available specialisations must be clearly communicated to learners prior to enrolment.

Training and assessment strategies must map elective offerings to ensure pathways to each specialisation are achievable.

Recordkeeping must clearly demonstrate alignment between elective unit selection and the requirements for each specialisation.

Where industry workplaces are specific to a specialisation (e.g. custodial, OTT, community health, sterile services), simulated or workplace assessments must reflect this context.

Qualification mapping information

This field specifies the code and title of any equivalent qualification.

Links

This field provides a link to the Companion Volume Implementation Guide.

ii. Units of competency (UoC):

The smallest component of a training package that defines the skills, knowledge, and standards required to perform effectively in a particular job role or work function. It forms the building blocks of qualifications in the VET system. Each unit is designed to describe the performance standards expected in the workplace, ensuring that learners are competent in the tasks and responsibilities relevant to their sector. They describe stand-alone skills used in a work situation along with underpinning knowledge and can also be combined in groups to align with work functions and job roles. Units of competency provide the basis for:

- recognition of skills within and across industries
- work organisation reviews and options
- development of training
- assessment
- certification
- credit transfer and articulation.

There are 2 unit of competency formats:
- Application, Elements and Performance Criteria template: Best suited when the unit focuses on task execution, procedural steps, and compliance with industry standards.

- Application of Skills and Knowledge (ASK) template: Best suited for units that require conceptual understanding, problem-solving, or flexible application in diverse environments, rather than task-specific outputs.

Unit of competency structure

Unit code

Each unit of competency has a unique code consisting of up to 12 characters:

- the first 3 alpha characters identify the training package
- the next 3 alpha characters identify the competency field or unit sector
- the numeric characters identify a unit's position in the sequence of units within the competency field or sector
- If the unit is suitable for cross sector, it will be identified with an 'x' at the end of the code.

Using HLTINF006 Apply basic principles and practices of infection prevention and control as an example:

| HLT Health Training Package | Competency field: Infection | 6th unit in the sequence for infection competency field |

When this unit is next reviewed, it will be released with an 'x' at the end of the code as it is suitable to be used across a number of industry settings.

Unit title

The title concisely describes the unit outcome and complies with the number of characters specified in the Australian Vocational Education and Training Management Information Statistical (AVETMIS) Standard. It is to be no more than 100 characters.

Pre-requisite unit

Some units will list a pre-requisite unit/s. The candidate must be deemed competent prior to the determination of competency in the pre-requisite unit/s listed.

Competency field and unit sector

The competency field is used only when the Training Package developer wishes to categorise a set of units within a Training Package in relation to a type of work. It assists trainers and assessors to quickly identify a cluster of units

The unit sector field is used only when the Training Package developer wishes to categorise a set of units within the Training Package in relation to an industry sector.

The following table details the codes used for competency field and unit sector:

Sector / Competency Code	Sector/Competency Descriptor
AAP	Health Appraisal
ADM	Health Administration
AHA	Allied Health
AHC	Health Care and Support
AID	First Aid
ANA	Anaesthetic Technology
ARO	Aromatherapy
ATS	Aboriginal and/or Torres Strait Islander Health
ATS	Working in Aboriginal and/or Torres Strait Islander Health
AUD	Audiometry
AUD	Audiometry
AYV	Ayurvedic Practice
CAR	Cardiography
CCD	Clinical Coding
DEN	Dental Assisting
DEP	Dental Prosthetics
DET	Dental Technician
EDR	Emergency and Disaster Response
ENN	Enrolled Nursing
FSE	Food Safety
HCS	Health Care and Support
HPR	Health Promotion
HPS	Clinical Care
HSS	Allied Health Assistance
INF	Infection Control

Sector / Competency Code	Sector/Competency Descriptor
KIN	Kinesiology
MAT	Maternal and Children's Health
MED	Medications
MSG	Massage
OHC	Oral Health Care
OPD	Optical Dispensing
OTH	Orthopaedic Technology
OUT	Out of Hospital Care
PAT	Pathology
PHA	Hospital Pharmacy
POP	Population Health
REF	Reflexology
RES	Community Health Research
RNL	Renal Care
SEW	Social and Emotional Wellbeing
SHU	Traditional Oriental Medicine
STE	Sterile Medical Equipment
SXH	Sexual Health
THE	Theatre Equipment
TTC	Traditional Chinese Medicine
WHS	Work Health and Safety

Foundation skills

This optional field describes the foundation skills (language, literacy, numeracy and employment skills) that are essential to performance. Foundation skills essential to performance in the unit, but not explicit in the performance criteria, are listed here along with a brief context statement. In older units, if all foundation skills essential to performance in the unit are explicit in the performance criteria, then the unit will have a statement indicating this.

Range of conditions

The range of conditions is an optional field that specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

The range is restricted to essential operating conditions and any other variables essential to the work environment.

Mandatory workplace requirements

Mandatory workplace requirements are assessment components that must be completed in a workplace and cannot be achieved in a simulated environment. When required, a mandatory workplace requirement is clearly specified in the assessment requirements. The mandatory workplace requirement relates to assessment requirements only and not more generally to 'work placement'.

Unit mapping information

The unit mapping information specifics the code and title of any equivalent unit of competency.

a. Unit of Competency – Application, Elements & Performance Criteria

Application

The application section provides a brief description of how the unit is practically applied in industry and in what context(s), including:

- a summary of the unit content
- information on how and where the unit could be practically applied and who might use it
- the units' relationship to any licensing, legislative, regulatory or certification requirements.

Elements

Elements describe the essential outcomes of the unit including actions or outcomes that are demonstrable and assessable

Performance criteria

The performance criteria describe the performance needed to demonstrate achievement of the element. They:

- clearly relate to the element
- are expressed as a standard
- specify the required performance in relevant tasks, roles and skills
- reflect the applied knowledge that enables competent performance.

Performance evidence

Performance evidence specifies the:

- required product and process evidence

- relationship between the product and process evidence and the performance criteria.

Knowledge evidence

Knowledge evidence:

- specifies what the individual must know in order to safely and effectively perform the work task described in the unit
- relates directly to the performance criteria and/or range of conditions
- indicates the type and depth of knowledge required to meet demands of the unit.

Assessment conditions

Assessment conditions:

- stipulate the mandatory conditions for assessment
- specifies the conditions under which evidence for assessment must be gathered
- specifies assessor requirements, including any details related to qualifications, experience and industry currency
- stipulates any mandatory workplace requirements.

b. Unit of Competency – Application of Skills and Knowledge (ASK)

Unit outcomes

The unit outcome is a high-level statement of the knowledge, skills and applications of knowledge and skills that a learner will be able to demonstrate on completion of their training. This ASK unit is used when the unit is knowledge-based and/or focused on building foundation and employability skills to support a learner to undertake further vocational training or on preparing a learner for articulation to tertiary education.

Knowledge

This field describes the depth, breadth, kinds of knowledge and complexity a learner will know or understand upon successful completion.

Skills

The skills field describes what a learner will be able to do upon successful completion. It will describe the types of skills and complexity, and may include cognitive skills, technical skills, communication skills, creative skills, interpersonal skills and generic skills.

Application of Knowledge & Skills

This field describes how a learner applies knowledge and skills in terms of autonomy, responsibility, accountability and context.

Performance evidence

Performance evidence specifies the:

- evidence required for an individual to demonstrate they can apply what they have learnt in different contexts
- relationship between the performance evidence and the application of knowledge and skill.

Knowledge evidence

Knowledge evidence:

- specifies what an individual must know to meet the unit outcomes
- relates directly to knowledge and/or range of conditions
- indicates the breadth, depth and complexity of knowledge required to meet the unit of competency requirements
- may provide mandatory information on grading/proficiency or non-mandatory guidance that is available in the companion volume implementation guide.

Assessment conditions

The assessment conditions specify:

- any mandatory conditions for assessment
- conditions under which evidence for assessment must be gathered
- if assessment should be undertaken in a real or simulated work environment
- assessor requirements
- any mandatory workplace requirements.

2.3.2 VET non-endorsed components

i. Skill Sets

A Skill Set is a group of units that reflect a specific role or function. These allow learners to gain targeted competencies that address industry needs or licensing, without completing a full qualification.

Skill Set Structure

The structure of skill sets is based on templates prescribed by the <u>Training Package Organising Framework</u>

Skill set code

Each skill set has a unique 10-character code:

- the first 3 alpha characters identify the training package
- the next 2 numeric characters are 'SS' to indicate that the training product is a skill set
- the last 5 numeric characters are a sequence identifier.

Using HLTSS00084 Implement and Monitor Infection Prevention and Control Skill Set as an example:

Skill set title

The title reflects the skill set outcomes and is used for the statement of attainment.

Skill set description

The skill set descriptor indicates the outcomes and will include licensing or regulatory considerations if they apply to the skill set.

Pathways information

This field provides information about a skill set's relationship with a qualification and its outcomes.

Entry requirements

This is an optional field that specifies any mandatory entry requirements. If entry requirements are included, they must be:

- achieved prior to commencing the skill set
- specific to the knowledge, skills, or experience required to commence the skill set, and expressed in terms of competency or licensing.

Skill set requirements

Skill sets do not list core and elective units. All units listed for a skill set must be successfully completed for a statement of attainment to be issued.

Foundation skills outcomes

This is a new addition to the skill set and a requirement as of 1 July 2025. Foundation skills will be reflected in skill sets released post September 2025. The foundation skills outcomes is an indication will be provided on the foundation skill outcomes a competent learner is expected to have upon completion of the skill set. It should be noted that no separate assessment of foundation skills is required. The foundation skills are reflected as a bar chart and include each of the 5 Australian Core Skills Framework skills (learning, reading, writing, oral communication, numeracy).

Digital literacy outcomes are optional and can be specified as a descriptive statement below the foundation skills outcomes.

Skill set mapping information

This field specifies the code and title of any equivalent skill set.

ii. Companion Volumes

Companion volumes are supplementary documents that provides additional guidance on how to implement the training package effectively within the VET sector in Australia. The implementation guide is developed alongside the training package to support RTOs, trainers, assessors, and other stakeholders, ensuring consistent and effective delivery and assessment of the training package components.

HumanAbility has created 2 additional companion volumes to accompany this implementation guide for the *HLT Health Training Package*.

Foundation Skills Companion Volume

The Foundation Skills Companion Volume provides an explanation of foundation skills and the approach taken to identify the foundation skills essential to competent performance in the *HLT Health Training Package*. The guide includes core skills profiles for selected units from this training package, along with profiles for qualifications endorsed using the 2025 standards.

These profiles map units to the ACSF skills only (for instance Learning, Reading, Writing, Oral Communication and Numeracy). Each profile consists of a bar graph to visually represent the core skills levels, accompanied by detailed descriptions of each skill and the factors that may influence performance.

It is important to note that these profiles analyse the unit of competency as a whole, taking into account both implicit and explicit foundation skills in the unit. For this reason, the core skills profiles may differ from those presented in the unit's foundation skills' field.

First Aid Companion Volume Implementation Guide

The First Aid Companion Volume Implementation Guide provides implementation information relevant to the HLTAID units of competency. This can be found on <u>VETNet.</u>

2.4   Development processes

Training packages are developed in collaboration with industry to ensure they reflect the current practices, standards, and skills needed in the workplace. Key features include:

- **Jobs and Skills Councils:** Councils are funded to undertake the technical drafting of training products and conduct stakeholder consultation and other necessary processes. The Training Package Organising Framework provides an outline of the training package products development and endorsement process including steps to develop a training product successfully. Refer to Figure 2.
- **Industry consultation:** Training packages undergo extensive consultation with industry stakeholders to ensure they are relevant, effective, meeting industry's needs and expectations.
- **National recognition:** Under the National Vocational Education and Training Regulator Act 2011, Skills Ministers endorse training packages.

Regulation: Once developed and endorsed, training packages are regulated by the Australian Skills Quality Authority (ASQA), or by the Victorian Registration and Qualifications Authority (VRQA) for Victoria only providers or the Training Accreditation Council (TAC) for Western Australia only providers.

Figure 2: Training Package Products Development and Endorsement Process

Workforce Planning and Pre-Development	Step 1 Initial development	Step 2 Public and government consultation	Step 3 Incorporating Feedback	Step 4 Senior officials' check	Step 5 Finalisation and submission to the Assurance Body	Step 6 Assurance Body consideration	Step 7 Skills Ministers' Endorsement
INDICATIVE TIMEFRAMES:							
Outside scope of training product development process	**3–6 months** Development and drafting of training products	**1 month** Formal public and government consultation period	**2–4 months** Making revisions after feedback received	**1 month** Government validation of products	**1 month** Jobs and Skills Council validation and submission	**1.5 months** Assessment by Assurance Body and endorsement by Ministers	

There are 7 key steps to the development of the training package:

Step 1 Initial development: Notification is published on our website advising that a project is commencing. The Commonwealth and state/territory Senior Responsible Officers, the Assurance Body and other Jobs and Skills Councils are also advised that the project is commencing. At this point expressions of interest for technical committee are called for. The technical committee comprises of subject matter experts in the relevant industry, unions, educational experts, state and territory representatives with relevant expertise, RTOs and regulators. Work commences on a functional analysis, that will examine workforce needs, qualification requirements, and training gaps to ensure alignment with current and emerging industry demands. The functional analysis informs the first draft of the training products.

Step 2 Public and government consultation: Once the first draft of training package products has been created and reviewed by the technical committee, documents are posted on HumanAbility's website, providing opportunities for people to provide feedback. A series of face-to-face workshops are scheduled, complemented by several virtual workshops. The workshops provide an opportunity for people to collaborate on the design of the future products. Throughout the consultation process, feedback is captured and recorded in a consultation log that is published post consultation.

Step 3 Incorporate feedback: HumanAbility reviews and considers all feedback provided through the consultation phase. Working with the technical committee, the training products are updated and then will be re-published on HumanAbility's website, providing a second opportunity to provide further feedback. The consultation log will be updated, indicating the rationale for any changes made and include justification if feedback has not been incorporated. The second round of feedback will be reviewed and considered with documents finalised.

Step 4 Senior official check: HumanAbility will seek feedback from the Commonwealth and state/territory Senior Responsible Officers, to ensure that adequate consultation has occurred, issues that have arisen because of incorporating feedback on the draft have been addressed appropriately, and that there are no unforeseen implementation issues.

Step 5 Finalisation and submission to Assurance Body: All documents are finalised and submitted to the Assurance Body.

Step 6 Assurance Body consideration: The Assurance Body assesses the submission on compliance with the Training Product Organising Framework requirements. When satisfied the submission is compliant, the training products are provided to the Skills Ministers, with an evaluation report and recommendation for endorsement.

Step 7 Skills Ministers' endorsement: Skills Ministers will endorse/not endorse a training package product within 15 working days of submission. If endorsed, HumanAbility will publish the training products on the National Register of VET – training.gov.au – within 10 business days. Following release of the training products, HumanAbility typically conducts several online professional development workshops to assist training providers to deliver and assess the new training products.

2.5   Delivery of training packages

For the purpose of national recognition, delivery and assessment of training packages must be conducted by an RTO with the qualifications or specific units of competency on its scope of registration.

All RTOs must comply with the requirements set out in applicable national frameworks and standards. The current registering bodies, frameworks and standards. The current registering bodies, frameworks and standards, and which type of RTO they apply to, are shown in the below table. Users of this Implementation Guide are advised to check the applicable standards for their circumstances.

Table 1: Summary of Frameworks and Standards for RTOs

Registering body	Sector/Competency Descriptor	Applicable RTOs
Australian Skills Quality Authority (ASQA)	• 2025 Standards for Registered Training Organisations (RTOs)	• RTOs that deliver training in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland or Tasmania • RTOs in Victoria and Western Australia that offer training to overseas students and/or students (including online courses) in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland, or Tasmania.
Training Accreditation Council (WA TAC)	• Registration Standards for RTOs 2025	• RTOs that deliver vocational education and training solely in Western Australia and do not intend to apply to be registered on the Commonwealth Register of Institutions and Courses for Overseas Learners (CRICOS)
Victorian Registration and Qualifications Authority (VRQA)	• VRQA Guidelines for VET Providers – April 2024	• RTOs that deliver vocational education and training solely in Victoria and do not intend to apply to be registered on the Commonwealth Register of

	• Australian Quality Training Framework (AQTF) requirements for registration • Australian Qualifications Framework (AQF) policies	Institutions and Courses for Overseas Learners (CRICOS)

More information relevant to RTO compliance requirements, visit your regulator's website for further information.

RTOs must ensure that training and assessment complies with the relevant standards including training delivery and assessment is conducted by those who:

- have the necessary training and assessment competencies
- have the relevant vocational competencies, at least to the level being delivered or assessed
- can demonstrate current industry skills directly relevant to the training/assessment being delivered
- continue to develop their vocational education and training (VET) knowledge and skills, industry currency and trainer/assessor competence.

In some cases, RTOs may need to use team-based or collaborative approaches to bring together all the necessary skills and knowledge to train and assess the full range of skills within a program of vocational training. All assessment decisions about competence must be made by a qualified assessor.

It is important to check the Assessment Conditions section of the unit of competency assessment requirements for any specific or additional assessor requirements.

3   Mapping and equivalence

3.1   Purpose

Mapping tables provide details of modifications to HLT qualifications and units of competency and indicate equivalence status. Mapping to previous versions of a training package can be useful for delivery and assessment because it outlines:

- changes between current and prior versions of qualifications, skill sets and units of competency
- whether the vocational outcomes of a current and previous version of units of competency and qualifications are equivalent
- any components that have been added to or removed from the training package.

Lists of qualifications, skill sets and units of competency

The following information is contained within the appendices this Implementation Guide:

Version control and modification history	Appendix A
List of HLT qualifications	Appendix B
List of HLT skill sets	Appendix C
List of HLT units of competency and prerequisites	Appendix D
List of imported units of competency and prerequisites	Appendix E
HLT qualification mapping	Appendix F
HLT skill set mapping	Appendix G
HLT unit of competency mapping	Appendix H

3.2   Qualification equivalence

Qualification equivalence refers to the degree of similarity between two qualifications. It is based on the occupational outcome and/or AQF level. If the skills and knowledge required to achieve the occupational outcome do not closely match the superseded qualification, the qualification will be considered not equivalent. At times, 'not equivalent' may also be used to support licensing, regulatory, legislative or certification requirements.

Types of equivalence

- **Equivalent:** The occupational outcomes of the superseded and superseding qualifications are equivalent.
- **Not equivalent:** If the occupational outcomes and/or the AQF level of the qualification has changed between the superseded and superseding qualification, the qualification is considered 'not equivalent'. Not equivalent may also be used to support licensing, regulatory, legislative or certification requirements.

A qualification may also be deemed newly created, when it has been created to address an original skill or occupational outcome required by industry.

A qualification will be deleted if the skill or occupational outcome is no longer required by industry.

3.3   Unit of Competency equivalence

Unit equivalence refers to the degree of similarity between 2 versions of a unit within a training package. It determines whether the updated units' skills, knowledge and outcomes match those of a previous version. Unit equivalence is a key component in maintaining the continuity and integrity of vocational education qualifications, allowing flexibility and consistency across different versions of a training package.

Types of equivalence

- **Equivalent:** The new version of the unit maintains the same vocational outcome as the previous version. Any changes made are minor—typically related to updating language, clarifying details, or improving structure without altering the essential competencies. Learners can transfer their competency from the old unit to the new unit without needing additional assessment.
- **Not equivalent:** The changes are significant enough to affect the vocational outcome, meaning the updated unit has either new elements or a different focus, making it different from the previous version. This may require additional training or reassessment for learners to meet the latest standards.

Importance of equivalence

- **Learner progression:** Equivalence helps learners transition between different qualifications, ensuring their prior learning is recognised where possible.
- **Training package updates:** Updates ensure that the training package remains relevant to current industry needs while recognising learners previously achieved competencies.
- **Credit transfer:** If a unit is deemed equivalent, learners can receive credit for completed units when transitioning between qualifications.

3.4   Deleted training package products

If industry determines that there is no longer sufficient demand for a qualification, unit of competency or skill set, the product is deleted from the training package.

3.5   Credit transfer and recognition of prior learning (RPL)

RTOs must offer learners the opportunity to apply for credit transfer and RPL unless prevented by course rules or licensing requirements. Credit transfer and RPL are 2 ways a learner can gain credit for their previous study or work experience when enrolling in a VET course and some university qualifications.

3.5.1 Credit transfer

To receive a credit transfer for a unit, a learner must provide formal evidence that they have previously completed the unit or a unit that matches in content and outcome. Formal evidence can be a qualification certificate or transcript, statement of attainment, or a Unique Student Identifier (USI) transcript. When credit is recognised, the learner does not need to repeat training or assessment for that unit.

3.5.2 Recognition of prior learning

Recognition of prior learning (RPL) is an assessment of skills and knowledge a person has acquired through previous training, work or life experience relevant to their course. RPL allows RTOs to assess a person's competency against the course's requirements. A person can be granted part or all of a unit of competency by RPL. Learners can apply for RPL after enrolling. They need to supply evidence to prove their skills and knowledge, and can use a variety of evidence to apply for RPL, such as:

- records of completed training
- assessment items
- assessment records
- declarations from employers.

RTOs will assess the evidence to decide if further training or assessment is required[1]

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[1] ASQA, Credit transfer and recognition of prior learning (RPL) retrieved February 19, 2025, from
https://www.asqa.gov.au/students/choosing-course-and-provider/credit-transfer-and-recognition-prior-learning-rpl

4 Entry requirements, prerequisites and imported units

4.1 Qualification and skill set and entry requirements

In some instances, a qualification or skill set will have an entry requirement. Entry requirements, if listed, are mandatory and must be achieved prior to commencing the qualification or skill set. The entry requirement is specific to the knowledge, skills, or experience required to commence the qualification or skill set and expressed in terms of competency or licensing.

4.2 Units of competency and prerequisites

A prerequisite is a unit of competency in which a person must be assessed as competent before they can be deemed competent in another unit. Prerequisites are required when it is not possible to demonstrate competency in one unit without first acquiring key knowledge and skills from another unit or units.

Minimal prerequisites have been specified in HLT units of competency. This avoids a trail of prerequisites leading to multiple others, and a mandatory "lock-step" approach to training and assessment. Nomination of multiple prerequisites reduces flexibility, may create challenges for holistic delivery, and can force all RTOs to sequence delivery in the same way, despite diverse course content, learner and industry needs. Refer to Section 1 Appendix D for a list of HLT units of competency that have prerequisite units.

4.3 Imported units of competency

Qualifications contain units explicitly developed for the health industry and a range of units imported from other training packages. These have been selected because they apply to industry job roles.

The use of imported units of competency is allowed if:

- they are appropriate to the needs of the enterprise and the job outcome sought
- any prerequisites specified in the original unit and specific assessment requirements in the host training package are also observed.

Units of competency that were imported to the *HLT Health Training Package* originated within the following training packages:

- *BSB Business Services Training Package*
- *CHC Community Services Training Package*
- *CPP Property Services Training Package*
- *LGA Local Government Training Package*
- *PUA Public Safety Training Package*
- *SIS Sport, Fitness and Recreation Training Package*

- *TLI Transport and Logistics Training Package*

A complete list of imported units that have specified pre-requisites can be found in Section 1 at Appendix E.

Significant content is also shared between the HLT Health and CHC Community Service Training Packages, which are reflected in the following cross sectors:

- advocacy
- anatomy and physiology
- communication
- diversity
- information management
- management and leadership
- infection prevention and control
- legal and ethical practice
- policy and research
- professional practice
- oral health
- work health and safety
- first aid
- language, literacy and numeracy.

4.4   Cross sector units

Cross-sector units are units of competency designed to be applied across multiple industries where common skills and knowledge are required. They provide nationally consistent outcomes in areas such as:

- workplace health and safety
- infection prevention and control
- communication and teamwork
- sustainability and environmental practices
- digital literacy and workplace technology

When included in a qualification, cross-sector units allow learners to build transferable skills that are valued across a wide range of job roles and industry contexts. For example, HLTWHS001 Participate in workplace health and safety provides a foundation for safe work practices in health, community services, construction, and other sectors. In health qualifications, cross-sector units commonly include:

- *HLTAID011 Provide First Aid* – ensuring learners can respond effectively to emergency situations across diverse workplaces.

- *HLTINF006 Apply basic principles and practices of infection prevention and control* – supporting safe practice in health, aged care, childcare, and broader community settings.
- *BSBCMM411 Make presentations* – developing effective workplace communication skills applicable across health and other professional environments.

Implementation in training and assessment

- RTOs should contextualise cross-sector units to reflect the specific industry environment in which the learner will be assessed (for example applying infection prevention and control in a health facility versus an early childhood setting).
- Assessment must include realistic tasks, environments, and scenarios that reflect workplace practices while maintaining the integrity of the unit's performance criteria.
- Simulation may be used where workplace access is not available, provided it accurately reflects the complexity, pressures, and interpersonal dynamics of the relevant sector.

The use of cross-sector units reduces duplication in training products, strengthens workforce mobility, and ensures that learners are assessed against nationally consistent standards for foundational skills that underpin safe and effective work across industries.

For example, *HLTPAT010 Collect specimens for drugs of abuse testing* may be delivered and applied in custodial environments. In these settings, the unit supports the implementation of drug testing programs that contribute to safety, security, and compliance with organisational and legislative requirements. Training and assessment in custodial environments ensure learners develop the skills to follow strict chain-of-custody procedures, work within secure facilities, and apply ethical and professional practices when interacting with individuals in custody.

Where access to a custodial environment is not possible, assessment should be conducted through simulation that replicates the protocols, restrictions and security requirements of a custodial facility. Where feasible, assessment in the workplace should be undertaken under supervision and in line with organisational policies, to ensure evidence reflects real-world custodial practices.

5   Implementation

This section outlines key features of the *HLT Health Training Package* and examines how changes in the health industry may influence its application. Effective implementation of training packages ensures graduates are job-ready, with skills that meet current industry needs—supporting both employment opportunities and workforce development.

5.1   The industry at a glance

The health sector is a broad and vital segment of the Australian economy that encompasses a wide range of services, products, and systems aimed at maintaining and improving human health. It plays a crucial role in individual well-being, economic productivity, and societal development. As of November 2024, there were 2,1290,300 people employed in the health and human services sector. This represents a significant portion of Australia's economy. 8% of all roles, and 40% of the roles under HumanAbility's VET system remit.[2]

Profile of the
health and human
services sector

1,290,327
employed

40%
are part-time

31%
work outside
the capital city

74%
are female

2%
identify as
First Nations

Data used in sector profiles is based on JSA Placemat sectors. JSA's "Health" sector covers both Health and Human (community) services in this report and has, therefore, been replicated in both sector profiles.
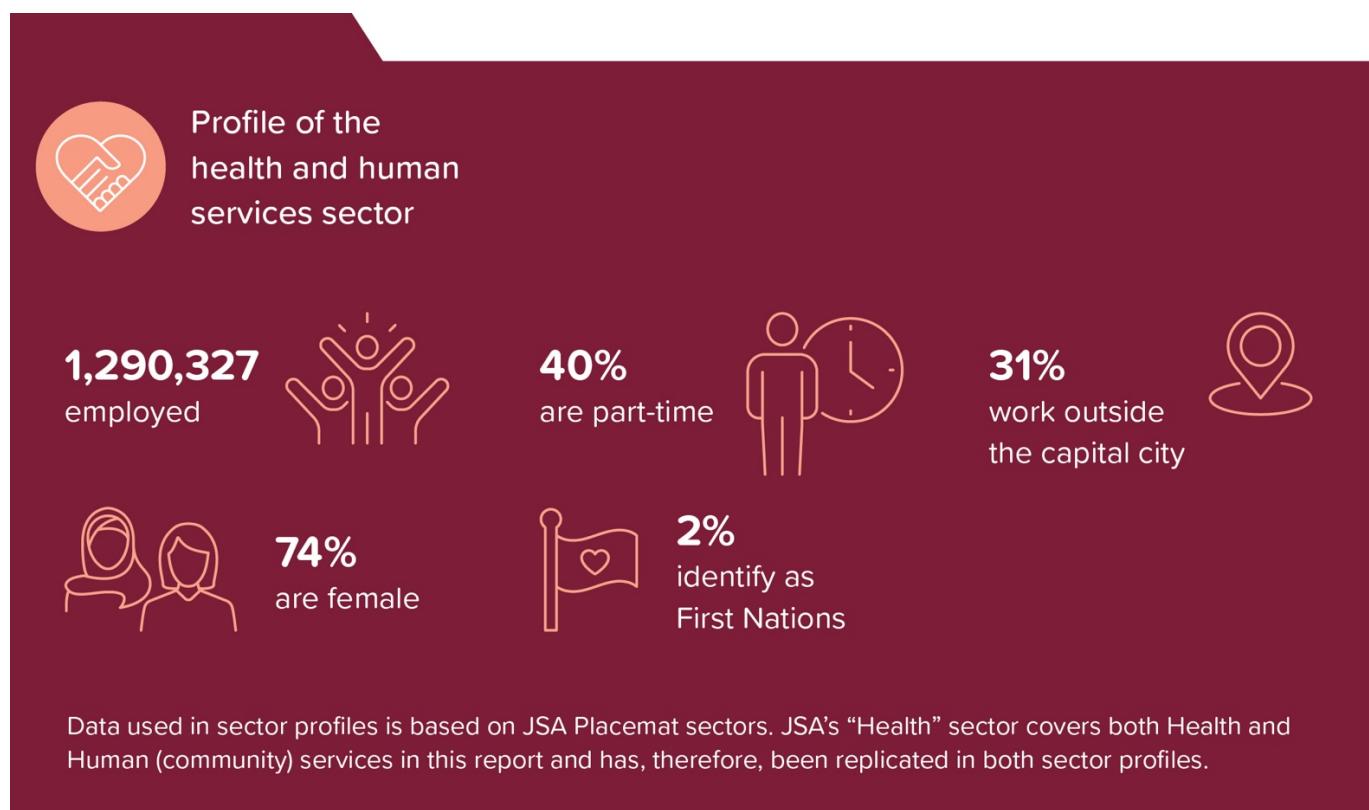
[3]

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[2] HumanAbility 2025 Workforce Plan, p.190
[3] HumanAbility 2025 Workforce Plan, p.191

5.2 Current trends

The healthcare industry is undergoing significant transformation driven by several key trends. One of the most prominent is digital innovation, which includes the widespread adoption of telemedicine, artificial intelligence for diagnostics, remote monitoring tools, and big data analytics. These technologies are enhancing the efficiency, accuracy, and accessibility of care.

At the same time, the Australian aging population is creating increased demand for services focused on chronic disease management and elder care, prompting a shift in resource allocation and healthcare planning. Alongside this demographic shift, there is a growing emphasis on preventive and personalised medicine. Rather than focusing solely on treating illness, healthcare providers are increasingly aiming to predict, prevent, and personalise care based on genetic, environmental, and lifestyle factors.

In response to global health challenges, such as the COVID-19 pandemic and rising antimicrobial resistance, the industry is also prioritising preparedness and mental health services. Lastly, there is a strong and growing focus on health equity, with initiatives aimed at reducing disparities in access to care and ensuring fair health outcomes across all communities.

Infection Prevention and Control (IPC)

Some HLT Training Package products are applicable across the health sector and address skills needed in other sectors as well. First Aid has long been an example of this, while more recent examples include:

- *HLTINF006 Apply basic principles and practices of infection prevention and control*
- *HLTINF007 Implement and monitor infection prevention and control standards, policies, and procedures*

The content of these two-infection prevention and control (IPC) units aligns with minimum national standards, which have been shaped in part by the heightened awareness and application of IPC measures that emerged during the COVID-19 response. Evidence-based research and lessons from the pandemic highlighted the diverse workplace contexts where IPC is relevant, informing the updates to these units.

Furthermore, both the Royal Commission into Aged Care Quality and Safety and the Royal Commission into Violence, Abuse, Neglect, and Exploitation of People with Disability have emphasised the importance of strong IPC knowledge for workers in the aged care and disability sectors.

5.3 Challenges

The healthcare sector faces several pressing challenges that impact its sustainability and effectiveness. One of the most significant is the rapid rise in healthcare costs, which are outpacing economic growth in many parts of the world and placing a strain on both public and private systems. Compounding this issue is a widespread shortage of healthcare workers, particularly in nursing and specialised medical fields, which affects the quality and availability of care.

Source: https://www.aihw.gov.au/reports-data/health-welfare-overview/health-welfare-expenditure/overview

5.4 Regulation and licencing implications for implementation

The Application statement for many units of competency includes this statement:

'The skills in this unit must be applied in accordance with Commonwealth and state or territory legislation, Australian standards and industry codes of practice.'

The RTO should ensure that, when delivering the unit of competency, all relevant legislation, industry standards and/or industry codes of practice are considered and adhered to, where they exist.

5.5 Sector description

Key features of the HLT Training Package and industry that impact selection of training pathways

The health care industry relies on a broad range of essential services provided by the Community Sector and Development (CS&D) sector, including community services, Indigenous environmental health, population health, volunteering, youth services, child protection, youth justice, and housing. The sector's workforce is diverse, encompassing a wide variety of job roles and functions, often intersecting with other sub-sectors.

Aboriginal and/or Torres Strait Islander

Aboriginal and Torres Strait Islander Health workers and practitioners play an important role in supporting the experience, rapport, and connectivity that First Nations patients have with the health system. Their role in delivering health care, that is culturally safe and responds to community needs, ultimately delivers better outcomes for First Nations' people and significantly contributes to improving accessing treatment that is appropriate to the needs of First Nations' people.

Primary Health Care
- *HLT20121 Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care*
- *HLT30121 Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care*
- *HLT40121 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care*
- *HLT40221 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice*
- *HLT50121 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice*
- *HLT50221 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management*
- *HLT60121 Advanced Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management*

Environmental Health
- *HLT26120 Certificate II in Indigenous Environmental Health*
- *HLT36115 Certificate III in Indigenous Environmental Health*
- *HLT46115 Certificate IV in Indigenous Environmental Health*

Allied Health

Allied health care involves a wide range of diagnostic, technical, therapeutic, and direct health services aimed at improving the health and wellbeing of individuals and communities. It involves trained professionals with university qualifications as well as a large VET trained or unqualified assistant workforce. Workers often work as part of multidisciplinary health teams to provide specialised support. Allied health professionals are typically considered as separate to the medical, dental or nursing professions, and include physiotherapists, occupational therapists, speech pathologies, dietitians, psychologists, social workers, pharmacists, and podiatrists. Allied health assistants work under the delegation, instructions and supervision of allied health professionals, and perform a range of clinical and non-clinical duties to support their work.

- *HLT33021 Certificate III in Allied Health Assistance*
- *HLT43021 Certificate IV Allied Health Assistance*
- *HLT47425 Certificate IV in Audiometry*
- *HLT47825 Certificate IV in Optical Dispensing*
- *HLT57425 Diploma of Audiometry*

Alternative therapies

Alternate therapies sector, encompasses a wide range of practices, modalities and treatments that exist alongside or in conjunction with conventional western medicine. This sector includes disciplines such as massage therapy, aromatherapy, reflexology, naturopathy, homeopathy, traditional Chinese medicine, Ayurveda, reiki, meditation, yoga therapy, and other holistic approaches to health and wellbeing. Alternate therapies focus on supporting the body's natural healing processes, promoting preventative health, and enhancing physical, mental, emotional and spiritual wellbeing. Many practitioners adopt person-centred approaches that consider the whole individual rather than isolated symptoms. The sector serves a diverse client base across community health, allied health, aged care, disability support, wellness, and private practice settings. Alternate therapies are also increasingly incorporated into multidisciplinary care teams, health retreats, and workplace wellbeing programs.

- HLT52215 Diploma of Shiatsu and Oriental Therapies
- HLT52315 Diploma of Clinical Aromatherapy
- HLT52415 Diploma of Kinesiology
- HLT52515 Diploma of Reflexology
- HLT52615 Diploma of Ayurvedic Lifestyle Consultation
- HLT62615 Advanced Diploma of Ayurveda

Ambulance - patient transport and out-of-hospital care

In addition to paramedics, who must be qualified at an AQF Level 7 or higher, there are also job roles supported with vocational training programs such as non-emergency patient transport (NEPT) officers. NEPT is for patients who require clinical monitoring or supervision during transport, but do not require a time critical ambulance response.

Patients may need access to specialised supervision and medical equipment contained within the vehicle. Services are not exclusive to on-road transport. They can also include air services, which require additional training, while further specialisations also exist in the areas of driver safety and communication protocols.

- HLT31020 Certificate III in Ambulance Communications (Call-taking)
- HLT31120 Certificate III in Non-Emergency Patient Transport
- HLT41020 Certificate IV in Ambulance Communications (Dispatch)

Dental

The dental workforce includes dentists, dental hygienists, dental prosthetists, dental therapists and oral health therapists. There are also VET-qualified workforces such as dental assistants and dental technicians. Together these professionals support oral health and the condition of the mouth, teeth and orofacial structures – which enables essential functions such as eating, breathing and speaking. Oral health also contributes to psychological wellbeing, self-confidence and the ability to function without pain or embarrassment. To practise in Australia, most dental practitioners must be registered with the Australian Health Practitioner Regulation agency (Aphra). There are 13 approved dental specialisations in Australia, which are most highly represented by orthodontists, periodontics, prosthodontics and oral and maxillofacial surgery.

- *HLT35021 Certificate III in Dental Assisting*
- *HLT35115 Certificate III in Dental Laboratory Assisting*
- *HLT45021 Certificate IV in Dental Assisting*
- *HLT55118 Diploma of Dental Technology*
- *HLT65015 Advanced Diploma of Dental Prosthetics*

Health Administration and Practice Management

The health administration and practice management sector underpins the effective delivery of healthcare by providing the organisational, operational and support systems required to manage health services, practices and programs. This sector covers a wide range of roles including medical reception, practice management, health records administration, patient services coordination, billing and compliance management, and operational leadership within healthcare organisations. Workers in this sector play a critical role in ensuring that healthcare environments - such as medical practices, dental clinics, allied health services, aged care facilities, community health centres and hospitals - operate efficiently, safely and in compliance with regulatory, ethical and professional standards. Responsibilities extend to staff coordination, financial and resource management, scheduling, patient data management, privacy and confidentiality, and communication across multidisciplinary teams.

- *HLT37315 Certificate III in Health Administration*
- *HLT47321 Certificate IV in Health Administration*
- *HLT47715 Certificate IV in Medical Practice Assisting*
- *HLT57715 Diploma of Practice Management*

Health Care

- *HLT21020 Certificate II in Medical Service First Response*
- *HLT31220 Certificate III in Basic Health Care*
- *HLT41120 Certificate IV in Health Care*
- *HLT51020 Diploma of Emergency Health Care*

Health Services and Nursing

The nursing and health services workforce has a critical role in the health care system, providing essential care across diverse settings such as hospitals, aged care facilities, community health centres, and primary care settings. The workforce includes a broad range of roles such as Enrolled Nurses (ENs), Registered Nurses (RNs), Nurse Practitioners, Assistants in Nursing (AINs), and Personal Care Workers (PCWs). It also encompasses a growing number of health services support positions including orderlies, ward clerks, patient services officers, community health workers, and care coordinators. Registered and enrolled nurses are regulated professionals who must complete approved education and training pathways and register with the Nursing and Midwifery Board of Australia (NMBA) to practice. There are also nursing support roles, which complement registered and enrolled nurses while providing a training pathway into these positions.

- *HLT23221 Certificate II in Health Support Services*
- *HLT33115 Certificate III in Health Services Assistance*
- *HLT47515 Certificate IV in Operating Theatre Technical Support*
- *HLT50321 Diploma of Clinical Coding*
- *HLT54121 Diploma of Nursing*
- *HLT57821 Diploma of Orthopaedic Technology*
- *HLT57921 Diploma of Anaesthetic Technology and Practice*
- *HLT64121 Advanced Diploma of Nursing*

Massage Therapy

The massage therapy workforce provides a diverse range of therapeutic and remedial services that support physical health, recovery, and overall wellbeing. Practitioners deliver treatments that use manual techniques to manipulate the body's soft tissues, with the aim of relieving pain, reducing stress, improving mobility, enhancing circulation, and supporting rehabilitation and preventative health. The sector includes relaxation massage, remedial massage, sports massage, lymphatic drainage, myofascial release, and other specialised modalities. Massage therapists work across a variety of settings, including private practice, allied health clinics, hospitals, aged care facilities, disability services, health retreats, spas, fitness centres, and workplace wellbeing programs.

- *HLT42021 Certificate IV in Massage Therapy*
- *HLT52021 Diploma of Remedial Massage*
- *HLT52115 Diploma of Traditional Chinese Medicine (TCM) Remedial Massage*

Pathology

The pathology workforce is a critical component of the healthcare system, providing essential diagnostic services that inform clinical decisions, disease prevention, and treatment planning. Roles in this sector include pathology collectors (phlebotomists), laboratory assistants, technical officers, and specialist laboratory scientists. Workers can operate across hospital laboratories, private diagnostic companies, community collection centres, specialist medical practices, and research facilities.

- *HLT37525 Certificate III in Pathology (Pathology Collection or Pathology Assistance).*

Pharmacy

The pharmacy sector plays a vital role in the healthcare system by ensuring safe, effective and accessible use of medicines and related health products. The workforce includes pharmacists, pharmacy technicians, and pharmacy assistants who work collaboratively to dispense and manage medicines, counsel patients, support medication adherence, and provide health education. Increasingly, pharmacy professionals are also involved in broader healthcare services such as vaccinations, health checks, medication reviews, and chronic disease support. Pharmacy services are delivered through community pharmacies, hospital pharmacies, aged care facilities, compounding services, and specialist health centres.

- *HLT37121 Certificate III in Hospital or Health Services Pharmacy Support*
- *HLT47121 Certificate IV in Hospital or Health Services Pharmacy Support*

Population Health

The population health sector focuses on improving health outcomes for whole communities and reducing health inequities through prevention, health promotion, and system-wide interventions. Rather than treating individual illness alone, population health seeks to understand and address the broader determinants of health - such as social, cultural, economic, and environmental factors - that influence wellbeing across different groups and populations. The workforce includes roles such as health promotion officers, community health workers, epidemiologists, project officers, policy and program coordinators, Aboriginal and Torres Strait Islander health workers, and public health practitioners. These professionals work collaboratively with health services, governments, community organisations, and research institutions to design, implement, and evaluate initiatives that prevent disease, promote healthy lifestyles, and improve access to care. Population health services are delivered across diverse settings, including community health centres, non-government organisations, schools, workplaces, local councils, and public health agencies.

- *HLT26015 Certificate II in Population Health*
- *HLT36015 Certificate III in Population Health*
- *HLT46015 Certificate IV in Population Health*

Sterilisation Services

Sterilisation services play a critical role in ensuring patient safety and infection prevention across the healthcare system. Sterilisation technicians and related professionals are responsible for the cleaning, disinfecting, packaging, sterilising, storing and distributing of reusable medical and surgical instruments

and equipment. This work underpins the delivery of safe clinical care in hospitals, day surgeries, dental practices, diagnostic services, and other health facilities. The workforce includes sterilisation technicians, supervisors, and managers who operate specialised equipment, apply strict infection control protocols, and follow national and international standards for instrument reprocessing. Sterilisation services staff work closely with surgical teams, nurses, dentists, and other health professionals to ensure instruments are prepared and available to support a wide range of clinical procedures.

- *HLT37015 Certificate III in Sterilisation Services*
- *HLT47015 Certificate IV in Sterilisation Services*

5.6   Enrolments and Completions

The *HLT Health Training Package* has 394 units of competency across 57 qualifications and 27 skill sets. While enrolments in qualifications have increased, they still fall short of meeting forecast demand for services, facing persistent challenges in achieving strong completion rates. Addressing these gaps is critical to ensuring the health workforce can meet future demand and maintain the resilience of Australia's health care system.[4]

	2019	2020	2021	2022	2023
Enrolments	91,595	97,070	112,815	112,395	117,255
Completions	31,460	30,145	34,415	37,495	37,120

[4] HumanAbility 2025 Workforce Plan, p.204

First Nations

Enrolments and completions in health qualifications (under the HLT training package) by First Nations status, 2023[324]

Aboriginal and Torres Strait Islander learners represented **5.6%** of enrolments and **4.4%** of completions

Non-indigenous learners accounted for **89.7%** of enrolments and **89.5%** of completions

Not known status comprised **4.7%** of enrolments and **6.1%** of completions
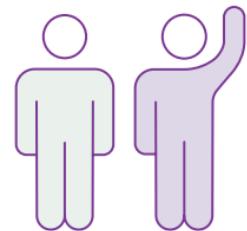
Age

Enrolments in health qualifications (under the HLT training package) by age, 2023[322]

Percentages may not total 100% due to rounding. Categories shown as 0% may represent values less than 0.5%.
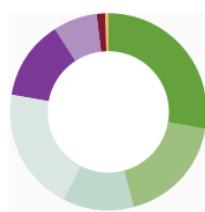
- 14 years and under **0%**
- 15 to 19 years **28.0%**
- 20 to 24 years **18.0%**
- 25 to 29 years **11.6%**
- 30 to 39 years **20.1%**
- 40 to 49 years **13.2%**
- 50 to 59 years **7.3%**
- 60 to 64 years **1.3%**
- 65 years and over **0.4%**
- Not known **0%**

Completions in health qualifications (under the HLT training package) by age, 2023[323]

Percentages may not total 100% due to rounding. Categories shown as 0% may represent values less than 0.5%.
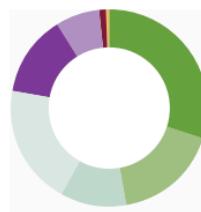
- 14 years and under **0%**
- 15 to 19 years **30.0%**
- 20 to 24 years **17.2%**
- 25 to 29 years **10.9%**
- 30 to 39 years **19.8%**
- 40 to 49 years **13.3%**
- 50 to 59 years **7.2%**
- 60 to 64 years **1.2%**
- 65 years and over **0.3%**
- Not known **0%**

Disability

Enrolments and completions in health qualifications (under the HLT training package) by students living with disability, 2023[327]

Learners with a disability made up **6.6%** of enrolments and **5.8%** of completions

Learners without a disability represented **84.2%** of enrolments and **87.2%** of completions

Not known status comprised **9.3%** of enrolments and **7.1%** of completions

In relation to learners with disabilities, the health sector exhibits trends consistent with those observed across the broader VET program, with a similar proportion of learners with disabilities enrolling in courses.

Gender

Enrolments and completions in health qualifications (under the HLT training package) by gender, 2023[320]

Females
accounted for
81.1%
of enrolments and
82.0%
of completions

Males
represented
18.0%
of enrolments and
17.0%
of completions

People who identified
as **'Other'** made up
0.2%
of enrolments and
0.2%
of completions

Not known:
Enrolments 0.6%;
Completions 0.8%

The gender distribution within the health sector shows a strong female majority, differing from the more balanced representation seen across the overall VET sector. This pattern is consistent with broader trends observed in care-oriented industries, where women typically comprise a larger share of the workforce.[321]

Geographic location

State/territory

Enrolments in health qualifications (under the HLT training package) by state, 2023[331]
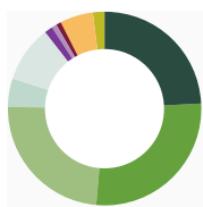
Percentages may not total 100% due to rounding.

- New South Wales **24.3%**
- Victoria **27.4%**
- Queensland **23.7%**
- South Australia **4.9%**
- Western Australia **9.4%**
- Tasmania **1.4%**
- Northern Territory **0.9%**
- Australian Capital Territory **0.8%**
- Offshore **5.6%**
- Not known **1.7%**

Completions in health qualifications (under the HLT training package) by state, 2023[332]
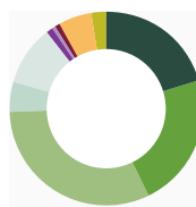
Percentages may not total 100% due to rounding.

- New South Wales **20.5%**
- Victoria **22.4%**
- Queensland **31.8%**
- South Australia **4.9%**
- Western Australia **9.9%**
- Tasmania **1.2%**
- Northern Territory **0.6%**
- Australian Capital Territory **0.7%**
- Offshore **5.6%**
- Not known **2.4%**

Victoria, New South Wales and **Queensland** led enrolments and completions in health qualifications.

Geographic location

Remoteness[328]

Enrolments in health qualifications (under the HLT training package) by remoteness, 2023[329]
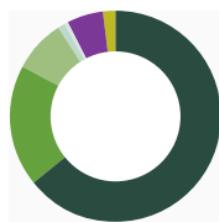
- Major cities **64.3%**
- Inner regional **18.5%**
- Outer regional **8.3%**
- Remote **1.0%**
- Very remote **0.6%**
- Offshore **5.6%**
- Not known **1.7%**

Percentages may not total 100% due to rounding.
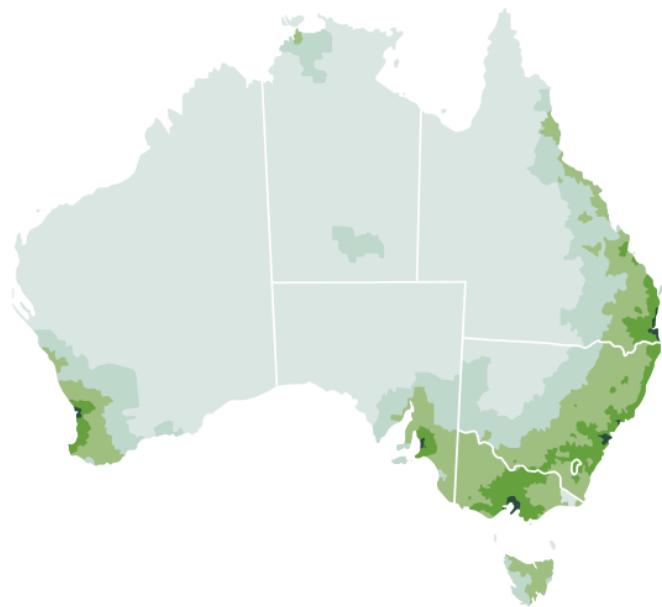
Completions for CEC qualifications (under the CHC training package) by remoteness, 2023[330]
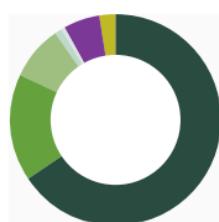
- Major cities **65.7%**
- Inner regional **16.3%**
- Outer regional **8.5%**
- Remote **1.0%**
- Very remote **0.5%**
- Offshore **5.6%**
- Not known **2.4%**

Percentages may not total 100% due to rounding.

Patterns of learner remoteness in the health sector align closely with those observed in the broader VET sector, where major cities consistently account for the highest levels of participation. However, the health sector has slightly higher enrolment and completion rates from inner and outer regional areas compared to the overall VET sector.
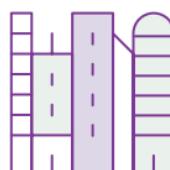
Major cities had the highest **enrolments (64.3%)** and **completions (65.7%)**

Students in **Very remote** and **Remote** areas comprise approximately **1.6%** of **overall enrolments** and **1.5% completions**
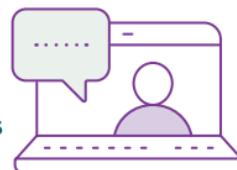
6 Access and equity considerations

Access and equity relate to the approaches used to make sure training and assessment practices consider and respond to the individual support needs of learners so that potential learning barriers are eliminated or minimised. Individual support needs that learners may have may relate to their:

- age
- gender
- cultural or ethnic background
- disability
- sexuality
- language, literacy or numeracy skills
- employment status
- geographical location.

The design and content of this training package support equitable access and progression for all learners. It is the responsibility of the RTO delivering and assessing qualifications to:

- ensure that training and assessment processes and methods do not disadvantage individual learners
- determine the support needs of individual learners and to provide access to any educational and support services necessary.

Some practical ways that access and equity issues could be addressed include:

- modifying assessment process and techniques for learners who are located at a distance from a campus location
- checking that materials are culturally appropriate for learners
- activities and assessments are suitable for the language, literacy and numeracy skill levels of learners (while still meeting the requirements of the unit of competency).

6.1 Considerations specific to learners with a disability

A legislative and regulatory framework underpins and supports the delivery of VET across Australia. Under this framework, VET providers must take steps to ensure that learners with recognised disabilities can access and participate in education and training on the same basis as learners without disabilities.

RTOs have obligations to support learners with disability under the Standards for RTOs 2025, Disability Discrimination Act 1992, and the Disability Standards for Education 2005. RTOs need to provide advice and information to learners with disability about the suitability of a course, any inherent requirements for the course, reasonable adjustments that can be made, and support that is available

Training and assessment practices must consider the diverse needs of learners with disabilities and the unique ways it may affect individuals. This can include physical or learning impairments, chronic health

conditions, or mental illness. RTOs should provide tailored support, acknowledging that each learner's experience is different and may require specific adjustments to enable full participation in learning.

It is advised to ask whether a person needs adjustments to undertake their course. Make it clear that all personal information will be handled confidentially and that this question is only asked for the purposes of being able to offer support and arrange reasonable adjustments. Learners with disability do not have to disclose their disability, but by making it clear that disclosure is only for the purposes of providing support so they can access and participate in VET equally, learners are more likely to feel comfortable disclosing. If a learner does choose to disclose, they must be consulted to determine what supports, or reasonable adjustments should be put in place for them. It is important that all staff are made aware of what their responsibilities are in negotiating and implementing adjustments and supports.

Examples of educational and support services that can assist learners with disability meet course requirements include:

- offering study support and skills programs, including language, literacy and numeracy (LLN) programs
- providing equipment, resources and/or programs to increase access for learners with disability
- using trained support staff including specialist teachers, note-takers and interpreters
- flexible scheduling and delivery of training and assessment, including allowing longer time where appropriate, and adjusting delivery methods and communication techniques
- providing learning and assessment materials in alternative formats.

6.2   Reasonable adjustment for learners with a disability

A reasonable adjustment is a change made in training to ensure equal access or opportunity for a person with a disability without imposing unjustified barriers. Reasonable adjustments may be made to the learning environment, training delivery methods, learning materials, and assessment tasks to support learners with disabilities. These adjustments are designed to enable full participation in the learning process, ensuring equitable access to education and training. The goal is not to provide an unfair advantage, alter the required course standards or outcomes, or guarantee success, but rather to create an inclusive environment where all learners can achieve their potential on equal terms.

A reasonable adjustment to learning and assessment activities must be justifiable and maintain the integrity of the unit or qualification. An adjustment is considered reasonable when it effectively supports the learner's needs while considering various factors, such as the learner's preferences, the potential impact on both the learner and others, and the costs and benefits involved. These adjustments should be determined on an individual basis, acknowledging that each person with a disability has unique learning needs and may require tailored support to participate effectively.

Inherent requirements are the essential components of a course that all learners must meet to be considered competent. These include the core abilities, skills, and knowledge necessary to complete the course successfully - elements that, if removed, would compromise the intended learning outcomes. Learners with disability should be supported through reasonable adjustments to help them meet these requirements, if doing so does not impose an unjustifiable hardship on the registered training organisation

(RTO). However, if a learner is unable to meet the inherent requirements even with appropriate adjustments in place, they may not be able to undertake the course. It is important that learners are provided with clear and comprehensive information about these requirements to help them make informed decisions about their ability to meet the demands of the course.

Adjustments must:

- be discussed with and agreed to by the learner with disability
- benefit the learner with disability
- maintain the integrity of the competency standards
- be a reasonable expectation in a workplace or training and assessment environment.

Adjustments are not required if they could:

- cause the RTO unjustifiable hardship
- harm other learners.

Reasonable adjustments can be made across various aspects of the learning experience, including modifications to the physical environment, adaptations to teaching delivery and format, the use of assistive technologies, and adjustments to study load. These changes are intended to support learners with disability in fully engaging with their training and assessment. Examples of reasonable adjustments that may facilitate inclusive participation include:

- accessible classrooms
- adjustments to class scheduling
- provision of notetaking or interpreting support
- modifications to presentation methods, teaching techniques, or instructional practices
- course materials, information, and learning activities available in alternative formats
- alternative formats, timeframes, or types of assessment tasks
- access to assistive technologies or specialised equipment
- permission for a carer or support person to be present during learning sessions.

6.3   Resources

A number of resources are available to support trainers and assessors. The following list is a sample of available resources:

VET Staff Supporting Students with Disability – designed specifically for staff who work in the VET Sector and focuses on promoting awareness about the rights of students with disability, the needs and requirements of students, and responsibilities of registered training organisations.

VET Educators Supporting Students with Disability – designed specifically for VET Educators and focuses on promoting a range of practices such as universal design for learning and reasonable adjustments, to

support the development and implementation of inclusive delivery and assessment strategies, responsive to the needs and requirements of students with disability.

Online Access for Tertiary Students who are Blind or Vision Impaired - focuses on a range of practical solutions and strategies to address access barriers experienced by learners studying in tertiary education in Australia. It aims to increase understanding of developing and facilitating teaching practice.

7   Cultural competency and respect for diversity

7.1   Diversity

Diversity in VET spaces refers to the presence and appreciation of a wide range of individual differences among learners, educators, and staff. This includes diversity in culture, ethnicity, age, gender identity, socioeconomic background, abilities, and life experiences. Embracing diversity in VET enriches the learning environment, bringing varied perspectives, knowledge systems, and skill sets that enhance educational outcomes and innovation. Language, content, and case studies should reflect gender diversity. All learning environments should be inclusive of LGBTQIA+ learners and supported by anti-discrimination policies to prevent gender-based discrimination or harassment.

7.2   Inclusivity

In Vocational Education and Training (VET), inclusivity involves creating an environment where all learners feel welcomed, respected, and supported, regardless of their background, ability, or learning style. Core aspects include diverse representation in decision-making, addressing bias and discrimination, incorporating multilingual services, and ensuring accessible facilities. Additionally, inclusivity requires team training in diversity, equity, and inclusion, as well as a focus on community engagement.

Core principles guiding inclusivity in VET include:

- **Diverse representation:** Ensuring a broad range of voices are included in decision-making processes.
- **Addressing bias and discrimination:** Proactively identifying and eliminating barriers related to prejudice or systemic inequality.
- **Multilingual services:** Providing information and support in multiple languages to accommodate linguistic diversity.
- **Accessible facilities:** Designing physical and digital spaces that are usable by people of all abilities.
- **Staff training:** Equipping educators and staff with skills in diversity, equity, and inclusion to better support all learners.
- **Community engagement:** Building strong connections with local communities to better understand and respond to learners' needs.

An inclusive approach in VET not only enhances learner outcomes but also contributes to a more equitable and empowered society.

7.3   Inclusive practices for Aboriginal and Torres Strait Islander peoples

Inclusive practices for Aboriginal and Torres Strait Islander Peoples within VET settings require a commitment to recognising and valuing the distinct cultures, histories, and contributions of First Nations Peoples. This entails the integration of Indigenous perspectives across curriculum design and delivery, the establishment of culturally safe and respectful learning environments, and the development of genuine,

collaborative partnerships with Aboriginal and Torres Strait Islander communities. Furthermore, the provision of targeted support services - such as culturally responsive mentoring and counselling - is essential in promoting equitable access and outcomes. It is also imperative that educators and staff undertake comprehensive cultural competency training to enhance understanding and foster respectful engagement. Ensuring the representation and active participation of Aboriginal and Torres Strait Islander Peoples in leadership, governance, and decision-making processes is central to advancing inclusivity and supporting reconciliation within the VET sector.

7.4 Culturally and linguistically diverse (CALD) learners

CALD learners are students from culturally and linguistically diverse backgrounds. They often come from families or communities whose cultural traditions, languages, and practices differ from those of the dominant or mainstream culture in the area.

CALD learners may speak a language other than English as their first language and are often bilingual or multilingual. Some may have experiences as immigrants, refugees, or asylum seekers, which can shape and sometimes challenge their educational journey. As a result, these learners often benefit from tailored teaching strategies that support not only their academic development but also their social and emotional well-being.

Supporting CALD learners in adult education requires a thoughtful and inclusive approach that acknowledges their unique backgrounds, experiences, and needs. Creating an inclusive learning environment is essential—one where learners feel welcomed, respected, and encouraged to share their cultural perspectives. This enriches the learning experience for all and fosters a sense of belonging.

Clear and accessible communication is key. Trainers and assessors should avoid jargon, idioms, and complex language, instead using plain English, visual aids, and real-life examples to support understanding. For learners who are not fluent in English, providing language support such as English as a second language (ESL) resources, bilingual assistance, or extra tutoring can be crucial. Encouraging the use of native languages in appropriate settings and promoting peer support can also aid in comprehension and confidence.

Adapting teaching materials and methods to include culturally relevant examples and using diverse instructional strategies - such as visual, auditory, and hands-on learning - helps meet varying needs. Being culturally responsive involves understanding and respecting different communication styles, values, and traditions, while also being mindful of cultural sensitivities that may affect classroom participation.

Building learners' confidence is important. Creating a supportive atmosphere where they feel safe to ask questions and engage in discussions can greatly enhance their learning experience. Group work and collaborative tasks can help build language skills and social connections in a comfortable setting. Flexibility is also vital, acknowledging that CALD learners may come with different educational backgrounds and life experiences means offering individualised support, extensions, or alternate assessment options when appropriate.

Connecting with multicultural community organisations and involving family or support networks where possible can further support learners' success. Additionally, providing clear information about course pathways, qualifications, and future opportunities helps learners make informed decisions and navigate the education system confidently.

Ultimately, supporting CALD learners in VET qualifications is about removing barriers and creating meaningful opportunities for engagement and achievement. Through inclusive, culturally aware, and flexible teaching practices, educators can empower these learners to thrive both academically and personally.

7.4.1 Working with interpreters and Auslan users

Effective communication is essential to inclusive practice, particularly when working with clients and learners who speak languages other than English or who are deaf or hard of hearing. In such cases, it is essential to offer a qualified interpreter, including Auslan (Australian Sign Language) interpreters where required. Using credentialed interpreters - such as those certified by the National Accreditation Authority for Translators and Interpreters (NAATI) - ensures accurate and culturally appropriate communication. Family members or friends should not be used as interpreters, particularly in contexts involving health, legal, consent, or sensitive matters, due to concerns around confidentiality, impartiality, and accuracy.[5]

When planning to work with an interpreter, it is important to identify the client's or learners preferred language or dialect, including whether they use Auslan, and to book through an appropriate agency such as Translating and Interpreting Service (TIS National) or the National Auslan Booking Service (NABS). Interpreted sessions may require more time, and staff should allow for this in scheduling. Prior to the session, interpreters should be briefed on the purpose and nature of the conversation, while maintaining client privacy. In the case of Auslan, visual accessibility is critical, environments should be well-lit and free from visual clutter to support effective signing.

During sessions, workers or trainer and assessors should speak directly to the client or learner, not the interpreter, and use plain, clear language, avoiding idioms or technical jargon. Interpreters will interpret everything said, they must not be asked to summarise, omit, or add content. For Auslan users, body language, facial expressions, and visual cues carry meaning and should be considered part of the communication process. Seating arrangements should allow all parties to maintain visual contact, typically in a triangular formation for face-to-face sessions or with proper camera angles in virtual settings.

It is important to note that not all deaf individuals use Auslan; preferred communication methods can vary and may include lip reading, captioning, or written notes. Additionally, some deaf clients may require deaf relay interpreters, especially if they use regional signs, have limited formal Auslan, or have additional communication needs.

Following the session, it may be appropriate for staff to debrief with the interpreter, particularly if communication issues arose. Any use of interpreters and relevant observations should be documented in

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[5] Source: https://www.naati.com.au/

accordance with organisational policy and confidentiality requirements. Interpreters are bound by a professional code of ethics, including confidentiality, impartiality, and accuracy.

7.5   Maintaining safe practices in healthcare

Health and safety considerations in the healthcare sector are critical to protecting the well-being of both workers and patients. Given the high-risk nature of healthcare settings, a comprehensive approach to health and safety is essential to ensure effective service delivery and minimise harm.

Within a unit of competency, work health and safety (WHS) requirements are typically addressed in one of two ways: either by embedding WHS responsibilities directly into the elements and performance criteria of the unit, or by incorporating dedicated WHS units as part of the overall qualification. This ensures that learners develop a clear understanding of WHS principles relevant to their field of study and future work environments.

In jurisdictions where the model WHS laws have not been formally adopted, such as Victoria, which operates under the Occupational Health and Safety Act 2004 (Vic), RTOs are encouraged to contextualise the units of competency to align with local legislation and regulatory requirements.

This means aligning training content with the applicable local WHS legislation to ensure it remains legally relevant and accurate. By doing so, RTOs help ensure learners are prepared to meet the specific safety standards and legal requirements of their respective jurisdictions.

VET in health plays a crucial role in preparing learners to manage the practical and safety challenges of healthcare environments. Through targeted training and hands-on experience, VET equips students with the knowledge and skills needed to address key health and safety concerns in the industry.

For **manual handling and ergonomics**, VET programs provide structured training in safe lifting techniques, body mechanics, and the correct use of assistive devices such as hoists and slide sheets. This education helps reduce the risk of musculoskeletal injuries by instilling best practices before learners enter the workforce.

To address **workplace violence and aggression**, particularly in high-risk settings like emergency departments and mental health units, VET in health includes units on conflict resolution, de-escalation techniques, and effective communication. Learners are taught how to recognise early warning signs of aggression and how to respond safely, which contributes to a more secure environment for both workers and patients.

Regarding **exposure to hazardous substances**, VET units emphasise the importance of safety protocols in handling medications, chemicals, and biological agents. Learners are trained in the use of personal protective equipment (PPE), safe storage and disposal procedures, and emergency response actions in the event of spills or exposure, ensuring compliance with workplace safety regulations.

One of the primary concerns is **infection control**. Healthcare environments must have strict hygiene protocols in place, including handwashing procedures, use of PPE, sterilisation of instruments, and

isolation procedures for infectious patients. These measures help prevent the spread of infections such as COVID-19, influenza, and hospital-acquired infections (HAIs).

The *HLT Health Training Package* supports infection control by embedding essential knowledge and practical skills into relevant units of competency across various health qualifications. This ensures that learners are trained to uphold high hygiene standards and effectively manage infection risks in a range of healthcare settings.

Specific units within the packages, such as ***HLTINF006 Apply basic principles and practices of infection prevention and control***, provide comprehensive instruction on infection control procedures. These units cover critical topics such as correct hand hygiene, the appropriate selection and use of PPE, sterilisation and cleaning techniques, waste management, and isolation protocols for managing infectious patients.

Training is designed to reflect current industry standards and guidelines, including those established by national and state health authorities. The competencies are assessed through both theory and practical application, ensuring learners can demonstrate their ability to implement infection control practices in real-world contexts.

In response to contemporary health challenges like COVID-19, the *HLT Health Training Package* has also been updated and adapted to reflect emerging needs, ensuring learners are prepared to manage evolving infection risks. This approach equips future healthcare workers with the skills and confidence to protect themselves, their colleagues, and their patients, ultimately supporting safer and more effective healthcare delivery.

In the area of **mental health and stress management**, VET programs foster awareness of the emotional demands of healthcare work and the importance of self-care. Students learn about stress management techniques, the importance of seeking support, and strategies for maintaining a healthy work-life balance. These elements help prepare learners to cope with the pressures of the healthcare industry and support long-term career resilience.

By integrating these safety-focused competencies into its curriculum, VET in Health ensures that learners are not only job-ready but also equipped to contribute to safer, healthier workplaces.

8   Learning and development

8.1   Definition and importance of foundation skills in the *HLT Health Training Package*

Foundation skills in the context of the *HLT Health Training Package* refers to the core skills essential for individuals to effectively participate in workplace tasks and learning activities. These include:

- **Language, Literacy, and Numeracy (LLN)** skills – such as reading, writing, oral communication, and basic mathematics.
- **Employability skills** – including problem-solving, teamwork, self-management, and digital literacy.
- **Digital literacy** – the knowledge and skills required to engage confidently and safely with everyday digital technologies

In the *HLT Health Training Package*, foundation skills are integrated into units of competency and are necessary for performing job roles safely, efficiently, and to required industry standards.

Foundation skills play a crucial role in the effectiveness and professionalism of healthcare workers. These skills, which include language, literacy, numeracy, communication; employability skills; and digital literacy form the basis for safe and competent performance in the workplace. Strong foundation skills are essential for clear communication with patients, families, and other healthcare team members. Effective communication ensures that information is accurately exchanged, which is vital for patient safety, care planning, and collaboration among health professionals.

Moreover, the ability to read and interpret workplace documents - such as policies, procedures, and health regulations - is critical for ensuring compliance with legal and ethical standards. Foundation skills support a thorough understanding of workplace expectations and promote a culture of safety and accountability. For example, accurately reading a medication label or documenting patient observations requires both literacy and attention to detail.

In today's healthcare environment, employability skills such as teamwork, adaptability, and problem-solving are more important than ever. Foundation skills enable workers to respond effectively to changing patient needs and unexpected situations. They also support the use of technology in healthcare, such as electronic health records and digital diagnostic tools, which require basic digital literacy.

Finally, foundation skills support lifelong learning and career development. As healthcare roles evolve and new practices emerge, workers must be able to engage in training and adapt to new technologies and procedures. Developing strong foundation skills prepares individuals for these changes and enhances their readiness for employment and progression in the health sector.

8.1.1 Literacy and numeracy skills in the *HLT Health Training Package*

Literacy and numeracy skills are core components of the *HLT Health Training Package*, as they are essential for the delivery of safe, effective, and professional care in any healthcare setting. These skills are

embedded within the units of competency and are developed in context, ensuring that learners can apply them directly to real-world healthcare situations.

Literacy skills refer to the ability to read, write, understand, and communicate effectively in English. In healthcare, this includes reading and interpreting patient charts, care plans, workplace policies, and medical instructions. It also involves writing accurate patient notes, reports, and incident forms, as well as engaging in professional verbal communication with patients, families, and colleagues. Good literacy skills ensure that information is recorded and shared clearly, reducing the risk of misunderstandings and errors in patient care.

Numeracy skills involve understanding and working with numbers in a healthcare context. This includes measuring and recording vital signs (such as temperature, blood pressure, and pulse), calculating medication dosages, interpreting data from medical equipment, and managing time and schedules. Accurate numeracy skills are critical for ensuring patient safety, particularly in administering medications or monitoring clinical measurements.

Together, literacy and numeracy skills underpin the quality and safety of healthcare services. They enable healthcare workers to follow instructions accurately, make informed decisions, and communicate effectively - skills that are essential for providing high-quality care and meeting the demands of the health industry. As such, they are a strong focus within training programs and assessments, ensuring that graduates are fully prepared for the responsibilities of the workplace.

8.1.2 Digital literacy skills in the *HLT Health Training Package*

Digital literacy skills are increasingly important in the health care sector and are a key component of the *HLT Health Training Package*. Digital literacy refers to the ability to confidently and effectively use digital technology, tools, and systems to complete tasks, communicate, access information, and solve problems in the workplace.

In healthcare, digital literacy includes using electronic health records (EHRs), digital patient management systems, and online communication platforms. Health workers must be able to navigate computer systems to enter and retrieve patient information, schedule appointments, record clinical notes, and report incidents. Accurate and timely data entry is essential to maintain continuity of care and comply with legal and professional standards.

Additionally, digital literacy supports communication through emails, telehealth platforms, and other digital channels used between health professionals and with patients. It also includes understanding data privacy, cyber security practices, and using technology responsibly to protect sensitive health information.

An example of how technology is incorporated into training can be seen in HLT47425 Certificate IV in Audiometry, specifically in the unit HLTAUD013 Assist client with management of hearing devices. This unit highlights the role of technology in supporting clients to use and maintain their hearing devices effectively. Learners engage with digital tools and device management software used in audiometry practice, such as programming hearing aids, adjusting settings through mobile applications, and using remote monitoring systems. This integration of technology ensures learners develop the digital literacy and practical skills required to provide effective client support in modern hearing health care settings.

With the increasing use of mobile apps, automated equipment, and digital diagnostic tools, healthcare workers must be able to adapt to technological changes. Training in digital literacy helps learners develop the confidence and skills needed to work efficiently in modern healthcare environments. These skills not only improve workplace performance but also support patient safety, streamline workflows, and enhance overall service delivery.

As part of the *HLT Health Training Package*, digital literacy is embedded in both core and elective units, either explicitly or implicitly in the units of competency, and aligns with the Australian Core Skills Framework (ACSF) and digital literacy skills framework DIGComp 2.2.

8.2   Employability skills in the *HLT Health Training Package*

Employability skills are the non-technical skills and personal attributes that enable individuals to work effectively in a professional environment. In the *HLT Health Training Package*, these skills are embedded across various units of competency to prepare learners for real-world health and community service settings.

8.2.1 Employability skills in health care:

Communication is a critical employability skill in health care. Workers must be able to communicate clearly and respectfully with patients, their families, and fellow team members. This includes verbal communication during consultations, written communication in patient records and reports, and digital communication through emails or clinical systems. Effective communication helps build trust, reduces misunderstandings, and ensures patient safety.

Teamwork is equally important, as health care professionals often work within multidisciplinary teams. Dental assistants, nurses, and allied health workers must cooperate, support one another, and contribute to a positive work environment. Successful teamwork leads to better coordination, improved patient outcomes, and greater job satisfaction.

Problem-solving skills are essential in a fast-paced and unpredictable health care setting. Workers must be able to assess situations, make informed decisions, and respond appropriately to unexpected events, such as medical emergencies or changes in patient conditions. The ability to think critically and act decisively supports safe and effective care.

Self-management involves being reliable, punctual, organised, and accountable for one's own work. Health care workers need to manage their time efficiently, follow workplace policies, and demonstrate professionalism at all times. This also includes recognising one's own limits and seeking assistance when necessary.

Planning and organising are important for handling daily tasks, managing priorities, and ensuring patient care runs smoothly. Health care workers must maintain accurate records, follow procedures, and ensure that care is delivered in a timely and efficient manner.

Initiative and enterprise refer to a worker's willingness to learn, improve, and adapt to new procedures or technologies. Health care environments are constantly evolving, and employees who can take initiative and contribute to innovation are highly valued.

Learning is a lifelong requirement in health care. Workers must be open to ongoing professional development to keep up with advancements in medical practice, technology, and regulatory requirements. A commitment to continuous learning ensures the delivery of safe, evidence-based care.

Finally, technology skills are increasingly important in the modern health care sector. Workers need to be competent in using digital tools such as electronic health records, appointment scheduling software, diagnostic equipment, and communication platforms. Understanding how to use these tools safely and efficiently, while respecting privacy and data security, is a key component of digital literacy within employability.

Employability skills are essential for every health care worker. They complement technical training by equipping learners with the behaviours and attitudes required for successful employment and high-quality patient care. By embedding these skills into the *HLT Health Training Package*, the system ensures that graduates are not only skilled but also professional, adaptable, and ready to meet the needs of today's health care sector.

8.3   Training and assessment of foundation skills

8.3.1 Training foundation skills

Training for foundation skills is embedded within the delivery of units of competency. Rather than being taught as separate subjects, foundation skills are integrated into real-life tasks and learning activities. For example, when students learn to assist with patient care or complete clinical documentation, they are also developing literacy, communication, and digital literacy skills.

Trainers and assessors must use a range of strategies to build these skills, such as:

- explaining and modelling workplace communication and documentation
- providing practice activities using health care forms and charts
- supporting learners in using digital tools like electronic health records
- offering individual support for learners with LLN needs
- including group work and discussions to develop collaboration and oral communication skills.

Trainers and assessors should also review the Foundation Skills section of each unit of competency. This section identifies the essential skills – such as reading, writing, oral communication, numeracy, and digital literacy that learners need to successfully demonstrate competency.

8.3.2 Assessment of foundation skills

Assessment of foundation skills is conducted alongside the assessment of technical skills and knowledge. Separate assessment of foundation skills is not required. Learners must demonstrate their foundation skills as part of completing workplace tasks that align with the unit requirements. For example:

- writing accurate and complete patient notes demonstrates literacy and documentation skills
- calculating dosages or measuring vital signs assesses numeracy
- participating in team discussions or communicating with patients assesses oral communication and interpersonal skills.

Assessment should be authentic, practical, and relevant to the workplace. This often involves scenarios, simulations, or real-world work placements. Assessors must ensure that learners can perform the required tasks with the appropriate foundation skills integrated, as described in the performance evidence and foundation skills section of each unit.

8.3.3 Support and adjustments

If learners need support with foundation skills, training providers may:

- conduct a language, literacy, and numeracy (LLN) assessment at enrolment
- provide tailored support, such as additional learning sessions or resources
- make reasonable adjustments in training and assessment (without compromising the competency requirements).

The goal is to help all learners build their foundation skills to a level where they can meet the demands of both the training and the workplace.

Foundation skills are vital for effective performance in the health care sector. By embedding training and assessment of these skills into vocational education, the *HLT Health Training Package* ensures that learners are not only technically competent but also confident and capable of communicating, calculating, recording, and using digital tools in their roles. This integrated approach supports safe, efficient, and high-quality patient care.

8.4   Applying frameworks to design and structure training

Frameworks like the Australian Core Skills Framework (ACSF), and the Digital Capability Framework – DigComp 2.2 offer essential guidance for designing and evaluating foundation skills within training programs.

8.4.1 How these frameworks are used in training and assessment

Australian Core Skills Framework (ACSF):
The ACSF provides a detailed benchmark for 5 core skills: learning, reading, writing, oral communication, and numeracy. Training providers use the ACSF to identify the current skill levels of learners and tailor training to meet their needs. During assessment, learners' foundation skills are measured against the ACSF levels to ensure they have the necessary competencies to perform workplace tasks. For example, a learner may be assessed on their ability to interpret written instructions or complete numerical calculations relevant to health care duties.

Digital Capability Framework – DigComp 2.2:
 This framework guides the development of digital literacy skills required for the modern workplace. It

outlines the key digital capabilities, such as managing digital information, communicating online, and maintaining digital security. Training programs use this framework to integrate digital skills into their curriculum, ensuring learners gain practical experience with relevant technologies. Assessment involves evaluating learners' ability to use digital tools safely and effectively, such as navigating electronic health records or using telehealth platforms.

Together, these frameworks provide a comprehensive structure for developing, delivering, and assessing foundation skills in a way that is consistent, relevant, and aligned with workplace expectations. They ensure that learners are equipped not just with technical knowledge but also with the essential core skills needed for effective, safe, and professional practice in the health care sector.

8.4.2 Application of frameworks to health qualifications

Australian Core Skills Framework (ACSF) in health qualifications:
 In health qualifications such as Certificate III in Health Services Assistance or Diploma of Nursing, the ACSF is used to assess and develop essential literacy, numeracy, and communication skills. For instance, learners must be able to read and understand patient care instructions, complete accurate documentation, and communicate effectively with patients and health professionals. The ACSF helps trainers identify learners' current skill levels and provide tailored support to meet the language and numeracy demands of clinical tasks like measuring vital signs, administering medications, or recording patient information.

Digital capability framework in health qualifications:
 Health qualifications increasingly require digital skills due to the widespread use of technology in clinical settings. DigComp 2.2 guides the integration of digital literacy into training, ensuring learners become proficient in using electronic health records, digital diagnostic equipment, appointment scheduling software, and telehealth platforms. For example, in a Certificate III in Dental Assisting, learners practice using digital imaging technology and software for patient records, aligning their training with the digital competency standards. Assessments evaluate the ability to safely handle and navigate digital tools while maintaining patient confidentiality and data security.

By applying these frameworks to health qualifications, training providers ensure that learners develop the critical foundation skills needed to perform their roles confidently and competently. The ACSF ensures language and numeracy skills match job demands, the DigComp 2.2 framework builds essential digital skills for modern health environments, and the AQF ensures learning and assessment are consistent with national quality standards. Together, they help produce health care workers who are not only technically skilled but also effective communicators, critical thinkers, and adaptable professionals.

9   Knowledge requirements, contextual information and resources

Many sectors in health are heavily influenced by policy changes and legislative reviews. RTOs must ensure that the development of unit of competency content reflects all relevant legislation, industry standards, and codes of practice, incorporating them into the training provided to learners, where they exist.

9.1   Contextualisation

Contextualisation is the process of adapting nationally endorsed training package units to suit the specific needs of learners, job roles, industries, or workplaces, while still adhering to the integrity rules of the training package. In the *HLT Health Training Package*, contextualisation is particularly important because the settings, populations, and scopes of practice across health-related roles are diverse and sensitive to regulatory and professional standards.

9.1.1 Key purposes of contextualisation in the *HLT Health Training Package*

Relevance to workplace and role:

- Ensures the unit reflects the actual tasks, responsibilities, and environments of the learner's role (for example, aged care assistant versus dental assistant versus health services assistant).
- For instance, a unit like HLTWHS001 Participate in Workplace Health and Safety might be contextualised differently for an aged care setting versus a hospital emergency department.

Support for compliance and scope of practice:

- Aligns learning outcomes and assessment with specific regulatory requirements or scope-of-practice boundaries (especially critical in health contexts).
- For instance, certain tasks described in a unit may not be legally or ethically performed by all roles, so assessments must respect these boundaries.

Cultural and community sensitivity:

- Adapts content to reflect cultural values, particularly when training is delivered in Aboriginal and Torres Strait Islander, remote, or community health contexts.
- Embeds local protocols, communication preferences, and service access considerations into delivery and assessment.

Meeting learner needs:

- Adjusts delivery strategies to suit foundation skill levels, language needs, and accessibility requirements, without reducing the unit's required outcomes.
- Ensures training is inclusive and supports diverse learners (for example those with disability, ESL backgrounds, or from regional locations).

Permissible contextualisation:

Contextualisation must follow the rules set out by the Australian Skills Quality Authority (ASQA) and the Standards for RTOs, which permit:

- rewording or expanding application to better reflect industry/job role, provided the original meaning is preserved
- customising assessment methods (for example role plays, simulations, case studies) appropriate to the setting
- adding industry-specific terminology or procedures.

However, contextualisation must **NOT**:

- remove or diminish mandatory elements of the unit
- add new performance criteria or assessment conditions
- contradict the intent or integrity of the unit.

9.1.2 Examples in practice

Unit	Contextualisation example
HLTINF006 Apply basic principles and practices of infection prevention and control	Adjusted for remote Indigenous health clinic includes protocols for bush settings and cultural considerations.
HLTAHA001 Assist with an allied health program	Contextualised for a school-based therapy setting, incorporating child safeguarding principles.
CHCDIV001 Work with diverse people	Embeds local community demographics and interagency collaboration examples.

9.1.3 Considerations for contextualisation in health:

- **Collaborate with industry partners** to ensure workplace relevance
- **Maintain compliance** with scope of practice and state/territory legislation
- **Document changes thoroughly** to ensure audit readiness
- **Seek validation** from qualified trainers/assessors and clinical supervisors where relevant.

9.2   Essential resources for delivery and assessment

As part of this Training and Assessment Strategy (TAS), the RTO acknowledges its responsibility to provide all required resources to support the effective delivery and assessment of the units within the *HLT Health Training Package* qualification.

Each unit of competency includes specific resource requirements, outlined in the unit's assessment conditions. Trainers and assessors must refer to the individual unit documentation to ensure these requirements are met.

9.2.1 Workplace-Based Assessment

Where assessment must take place in a real or approved workplace, the environment must contain:

- all relevant and functional equipment required to carry out the task as described in the unit
- access to real clients, patients, or participants where applicable
- compliance with current workplace health and safety and infection control procedures

This ensures that learners demonstrate their skills under realistic, job-mirroring conditions.

9.2.2 Simulated Assessment Environment

When assessment is conducted in a simulated setting, the RTO must ensure that:

- the simulation accurately reflects industry standards and workplace conditions
- all typical workplace tools, equipment, and materials are available, even if not explicitly listed in the unit
- scenarios allow for the demonstration of required skills, including time management, communication, and adherence to organisational policies and procedures,

This ensures learners are assessed in an environment that prepares them for transition into the health workforce and maintains the integrity of competency-based assessment. The RTO is responsible for maintaining and regularly reviewing training and assessment resources to ensure alignment with current industry practices and technology.

9.3   Supporting learner preparedness for complex care

9.3.1 Supporting clients with special needs

In the delivery of health training programs, it is essential to consistently prepare learners to support clients with special or additional needs. Clients may present with a wide range of conditions, including neurodivergence, dementia, physical disabilities, or cognitive impairments. Health workers must be trained to adopt person-centred practices that emphasise empathy, dignity, and effective communication

To ensure learners are confident and capable, training should incorporate:

- realistic scenarios
- guest speakers with lived experience
- simulated learning environments.

These approaches help build learner confidence when facing complex or unfamiliar situations and reinforce a clear understanding of legal and ethical obligations including privacy, informed consent, duty of care, and the use of respectful, inclusive language.

9.3.2 Grief management and patient loss

Health workers may encounter situations involving the loss of a patient or adverse health outcomes. Training must prepare learners to recognise the emotional impact of such events and understand the importance of workplace support structures. Employers have a responsibility to provide access to support networks and professional counselling services to assist staff in managing grief and maintaining wellbeing.

9.3.3 Supporting clients with needle phobia

Some clients may experience needle-related anxiety or phobia, which can impact their ability to undergo necessary procedures. Health workers should be equipped with strategies to minimise discomfort, such as:

- distraction techniques
- desensitisation approaches
- pain-reducing tools or methods.

Training should encourage awareness of the emotional needs of these clients and promote patient-centred techniques to reduce fear and increase cooperation.

9.4 Assessment strategies and implementation for the *HLT Health Training Package*

9.4.1 Principles of assessment

Assessment in the *HLT Health Training Package* must adhere to the 4 principles of assessment as outlined in the Standards for RTOs:

- **Fairness:** Assessment should consider the learner's individual needs and provide reasonable adjustments where required.
- **Flexibility:** Methods should be adaptable to suit a range of learners and workplace settings.
- **Validity:** Evidence collected must relate directly to the unit's performance criteria and reflect actual skills required in the job role.
- **Reliability:** Assessment outcomes should be consistent across different assessors and contexts.

9.4.2 Rules of evidence

Assessors must ensure that the evidence collected is:

- **Valid:** Directly aligned with the unit requirements.
- **Sufficient:** Covers the full breadth of performance and knowledge criteria.
- **Authentic:** Can be verified as the learner's own work.
- **Current:** Reflects recent application of the skills/knowledge.

9.4.3 Contextualisation of assessment

Assessment tasks must reflect the specific health care context the learner is training for. This includes:

- adapting case scenarios, terminology, and equipment to suit the role (for example aged care, allied health, community health)
- maintaining compliance with legislative and regulatory requirements relevant to the setting (for example infection control, duty of care)
- using workplace protocols where applicable.

9.4.4 Assessment conditions

Each unit of competency specifies assessment conditions, including required equipment, supervision, and environments (for example real or simulated workplaces).

Some units must be assessed in a real workplace (for example HLTAHA [allied health] units). Others may be assessed in a simulated environment, but simulations must be industry-standard and sufficiently complex. Resources and tools (such as PPE, care plans, WHS documentation) must be available as listed or implied in the unit.

9.4.5 Work placement and simulated assessment

When real workplace assessment is not feasible, high-quality simulations are essential. Simulated assessment must:

- accurately reflect the complexity, pressure, and interpersonal dynamics of real clinical or community settings
- involve realistic roles (for example patients, co-workers) and job tasks
- include legal and ethical requirements, communication standards, and procedures that replicate workplace norms.

Where required, learners should complete mandatory work placement hours, and the RTO must verify:

- access to sufficient cases or patient interactions
- availability of a workplace supervisor qualified to contribute to assessment.

9.4.6 Assessor requirements

Most units of competency within the *HLT Health Training Package* specify the following requirement: "Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2025/AQTF mandatory competency requirements for assessors."

Regardless of whether this is explicitly stated in the unit, all units of competency must comply with ASQA's requirements for assessors, as outlined in the Standards for RTOs 2025.

Assessors must:

- hold the relevant assessor qualification (for example TAE40116 or successor)
- possess current industry experience in the relevant area of practice
- understand the HLT unit requirements, including scope of practice and client care responsibilities.

In some cases, additional assessor requirements are specified based on industry needs. These additional requirements are outlined within the assessment conditions section of the unit of competency's assessment requirements. RTOs should also be aware that some industries may specify further assessor requirements beyond the national standards, for example, Aboriginal health requires assessors with cultural knowledge or community connections to ensure culturally safe and appropriate assessment practices. These additional requirements help maintain the integrity and authenticity of assessments within specialised contexts.

9.4.7 Assessment methods

Common assessment methods include:

- direct observation in real or simulated settings

- case studies or scenarios

- role plays

- workplace documentation review

- third-party reports from supervisors (must be verified by the assessor)

- written and oral questioning.

Assessment should encourage critical thinking and ethical reflection, especially in areas involving:

- informed consent

- client rights

- managing grief, trauma, or distress

- cultural safety.

9.4.8 Quality assurance and validation

To maintain integrity and consistency:

- assessment tools must be validated before use and reviewed regularly

- industry engagement should inform assessment practices

- moderation between assessors ensures reliability across cohorts

- feedback from learners, employers, and trainers should inform ongoing improvements

9.4.9 Additional considerations for *HLT Health Training Package*

Additional assessment considerations when using the *HLT Health Training Package* include:

- incorporating real-time constraints, realistic distractions and workplace documents when simulating the work environment

- mapping assessment tools to performance criteria, assessor instructions and checklists

- giving consideration to reasonable adjustment which could involve oral instead of written responses, providing additional time or assistive technology

- engaging industry partners to verify task realism and workplace relevance as part of validation

- respect and apply scope of practice boundaries for assistant roles
- align assessments with national health priorities (for example mental health, ageing population, Indigenous health)
- address foundational skills (literacy, numeracy, digital skills) in assessment tasks where relevant.

9.5 Using simulation methods in *HLT Health Training Package* assessment

9.5.1 Scripted scenario-based learning

Scripted scenario-based learning can be used for assessing communication, critical thinking, and clinical decision-making (for example managing a client with dementia or responding to a falls incident). For example, in *CHCCCS020 Respond effectively to behaviours of concern*, learners could work through a structured de-escalation scenario involving a distressed client.

Role-play with scripts and guided facilitator questions can be used to assess responses to client needs, legal responsibilities, and interpersonal skills.

9.5.2 Standardised patients (SPs)

The use of standardised patients is highly effective for interpersonal communication units such as *CHCCOM005 Communicate and work in health or community services*. For example learners demonstrate how to deliver difficult news to a patient actor portraying a parent receiving a diagnosis.

Assessors can use a rubric to evaluate learner empathy, clarity, and professionalism.

9.5.3 Low-fidelity and partial-task simulators

The use of low-fidelity and partial task simulators may be used for skill development in specific technical procedures found in units such as *HLTAID011 Provide First Aid* or *HLTAHA001 Assist with an allied health program*. Examples include learners demonstrating correct use of an inhaler or manually taking blood pressure using a practice arm.

Assessors could use observational checklist to verify correct technique and hygiene protocols.

9.5.4 High-fidelity mannequins

High-fidelity mannequins may be suitable for units that have complex clinical procedures and emergencies, such as *HLTAHA049 Recognise and respond to medical emergencies*, for example a learner may be required to initiate a response to simulated cardiac arrest with the mannequin providing real-time feedback such as chest rise and vitals. The use of these mannequins enables students to be assessed on time-critical responses, correct sequence, and teamwork.

9.5.5 Virtual reality (VR)

Virtual reality enhances engagement for rare or high-risk scenarios not easily accessible in placement such as mass casualty triage. For instance, in a VR simulation, learners navigate an emergency room prioritising care. Assessments could include post-scenario reflection, oral questioning, and knowledge assessment to validate critical decision-making.

9.5.6 Augmented reality (AR)

Augmented reality may be suitable for spatial tasks and real-time guided procedures such as infection control zones, and anatomical overlay. An example is learners using tablets to view hygiene hot spots in a simulated patient room. Assessment could include visual overlays to guide learners; and assessors tracking completion of steps and adherence to safety protocols.

9.5.7 Hybrid simulations

Hybrid simulations can be used for integrated assessments combining physical actions, real-time decisions, and interpersonal communication. For instance a learner prepares a client (standardised patient) for transport, using a hoist (partial-task trainer), while AR overlays reinforce correct lifting technique. Assessment could be supported by multimodal checklists ensuring holistic performance to meet technical, ethical, and communication criteria.

9.5.8 Best practice tips for use in the *HLT Health Training Package*

Best practice tips for simulation include:

- **Ensure Alignment with Performance Evidence**
  Simulation must not replace workplace assessment unless specifically allowed by the unit.

- **Validate Authenticity**
  Use current industry scenarios, environments, and documentation.

- **Moderation**
  Run assessor training to ensure scoring consistency.

- **Include Debriefing**
  Allow learners to reflect on actions and assessors to provide feedback.

10 Work placement

Mandatory work placement is a structured period of practical, supervised experience in a real or simulated workplace that forms a compulsory component of many VET qualifications. It bridges the gap between theoretical learning and real-world practice, ensuring that learners are job-ready upon completion of their course.

10.1 Purpose and benefits in the health sector

10.1.1 Clinical competency and safe practice
Health qualifications require students to demonstrate proficiency in technical and interpersonal skills. Mandatory placement allows them to practise under supervision, ensuring patient safety and building clinical confidence.

10.1.2 Alignment with industry standards and accreditation
Many health qualifications are governed by national training packages and industry regulators that mandate work placement hours (for example aged care, disability support, pathology, dental assisting). These requirements ensure consistency in the skills and experience of graduates.

10.1.3 Understanding of healthcare environments
Students gain exposure to various settings - hospitals, aged care facilities, medical centres, or community health services - allowing them to understand workplace culture, infection control protocols, interprofessional collaboration, and patient communication.

10.1.4 Enhanced employability
Real-world experience improves employment prospects. Employers often seek graduates with practical experience, and in some cases, placements lead directly to job offers.

10.1.5 Professional conduct and ethics
Health care requires adherence to strict codes of conduct, privacy laws, and ethical practices. Placement provides an opportunity to observe and apply these principles in practice.

10.2 Challenges and considerations in the health sector

10.2.1 Availability of clinical placements
Access can be limited, particularly in high-demand locations or specialisations. Providers must compete with universities, other RTOs, and workforce demands to secure placements.

10.2.2 Workforce pressures and supervision capacity
Health workers are often under time constraints, and not all workplaces can provide the level of supervision required to support student learning and assessment.

Please note that certain pathology units, learners must perform work activities under appropriate supervision. In some units, supervision must be provided by a phlebotomist who is currently working in the role for at least 18 hours per fortnight over a minimum period of 12 months, to ensure patient safety.

The following *HLT Health Training Package* units require supervision by a phlebotomist:

- *HLTPAT012 Perform capillary blood collections*
- *HLTPAT013 Perform venous blood collection from children 0 to 5 years*
- *HLTPAT014 Perform venous blood collections*

The unit HLTPAT010 Collect specimens for drugs of abuse testing does not require supervision by a phlebotomist. Instead, learners may be supervised by any person currently working in a collection role for at least 18 hours per fortnight for at least 12 months, to ensure patient safety.

10.2.3 Infection control and risk management

Especially in the post-COVID era, stringent health and safety protocols add complexity to placement coordination. Students must be vaccinated, trained in infection control, and sometimes subject to health screening or police checks.

10.2.4 Student readiness

Students must be adequately prepared before entering the workplace, with foundational knowledge in anatomy, communication, manual handling, and clinical procedures.

10.2.5 Equity and accessibility

Rural and remote students may face limited placement options. Those with disabilities or personal responsibilities may need additional support to participate in placements.

10.3 Best practice recommendations for health placements

- **Robust pre-placement preparation**
  Ensure students are confident in basic clinical skills and workplace behaviour before attending placement. Include simulated practice where possible.

- **Strong partnerships with providers**
  Build long-term relationships with hospitals, aged care services, and clinics to improve placement availability and consistency.

- **Clear expectations and documentation**
  Provide detailed placement handbooks and checklists outlining roles, responsibilities, learning outcomes, and assessment processes.

- **Ongoing supervision and support**
  Assign clinical educators or workplace supervisors who can provide real-time feedback and support. Training providers should maintain contact and offer problem-solving assistance.

- **Evaluation and continuous improvement**
Collect feedback from students and host sites to refine placement programs and respond to emerging industry needs.

10.4 Scope of practice for students: guidance for training and placement providers

A student's scope of practice refers to the tasks and responsibilities they are permitted to undertake while on placement based on:

- their current progress in training

- the unit outcomes or qualification requirements

- level of supervision available

- workplace policies and procedures

- legal, ethical and safety considerations

For training providers:

- **ensure clarity:** students should understand their role boundaries before placement begins

- **support preparation:** provide clear documentation outlining permitted activities aligned to the units of competencies

- **confirm supervision arrangements:** work with host organisations to verify that appropriate supervision (for example, qualified staff, ratio, oversight level) is in place

- **respond to issues:** be available to assist with questions or scope related concerns during placement.

For workplace/placement providers:

- **assign tasks responsibly:** students should only perform duties they have been trained in and that fall within agreed placement scope

- **provide supervision:** ensure a qualified staff member is available to guide, support, and monitor the student

- **model best practice:** use placement as an opportunity to reinforce professional, safe, and ethical behaviour

- **report concerns:** notify the training provider of any incidents, breaches of scope, or support needs.

Permitted activities might include:

- nonclinical tasks such as bed making, stock replenishment and patient transport (if safe)

- assisting with hygiene under direct supervision

- observing procedures for learning purposes

- practicing skills covered in completed or current units.

Activities outside of scope include:

- any tasks not covered in training or done without supervision
- clinical procedures (for example administering medication, wound care, interpreting vital signs)
- decision making or clinical assessments
- documentation in official records (unless directed and clearly marked student entry).

Key principles:

- **safety first:** tasks must be appropriate to the student's level and carried out safely
- **supervision is essential:** even familiar tasks must be observed and checked
- **ongoing communication:** the student, placement provider and training organisation must maintain open dialogue.

Mandatory work placement in the health sector is vital to developing a competent, ethical, and workforce-ready graduate. It ensures learners can safely perform essential tasks, respond to patient needs, and operate within regulated environments. While placement coordination presents challenges, especially regarding access and supervision, it remains a cornerstone of quality health education and workforce development.

10.5 Industry specific work placement

In the health sector, mandatory work placements are essential for specialised qualifications across areas such as nursing, audiometry, pathology collection, and allied health assistance. These placements are guided by industry standards and regulatory requirements, providing students with supervised opportunities to engage in clinical tasks, interact with clients, and operate within real healthcare environments. Learners can apply theoretical knowledge to practice, develop clinical reasoning, adhere to infection control protocols, and build confidence in delivering person-centred care. This hands-on experience is critical for ensuring graduates are competent, compliant, and fully prepared to meet the professional expectations of contemporary health workplaces.

For example:

- Certificate III in Pathology, requires learners to gain essential hands-on experience in clinical environments such as hospitals, pathology collection centres, and general practices. Learners undertake real-world tasks including venepuncture, specimen handling, patient identification, maintaining infection control procedures, and managing client interactions with professionalism and sensitivity.

- Diploma of Nursing requires learners to undertake placements in a variety of healthcare setting, including hospitals (acute care, subacute, mental health), aged care facilities, community health centres, and rehabilitation centres.

- Diploma of Orthopaedic Technology requires learners to undertake placements in hospital settings supervised by professionals to provide essential clinical experience focused on patient-centred fracture care.

- Diploma of Anaesthetic Technology and Practice requires supervised placements to ensure learners gain hands-on experience with anaesthetic systems and emergency procedures.

Where practical placement is a requirement of the unit or qualification, RTOs must ensure placements are coordinated in consultation with industry and occur in environments that reflect real workplace conditions. Students are to complete all mandatory pre-placement requirements, including health and safety clearances, inductions, and essential skills training, prior to commencement. Placement activities should align with unit performance outcomes and be integrated with off-the-job learning. Assessment must be conducted in the workplace or in a simulated environment that meets assessment condition requirements, with all stakeholders maintaining clear communication to support student progress, compliance, and safety.

10.5.1 Aboriginal and/or Torres Strait Islander Health

Current requirements for duration of work placements for accredited programs of study for health practitioners should be checked with the Aboriginal and Torres Strait Islander Health Practice Accreditation Committee (ATSIHPAC). https://www.atsihealthpracticeboard.gov.au/Accreditation.aspx

10.5.2 Operating Theatre Technician (OTT)

Industry context

Operating Theatre Technician (OTT) work placement environments increasingly utilise robotic surgical systems to enhance precision and patient outcomes. Students undertaking workplace training in OTT are expected to have baseline familiarity with these technologies to ensure they can participate effectively in clinical activities and meet workplace safety requirements.

Pre-requisite skills and knowledge

Before attending workplace training, students must demonstrate foundational knowledge of:

- basic theatre protocols and sterile field management
- relevant robotics systems used in the host workplace.

Work placement requirements

Prior to commencement of workplace training in OTT, students **must demonstrate familiarity with the robotics systems** used in the host workplace.

Training providers **are required** to:

- engage with workplace providers to identify the specific robotics systems in use
- ensure students complete all relevant vendor-issued online competency modules before attending placement.

This requirement ensures students can operate safely and productively in environments where robotic surgical systems are utilised, reduces on-site induction time, and aligns student skills with current industry practices.

10.6 Industry-recommended work placement hours for qualifications

Although some qualifications do not mandate a minimum work placement for delivery, individual units within these qualifications may still require workplace-based assessment. Training providers should carefully consider and align the volume of learning with the qualification level as outlined in the Australian Qualifications Framework (AQF).

Further information is available at www.aqf.edu.au.

Where work placement is specified as a requirement within a unit, evidence must be gathered as part of the performance evidence. This may include valid, authentic, and current documentation such as timesheets, logbooks, meeting minutes, or other relevant workplace records.

10.7 Mandatory work placement hours for qualifications and units

The following HLT qualifications include mandatory hours of work placement for the purpose of assessment.

Qualification	Work placement hours
HLT33021 Certificate III in Allied Health Assistance	120 hours
HLT33115 Certificate III in Health Services Assistance	80 hours for the specialisation: Assisting in nursing work in acute care
HLT35021 Certificate III in Dental Assisting	350 hours
HLT37121 Certificate III in Hospital or Health Services Pharmacy Support	240 hours
HLT37525 Certificate III in Pathology (Pathology Collection)	35 hours
HLT47121 Certificate IV in Hospital or Health Services Pharmacy Support	240 hours
HLT41120 Certificate IV in Health Care	80 hours
HLT42015 Certificate IV in Massage Therapy	80 hours
HLT43021 Certificate IV in Allied Health Assistance	120 hours
HLT47825 Certificate IV in Optical Dispensing	100 hours
HLT51020 Diploma of Emergency Health Care	160 hours
HLT52015 Diploma of Remedial Massage	200 hours
HLT52115 Diploma of Traditional Chinese Medicine (TCM) Remedial Massage	200 clinical hours

HLT52215 Diploma of Shiatsu and Oriental Therapies	200 clinical hours
HLT52315 Diploma of Clinical Aromatherapy	120 clinical hours
HLT52415 Diploma of Kinesiology	200 clinical hours
HLT52515 Diploma of Reflexology	120 clinical hours
HLT52615 Diploma of Ayurvedic Lifestyle Consultation	200 clinical hours
HLT54121 Diploma of Nursing	400 clinical hours
HLT57821 Diploma of Orthopaedic Technology	400 hours
HLT57921 Diploma of Anaesthetic Technology and Practice	360 hours
HLT62615 Advanced Diploma of Ayurveda	400 clinical hours
HLT64121 Advanced Diploma of Nursing	200 clinical hours
HLT65015 Advanced Diploma of Dental Prosthetics	240 clinical hours

Mandatory work placement hours for units of competency

HLT units of competency with mandatory work placement hours are as follows:

Unit code	Unit title	Work placement hours
HLTAHA027	*Assist with an allied health program*	120 hours
HLTAHA028	*Deliver and monitor physical and manual therapy programs*	120 hours
HLTAHA029	*Support independence and community participation*	120 hours
HLTAHA030	*Assist with basic foot Care*	120 hours
HLTAHA031	*Assist in rehabilitation programs*	120 hours
HLTAHA032	*Support maintenance of functional status*	120 hours
HLTAHA033	*Conduct group sessions for individual outcomes*	120 hours
HLTAHA034	*Support the development of speech and communication skills*	120 hours
HLTAHA035	*Provide support in dysphagia management*	120 hours
HLTAHA036	*Assist and support the use of augmentative and alternative communication system*	120 hours
HLTAHA037	*Deliver and monitor a hydrotherapy program*	120 hours

HLTAHA038	Support the use of orthoses or prostheses	120 hours
HLTAHA039	Assist in the development of meals and menus to meet dietary and cultural requirements	120 hours
HLTAHA040	Assist with the monitoring and modification of meals and menus according to individualised plans	120 hours
HLTAHA041	Support food services and dietetics in menu and meal order processing	120 hours
HLTAHA042	Assist with screening and management of nutritional risk	120 hours
HLTAHA043	Support the provision of basic nutritional advice and education	120 hours
HLTAHA044	Work within a community rehabilitation environment	120 hours
HLTAHA047	Engage with clinical supervision and delegation	120 hours
HLTAHA048	Provide allied health assistance in remote and isolated settings	120 hours
HLTAHA049	Recognise impact of health conditions	120 hours
HLTAHA050	Assist with podiatry exercise	120 hours
HLTAHA051	Assist with podiatric procedures	120 hours
HLTAHA052	Assist with social work	120 hours
HLTAHA053	Support and deliver individual hearing rehabilitation program	120 hours
HLTAIN001	Assist with nursing care in an acute care environment	80 hours
HLTANA008	Prepare patients for anaesthesia	360 hours
HLTANA009	Monitor patients during anaesthesia	360 hours
HLTANA010	Assist with airway management	360 hours
HLTANA013	Assist with clinical procedures used in anaesthesia	360 hours
HLTANA014	Monitor medications in the anaesthetic environment	360 hours
HLTARO003	Perform aromatherapy health assessments	120 hours
HLTARO004	Provide therapeutic aromatherapy treatments	120 hours
HLTARO005	Provide aromatherapy massage treatments	120 hours
HLTARO006	Adapt aromatherapy treatments to specific needs	120 hours

HLTARO007	Monitor and evaluate aromatherapy treatments	120 hours
HLTAYV002	Make Ayurvedic lifestyle assessments	200 hours
HLTAYV003	Provide Ayurvedic bodywork therapies	200 hours
HLTAYV004	Provide Ayurvedic lifestyle advice	200 hours
HLTAYV005	Provide advice on Ayurvedic nutrition	200 hours
HLTAYV006	Take cases within Ayurvedic framework	400 hours
HLTAYV007	Diagnose conditions within an Ayurvedic framework	400 hours
HLTAYV008	Provide Ayurvedic remedial therapies	400 hours
HLTAYV009	Provide therapeutic Ayurvedic nutritional advice	400 hours
HLTAYV010	Select and advise on Ayurvedic medicines - dravyaguna	400 hours
HLTAYV011	Prepare and dispense Ayurvedic medicines - dravyaguna	200 hours
HLTDEN015	Prepare for and assist with dental procedures	350 hours
HLTDEP001	Identify, select and prepare instruments, equipment and materials	240 hours
HLTDEP002	Gather data, conduct dental prosthetic examination and develop treatment plan	240 hours
HLTDEP003	Take impressions	240 hours
HLTDEP004	Establish and record jaw relationships and select artificial teeth	240 hours
HLTDEP005	Evaluate a removable dental prosthesis at try-in stage	240 hours
HLTDEP006	Insert and issue a completed removable dental prosthesis	240 hours
HLTDEP007	Perform maintenance treatment for patients with removable dental prostheses	240 hours
HLTDEP008	Construct and insert an implant retained overdenture	240 hours
HLTENN035	Practise nursing within the Australian health care system	400 hours
HLTENN037	Perform clinical assessment and contribute to planning nursing care	400 hours
HLTENN038	Implement, monitor and evaluate nursing care	400 hours

HLTENN042	Implement and monitor care for a person with mental health conditions	400 hours
HLTENN043	Implement and monitor care for a person with acute health conditions	400 hours
HLTENN044	Implement and monitor care for a person with chronic health conditions	400 hours
HLTENN045	Implement and monitor care of the older person	400 hours
HLTENN068	Provide end of life care and a palliative approach in nursing practice	400 hours
HLTKIN003	Perform kinesiology assessments	200 hours
HLTKIN004	Provide kinesiology balances	200 hours
HLTKIN005	Monitor and evaluate client progress	200 hours
HLTMSG002	Assess client massage needs	80 hours
HLTMSG003	Perform remedial massage musculoskeletal assessments	200 hours
HLTMSG004	Provide massage treatments	80 hours
HLTMSG005	Provide remedial massage treatments	200 hours
HLTMSG006	Adapt remedial massage practice to meet specific needs	200 hours
HLTMSG007	Adapt remedial massage practice for athletes	200 hours
HLTOUT004	Assess and deliver basic clinical care	80 hours
HLTOUT005	Assess and deliver standard clinical care	160 hours
HLTPAT014	Perform venous blood collections	35 hours
HLTPHA010	Maintain pharmaceutical imprest stock	240 hours
HLTPHA011	Pack pharmaceutical products	240 hours
HLTPHA012	Dispense prescriptions and medication orders	240 hours
HLTPHA013	Order, maintain and distribute pharmaceutical stock	240 hours
HLTPHA014	Conduct small-scale compounding and labelling of pharmaceutical products	240 hours
HLTPHA015	Provide assistance in dispensary administration	240 hours
HLTPHA016	Conduct small-scale compounding and labelling of aseptic pharmaceutical products	240 hours

HLTPHA017	Support pharmacist's communication with patients and other health professionals	240 hours
HLTPHA018	Support pharmacists in the collection and presentation of workplace data and information	240 hours
HLTPHA019	Coordinate communication processes in a hospital or health services pharmacy setting	240 hours
HLTPHA022	Apply knowledge of gastrointestinal and nutritional disorders to dispense medication	240 hours
HLTPHA023	Apply knowledge of cardio-respiratory disorders to dispense medication	240 hours
HLTPHA024	Apply knowledge of central nervous system disorders to dispense medication	240 hours
HLTPHA025	Apply knowledge of medications used for infections, immunological products and vaccines	240 hours
HLTPHA026	Apply knowledge of endocrine and genitourinary disorders to dispense medication	240 hours
HLTPHA027	Apply knowledge of malignant diseases and immunosuppressive disorders to dispense medication	240 hours
HLTPHA028	Apply knowledge of eye, ear and nose disorders to dispense medication	240 hours
HLTPHA030	Apply knowledge of musculoskeletal disorders to dispense medication	240 hours
HLTPHA031	Apply knowledge of musculoskeletal disorders to dispense medication	240 hours
HLTPHA032	Apply knowledge of dermatological disorders to dispense medication	240 hours
HLTOPD007	Dispense single vision optical appliances	100 hours
HLTOPD008	Dispense advanced optical appliances	100 hours
HLTOTH001	Apply casts	400 hours
HLTOTH004	Apply orthopaedic devices	400 hours
HLTREF003	Perform reflexology health assessments	120 hours
HLTREF004	Provide therapeutic reflexology treatments	120 hours
HLTREF005	Adapt reflexology approaches to meet specific needs	120 hours

HLTREF006	Monitor and evaluate reflexology treatments	120 hours
HLTSHU004	Perform Shiatsu therapy health assessments	200 hours
HLTSHU005	Perform oriental therapies health assessments	200 hours
HLTSHU006	Provide Shiatsu therapy treatments	200 hours
HLTSHU007	Provide oriental therapies treatments	200 hours
HLTSHU008	Adapt Shiatsu and oriental therapies practice to meet specific needs	200 hours
HLTTCM002	Perform Traditional Chinese Medicine (TCM) remedial massage health assessments.	200 hours
HLTTCM003	Provide Traditional Chinese Medicine (TCM) remedial massage treatments	200 hours
HLTTCM004	Adapt Traditional Chinese Medicine (TCM) remedial massage practice to meet specific needs	200 hours
HLTTCM005	Monitor and evaluate Traditional Chinese Medicine (TCM) remedial massage treatments	200 hours

10.8 Legal requirements for learners in the workplace or on placement

The legal requirements for learners attending placement in health qualifications are essential to ensure safety, compliance, and readiness for the clinical environment. These requirements can vary slightly depending on jurisdiction and the organisation hosting the placement, but generally include the following:

National Police Check (NPC)

- Learners must obtain a current National Police Check to ensure they are suitable to work in environments with vulnerable people, including patients and aged care clients.
- The check must usually be dated within 12 months of the placement start date.

Working with Children Check (WWCC)

- Required if the placement involves contact with individuals under 18 years of age.
- This is a legal requirement in most Australian states and territories and must be obtained before placement.

Immunisation and Vaccination Compliance

- Learners are required to provide documented evidence of up-to-date immunisations, in line with state health department guidelines and organisational policy.

  This typically includes:
  - Hepatitis B

- Measles, Mumps, Rubella (MMR)
- Varicella (chickenpox)
- Pertussis (whooping cough)
- Influenza
- COVID-19 (if required by the facility)

Infection Control Training

Completion of infection prevention and control units (for example HLTINF006 Apply basic principles and practices of infection prevention and control or equivalent) prior to placement is often mandated to ensure learners understand and can implement safe work practices.

First Aid Certification

Some placements may require a current first aid certificate (for example HLTAID011 Provide First Aid) as a precondition for participation.

Privacy and Confidentiality Agreements

Learners are typically required to sign a confidentiality agreement acknowledging their responsibility to protect patient privacy in accordance with the Privacy Act 1988 and the Health Records Act 2001 (or state-based equivalents).

Student Placement Agreement

A formal agreement between the training provider, placement organisation, and learner outlining roles, responsibilities, supervision, insurance coverage, and the expected conduct during placement.

Insurance

Learners must be covered by public liability and professional indemnity insurance, typically provided by the RTO.

Aboriginal and/or Torres Strait Islander health practitioners working with medications must comply with strict state/territory-specific requirements regarding the administration and management of medications.

11 Industry and qualification framework

11.1 Key features of the training package and related industry

The *HLT Health Training Package* prepares individuals for a wide range of roles within the healthcare sector, focusing on the provision of direct care, clinical support, and specialised health services in various healthcare settings, including hospitals, clinics, community health centres, and private practices. The health sector plays a critical role in maintaining and enhancing the well-being of individuals by delivering services that range from primary patient care and diagnostic services to rehabilitation and health promotion. With qualifications covering nursing, allied health, dental care, and health support services, the *HLT Health Training Package* is designed to equip professionals with the practical skills and knowledge needed to provide essential health services, promote recovery, and improve overall community health.

11.2 Qualification, unit of competency and skill sets entry and pre-requisite requirements

Entry requirements must be:

- achieved prior to commencing the qualification
- specific to the knowledge, skills, or experience required to commence the qualification
- expressed in terms of competency or licensing.

The following qualifications contain entry requirements.

Qualification	Entry requirements
Advanced Diploma	
HLT65015 Advanced Diploma of Dental Prosthetics	To gain entry into *HLT65015 Advanced Diploma of Dental Prosthetics* a candidate must hold the *HLT55115 Diploma of Dental Technology* or the *HLT55118 Diploma of Dental Technology*.
HLT64121 Advanced Diploma of Nursing	Entry to this qualification is open to individuals who are currently working in Australia as an enrolled nurse and hold current registration as an enrolled nurse without notation with the Nursing and Midwifery Board of Australia (NMBA) www.nursingmidwiferyboard.gov.au
Diploma	
HLT50121 Diploma of Aboriginal and/or Torres Strait	Entry requirements

Qualification	Entry requirements
Islander Primary Health Care Practice	Entry to this qualification is open to individuals who:

hold, or have held, registration as an Aboriginal or Torres Strait Islander health practitioner with the Aboriginal and Torres Strait Islander Health Practice Board of Australia (ATSIHPBA),

or

hold a *HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Health Practice* or a *HLT40221 Certificate IV in Aboriginal and/or Torres Strait Islander Health Practice issued by a Registered Training Organisation* which had its Certificate IV program of study approved by the Aboriginal and Torres Strait Islander Health Practice Accreditation Committee (ATSIHPAC) at the time of awarding the qualification. |
| *HLT57821 Diploma of Orthopaedic Technology* | Entry to this qualification is open to individuals who have completed one of the following qualifications or equivalent, or a qualification that supersedes one of the qualifications listed below:
<u>HLT33015</u> *Certificate III in Allied Health Assistance*
<u>HLT33115</u> *Certificate III in Health Services Assistance*
<u>HLT43015</u> *Certificate IV in Allied Health Assistance*
<u>HLT41412</u> *Certificate IV in Cast Technology*
<u>HLT54115</u> *Diploma of Nursing*
<u>HLT54121</u> *Diploma of Nursing*. |
| *Certificate IV* | |
| *HLT45021 Certificate IV in Dental Assisting* | Entry to this qualification is open to individuals who have achieved one of the following or equivalent:

<u>HLT31812</u> *Certificate III in Dental Assisting or*
<u>HLT35015</u> *Certificate III in Dental Assisting or*
<u>HLT35021</u> *Certificate III in Dental Assisting or*
equivalent. |
| *HLT47121 Certificate IV in Hospital or Health Services Pharmacy Support* | Entry to this qualification is open to individuals who:

• have achieved the <u>HLT37121</u> *Certificate III in Hospital or Health Services Pharmacy Support*

or |

Qualification	Entry requirements
	• have achieved the _HLT37115 Certificate III in Hospital/Health Services Pharmacy Support_ or • have a minimum of one year of industry employment experience as a hospital or health services pharmacy assistant/technician, in a job role that has involved the application of skills and knowledge described within the _HLT37121 Certificate III in Hospital or Health Services Pharmacy Support_ or _HLT37115 Certificate III in Hospital/Health Services Pharmacy Support_ qualifications or • have a minimum of one year of industry employment experience as a community pharmacy assistant/technician, in a job role that has involved the application of skills and knowledge described within the _SIR30116 Certificate III in Community Pharmacy_ qualification.

Skill Set	Entry requirements
HLTSS00081 Pain Management Skill Set	Entry to this skill set is open to individuals who hold: • diploma level or higher qualification in a health care discipline, or • current recognition by a relevant professional association.
HLTSS00082 Applied Massage for Pain Management Skill Set	Entry to this skill set is open to individuals who hold: • Diploma of Remedial Massage or higher, or • current recognition by a relevant professional association.
HLTSS00085 Perform Blood Collection from Children Aged 0 to 5 Years Skill Set	Entry to this skill set is open to individuals who hold the following units of competency: • _HLTPAT012 Perform capillary blood collections_ • _HLTPAT014 Perform venous blood collections_
HLTSS00081 Pain Management Skill Set	Entry to this skill set is open to individuals who hold: • diploma level or higher qualification in a health care discipline, or • current recognition by a relevant professional association.

Unit of Competency	Pre-requisite requirements

HLTPAT010 Collect specimens for drugs of abuse testing	Completion of these units of competency may require the student to attain the age of 18 years of age prior to graduation. Refer to employer policies and procedures for training and undertaking work placement for under 18's.
HLTPAT012 Perform capillary blood collections	
HLTPAT014 Perform venous blood collections	
HLTPAT013 Perform venous blood collection from children 0 to 5 years	• *HLTPAT012 Perform capillary blood collections* • *HLTPAT014 Perform venous blood collections*

11.3 Training pathways and career progression advice

Training and career pathways within the health sector provide learners with structured opportunities to enter, progress, and specialise within their chosen fields. The nationally endorsed qualifications and skill sets outlined in this section describe recognised entry points, progression routes, and upskilling options across key occupational areas. These pathways support workforce capability development by aligning training outcomes with defined job roles and industry requirements, while also offering flexible progression opportunities through credit transfer, recognition of prior learning (RPL).

This section will continue to be refined and expanded as current and future projects are finalised, and as additional pathways information is developed in consultation with industry and stakeholders.

Audiometry Pathways

The *HLT47425 Certificate IV in Audiometry* and *HLT57425 Diploma of Audiometry* form the nationally endorsed qualifications for audiometry practice in Australia. These qualifications prepare learners to support hearing health services through audiometric testing, hearing aid fitting, and client rehabilitation. Audiometry qualifications are designed for specific occupational outcomes within the hearing health sector.
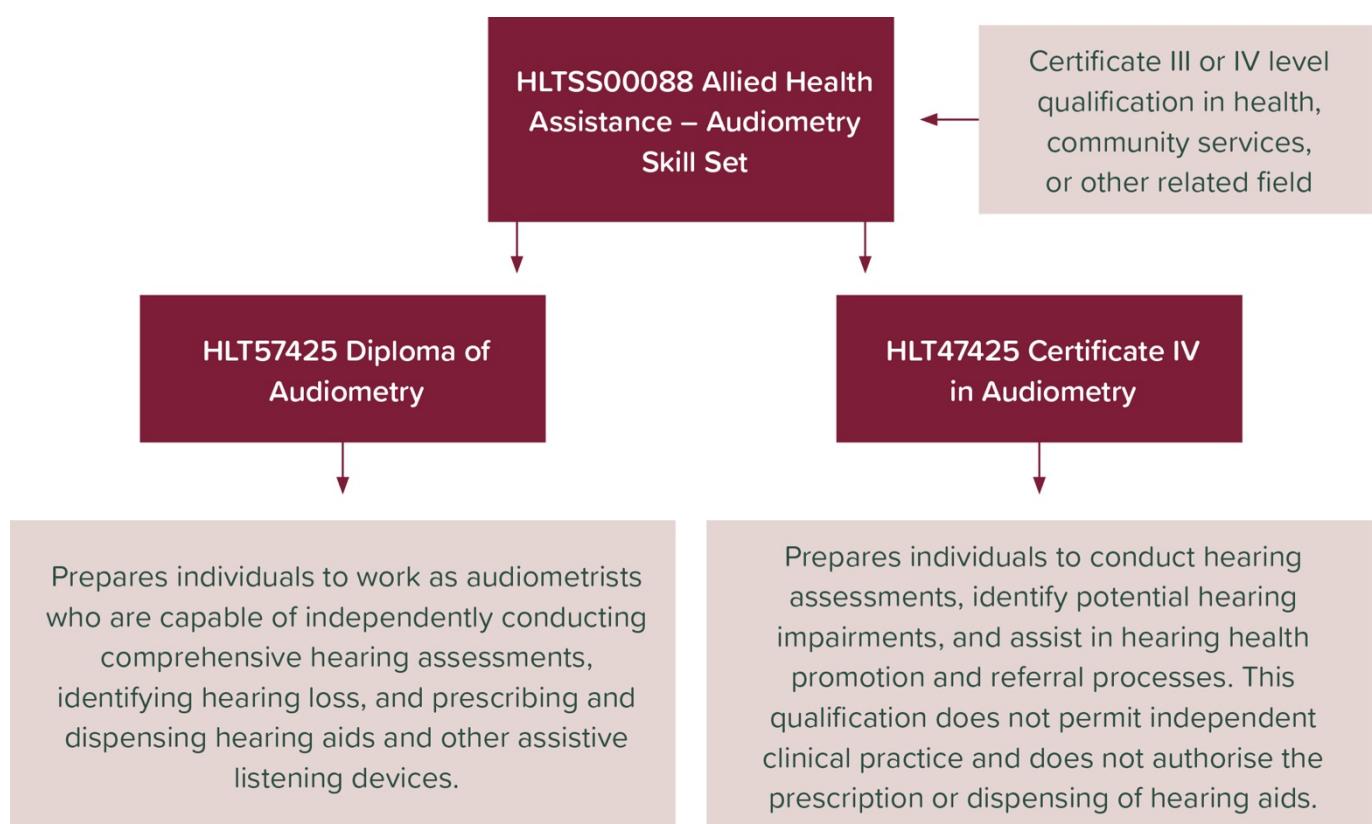
Educational and Career Pathways

HLTSS00088 Allied Health Assistance - Audiometry Skill Set

The *HLTSS00088 Allied Health Assistance - Audiometry Skill Set* is intended for individuals who already hold either certificate IV level qualification in health, community services and a related field or certificate III in health, community services and a related field with 12 months industry experience. It provides foundational knowledge and skills for assisting in basic audiometric testing and supporting clients in the management and use of hearing devices.

This skill set acts as an entry point into audiometry and supports progression into either the *HLT47425 Certificate IV in Audiometry* or the *HLT57425 Diploma of Audiometry*.

HLT47425 Certificate IV in Audiometry

The Certificate IV in Audiometry prepares individuals to conduct hearing assessments, identify potential hearing impairments, and assist in hearing health promotion and referral processes. This qualification does not permit independent clinical practice and does not authorise the prescription or dispensing of hearing aids. Units completed in this qualification may provide credit transfer into the *HLT57425 Diploma of Audiometry*.

HLT57425 Diploma of Audiometry

The Diploma of Audiometry qualifies individuals to work as audiometrists who are capable of independently conducting comprehensive hearing assessments, identifying hearing loss, and prescribing and dispensing hearing aids and other assistive listening devices.

In addition to technical audiometry training, individuals may pursue complementary qualifications in areas such as health administration, leadership, or case management to support progression into supervisory or specialised roles.

Examples of qualifications and skill sets that support pathways include:

Qualifications
- *HLT47321 Certificate IV in Health Administration*
- *CHC43121 Certificate IV in Disability Support*
- *BSB40520 Certificate IV in Leadership and Management*
- *TAE40122 Certificate IV in Training and Assessment*
- *CHC52021 Diploma of Community Services*
- *BSB50420 Diploma of Leadership and Management*

HLT57715 Diploma of Practice Management

Skill Sets
- *BSBSS00101 Business Operations Management Skill Set*
- *BSBSS00119 Customer Service Skill Set*
- *TAESS00020 Workplace Trainer Skill Set*
- *TAESS00028 Work Skill Instructor Skill Set*

Audiometry career path

Possible areas of focus/specialisation

- Schools
- Paediatric
- Hearing aid technician
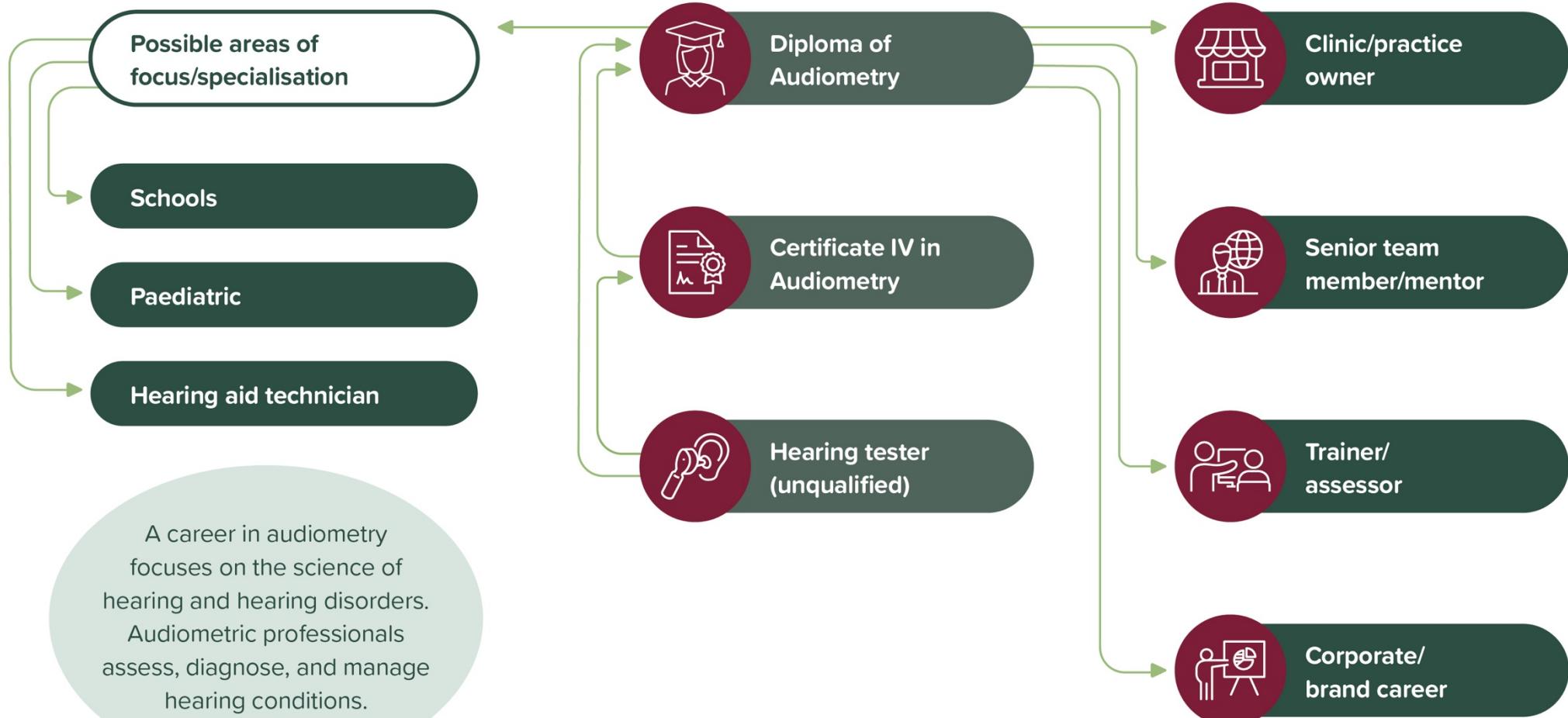
A career in audiometry focuses on the science of hearing and hearing disorders. Audiometric professionals assess, diagnose, and manage hearing conditions.

- Diploma of Audiometry
- Certificate IV in Audiometry
- Hearing tester (unqualified)

- Clinic/practice owner
- Senior team member/mentor
- Trainer/assessor
- Corporate/brand career

Traineeships/Apprenticeships

In Australia, traineeship opportunities within the audiometry sector are limited and not uniformly available across all states and territories. The HLT47425 Certificate IV in Audiometry and, in some cases, the *HLT57425 Diploma of Audiometry* may be delivered under a traineeship model, depending on the state or territory and the learner's employment status.

Credit Transfer Arrangements / RPL

Learners enrolling in *HLT47425 Certificate IV in Audiometry* or *HLT57425 Diploma of Audiometry* may be eligible for credit transfer or RPL based on previously completed training or relevant work experience.

Several core and elective units in these qualifications are commonly found in other qualifications across the health, business, and retail training packages. For instance:

* *BSBWHS332X Apply infection prevention and control procedures to own work activities*
* *CHCCOM005 Communicate and work in health or community services*
* *CHCDIV001 Work with diverse people*
* *HLTAHA048 Provide allied health assistance in remote or isolated settings.*

RPL is available for learners with prior work experience or informal training relevant to the health and retail sector.

Optical Dispensing pathways

The *HLT47825 Certificate IV in Optical Dispensing* is the nationally endorsed qualification for training optical dispensers in Australia. It prepares learners for work as qualified optical dispensers in both retail and clinical environments. The certificate is designed and primarily used for a specific occupation requiring a higher level of specificity.

HLTSS00086 Optical Assistant Skill Set	HLT47825 Certificate IV in Optical Dispensing	HLTSS00087 Edging and Fitting Skill Set
Equips individuals with the foundational knowledge and practical skills needed to begin work in the optical industry.	Prepares individuals to work as qualified optical dispensers.	Suitable for upskilling, providing specialised, targeted technical training in lens edging and fitting of optical appliances.

Educational and career pathways

HLTSS00086 Optical Assistant Skill Set

The *HLTSS00086 Optical Assistant Skill Set* is designed to equip individuals with the foundational knowledge and practical skills needed to begin work in the optical industry.

It is suitable for:

- new entrants with no prior experience in optical dispensing
- career changers entering the health or retail sectors
- employees in front-of-house roles in optical practices
- school leavers exploring a career in allied health support or retail optics.

Providing a valuable starting point for those new to the sector, it acts as a stepping stone into *HLT47825 Certificate IV in Optical Dispensing*. Achievement of units in this skill set provides credit towards *HLT47825 Certificate IV in Optical Dispensing*. It enables learners to gain employment in optical settings before committing to full qualification

HLTSS00087 Edging and Fitting Skill Set

The *HLTSS00087 Edging and Fitting Skill Set* is designed to provide targeted technical training in lens edging and fitting of optical appliances. It is not an entry-level program, but instead serves as a specialised upskilling opportunity for:

- qualified optical dispensers looking to broaden their technical workshop skills (who did not complete the elective unit, HLTOPD010 Edge and fit optical appliances during certificate IV)
- laboratory technicians or assistants in optical labs who require formal training
- individuals seeking to move into roles involving hands-on lens processing.

In addition to technical upskilling within the optical sector, qualified optical dispensers may broaden their career opportunities through further study in business, leadership, and marketing disciplines. These qualifications support career progression into roles such as store manager, optical practice manager, team leader, or lens sales and marketing representative.

Examples of qualifications and skill sets that support pathways include:

- *BSB40520 Certificate IV in Leadership and Management*
- *BSB40120 Certificate IV in Business*
- *BSB40820 Certificate IV in Marketing and Communication*
- *BSB40520 Certificate IV in Leadership and Management*
- *BSB40320 Certificate IV in Entrepreneurship and New Business*
- *TAE40122 Certificate IV in Training and Assessment*
- *BSB50420 Diploma of Leadership and Management*
- *HLT57715 Diploma of Practice Management*

Skill Sets

- *BSBSS00098 Marketing Foundations Skill Set*
- *BSBSS00101 Business Operations Management Skill Set*
- *BSBSS00104 Small Business Management Skill Set*
- *BSB00107 Marketing and Communication Foundations Skill Set*
- *BSB00108 Marketing and Communication Skill Set*
- *BSBSS00119 Customer Service Skill Set*
- *TAESS00020 Workplace Trainer Skill Set*
- *TAESS00028 Work Skill Instructor Skill Set*

Optical dispensing career path

A career in optical dispensing offers various opportunities. The path can differ depending on your interests and goals, but here are some common steps and options within the field.

- Optical assistant (unqualified)
- Lens laboratory customer services
- Lens laboratory technician
- Lens sales/marketing
- Optical dispenser (qualified)
- Store manager
- Store/practice owner
- Brand in-house trainer
- Team trainer/mentor
- Brand head office staff
- Brand business development
- Higher corporate roles
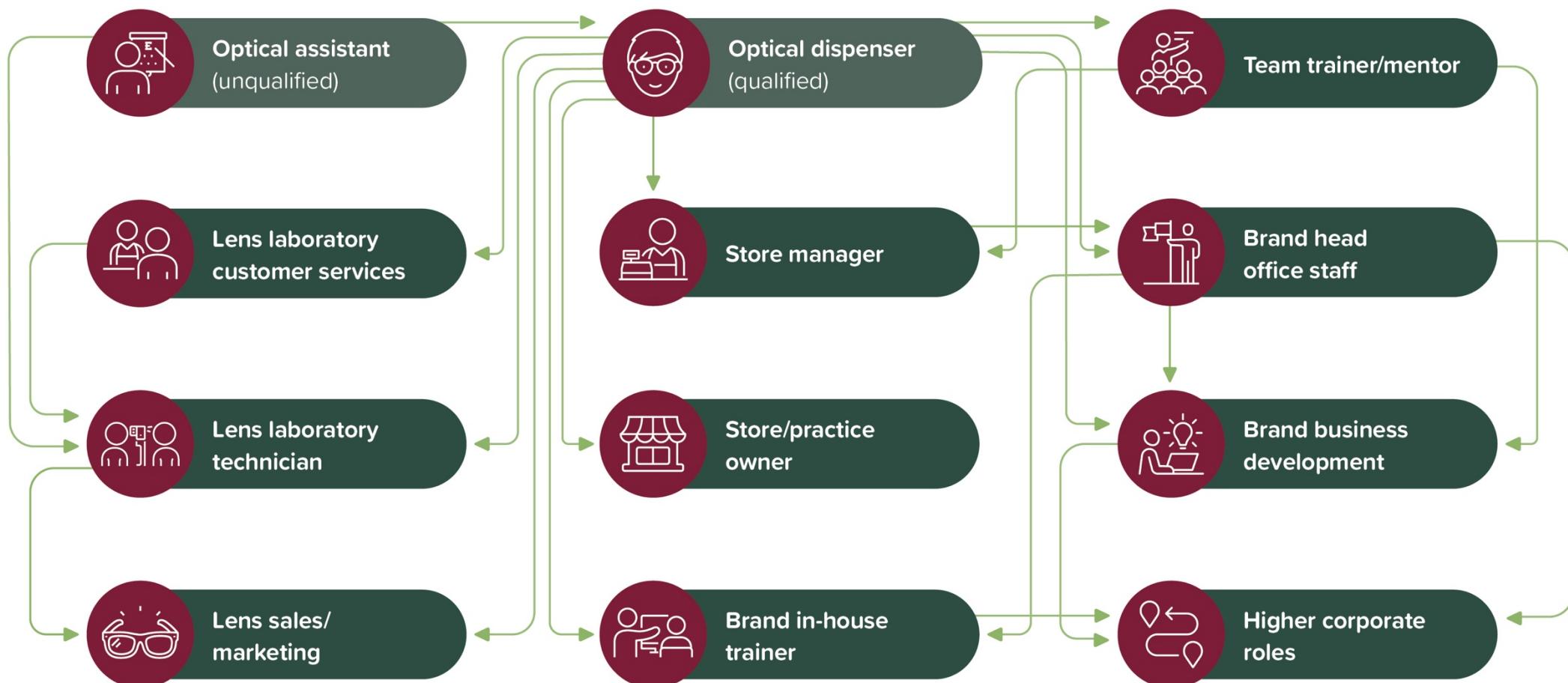
Traineeships/Apprenticeships

The *HLT47825 Certificate IV in Optical Dispensing* is highly suitable for traineeships. Traineeships are available in most Australian states and territories for this qualification, subject to eligibility requirements and local state funding arrangements.

Credit transfer arrangements/RPL

Learners enrolling in *HLT47825 Certificate IV in Optical Dispensing* may be eligible for credit transfer or RPL based on previously completed training or relevant industry experience.

Several core and elective units in this qualification are commonly found in other qualifications across the health, business, and retail training packages. For instance:

- *BSBOPS304 Deliver and monitor a service to customers*
- *CHCCOM005 Communicate and work in health or community services*
- *CHCDIV001 Work with diverse people*
- *HLTWHS001 Participate in workplace health and safety*
- *BSBOPS301 Maintain business resources*
- *BSBOPS305 Process customer complaints.*

RPL is available for learners with prior work experience or informal training relevant to the optical dispensing and retail sector.

Pathology pathways

The *HLT37525 Certificate III in Pathology* (Pathology Collection or Pathology Assistance) is the nationally endorsed qualification for pathology collectors and assistants in Australia. It prepares learners for employment in entry-level pathology collection or assistance roles across clinical and laboratory settings. This qualification is designed for a specific occupational pathway, providing the skills and knowledge required to perform defined tasks safely and competently under general supervision.

The Thoracic Society of Australia and New Zealand recommends the use of the elective unit *HLTHPS011 Measure spirometry* for learners with an interest in spirometry measures.

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┌─────────────────────────┐                              ┌─────────────────────────┐
│ HLTSS00059 Collect      │─────────────┐       ┌───────→│ HLTSS00085 Perform      │
│ Venous Blood Skill Set  │             │       │        │ Blood Collection from   │
│                         │             │       │        │ Children Aged 0 to 5    │
└─────────────────────────┘             │       │        │ Years Skill Set         │
                                        ↓       │        └─────────────────────────┘
┌─────────────────────────┐   ┌──────────────────────┐   ┌─────────────────────────┐
│ MSL40122 Certificate IV │──→│ HLT37525 Certificate │──→│ MSL40122 Certificate IV │
│ in Laboratory           │   │ III in Pathology     │   │ in Laboratory           │
│ Techniques              │   │ (Pathology Collection│   │ Techniques              │
│                         │   │ or Pathology         │   │                         │
│                         │   │ Assistance)          │   │                         │
└─────────────────────────┘   └──────────────────────┘   └─────────────────────────┘
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| Prepares workers to perform a limited range of laboratory operations across all industry sectors at an entry level. | Learners must specialise in Pathology Collection or Pathology Assistance. Prepares people for the roles of pathology collectors and assistants who receive, collect, dispatch specimens and perform routine pathology procedures. | Prepares people to use a range of laboratory techniques to conduct a wide range of basic, and limited range of specialist tests, across a variety of industry sectors. |

Educational and career pathways

HLTSS00059 Venous Blood Collection Skill Set

The *HLTSS00059 Venous Blood Collection Skill Set,* provides a valuable starting point for pathology collection reflecting the minimum requirements for health care workers required to perform venepuncture in a clinical environment.

Achievement of units in this skill set provides credit towards *HLT37525 Certificate III in Pathology* (Pathology Collection or Pathology Assistance) and other qualifications within the *HLT Health Training Package*. It enables learners to gain employment in pathology settings before committing to the full qualification.

HLTSS00085 Perform Blood Collection from Children Aged 0 to 5 Years Skill Set

This advanced skill set is designed to provide the necessary skills and knowledge to perform blood collection from children 0 to 5 years in a clinical environment. It is not an entry-level program but instead serves as a specialised upskilling opportunity for people who ideally hold *the HLT37525 Certificate III in*

Pathology (Pathology Collection or Pathology Assistance) and/or have at least 12 months experience. It should be noted that this skill set has an entry requirement and requires the candidate to have completed the following 2 units of competency:

- *HLPAT012 Perform capillary blood collection*
- *HLPAT014 Perform venous blood collection*

Qualified pathology collectors and assistants may broaden their career opportunities through further study. The qualifications listed below support career progression into roles such as technical officers, laboratory technicians, senior technicians, laboratory supervisors, team leaders, managers, trainers and assessors, practice managers, just to name a few.

Examples of qualifications and skill sets that support pathways include:

- *MSL40122 Certificate IV in Laboratory Techniques*
- *BSB40520 Certificate IV in Leadership and Management*
- *TAE40122 Certificate IV in Training and Assessment*
- *BSB50420 Diploma of Leadership and Management*
- *HLT57715 Diploma of Practice Management*

 Skill Sets

- *TAESS00020 Workplace Trainer Skill Set*
- *TAESS00028 Work Skill Instructor Skill Set*

Pathology career path

Collector/ reception (unqualified)

Pathology collector (qualified)

Team mentor/ team leader

Pathology assistant (qualified)

Senior pathology collector (qualified)

Workplace trainer

Area manager

Corporate roles

Laboratory technician

A career in pathology offers opportunities for those interested in studying diseases. Pathologists help diagnose illnesses, guide treatment, and contribute to medical research.

Traineeships/Apprenticeships

The *HLT37525 Certificate III in Pathology* (Pathology Collection or Pathology Assistance) is suitable for traineeships. Traineeships are available in most Australian states and territories for this qualification, subject to eligibility requirements and local state funding arrangements.

Credit transfer arrangements/RPL

Learners enrolling in *HLT37525 Certificate III in Pathology* (Pathology Collection or Pathology Assistance) may be eligible for credit transfer or RPL based on previously completed training or relevant industry experience. Several core and elective units in this qualification are commonly found in other qualifications across the health, business, and retail training packages. For instance:

- *BSBMED301 Interpret and apply medical terminology appropriately*
- *BSBTEC201 Use business software applications*
- *CHCCOM005 Communicate and work effectively in health or community services*
- *CHCDIV001 Work with diverse people*
- *HLTAID011 Provide first aid*
- *HLTINF006 Apply basic principles and practices of infection prevention and control*
- *HLTWHS001 Participate in workplace health and safety.*

11.5 Qualification's purpose

The units of competency, skill sets and qualifications in the *HLT Health Training Package* are designed to equip learners with the skills and knowledge required to perform a diverse range of roles across the health industry. The following table provides the rationale for the qualifications statement of purpose and provides an overview of occupational outcomes for each qualification.

Qualification	Occupation	Qualification statement of purpose
HLT20121 Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care	People with this qualification may work under direct supervision in roles such as: • Aboriginal Health Support Worker (trainee/assistant level) • Community Health Worker (entry level) • Health Support Worker in Aboriginal and/or Torres Strait Islander communities • Assistant to Aboriginal Health Workers or Practitioners • Community Liaison/Support Worker (health context) • These roles focus on supporting community health initiatives, assisting with basic health care tasks, providing health education and promotion, and working alongside qualified Aboriginal Health Workers/Practitioners.	The Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care provides individuals with the foundational skills and knowledge to support health work in Aboriginal and/or Torres Strait Islander communities. • It is designed as an entry-level qualification for people starting their career in the Aboriginal and Torres Strait Islander primary health care sector. • The qualification builds basic health care, community support, and communication skills while recognising the importance of cultural safety, community engagement, and culturally appropriate practice. • It may also act as a pathway to further study in Aboriginal and/or Torres Strait Islander Primary Health Care at Certificate III level and beyond.
HLT21020 Certificate II in Medical Service First Response	Graduates may work or volunteer in roles where they are required to provide basic emergency medical service support under supervision, including:	The Certificate II in Medical Service First Response provides foundational skills and knowledge for individuals who may be required to respond to medical emergencies in pre-

	- First Responder - Emergency Medical Responder (entry-level) - Workplace First Response Officer - Community First Aid Responder - Event/Remote Area First Response Worker - These roles focus on providing an immediate, trained response in medical emergencies until professional health care or paramedic services arrive.	hospital or out-of-hospital settings. It is designed to equip learners with the ability to deliver basic emergency care, apply first aid procedures, handle patients safely, and communicate effectively with emergency services. This qualification is suitable for people working in workplaces, community settings, or remote locations where immediate medical support may be needed. By developing practical emergency response skills, it ensures that learners can act confidently and safely in critical situations. Additionally, the qualification serves as a pathway to higher-level studies in health care, emergency medical response, or paramedical fields, supporting career progression and contributing to workforce readiness in emergency and health services.
HLT23221 Certificate II in Health Support Services	Graduates may work under direct supervision in roles such as: - Health Services Assistant (entry-level) - Hospital/Health Support Worker - Food Services Assistant (health environment) - Environmental Services Assistant / Cleaner (health environment) - Laundry Worker (health environment) - Hospital Orderly / Support Worker	The *Certificate II in Health Support Services* provides individuals with foundational skills and knowledge to work effectively in support roles across health and community service settings. It equips learners with practical capabilities in areas such as cleaning, food services, client support, and general assistance, ensuring safe, efficient, and high-quality operations in health environments. The qualification places strong emphasis on infection prevention and control, workplace safety, teamwork, and communication, reflecting the essential requirements of contemporary health support roles.

	These roles are typically non-clinical, focusing on supporting health professionals and maintaining a safe, clean, and effective health care environment.	Furthermore, it serves as a pathway to further study and career development in areas such as health services assistance, health administration, or direct client care roles, contributing to workforce development and readiness in the health sector.
HLT26015 Certificate II in Population Health	Graduates may work under supervision in public or community health settings in roles such as: • Community Health Support Worker • Health Promotion Assistant • Public Health Program Support Officer • Population Health Officer (entry-level) • Community Liaison Officer (health focus) These roles involve supporting public health initiatives, conducting health awareness activities, collecting and reporting data, and assisting health professionals in community programs.	The Certificate II in Population Health provides individuals with foundational knowledge and skills to support public and community health initiatives. It focuses on promoting health and wellbeing, raising awareness of public health issues, and assisting in implementing population health programs. The qualification is entry-level, suitable for those interested in working in community health, health promotion, or public health support roles. It also serves as a pathway to further study in health promotion, community services, or allied health assistance.
HLT26120 Certificate II in Indigenous Environmental Health	Graduates may work under supervision in community and environmental health programs in roles such as: • Indigenous Environmental Health Worker (entry-level) • Community Environmental Health Assistant • Environmental Health Support Worker • Health Support Worker (environmental health focus)	The Certificate II in Indigenous Environmental Health equips learners with the practical skills and knowledge to support environmental health programs in Aboriginal and/or Torres Strait Islander communities. • focuses on health and hygiene practices, waste management, water quality, pest control, housing, and community environmental health promotion.

	• Community Health Liaison (environmental programs) These roles focus on assisting qualified environmental health practitioners by supporting health promotion activities, monitoring environmental risks, and contributing to safe, healthy community environments.	• supports safe and sustainable living conditions by addressing environmental health risks that impact community wellbeing. • provides an entry pathway into environmental health, Aboriginal and Torres Strait Islander primary health care, or broader community health roles.
HLT30121 Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care	Graduates may work in roles such as: • Aboriginal and/or Torres Strait Islander Health Support Worker • Community Health Worker • Health Liaison/Outreach Worker • Health Promotion Worker (community setting) • Assistant to Aboriginal and/or Torres Strait Islander Health Practitioners These roles involve providing direct support to clients and communities, delivering basic clinical care, promoting health and wellbeing, and working under the guidance of more senior Aboriginal and Torres Strait Islander Health Practitioners or health professionals.	The Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care builds on entry-level skills to prepare individuals to provide health care and support services to Aboriginal and/or Torres Strait Islander clients and communities. learners gain skills in basic clinical assessment, health promotion, community engagement, cultural safety, and supporting the delivery of primary health care services. the qualification recognises the importance of culturally safe practice and strengthens the capacity of the Aboriginal and Torres Strait Islander health workforce. it is a pathway qualification leading to higher-level roles, such as Aboriginal and/or Torres Strait Islander Health Worker (Certificate IV), or into specialised fields of primary health care and allied health.
HLT31020 Certificate III in Ambulance Communications (Call-taking)	Ambulance communications call-takers who receive calls for service in emergency communication.	This qualification supports a single occupation and reflects the role of ambulance communications call-takers who receive calls for service in emergency communication or

		coordination environments in a range of ambulance service organisations and under direct or indirect supervision.
HLT31120 Certificate III in Non-Emergency Patient Transport	Provide non-emergency transport and care for patients who have non-acute or chronic illness or disability and require transport.	This qualification supports a single occupation and reflects the role of workers who provide non-emergency transport and care for patients who have non-acute or chronic illness or disability and require transport. Workers in this role provide appropriate patient assessment and follow procedures for safe removal of a patient for transport for pre-arranged or booked transport service. Time of response is not given high priority in comparison to emergency transport.
HLT31220 Certificate III in Basic Health Care	First aid or medical response workers provide basic health care services including emergency first aid and sometimes transport services in the pre-hospital and out-of-hospital environment.	This qualification supports multiple related occupations and reflects the role of first aid or medical response workers who provide basic health care services including emergency first aid and sometimes transport services in the pre-hospital and out-of-hospital environment. The qualification applies to people who provide a first response in workplaces such as industrial sites, first aid organisations and the Australian Defence Force (ADF).
HLT33021 Certificate III in Allied Health Assistance	New worker wanting to become an Allied Health Assistant and gain entry to the aged care, disability and other health sectors.	This qualification supports a single occupation and reflects the role of new worker wanting to become an Allied Health Assistant and gain entry to the aged care, disability and other health sectors. They may provide

		assistance, under the delegation and supervision of Allied Health Professionals AHP. Supervision may be direct, indirect or remote, according to the individual Allied Health Assistant's scope of practice and experience.
HLT33115 Certificate III in Health Services Assistance	Workers use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients.	This qualification supports multiple related occupations and reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision.
HLT35021 Certificate III in Dental Assisting	Workers assist dental practitioners during oral health care procedures. The role includes maintaining high standards of infection control, assisting with practice administration and supporting quality and professionalism in the dental sector. The skills in this qualification must be applied in accordance with Common	This qualification supports a single occupation and reflects the role of workers who assist a dentist, dental hygienist, dental prosthetist, dental therapist or oral health therapist during oral health care procedures. Their role includes maintaining high standards of infection control, assisting with practice administration and supporting quality and professionalism in the dental sector. To achieve this qualification, the candidate must have completed at least 250 hours of work as detailed in the assessment requirements of the units of competency.
HLT35115 Certificate III in Dental Laboratory Assisting	Dental laboratory assistants are responsible for pouring impressions, producing custom-made trays, manufacturing occlusal registration rims, transferring oral records,	This qualification supports a single occupation and reflects the role of a dental laboratory assistant responsible for pouring impressions, producing custom-made trays,

	articulating models for a range of prostheses, and constructing mouthguards.	manufacturing occlusal registration rims, transferring oral records, articulating models for a range of prostheses, and constructing mouthguards.
HLT36015 Certificate III in Population Health	Entry-level population health worker	This reflects the role of entry-level population health worker and prepares learners for further education. At this level, work takes place under the direction of others and supervision may be direct or indirect. These workers contribute to the work of others through teamwork and coordination.
HLT36115 Certificate III in Indigenous Environmental Health	Entry-level indigenous environmental health worker.	This qualification reflects the role of entry-level Indigenous environmental health worker and prepares learners for further education. At this level, work takes place under the direction of others and supervision may be direct or indirect. These workers contribute to the work of others through teamwork and coordination.
HLT37015 Certificate III in Sterilisation Services	Individuals work in instrument sterilising roles in a sterilising service or reprocessing area.	This qualification supports a single occupation and reflects the role of individuals working in instrument sterilising roles in a sterilising service or reprocessing area. It also supports pathways and applied learning.
HLT37121 Certificate III in Hospital or Health Services Pharmacy Support	Pharmacy technicians work under the supervision of a pharmacist in a hospital or community setting.	This qualification reflects the role of entry-level pharmacy technicians who work under the supervision of a pharmacist in a hospital or community setting. This may include pharmacies that are located outside of health

		services but supply medicines and products to hospitals and other health services.
HLT37525 Certificate III in Pathology (Pathology Collection or Pathology Assistance)	Graduates must specialise in Pathology Collection or Pathology Assistance. They may work in roles such as: • Pathology Collector/ Specimen Collector • Phlebotomy Assistant • Medical Laboratory Assistant (support role) • Pathology Support Worker • Specimen Processing Assistant These roles involve collecting patient samples, preparing specimens for testing, maintaining equipment and records, and assisting qualified laboratory professionals to ensure safe and accurate pathology services.	The Certificate III in Pathology supports multiple related occupations and reflects the role of entry level workers in pathology, medical laboratories, or as a foundation for further study in health sciences or pathology-related fields. It prepares individuals to perform routine pathology collection and support tasks in laboratory and clinical environments. • It provides practical skills in specimen collection, handling, processing, and basic laboratory procedures under general supervision. Focuses on infection prevention and control, workplace safety, client communication, and documentation.
HLT37315 Certificate III in Health Administration	Workers combine communication, customer service and technical skills, and use discretion and judgment to adapt and transfer their skills to different situations.	This qualification supports multiple related occupations and reflects the role of administrative workers in the health industry. These workers follow known routines and procedures, taking responsibility for their own work under general supervision. They combine communication, customer service and technical skills, and use discretion and judgment to adapt and transfer their skills to different situations.

HLT40121 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care	Specific to Aboriginal or Torres Strait Islander health workers who are part of a multidisciplinary health care team caring for Aboriginal and/or Torres Strait Islander people	This qualification supports a single occupation and reflects the role of individuals working as Aboriginal and/or Torres Strait Islander health workers in a diversity of locations including urban, rural and remote settings. It is specific to Aboriginal and/or Torres Strait Islander people who work as part of a multidisciplinary health care team providing primary health care services to Aboriginal and/or Torres Strait Islander clients and communities. At this level work is governed by defined practice standards, treatment protocols and supervision arrangements established by the employing organisation. Individuals work with some level of independence within those guidelines and use a range of health-related skills and knowledge in routine and non-routine situations. They communicate with diverse individuals and small groups both in the local community and across the broader health sector to improve health outcomes for Aboriginal and/or Torres Strait Islander people.
HLT40221 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice	Specific to Aboriginal or Torres Strait Islander health workers who are part of a multidisciplinary health care team caring for Aboriginal and/or Torres Strait Islander people	This qualification supports a single occupation and reflects the role of Aboriginal and Torres Strait Islander health practitioners. It is specific to Aboriginal and/or Torres Strait Islander people who work as part of a multidisciplinary health care team providing primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

		They provide culturally safe health and wellbeing promotion, preventative health care and clinical treatment services in a diversity of locations including urban, rural and remote settings. Aboriginal and Torres Strait Islander health practitioners use initiative and judgement within the parameters of practice standards, treatment protocols and clinical supervision arrangements established by the employing organisation.
HLT41020 Certificate IV in Ambulance Communications (Dispatch)	Workers who have responsibility for dispatch and call-taking in an ambulance communication or coordination environment.	This qualification supports a single occupation and reflects workers who have responsibility for dispatch and call-taking in an ambulance communication or coordination environment. The qualification applies to people working in emergency support and ambulance dispatch and communications. Such individuals are expected to work independently, take responsibility for their own outputs and act on information from a range of sources.
HLT41120 Certificate IV in Health Care	Workers who provide initial pre-hospital and out-of-hospital basic health care response and assessment to patients requiring urgent medical services	This qualification supports multiple related occupations and reflects workers who provide initial pre-hospital and out-of-hospital basic health care response and assessment to patients requiring urgent medical services. The provision of urgent clinical care includes providing basic life support. The qualification applies to people working in a variety of roles within the health care system.

		To achieve this qualification, the candidate must have completed at least 80 hours of work as detailed in the assessment requirements of units of competency.
HLT42021 Certificate IV in Massage Therapy	Massage therapists who provide general health maintenance treatments. It does not include remedial massage therapist.	This qualification supports a single occupation and reflects the role of massage therapists who provide general health maintenance treatments. It does not reflect the role of a remedial massage therapist. Therapists may be self-employed or work within a larger health service.
HLT43021 Certificate IV in Allied Health Assistance	Allied health assistants provide therapeutic and program related support to persons, in the health, aged care, disability and any other settings where Allied Health Professionals provide services. Allied Health Assistants work under the delegation and supervision of Allied Health Professionals and assist in identifying circumstances and risks and report issues.	This qualification supports multiple related occupations and reflects the role of allied health assistants who provide therapeutic and program related support to persons, in the health, aged care, disability and any other settings where Allied Health Professionals provide services. Allied Health Assistants work under the delegation and supervision of Allied Health Professionals and assist in identifying circumstances and risks and report issues. Supervision may be direct, indirect or remote and must occur within organisational requirements, according to the individual allied health assistant's scope of practice and experience. They may be engaged to work in single discipline or multidisciplinary roles not limited to health, aged care or disability services and other settings and may also have responsibility for other allied health assistance workers according to their scope of practice.

HLT45021 Certificate IV in Dental Assisting	Workers provide an advanced level of assistance to dental practitioners which contributes to the quality of oral health care.	This qualification supports a single occupation and reflects the role of workers who provide an advanced level of assistance to a dentist, dental hygienist, dental prosthetist, dental therapist or oral health therapist, which contributes to the quality of oral health care. To achieve this qualification, the candidate must have completed at least 250 hours of work as detailed in the assessment requirements of the units of competency.
HLT46015 Certificate IV in Population Health	Provide basic support in population health work.	This qualification supports a single occupation and reflects the role of individuals who provide basic support in population health work. At this level, workers may be autonomous with limited responsibility within established parameters and may be required to supervise and lead other workers.
HLT46115 Certificate IV in Indigenous Environmental Health	Provide basic support in indigenous environmental health work.	This qualification supports a single occupation and reflects the role of individuals who provide basic support in Indigenous environmental health work. At this level, workers may be autonomous with limited responsibility within established parameters and may be required to supervise and lead other workers.
HLT47015 Certificate IV in Sterilisation Services	Role of a team leader or senior technician in a sterilisation or reprocessing area.	This qualification supports a single occupation and reflects the role of a team leader or senior technician in a sterilisation or reprocessing area. This worker is responsible

		for the maintenance of quality requirements and monitoring of technical sterilisation functions.
HLT47121 Certificate IV in Hospital or Health Services Pharmacy Support	Pharmacy technicians work under the supervision of a pharmacist in a hospital or community setting.	This qualification supports a single occupation and reflects the role of pharmacy technicians who work under the supervision of a pharmacist in a hospital or community setting. This may include pharmacies that are located outside of health services but supply medicines and products to hospitals and other health services.
HLT47321 Certificate IV in Health Administration	Individuals work in operational or team leading roles in health administration.	This qualification supports multiple related occupations and reflects the role of individuals who work in operational or team leading roles in health administration.
HLT47425 Certificate IV in Audiometry	Graduates may work in roles such as: • Audiometry Assistant / Audiometrist (under supervision) • Hearing Screening Officer • Hearing Health Technician • Occupational Hearing Testing Assistant • Community Hearing Support Worker These roles involve conducting hearing assessments, assisting audiologists, maintaining equipment, providing hearing health advice, and supporting hearing conservation programs.	The Certificate IV in Audiometry supports a single occupation and prepares individuals to perform basic audiometric assessments and hearing screening under the supervision of an audiologist. This qualification is an entry point into the audiometry workforce, providing a pathway to higher-level audiology roles or further study in audiology or hearing services. • Learners gain skills in conducting hearing tests, interpreting audiometric data, maintaining audiometry equipment, and providing advice on hearing health.

		• Focuses on client communication, infection control, occupational health and safety, and working with diverse populations.
HLT47515 Certificate IV in Operating Theatre Technical Support	Graduates of this qualification work as Senior operating theatre worker providing assistance to operating theatre personnel	This qualification supports a single occupation and reflects the role of senior operating theatre workers who provide assistance to operating theatre personnel.
HLT47715 Certificate IV in Medical Practice Assisting	Broad range of administrative functions and tasks to support medical practitioners in the delivery of care to clients.	This qualification supports a single occupation and reflects the role of medical practice assistants whose work includes a broad range of administrative functions combined with tasks to support medical practitioners in the delivery of care to clients. A medical practice assistant may work under the supervision of a health care professional other than a medical practitioner, but this should only occur where: the health care professional is in the same practice as the medical practitioner and the medical practitioner has agreed to the other health care professional providing the supervision.
HLT47825 Certificate IV in Optical Dispensing	Graduates may work in roles such as: • Optical Dispenser / Optical Technician • Dispensing Optician Assistant • Optical Retail Consultant (dispensing focus) • Vision Care Assistant	• The Certificate IV in Optical Dispensing supports a single occupation and prepares individuals to provide optical dispensing services, including fitting and adjusting spectacles, and assisting clients with vision correction products. It also provides a pathway to advanced roles in

	• Eyewear Fitting Specialist These roles involve assessing client needs, dispensing spectacles or optical devices, performing adjustments and repairs, advising on lens options, and supporting optometrists or senior optical practitioners.	optical practice or further study in allied health or optometry support. • Learners develop skills in optical dispensing, client consultation, lens selection, frame fitting, basic eye health knowledge, and workplace safety. The qualification equips graduates to work independently or under supervision in optometry or optical retail settings, ensuring clients receive safe and effective vision correction solutions.
HLT50121 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice	Provide primary health care to Aboriginal and/or Torres Strait Islander clients and communities	This qualification supports a single occupation and reflects the role of experienced Aboriginal and Torres Strait Islander health practitioners. It is specific to Aboriginal and/or Torres Strait Islander people who work as part of a multidisciplinary health care team providing primary health care services to Aboriginal and/or Torres Strait Islander clients and communities. They provide culturally safe health and wellbeing promotion, preventative health care and clinical treatment services in a diversity of locations including urban, rural and remote settings. Experienced Aboriginal and Torres Strait Islander health practitioners are able to work independently using specialist clinical knowledge, discretion and judgement within the parameters of practice standards, treatment

		protocols and clinical supervision arrangements established by the employing organisation.
HLT50221 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management	Management level health practitioner	This qualification supports a single occupation and reflects the role of individuals working in organisations that provide primary health care services to Aboriginal and/or Torres Strait Islander clients and communities. It is specific to Aboriginal and/or Torres Strait Islander people working in a diversity of senior health care or operational management roles and in diverse locations including urban, rural and remote settings. This qualification is intended for people who are following a career and training pathway from working as a health worker or health practitioner to work at management level, using considerable underpinning skills and work experience to support management activities. Depending on their role, work may involve health care and/or health promotion program management, health planning and case management for clients with complex needs, health coaching, family and community capacity building, or operational human resource and business management activities. This qualification allows for diverse outcomes.
HLT50321 Diploma of Clinical Coding	Graduates of this qualification work as Clinical Coding Clerk, Senior Clinical Coder	This qualification supports a single occupation and reflects the role of entry-level clinical coders who use a range of skills and knowledge to analyse clinical documentation

		using a standardised classification system for assigning codes to represent care provided to patients in the health care system. Clinical coders work in the health care system and the health data they produce is used to meet national and jurisdictional reporting requirements, assist in health service planning, monitor patient safety, assist in research, and to underpin information for the hospital funding models. Entry-level clinical coders are responsible for the coding of moderately complex medical records.
HLT51020 Diploma of Emergency Health Care	Provide patient assessment, healthcare and transport services	This qualification supports multiple related occupations and reflects pre-hospital and out-of-hospital workers employed to provide patient assessment, healthcare and transport services. These workers possess clinical skills and theoretical knowledge and provide clinical assessment and pre-hospital and out-of-hospital interventions to patients in an emergency, including providing advanced skills in life support. This qualification applies to a variety of roles within the health care and patient transport system. To achieve this qualification, the candidate must have completed at least 160 hours of work as detailed in the assessment requirements of units of competency.
HLT52021 Diploma of Remedial Massage	Graduates of this qualification work as Remedial Massage Therapist, Sports Massage Therapist, Myotherapist	This qualification supports a single occupation and reflects the role of remedial massage therapists who work with clients presenting with soft tissue

		dysfunction, musculoskeletal imbalance or restriction in range of motion (ROM). Therapists may be self-employed or work within a larger health service.
HLT52115 Diploma of Traditional Chinese Medicine (TCM) Remedial Massage	Provide Remedial Massage therapy according to Traditional Chinese Medicine (TCM)	This qualification supports a single occupation and reflects the role of massage therapists who provide therapeutic remedial massages according to the Traditional Chinese Medicine (TCM) remedial massage framework. Practitioners may be self-employed as independent practitioners or work in a larger health service.
HLT52215 Diploma of Shiatsu and Oriental Therapies	Provide Shiatsu treatments and other oriental therapies	This qualification supports a single occupation and reflects the role of Shiatsu therapists who provide therapeutic Shiatsu treatments and other oriental therapies. Practitioners may be self-employed as independent practitioners or work in a larger health service.
HLT52315 Diploma of Clinical Aromatherapy	Provide therapeutic treatment to address a wide range of issues	This qualification supports a single occupation and reflects the role of clinical aromatherapists, who provide therapeutic treatments to address a range of health issues. Practitioners may be self-employed or may work within a larger health service.
HLT52415 Diploma of Kinesiology	Provide kinesiology to address a broad range of health issues	This qualification supports a single occupation and reflects the role of kinesiologists, who provide kinesiology balances to address a broad range of health and well-being issues. Practitioners are usually self-employed but may work within a larger health service.

HLT52515 Diploma of Reflexology	Provide reflexology for relaxation and therapeutic treatment	This qualification supports a single occupation and reflects the role of reflexologists who provide reflexology for relaxation and therapeutic treatments to address specific needs and health concerns. Practitioners may be self-employed as independent practitioners or work in a larger health service.
HLT52615 Diploma of Ayurvedic Lifestyle Consultation	Provide Ayurvedic lifestyle remedies and therapies	This qualification supports a single occupation and reflects the role of Ayurvedic lifestyle consultants who provide advice, selected remedies, and therapies according to Ayurvedic principles. People working at this level may be self-employed independent practitioners or work in a larger health service.
HLT54121 Diploma of Nursing	Graduates of this qualification work as Enrolled Nurse, nursing assistance, acute care enrolled nurse	This qualification supports a single occupation and reflects the role of an enrolled nurse working under the direct or indirect supervision of a registered nurse. Enrolled nurses provide nursing care for people across the health care continuum and at all stages of life. To be eligible to apply for registration as an enrolled nurse and to practice in Australia, individuals must complete a Diploma of Nursing program accredited by the Australian Nursing and Midwifery Accreditation Council (ANMAC) and approved as 'an approved program of study' by the Nursing and Midwifery Board of Australia (NMBA) in accordance with the Enrolled Nurse Accreditation Standards. To confirm the education provider holds the necessary

		accreditation check the Australian Health Practitioner Regulation Agency (AHPRA) at www.ahpra.gov.au.
HLT55118 Diploma of Dental Technology	Graduates of this qualification construct and repair dentures and other dental appliances	This qualification supports a single occupation and reflects the role of a dental technician responsible for construction and repair of dentures and other dental appliances including crowns, bridges, partial dentures, pre- and post-oral and maxillofacial surgical devices, and orthodontic appliances. Dental technicians work in dental laboratories on their own or in groups, under the prescription of dentists, dental prosthetists, or dental specialists.
HLT57425 Diploma of Audiometry	Graduates may work in roles such as: • Audiometrist • Hearing Services Officer • Occupational Hearing Consultant • Community Audiometry Practitioner • Hearing Health Program Coordinator (entry to mid-level)	• The Diploma of Audiometry supports a single occupation and prepares individuals to work as audiometrists who are capable of independently conducting comprehensive hearing assessments, identifying hearing loss, and prescribing and dispensing hearing aids and other assistive listening devices in clinical and community settings. • It covers comprehensive hearing testing, hearing aid selection and fitting, client education, and equipment maintenance. • Learners gain an understanding of hearing loss prevention, communication strategies, and workplace health and safety.

		• The qualification prepares graduates to work independently or as part of a hearing health care team, supporting audiologists and providing hearing services to clients across a range of settings.
HLT57715 Diploma of Practice Management	Business or practice management of small to medium sized health practices.	This qualification reflects the role of business or practice managers who manage the operation of small to medium sized health practices.
HLT57821 Diploma of Orthopaedic Technology	Perform job roles of Orthopaedic Technologists, Orthopaedic Technicians and Cast Technicians	This qualification supports a single occupation and reflects the job roles of orthopaedic technologists, orthopaedic technicians and cast technicians who are responsible for the fabrication, application, modification and removal of orthopaedic devices and materials. Orthopaedic technologists, orthopaedic technicians and cast technicians work in a hospital setting and deliver orthopaedic technology services to maximise functional outcomes for clients in consultation with registered health professionals. To achieve this qualification, the individual must have completed at least 400 hours of work in a clinical workplace environment as detailed in the assessment requirements of the units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for work placement hours.

HLT57921 Diploma of Anaesthetic Technology and Practice	Works under direction and supervision of anaesthetist during induction, maintenance and emergency phases of anaesthesia	This qualification supports a single occupation and reflects the role of an anaesthesia technician allied health practitioner who works in consultation with, and under the direction of, anaesthetists during the induction, maintenance and emergence phases of anaesthesia. To achieve this qualification, the individual must have completed a total of at least 360 hours of work related to anaesthetic technology in a clinical workplace environment as detailed in the assessment requirements of the units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for work placement hours.
HLT60121 Advanced Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management	Graduates of this qualification work as: • Strategic Management Level worker • Health Program Management • Health Planning • Case Management	This qualification supports a single occupation and reflects the role of individuals working in organisations that provide health care services to Aboriginal and/or Torres Strait Islander clients and communities. It is specific to Aboriginal and/or Torres Strait Islander people working in a diversity of senior health care or strategic management roles and in diverse locations including urban, rural and remote settings. This qualification is intended for people who are following a career and training pathway from working as a health worker or health practitioner to work at a strategic management level, using considerable underpinning skills and work experience to support management activities.

		Depending on their role, work may be primarily focussed on health care management or broader strategic management activities. This may involve health care and/or health promotion program management, health planning and case management for clients with complex needs, contribution to policy making, or strategic community development, human resource and business management activities. This qualification allows for diverse outcomes.
HLT62615 *Advanced Diploma of* *Ayurveda*	Graduates of this qualification work as Ayurvedic Medicine Practitioner	This qualification supports a single occupation and reflects the role of Ayurvedic practitioners who possess well-developed cognitive and communication skills plus specialised knowledge of Ayurvedic medicine that allows them to formulate responses to specific therapeutic needs. Practitioners at this level may be self-employed as independent practitioners or work in a larger health service.
HLT64121 *Advanced Diploma of Nursing*	Graduates of this qualification work as Nurse Manager, Clinical Nurse Specialist, Advanced Practice Nurse	This qualification supports a single occupation and reflects the role of enrolled nurses with advanced skills who work in a specialised area of nursing practice under the direct or indirect supervision of a registered nurse. Enrolled nurses integrate and adapt specialised, technical and theoretical knowledge to address a diverse range of clinical situations and challenges in their area of specialisation. They contribute to the continuous improvement of clinical practice using research and participation in broader

		organisational quality processes. Enrolled nurses retain responsibility for their own actions while remaining accountable to the registered nurse for all delegated functions.
		To be eligible to apply for registration as an enrolled nurse and to practice in Australia, individuals must complete a Diploma of Nursing program accredited by the Australian Nursing and Midwifery Accreditation Council (ANMAC) and approved as 'an approved program of study' by the Nursing and Midwifery Board of Australia (NMBA) in accordance with the Enrolled Nurse Accreditation Standards. To confirm the education provider holds the necessary accreditation check the Australian Health Practitioner Regulation Agency (AHPRA) at www.ahpra.gov.au.
HLT65015 Advanced Diploma of Dental Prosthetists	Graduates of this qualification work as Dental Prosthetist	This qualification supports a single occupation and reflects the role of a dental prosthetist who works as independent practitioner in the assessment, treatment, management of a person who requires provision of removable dentures; and who also provides unique flexible removable mouthguards used for sporting activities.
		To achieve this qualification, the candidate must have completed at least of 240 hours of dental prosthetist clinical practice work as detailed in the assessment requirements of the units of competency.

12 Useful links

12.1 General

Australian Apprenticeships	www.australianapprenticeships.gov.au
Australian Skills Quality Authority (ASQA)	www.asqa.gov.au
Training.gov.au	www.training.gov.au
Training Accreditation Council of Western Australia (TAC)	www.tac.wa.gov.au
Victorian Registration and Qualifications Authority (VRQA)	www.vrqa.vic.gov.au
Australian Qualifications Framework	www.aqf.edu.au
Department of Education	www.education.gov.au
Department of Employment and Workplace Relations	www.dewr.gov.au
Disability Standards for Education (2005)	www.education.gov.au/disability-standards-education- 2005
Disability Standards for Education (2005 – Guidance Notes)	www.education.gov.au/swd/resources/disabilit y-standards-education-2005-guidance-notes
Your Career	www.yourcareer.gov.au

12.2 State and territory training authorities

Australian Capital Territory	www.skills.act.gov.au
New South Wales	www.training.nsw.gov.au
Northern Territory	www.education.nt.gov.au
Queensland	www.desbt.qld.gov.au/training
South Australia	www.providers.skills.sa.gov.au

Tasmania	www.education.tas.gov.au
Victoria	www.vic.gov.au/education
Western Australia	www.dtwd.wa.gov.au

12.3 HLT Specific links

Working with disabled clients: Accessibility to pathology collection centres for disabled patients – How pathology collectors can assist	Read here

13 Glossary

Accredited Courses	Accredited courses are owned by an individual or organisation. They are developed when a training need has been identified but not covered by a training package qualification. Accreditation is managed by either ASQA, VRQA or WA TAC depending on the location and usage of the proposed course. RTOs can negotiate with course owners to deliver the course, usually subject to a licencing agreement and payment.
ANMF	Australian Nursing & Midwifery Federation
Ahpra	Australian Health Practitioner Regulation Agency
ASQA	Australian Skills Quality Authority - the national regulator for Australia's vocational education and training (VET) sector.
Assistance Dogs	These specially trained dogs provide a non-judgmental, comforting presence that can help children feel more secure and open to learning. Interactions with therapy dogs have been shown to increase students' empathy and understanding of social cues.
ASU	Australian Services Union
AQF	The Australian Qualifications Framework (AQF) is the national policy for regulating qualifications across all sectors of education and training in Australia. It consists of 10 levels, ranging from entry-level certificates to doctoral degrees, ensuring that qualifications are consistent, standardised, and widely recognised.
Competency-based	Training Packages are competency-based, meaning that learners are assessed on their ability to perform tasks and demonstrate skills at industry standards, rather than through traditional grades or time-based measures.
Consent	Consent is mentioned in many HLT units. Consent has been replaced by "informed consent" to reflect current industry terminology.
Credit transfer	If a unit is deemed equivalent, learners can use credits from the older version towards completing the new qualification without having to re-do the learning.
Cross-sector unit	There are competency units that cover essential knowledge and skills applicable across multiple industries, supporting occupational mobility and reducing duplication in the training system.

CVIG	The Companion Volume Implementation Guide (CVIG) is A supplementary document that provides guidance on how to implement the Training Package effectively within the VET sector in Australia. It is developed alongside the training package to support RTOs, trainers, assessors, and other stakeholders, ensuring consistent and effective delivery and assessment of the training package components.
DEWR	The Department of Employment and Workplace Relations (DEWR), is the Australian Government department responsible for policies, programs, and initiatives related to employment, skills, training, and workplace relations. DEWR plays a key role in shaping Australia's workforce by ensuring people have the skills needed to enter employment, remain competitive, and contribute effectively to the national economy.
Equivalence of unit of competencies (UoCs)	When a new version of a unit of competency (UOC) is released as part of an updated training package, it is compared to the previous version. If the learning outcomes, skills, and knowledge requirements are substantially the same, the two units may be deemed equivalent.
Foundation Skills	Many units of competency include Foundation Skills, such as literacy, numeracy, communication, and problem-solving. Assessors must ensure that learners demonstrate competency in these skills as they relate to the specific unit being assessed.
GTO	Group Training Organisations (GTOs) employ apprentices and trainees, placing them with host employers for on-the-job training, managing all payroll, superannuation and training compliance requirements.
HSU	Health Services Union
Imported Units	Imported units are UoC that are included in a qualification or skill set from a different training package or accredited course to meet specific skills or knowledge requirements that are relevant across industries or sectors.
JSA	Jobs and Skills Australia (JSA) is a government agency funded to provide quality data, analysis, and insights to better understand Australia's skills and labour shortages.
JSC	A Jobs and Skills Council (JSC) is an industry-led organisation in Australia that plays a key role in shaping the skills, workforce development, and training requirements within specific industry sectors.

Mapping	Mapping in the context of VET refers to the process of identifying and aligning the content, skills, and assessment requirements of a UoC, qualification, or training package. Mapping ensures that the training and assessment provided are comprehensive, meet the specified standards, and align with both industry requirements and learning outcomes.
My Health Record	My health record is a safe and secure place to keep key health information and includes: • COVID-19 information • vaccinations • pathology and diagnostic imaging reports • prescription and dispensing information • hospital discharge summaries
Nationally endorsed	Nationally endorsed training package products are designed and managed by Jobs and Skills Councils and endorsed by Skills Ministers. They include: • qualifications aligned to the AQF • units of competency, which specify the standard of performance required in the workplace • assessment requirements (associated with each unit of competency) Non-endorsed training package products include: • skill sets • companion volumes including implementation guides and other accompanying documentation.
NTR	Training.gov.au is Australia's national training register (NTR).
Pre-requisite unit	A pre-requisite unit is a UoC in which the learner must be assessed as competent prior to the determination of competency in the subsequent unit.
Principles of Assessment	Fairness: Assessment must consider the needs of each learner and be fair by providing opportunities to clarify information, challenge outcomes, and receive additional support if required. Validity: The assessment must measure what it claims to measure, cover all aspects of the UoC and be directly relevant to the skills and knowledge required.

	Reliability: Assessments should provide consistent results if conducted by different assessors in similar circumstances.
	Flexibility: Assessments must be sufficiently flexible to cater to individual learner needs, such as incorporating Recognition of Prior Learning (RPL) or allowing for different learning styles.
Qualification	A qualification refers to a formal certification that recognises a person's competence in a specific field of work, skill set, or industry. It signifies that the individual has successfully met the requirements for skills, knowledge, and performance as specified in a training package or accredited course. A qualification is made up of several UoC, which define the specific skills and knowledge a person must demonstrate to be considered competent.
RPL	Recognition of Prior Learning (RPL) acknowledges the skills and knowledge that a learner has acquired through previous formal education, informal learning, or work experience, and contributes towards the learner's new qualification without them needing to relearn prior knowledge.
RTO	A Registered Training Organisaiton (RTO) is an Australian education provider that is approved to deliver VET courses and qualifications. RTOs must meet specific national standards to ensure the quality of training and assessment, and they are authorised by government bodies to provide nationally recognised qualifications.
Rules of Evidence	Validity: Evidence gathered must relate directly to the UoC and prove that the learner meets the specific performance requirements.
	Sufficiency: There must be enough evidence to confidently assess that the learner is competent in the unit. This means gathering multiple forms of evidence to confirm competence.
	Authenticity: Evidence must be authentic and demonstrate that the learner being assessed is the one who produced the evidence. Oral questioning and supervisor verification can help confirm authenticity.
	Currency: The evidence must be recent enough to demonstrate that the learner's skills and knowledge are current, usually within a stipulated timeframe.
Scope of Practice	Defines the specific professional boundaries - the authorised activities, tasks, and responsibilities - that a qualified individual is permitted to

	perform within their profession, based on their education, training, competence, and legal/regulatory permissions.
Skill Set	A skill set is a group of units that reflect a specific role or function. These allow learners to gain targeted competencies that address industry needs or licensing, without completing a full qualification. Whilst a skill set is not endorsed, it includes units of competency that are endorsed.
Standards	
SRO	The Senior Responsible Officer (SRO) is the senior government official nominated by a Commonwealth, state or territory department with responsibility for skills and training policy.
STA	Every Australian state and territory government has a training authority (STA) responsible for allocating funds, registering training organisations, and determining recognition of apprenticeships and traineeships. The state and territory training authorities are accountable to their minister.
Training Package	A Training Package is a set of nationally recognised standards and qualifications designed to provide the skills and knowledge necessary for employment in specific industries.
Unit of Competency (UoC)	A Unit of Competency (UoC) is a specific component of a training package that defines the skills, knowledge, and standards required to perform effectively in a particular job role or work function. It forms the building blocks of qualifications in the Australian Vocational Education and Training (VET) system. Each unit is designed to describe the performance standards expected in the workplace, ensuring that learners are competent in their sector's tasks and responsibilities.
VET	Vocational Education and Training
VET Assessment Requirements	A set of criteria and standards that define how learners in the Vocational Education and Training (VET) sector are assessed to determine their competency in a particular unit or qualification. These requirements include assessment conditions, evidence requirements, assessment methods, and adherence to the principles of assessment and rules of evidence.
VETNet	VETNet provides a central storage facility for current and historical materials relating to the national VET sector.

Vocational Education and Training (VET)	Qualifications such as Certificates I-IV, Diplomas, and Advanced Diplomas.
VRQA	Victorian Registration and Qualifications Authority.
WA TAC	Training Accreditation Council in Western Australia

14 Mapping information

Mapping tables outline the modifications to HLT qualifications, skill sets, units of competency and the equivalence status between releases, made to each *HLT Health Training package* component.

The following mapping tables are contained within appendices to this Implementation Guide:

Version Control and Modification History	Appendix A
List of HLT qualification	Appendix B
List of HLT skill sets	Appendix C
List of HLT units of competency and prerequisites	Appendix D
List of imported units and prerequisites	Appendix E
Qualification Mapping	Appendix F
Skill Set Mapping	Appendix G
Units of Competency Mapping	Appendix H

Previous CVIGs

HLT Releases 1.0 to 3.0 was managed by the Community Services and Health Industry Skills Council (CS&H ISC). The Companion Volume Implementation Guide does not provide equivalence tables linking to each HLT Release.

On 1 January 2016, Skills IQ was appointed as the Skills Service Organisation (SSO) with responsibility for supporting the Industry Reference Committees responsible for managing the *HLT Health Training Package*. HLT Release 4.0 to the current HLT release 9.2 was developed by Skills IQ Skills Service Organisation.

HumanAbility was appointed as the Jobs and Skills Council with responsibility for the *HLT Health Training Package*. HLT Release 10.0 was developed by HumanAbility.

Appendix A- Version control and modification history

The latest version of the *HLT Health Training Package* is shown on the top row of the table below. Please check that you are using the current version of the *HLT Health Training Package* by accessing information from <u>training.gov.au</u>. This table tracks modifications to training package products in the *HLT health Training Package* made after the initial release.

Release	Status	Release date	Approval process	Summary of change
10.0	Current	22 December 2025	Endorsement date: 19 December 2025	Pathology Health Training Package products updated: Qualifications superseded: 2 • *HLT37215 Certificate III in Pathology Collection* • *HLT37415 Certificate III in Pathology Assistance* New qualification added: (merging of above qualifications) • *HLT37525 Certificate III in Pathology (Pathology Collection or Pathology Assistance)* Units of competency • 9 units coded HLTPAT reviewed and updated • 1 new unit added – HLTPAT013 Perform venous blood collection from children 0 to 5 years New skill set added • *HLTSS00085 Perform Blood Collection from Children Aged 0 to 5 Years Skill Set*

Release	Status	Release date	Approval process	Summary of change
				Audiometry Qualification reviewed and updated: • *HLT47425 Certificate IV in Audiometry* Units of competency: • 3 units coded HLTAUD reviewed and updated • 1 unit split into 2 units • superseded elective units replaced with suitable current units from other training packages Qualification reviewed and updated: • HLT*57425 Diploma of Audiometry* • Units of competency: • 6 units coded HLTAUD reviewed and updated • 2 core units split into 4 units • superseded elective units replaced with suitable current units from other training packages Skill set reviewed and updated: • *HLTSS00088 Allied Health Assistance - Audiometry Skill Se*t
				Optical dispensing • Qualification reviewed and updated:

Release	Status	Release date	Approval process	Summary of change
				• HLT47825 *Certificate IV in Optical Dispensing* Units of Competency: • 4 core units coded HLTOPD reviewed and updated • 1 core unit split into 2 units. • superseded elective units replaced with suitable current units from other training packages 2 new Skill sets added: • *HLTSS00086 Optical Assistant Skill Set* • *HLTSS00087 Edging and Fitting Skill Set*
9.0	Superseded	14 December 2022	Endorsement date: 18 November 2022	**Aboriginal and/or Torres Strait Islander Heath Training Package Products updated:** Qualifications updated: 7 *HLT20121 Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care* • *HLT30121 Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care* • *HLT40121 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care*

Release	Status	Release date	Approval process	Summary of change
				• *HLT40221 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice*
				• *HLT50121 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice*
				• *HLT50221 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management*
				• *HLT60121 Advanced Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management*
				Units:
				• Units previously coded HLTAHW reviewed. Competency field added to all updated units along with new coding system
				• 23 units deleted
				• 5 new units added
				• Skill sets:
				• 18 removed
				Massage Therapy Training Package Products updated: Qualifications updated:
				• *HLT42021 Certificate IV in Massage Therapy*
				• *HLT52021 Diploma of Remedial Massage*
				• Units:

Release	Status	Release date	Approval process	Summary of change
				• Review of eight units coded HLTMSG • New units developed: • *HLTMSG012 Apply relaxation massage clinical practice* • *HLTMSG016 Apply principles of pain neuroscience* • *HLTMSG017 Apply remedial massage clinical practice* • Units deleted: One • Skill Sets developed: • *HLTSS00081 Pain Management Skill Set* • *HLTSS00082 Applied Massage for Pain Management Skill Set*
8.0	Superseded	25 November 2022	Endorsement date: 18 November 2022	**Health Administration Training Package Products updated:** Qualification updated: 1 • *HLT47321 Certificate IV in Health Administration* Units: • Four HLTADM units reviewed and updated.
				Hospital or Health Services Pharmacy Support Training Package Products updated: Qualifications updated: 2 • *HLT37121 Certificate III in Hospital or Health Services Pharmacy Support*

Release	Status	Release date	Approval process	Summary of change
				• *HLT47121 Certificate IV in Hospital or Health Services Pharmacy Support* Units: • Nine HLTPHA Units reviewed and updated. • Fourteen new Units added.
				Allied Health Assistance Qualification deleted: 1 • *HLT33215 Certificate III in Health Support Services* Qualifications updated: 3 • *HLT23221 Certificate II in Health Support Services* • *HLT33021 Certificate III in Allied Health Assistance* • *HLT43021 Certificate IV in Allied Health Assistance* 1 Skill set deleted: • *HLTSS00061 Food Safety Supervision Skill Set (for Community Services and Health Industries)* Skill sets updated: 6 • *HLTSS00074 Allied Health Assistance – Rehabilitation and Reablement Skill Set*

Release	Status	Release date	Approval process	Summary of change
				• *HLTSS00075 Allied Health Assistance – Nutrition and Dietetics Skill Set* • *HLTSS00076 Allied Health Assistance – Psychosocial Skill Set* • *HLTSS00077 Allied Health Assistance – Movement and Mobility Skill Set* • *HLTSS00079 Allied Health Assistance – Podiatry Skill Set* • *HLTSS00080 Allied Health Assistance – Communication and Hearing Skill Set* New skill set: 1 • *HLTSS00078 Allied Health Assistance – Medical Imaging Skill Set* • Units deleted: 5 Units: • HLTAHA units updated: 23 • New HLTAHA Units: 4 • HLTHSS units updated: 4
				Minor changes to • *HLTENN060 Apply nursing practice in the paediatric care setting and* • *HLTHPS006 Assist client's medication*

Release	Status	Release date	Approval process	Summary of change
				Infection Prevention and Control (IPC) training Package products updated The following two INF units of competency have been reviewed and updated: • *HLTINF001* - Comply with infection prevention and control policies and procedures • *HLTINF003* - Implement and monitor infection prevention and control policies and procedures Skill sets • 1 skill set updated • 1 new skill set added
7.1	Superseded	6 April 2022	Minor upgrade. First Aid units updated in 25 Qualifications and 1 Skill Set. Approval date: 6 April 2022	Release 7.1 of the *HLT Health Training Package* includes the following modifications: First Aid units updated in the following qualifications: • *HLT20113 Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care* • *HLT30113 Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care* • *HLT33015 Certificate III in Allied Health Assistance*

Release	Status	Release date	Approval process	Summary of change
				• *HLT33115 Certificate III in Health Services Assistance*
				• *HLT35115 Certificate III in Dental Laboratory Assisting*
				• *HLT37215 Certificate III in Pathology Collection*
				• *HLT37315 Certificate III in Health Administration*
				• *HLT40113 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care*
				• *HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice*
				• *HLT42015 Certificate IV in Massage Therapy*
				• *HLT43015 Certificate IV in Allied Health Assistance*
				• *HLT47415 Certificate IV in Audiometry*
				• *HLT47715 Certificate IV in Medical Practice Assisting*
				• *HLT50113 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care*
				• *HLT50213 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice*
				• *HLT52015- Diploma of Remedial Massage*
				• *HLT52115 Diploma of Traditional Chinese Medicine (TCM) Remedial Massage*
				• *HLT52215 Diploma of Shiatsu and Oriental Therapies*

Release	Status	Release date	Approval process	Summary of change
				• *HLT52315 Diploma of Clinical Aromatherapy* • *HLT52415 Diploma of Kinesiology* • *HLT52515 Diploma of Reflexology* • *HLT52615 Diploma of Ayurvedic Lifestyle Consultation* • *HLT55118 Diploma of Dental Technology* • *HLT57415 Diploma of Audiometry* • *HLT62615 Advanced Diploma of Ayurveda* • *Superseded Skill Set removed* • *HLTSS0027 Occupational First Aid Skill Set*
7.0	Superseded	7 December 2021	Endorsement date: 7 December 2021	Anaesthetic Technology Training Package Products updated: **Qualifications** One Qualification reviewed and updated: • *HLT57921 Diploma of Anaesthetic Technology and Practice* **Units of Competency** • Seven HLTANA Units reviewed and updated **Orthopaedic Technology Training Package Products updated:** **Qualifications** One new Qualification added:

Release	Status	Release date	Approval process	Summary of change
				• *HLT57821 Diploma of Orthopaedic Technology*
				Units of Competency
				• Seven new HLTOTH Units added.
				Continuous improvement
				Minor updates with equivalent outcomes for the following:
				Qualifications:
				• *HLT35021 Certificate III in Dental Assisting*
				• *HLT45021 Certificate IV in Dental Assisting*
				• *HLT54121 Diploma of Nursing*
				• *HLT64121 Advanced Diploma of Nursing Units of Competency:*
				• *HLTAID012 Provide First Aid in an education and care setting*
				• *HLTAID015 Provide advanced resuscitation and oxygen therapy*
				• *HLTDEN015 Prepare for and assist with dental procedures*
				• *HLTENN038 Implement, monitor and evaluate nursing care*
				• *HLTENN039 Apply principles of wound management*
				• *HLTENN041 Apply legal and ethical parameters to nursing practice*
				• *HLTHPS002 Support health professional in the delivery of care*
				• *HLTOHC011 Apply fluoride varnish*
				• *HLTSTE003 Sterilise loads*

Release	Status	Release date	Approval process	Summary of change
				Skill Sets:
				• *HLTSS00070 Enrolled Nurse Renal Health Care Skill Set*
	Mapping Guide - HLT Release 7.0 mapped to HLT Release 6.1 - of this CVIG			
6.1	Superseded	2 July 2021	Minor upgrade. Approval date: 2 July 2021	Minor corrections to formatting to improve readability. Correction of metadata, mapping and links. Equivalent outcome
For Mapping Guide - HLT Release 6.1 mapped to HLT Release 6.0 refer to: *HLT Health Training Package* Previous Mapping Guides available on <u>VETNet</u>				
6.0	Superseded	28 April 2021	Endorsement date: 7 April 2021	**Enrolled Nursing training Package products updated:** Qualifications updated: • *HLT54121 Diploma of Nursing* • *HLT64121 Advanced Diploma of Nursing* Units: • Review of units coded HLTENN and HLTRNL • Units added and removed. Skill Set updated: • *HLTSS00070 Enrolled Nurse Renal Health Care*
6.0 cont.				
				Dental Assisting training Package products updated:

Release	Status	Release date	Approval process	Summary of change
				Qualifications updated: • *HLT35021 Certificate III in Dental Assisting* • *HLT45021 Certificate IV in Dental Assisting Units:* • Review of units coded HLTDEN and HLTOHC • Units added and removed. Skill Sets added: • *HLTSS00072 Dental Radiography Skill Set* • *HLTSS00073 Oral Health Care Skill Set*
				Clinical Coding training Package products updated: Qualification developed: • *HLT50321 Diploma of Clinical Coding* Units: • New HLTCCD units • Units reviewed and removed HLTADM Skill Set: • New *HLTSS00071 Clinical Coding Auditor Skill Set* Skill set removed For Mapping Guide - HLT Release 6.0 mapped to HLT Release 5.1 refer

Release	Status	Release date	Approval process	Summary of change
				to: *HLT Health Training Package* Previous Mapping Guides available on <u>VETNet</u>
5.1	Superseded	18 March 2021	Minor upgrade. Response to Skills Reform Ministerial Statement - 9 October 2020, to remove unused training components: Approval date: 18 March.	Modifications include: Removal of unused qualifications and units of competency from the HLT Training Package in response to Skills Reform Ministerial Statement - 9 October 2020 Qualification removed: • *HLT47615 Certificate IV in Cardiac Technology Unit removed:* • *HLTDEF004 Attend to emergency patients being transported by road.* • *HLTPAT007 Collect arterial blood samples.* • *HLTHSS001 Operate an incinerator* • *HLTDEF001 Participate in a land based deployed health capability.* • *HLTDEF003 Perform the duties of a scribe during casualty resuscitation.* • *HLTDEF002 Provide treatments for common conditions.* Minor modifications were applied to qualifications and units of competency in line with continuous improvement. Qualifications: • *HLT26115 Certificate II in Indigenous Environmental Health*

Release	Status	Release date	Approval process	Summary of change
				• HLT31120 Certificate III in Non-Emergency Patient Transport
				• HLT41020 Certificate IV in Ambulance Communications (Dispatch) Units of competency:
				• HLTOUT002 Receive and respond to requests for ambulance service.
				• HLTOUT003 Assign and coordinate ambulance service resources.
				• HLTOUT004 Assess and deliver basic clinical care.
				• HLTOUT005 Assess and deliver standard clinical care.
				• HLTOUT006 Transport emergency patients
				• HLTOUT010 Communicate in complex situations to support health care.
				• HLTPOP025 Provide basic repairs and maintenance to health hardware and fixtures.
				• HLTPOP026 Monitor and maintain sewage or effluent systems.
				• HLTPOP027 Monitor and maintain water supply.
				• HLTPOP028 Monitor and maintain rubbish collection and disposal systems.
				• HLTPOP029 Work in a population health context
				• HLTPOP030 Determine and implement disease prevention and control measures.
				• HLTPOP031 Provide information and support on environmental health issues.

Release	Status	Release date	Approval process	Summary of change
				• *HLTPOP032 Monitor and maintain dog health in the community.*
				• *HLTPOP033 Identify pest control strategies.*
				Skill Set
				• *HLTSS00068 Occupational First Aid Skill Set*
				For Mapping Guide - HLT Release 5.1 mapped to HLT Release 5.0 refer to: *HLT Health Training Package* Previous Mapping Guides available on <u>VETNet</u>
5.0	Superseded	24 December 2020	Endorsement date: 24 Dec 2020	HLTINFCOV001 Comply with infection prevention and control policies and procedures. added to Complimentary Health qualifications
				Qualifications updated:
				• *HLT42015 Certificate IV in Massage Therapy*
				• *HLT52015 Diploma of Remedial Massage*
				• *HLT52115 Diploma of Traditional Chinese Medicine (TCM) Remedial Massage*
				• *HLT52215 Diploma of Shiatsu and Oriental Therapies*
				• *HLT52315 Diploma of Clinical Aromatherapy*
				• *HLT52415 Diploma of Kinesiology*
				• *HLT52515 Diploma of Reflexology*

Release	Status	Release date	Approval process	Summary of change
				• *HLT52615 Diploma of Ayurvedic Lifestyle Consultation* • *HLT62615 Advanced Diploma of Ayurveda*
				Ambulance and Paramedic training package products updated: • Updated qualifications • Updated Units of Competency • Deleted Skill Set Mapping table including equivalence updated
				Certificate II in Indigenous Environmental Health training package products updated: • Updated qualification • New skill set. • Updated Units of Competency • Mapping table including equivalence updated For Mapping Guide - HLT Release 5.0 mapped to HLT Release 4.3 refer to: *HLT Health Training Package* Previous Mapping Guides available on VETNet
4.3	Superseded	16 October 2020	Minor upgrade. Approval date: 16 Oct 2020	Minor upgrade. Updated HLTAID First Aid Units of Competency and associated Skill Set

Release	Status	Release date	Approval process	Summary of change
				For Mapping Guide - HLT Release 4.3 mapped to HLT Release 4.2 refer to: *HLT Health Training Package* Previous Mapping Guides available on VETNet
4.2	Superseded	12 May 2020	Minor upgrade. Approval date: 12 May 2020	Minor upgrade. Additional content added to address COVID 19 • New unit added. Skill Sets added For Mapping Guide - HLT Release 4.2 mapped to HLT Release 4.1 refer to *HLT Health Training Package* Previous Mapping Guides available on VETNet
4.1	Superseded	19 September 2018	Minor upgrade (Approval date: 19 Sep 2018	Minor upgrade. HLTENN007 Administer and monitor medicines and intravenous therapy. Addition of advice regarding equipment in assessment For Mapping Guide - HLT Release 4.1 mapped to HLT Release 4.0 refer to *HLT Health Training Package* Previous Mapping Guides available on VETNet
4.0	Superseded	14 March 2018	Endorsement date: 20 Feb 2018	Release 2 of Diploma of Dental Technology *HLTPAT002 Perform venous blood collection* updated: • Correction to workplace hours requirement for. • Mandatory work placement

Release	Status	Release date	Approval process	Summary of change
3.1	**Superseded**	16 June 2016	Minor upgrade. Approval date: 16 Jun 2016	Minor upgrade. This release was to address: • The use of tourniquets • The application of HLTAID012 Note: A mapping table does not apply to HLT Release 3.1.

Note: Mapping Guide – HLT07 mapped to HLT Release 1.0 to 3.0 was completed by CS&HISC and does not provide equivalence tables linking to each HLT Release.

Release	Status	Release date	Approval process	Summary of change
3.0	Superseded	08 Dec 2015	Endorsement date: 01 Dec 2015	Addition of information related to each of the areas added to the training package in December 2015 First Aid • This release based on the superseded HLTAID units meets the National Skills Standards Council's Standards for Training Packages, released in November 2012. The new HLTAID units address updated regulatory and compliance requirements, add clarity and address the needs of a broader learner cohorts.
2.0	Superseded	6 August 2015	Endorsement date: 27 Jul 2015	Addition of the newly endorsed Health sector qualifications and units Qualification mapping, including equivalence table Unit mapping, including First Aid:

Release	Status	Release date	Approval process	Summary of change
				• This release updates the document to the template with minor modifications to wording to reflect the fact the HLTAID units are no longer "new" and now supported by.
				• Links have been updated.
				• First Aid Industry Reference Committee advice to RTOs in respect to recent updates to ANZCOR Guideline 9.1.1 First Aid for Management of Bleeding and the first aid units of competency.
				• Adrenaline auto-injectors – clarification.
				Removal of reference to "anapen" in the mapping table – this brand is no longer applicable in Australia.
1.3	Superseded	16 October 2014	Endorsement date: 27 Jul 2015	First Aid • Addition of equivalency information (Equivalent or Not Equivalent) • WHS and First Aid mapping • All references to NSSC website. • Assessor Requirements • Weblinks • Updated links to NSSC Updated assessor requirements information

Release	Status	Release date	Approval process	Summary of change
1.2	Superseded	31 October 2013	Minor upgrade. Approval date: 31 Oct 2013	• Revised work placement requirements for registration (AHPRA requirements) for HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice • Added HLTAHW404B to mapping document. • Updated release code from 1.1 – 1.2 • Added: Implementation Guide is a mandatory requirement for Industry Skills Councils to develop • Added Skill Set codes • Updated *HLT Health Training Package* Version control and modification history • Added links First Aid: • Updated first aid and WHS unit codes. • Updated mapping for the new release version of the HLTAID units Updated First aid teach-out and transition text.
1.1	Superseded	11 July 2013	Minor upgrade. Approval date: 11 Jul 2013	• Updated *HLT Health Training Package* Version control and modification history • Added Skill Set codes • Added links

Release	Status	Release date	Approval process	Summary of change
				First Aid:
				• Updated First Aid and WHS unit codes.
				• Updated First aid teach-out and transition text.
				• Clarified definition of "health professional"
				Clarification of terminology of "basic wound care"
1.0	Superseded	1 July 2013	Endorsement date: 17 Jun 2013	HLT07 to *HLT Health Training Package* This release meets the National Skills Standards Council's Standards for Training Packages, released in July 2013.

For Mapping Guide - HLT07 to HLT Release 1.0 to 3.0 refer to *HLT Health Training Package* - Previous Mapping Guides available on VETNet

Appendix B - HLT qualifications

Code	Title
HLT20121	Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care
HLT21020	Certificate II in Medical Service First Response
HLT23221	Certificate II in Health Support Services
HLT26015	Certificate II in Population Health
HLT26120	Certificate II in Indigenous Environmental Health
HLT30121	Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care
HLT31020	Certificate III in Ambulance Communications (Call-taking)
HLT31120	Certificate III in Non-Emergency Patient Transport
HLT31220	Certificate III in Basic Health Care
HLT33021	Certificate III in Allied Health Assistance
HLT33115	Certificate III in Health Services Assistance
HLT35021	Certificate III in Dental Assisting
HLT35115	Certificate III in Dental Laboratory Assisting
HLT36015	Certificate III in Population Health
HLT36115	Certificate III in Indigenous Environmental Health
HLT37015	Certificate III in Sterilisation Services
HLT37121	Certificate III in Hospital or Health Services Pharmacy Support
HLT37315	Certificate III in Health Administration
HLT37525	Certificate III in Pathology
HLT40121	Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care
HLT40221	Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice
HLT41020	Certificate IV in Ambulance Communications (Dispatch)
HLT41120	Certificate IV in Health Care
HLT42021	Certificate IV in Massage Therapy

Code	Title
HLT43021	Certificate IV in Allied Health Assistance
HLT45021	Certificate IV in Dental Assisting
HLT46015	Certificate IV in Population Health
HLT46115	Certificate IV in Indigenous Environmental Health
HLT47015	Certificate IV in Sterilisation Services
HLT47121	Certificate IV in Hospital or Health Services Pharmacy Support
HLT47321	Certificate IV in Health Administration
HLT47425	Certificate IV in Audiometry
HLT47515	Certificate IV in Operating Theatre Technical Support
HLT47715	Certificate IV in Medical Practice Assisting
HLT47825	Certificate IV in Optical Dispensing
HLT50121	Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice
HLT50221	Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management
HLT50321	Diploma of Clinical Coding
HLT51020	Diploma of Emergency Health Care
HLT52021	Diploma of Remedial Massage
HLT52115	Diploma of Traditional Chinese Medicine (TCM) Remedial Massage
HLT52215	Diploma of Shiatsu and Oriental Therapies
HLT52315	Diploma of Clinical Aromatherapy
HLT52415	Diploma of Kinesiology
HLT52515	Diploma of Reflexology
HLT52615	Diploma of Ayurvedic Lifestyle Consultation
HLT54121	Diploma of Nursing
HLT55118	Diploma of Dental Technology
HLT57425	Diploma of Audiometry

Code	Title
HLT57715	*Diploma of Practice Management*
HLT57821	*Diploma of Orthopaedic Technology*
HLT57921	*Diploma of Anaesthetic Technology and Practice*
HLT60121	*Advanced Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management*
HLT62615	*Advanced Diploma of Ayurveda*
HLT64121	*Advanced Diploma of Nursing*
HLT65015	*Advanced Diploma of Dental Prosthetics*

Appendix C – HLT Skill sets

Code	Title
HLTSS00043	Telehealth Administration skill set
HLTSS00046	Aromatic Therapies Skill Set
HLTSS00058	Reflexology Skill Set
HLTSS00059	Venous Blood Collection Skill Set
HLTSS00061	Food Safety Supervision Skill Set - for Community Services and Health Industries
HLTSS00065	Infection Control Skill Set (Retail)
HLTSS00066	Infection Control Skill Set (Food Handling)
HLTSS00067	Infection Control Skill Set (Transport and Logistics)
HLTSS00068	Occupational First Aid Skill Set
HLTSS00069	Indigenous Environmental Health Support Work Skill Set
HLTSS00070	Enrolled Nurse Renal Health Care Skill Set
HLTSS00071	Clinical Coding Auditor Skill Set
HLTSS00072	Dental Radiography Skill Set
HLTSS00073	Oral Health Care Skill Set
HLTSS00074	Allied Health Assistance – Rehabilitation and Reablement Skill Set
HLTSS00075	Allied Health Assistance – Nutrition and Dietetics Skill Set
HLTSS00076	Allied Health Assistance – Psychosocial Skill Set
HLTSS00077	Allied Health Assistance – Movement and Mobility Skill Set
HLTSS00078	Allied Health Assistance – Medical Imaging Skill Set
HLTSS00079	Allied Health Assistance – Podiatry Skill Set
HLTSS00080	Allied Health Assistance – Communication and Swallowing Skill Set
HLTSS00081	Pain Management Skill Set
HLTSS00082	Applied Massage for Pain Management Skill Set
HLTSS00083	Infection Prevention and Control Skill Set

Code	Title
HLTSS00084	Implement and Monitor Infection Prevention and Control Skill Set
HLTSS00085	Perform Blood Collection from Children Aged 0 to 5 Years Skill Set
HLTSS00086	Optical Assistant Skill Set
HLTSS00087	Edging and Fitting Skill Set
HLTSS00088	Allied Health Assistance - Audiometry Skill Set

Appendix D – HLT units of competency and prerequisites

Note: Prerequisite units with an *asterisk include prerequisite chains

Code	Title	Prerequisites
Health Appraisal		
HLTAAP001	Recognise healthy body systems	
HLTAAP002	Confirm physical health status	
HLTAAP003	Analyse and respond to client health information	
Health Administration		
HLTADM001	Administer and coordinate Telehealth services	
HLTADM002	Manage Telehealth Technology	
HLTADM003	Facilitate a coordinated approach to client care	
HLTADM004	Manage health billing and accounting system	
HLTADM005	Produce coded clinical data	
HLTADM008	Administer and coordinate Telehealth services	
HLTADM009	Manage Telehealth technology	
HLTADM010	Facilitate a coordinated approach to client care	
HLTADM011	Manage health billing and accounting system	
Allied Health		
HLTAHA023	Support the provision of basic nutrition advice and education	
HLTAHA025	Contribute to client flow and client information management in medical imaging	
HLTAHA026	Support the medical imaging professional	
HLTAHA027	Assist with an allied health program	
HLTAHA028	Deliver and monitor physical or manual therapy programs	
HLTAHA029	Support independence and community participation	

Code	Title	Prerequisites
HLTAHA030	Assist with basic foot Care	
HLTAHA031	Assist in rehabilitation programs	
HLTAHA032	Support maintenance of functional status	
HLTAHA033	Conduct group sessions for individual outcomes	
HLTAHA034	Support the development of speech and communication skills	
HLTAHA035	Provide support in dysphagia management	
HLTAHA036	Assist and support the use of augmentative and alternative communication system	
HLTAHA037	Deliver and monitor a hydrotherapy program	
HLTAHA038	Support the use of orthoses or prostheses	
HLTAHA039	Assist in the development of meals and menus to meet dietary and cultural requirements	
HLTAHA040	Assist with the monitoring and modification of meals and menus according to individualised plans	
HLTAHA041	Support food services and dietetics in menu and meal order processing	
HLTAHA042	Assist with screening and management of nutritional risk	
HLTAHA043	Support the provision of basic nutritional advice and education	
HLTAHA044	Work within a community rehabilitation environment	
HLTAHA045	Assist people management in medical imaging	
HLTAHA046	Support the medical imaging professional	
HLTAHA047	Engage with clinical supervision and delegation	
HLTAHA048	Provide allied health assistance in remote or isolated settings	
HLTAHA049	Recognise impact of health conditions	

Code	Title	Prerequisites
HLTAHA050	*Assist with podiatry exercise*	
HLTAHA051	*Assist with podiatric procedures*	
HLTAHA052	*Assist with social work*	
HLTAHA053	*Support and deliver individual hearing rehabilitation program*	
HLTAHW051	*Respond to loss, grief and trauma*	
First Aid		
HLTAID009	*Provide cardiopulmonary resuscitation*	
HLTAID010	*Provide basic emergency life support*	
Aboriginal and/or Torres Strait Islander Health		
Advocacy (ADV)		
HLTAADV001	*Support clients to access health services*	
HLTAADV002	*Support the rights and needs of clients*	
HLTAADV003	*Support the rights and needs of clients in the justice system*	
HLTAADV004	*Advocate on behalf of groups or the community*	HLTAADV002 Support the rights and needs of clients
Emergency and Disaster Response (EDR)		
HLTAEDR001	*Respond to community disasters*	
HLTAEDR002	*Assess and respond to medical emergencies*	
HLTAEDR003	*Develop medical emergency plan*	
Health Care and Support (HCS)		
HLTAHCS001	*Provide basic health service information to clients*	
HLTAHCS002	*Assist with health assessments*	
HLTAHCS003	*Complete routine physical health assessments*	

Code	Title	Prerequisites
HLTAHCS004	*Complete comprehensive physical health assessments*	
HLTAHCS005	*Implement basic health care plans*	
HLTAHCS006	*Implement complex health care plans*	
HLTAHCS007	*Provide support to men with cancer*	
HLTAHCS008	*Provide support to women with cancer*	
HLTAHCS009	*Provide support to clients with diabetes*	
HLTAHCS010	*Provide support to clients with chronic disease*	
HLTAHCS011	*Provide support to clients experiencing alcohol and other drugs problems*	
HLTAHCS012	*Provide support to older clients*	
HLTAHCS013	*Provide eye health care*	
HLTAHCS014	*Provide ear health care*	
HLTAHCS015	*Facilitate access to tertiary health services*	
HLTAHCS016	*Develop primary health care programs*	
Health Promotion (HPR)		
HLTAHPR001	*Develop health promotion programs*	
HLTAHPR002	*Promote awareness and early detection of cancer to men*	
HLTAHPR003	*Promote awareness and early detection of cancer to women*	
HLTAHPR004	*Promote awareness and early detection of diabetes*	
HLTAHPR005	*Promote awareness and prevention of chronic disease*	
HLTAHPR006	*Provide healthy lifestyle information*	
HLTAHPR007	*Promote lifestyle change*	
Maternal and Children's Health (MAT)		
HLTAMAT001	*Provide antenatal health care*	
HLTAMAT002	*Assist with childbirth*	
HLTAMAT003	*Provide postnatal health care for mothers and babies*	

Code	Title	Prerequisites
HLTAMAT004	*Assess children's health*	
HLTAMAT005	*Provide health care for children*	
Medications (MED)		
HLTAMED001	*Work under instructions to support the safe use of medications*	
HLTAMED002	*Support the safe use of medications*	
HLTAMED003	*Administer medications*	
HLTAMED004	*Manage medications in Aboriginal and/or Torres Strait Islander primary health care*	*HLTAMED003 Administer medications*
Community Health Research (RES)		
HLTARES001	*Gather information and report on community health*	
HLTARES002	*Prepare and maintain community health profile*	
HLTARES003	*Research community health*	
Social and Emotional Wellbeing (SEW)		
HLTASEW001	*Work according to the principles of social and emotional wellbeing care*	
HLTASEW002	*Assess and support the social and emotional wellbeing of clients*	
HLTASEW003	*Provide support to clients affected by loss, grief or trauma*	
HLTASEW004	*Contribute to the care of clients living with mental illness*	
HLTASEW005	*Provide supervision for Aboriginal and/or Torres Strait islander health workers*	
Sexual Health (SXH)		
HLTASXH001	*Promote men's sexual health*	
HLTASXH002	*Promote women's sexual health*	
HLTASXH003	*Provide sexual health care*	
Working in Aboriginal and/or Torres Strait Islander Health (WOR)		

Code	Title	Prerequisites
HLTAWOR001	*Work in an Aboriginal and/or Torres Strait Islander health support role*	
HLTAWOR002	*Work in Aboriginal and/or Torres Strait Islander primary health care*	
HLTAWOR003	*Use and promote reflective practice in Aboriginal and/or Torres Strait Islander primary health care*	
HLTAWOR004	*Provide support to address social and cultural determinants of client and community health*	
HLTAWOR005	*Contribute to Aboriginal and/or Torres Strait Islander health strategies*	
First Aid		
HLTAID011	*Provide First Aid*	
HLTAID012	*Provide First Aid in an education and care setting*	
HLTAID013	*Provide First Aid in remote or isolated site*	
HLTAID014	*Provide Advanced First Aid*	
HLTAID015*	*Provide advanced resuscitation and oxygen therapy*	*HLTAID011 Provide First Aid*
HLTAID016	*Manage first aid services and resources*	
Assistant in Nursing		
HLTAIN001	*Assist with nursing care in an acute care environment*	
HLTAIN002	*Provide non-client contact support in an acute care environment*	
Anaesthetic Technology		
HLTANA008	*Prepare patients for anaesthesia*	
HLTANA009	*Monitor patients during anaesthesia*	
HLTANA010	*Assist with airway management*	
HLTANA011	*Respond to anaesthesia related emergencies*	
HLTANA012	*Maintain quality and supply of anaesthetic equipment and consumables*	

Code	Title	Prerequisites
HLTANA013	*Assist with clinical procedures used in anaesthesia*	
HLTANA014	*Monitor medications in the anaesthetic environment*	
Aromatherapy		
HLTARO001	*Develop aromatherapy practice*	
HLTARO002	*Source and prepare aromatherapy products*	
HLTARO003	*Perform aromatherapy health assessments*	
HLTARO004	*Provide therapeutic aromatherapy treatments*	
HLTARO005	*Provide aromatherapy massage treatments*	
HLTARO006	*Adapt aromatherapy treatments to specific needs*	
HLTARO007	*Monitor and evaluate aromatherapy treatments*	
HLTARO008	*Prepare and dispense aromatic formulations*	
HLTARO009	*Select and advise on aromatic therapies*	
Audiometry		
HLTAUD007	*Conduct basic audiometric testing*	
HLTAUD008	*Conduct audiometric testing*	*HLTAUD007 Conduct basic audiometric testing*
HLTAUD009	*Conduct audiometric screening for young school age children*	
HLTAUD010	*Assess and respond to occupational noise risk*	
HLTAUD011	*Develop and implement individual hearing rehabilitation programs*	
HLTAUD012	*Prescribe, select and fit hearing devices*	
HLTAUD013	*Assist client with management of hearing devices*	
HLTAUD014	*Manage and remove cerumen*	
Ayurvedic Practice		
HLTAYV001	*Develop Ayurvedic practice*	

Code	Title	Prerequisites
HLTAYV002	*Make Ayurvedic lifestyle assessments*	
HLTAYV003	*Provide Ayurvedic bodywork therapies*	
HLTAYV004	*Provide Ayurvedic lifestyle advice*	
HLTAYV005	*Provide advice on Ayurvedic nutrition*	
HLTAYV006	*Take cases within Ayurvedic framework*	
HLTAYV007	*Diagnose conditions within an Ayurvedic framework*	
HLTAYV008	*Provide Ayurvedic remedial therapies*	
HLTAYV009	*Provide therapeutic Ayurvedic nutritional advice*	
HLTAYV010	*Select and advise on Ayurvedic medicines - Dravya Guna*	
HLTAYV011	*Prepare and dispense Ayurvedic medicines - Dravya Guna*	
HLTAYV012	*Monitor and evaluate Ayurvedic treatments*	
Cardiography		
HLTCAR001	*Perform electrocardiography (ECG)*	
HLTCAR002	*Perform holter monitoring*	
Clinical Coding		
HLTCCD001	*Apply an understanding of the health care system to clinical coding practice*	
HLTCCD002*	*Interpret and navigate health care records*	*HLTCCD001 Apply an understanding of the health care system to clinical coding practice*
HLTCCD003	*Use medical terminology in health care*	
HLTCCD004	*Interpret clinical documentation using knowledge of anatomy and physiology*	
HLTCCD005*	*Abstract information for clinical coding*	*HLTCCD002 Interpret and navigate health care records**

Code	Title	Prerequisites
		HLTCCD003 Use medical terminology in health care
		HLTCCD004 Interpret clinical documentation using knowledge of anatomy and physiology
HLTCCD006*	*Undertake basic clinical coding*	*HLTCCD005 Abstract information for clinical coding**
HLTCCD007*	*Undertake moderately complex clinical coding*	*HLTCCD006 Undertake basic clinical coding**
HLTCCD008*	*Undertake highly complex clinical coding*	*HLTCCD007 Undertake moderately complex clinical coding**
HLTCCD009*	*Undertake a clinical coding audit*	*HLTCCD008 Undertake highly complex clinical coding**
HLTCCD010*	*Analyse and report on clinical coding auditing*	*HLTCCD009 Undertake a clinical coding audit**
Dental Assisting		
HLTDEN004	*Implement an individualised oral hygiene program*	
HLTDEN007	*Apply the principles of radiation biology and protection in dental practice*	
HLTDEN008	*Prepare to expose a prescribed dental radiographic image*	
HLTDEN009	*Produce a prescribed dental radiographic image*	
HLTDEN011	*Implement an oral health promotion program*	
HLTDEN014	*Take a clinical photograph*	
HLTDEN015	*Prepare for and assist with dental procedures*	
HLTDEN016	*Assist with dental radiography*	
HLTDEN017	*Assist with administration in dental practice*	

Code	Title	Prerequisites
HLTDEN018*	Implement an individualised oral hygiene program	HLTDA303D Prepare for and assist with oral health care procedures or HLTDEN001 Prepare for and assist with oral health care procedures or HLTDEN015 Prepare for and assist with dental procedures
HLTDEN019*	Assist in dental procedures during general anaesthesia	HLTDA303D Prepare for and assist with oral health care procedures or HLTDEN001 Prepare for and assist with oral health care procedures or HLTDEN015 Prepare for and assist with dental procedures
HLTDEN020	Assist in dental procedures during conscious sedation	
HLTDEN021	Apply the principles of radiation biology and protection in dental practice	
HLTDEN022	Prepare to expose a prescribed dental radiographic image	
HLTDEN023	Produce a prescribed dental radiographic image	
HLTDEN024	Implement an oral hygiene program for older people	
HLTDEN025	Implement an oral health promotion program	
HLTDEN026	Take an impression for study models	
HLTDEN027	Take a clinical photograph	
HLTDEN028	Provide effective oral hygiene instruction to patients with an oral health treatment plan	

Code	Title	Prerequisites
HLTDEN029*	*Assist in dental procedures during relative analgesia*	*HLTDA303D Prepare for and assist with oral health care procedures* or *HLTDEN001 Prepare for and assist with oral health care procedures* or *HLTDEN015 Prepare for and assist with dental procedures*
HLTDEN030	*Assist the dental practitioner during medical emergencies in a dental setting*	
Dental Prosthetics		
HLTDEP001	*Identify, select and prepare instruments, equipment and materials*	
HLTDEP002	*Gather data, conduct dental prosthetic examination and develop treatment plan*	
HLTDEP003	*Take impressions*	
HLTDEP004	*Establish and record jaw relationships and select artificial teeth*	
HLTDEP005	*Evaluate a removable dental prosthesis at try-in stage*	
HLTDEP006	*Insert and issue a completed removable dental prosthesis*	
HLTDEP007	*Perform maintenance treatment for patient with removable dental prostheses*	
HLTDEP008	*Construct and insert an implant retained overdenture*	
Dental Technician		
HLTDET001	*Construct models*	
HLTDET002	*Construct custom impression trays*	
HLTDET003	*Construct registration rims*	
HLTDET004	*Articulate models and transfer records*	

Code	Title	Prerequisites
HLTDET005	Construct thermoformed bases and appliances	
HLTDET006	Construct immediate dentures	
HLTDET007	Construct removable acrylic partial dentures	
HLTDET008	Construct cast alloy removable partial denture framework	
HLTDET009	Construct crown and bridge structures	
HLTDET010	Join alloy structures	
HLTDET011	Construct ceramic and fixed restorations	
HLTDET012	Construct orthodontic appliances	
HLTDET013	Construct oral splints	
HLTDET014	Repair and modify dentures and appliances	
HLTDET015	Construct complete removable acrylic dentures and appliances	
HLTDET016	Design digital dental restorations and appliances using computer-aided design (CAD)	
HLTDET017	Construct dental restorations and appliances using computer-aided manufacturing (CAM)	
Enrolled Nursing		
HLTENN035	Practise nursing within the Australian health care system	
HLTENN036	Apply communication skills in nursing practice	
HLTENN037	Perform clinical assessment and contribute to planning nursing care	
HLTENN038	Implement, monitor and evaluate nursing care	
HLTENN039	Apply principles of wound management	
HLTENN040	Administer and monitor medicines and intravenous therapy	
HLTENN041	Apply legal and ethical parameters to nursing practice	

Code	Title	Prerequisites
HLTENN042	Implement and monitor care for a person with mental health conditions	
HLTENN043	Implement and monitor care for a person with acute health conditions	
HLTENN044	Implement and monitor care for a person with chronic health conditions	
HLTENN045	Implement and monitor care of the older person	
HLTENN046	Contribute to maternal and infant health care	
HLTENN047	Apply nursing practice in the primary health care setting	
HLTENN048	Apply nursing practice in the emergency care setting	
HLTENN049	Apply nursing practice in the orthopaedic care setting	
HLTENN050	Apply nursing practice in the rehabilitation care setting	
HLTENN051	Apply nursing practice in sexual and reproductive health care	
HLTENN052	Provide advanced clinical assessment	
HLTENN053	Apply nursing practice in the critical care setting	
HLTENN054	Contribute to the registration eligibility and assessment of donors	
HLTENN055	Apply nursing practice in the respiratory care setting	
HLTENN056	Apply nursing practice in the cardiovascular care setting	
HLTENN057	Contribute to the nursing care of a person with diabetes	
HLTENN058	Apply nursing practice in the perioperative setting	
HLTENN059	Apply nursing practice in the hyperbaric environment	
HLTENN060	Apply nursing practice in the paediatric care setting	
HLTENN061	Apply nursing practice in the contemporary aged care setting	

Code	Title	Prerequisites
HLTENN062	*Implement and monitor care for a person with a stoma*	
HLTENN063	*Apply nursing practice in the contemporary mental health care setting*	
HLTENN064	*Apply nursing practice in the rural and remote setting*	
HLTENN065	*Research and report on nursing trends and practice*	
HLTENN066	*Contribute to improvement for advancement of clinical practice*	
HLTENN067	*Apply, implement and monitor nursing care in a contemporary paediatric setting*	
HLTENN068	*Provide end of life care and a palliative approach in nursing practice*	
Food Safety		
HLTFSE001	*Follow basic food safety practices*	
HLTFSE002	*Provide ward or unit-based food preparation and distribution services*	
HLTFSE003	*Perform kitchenware washing*	
HLTFSE004	*Serve cafeteria customers*	
HLTFSE005	*Apply and monitor food safety requirements*	
HLTFSE006	*Prepare foods suitable for a range of client groups*	
HLTFSE007	*Oversee the day-to-day implementation of food safety in the workplace*	
HLTFSE008	*Conduct internal food safety audits*	
HLTFSE009	*Apply cook-freeze and reheating processes*	
Clinical Care		
HLTHPS001	*Take clinical measurements*	
HLTHPS002	*Support health professional in the delivery of care*	
HLTHPS003	*Maintain medication stocks*	
HLTHPS004	*Measure spirometry*	

Code	Title	Prerequisites
HLTHPS005	*Handle medical specimens*	
HLTHPS006	*Assist clients with medication*	
HLTHPS007	*Administer and monitor medications*	
HLTHPS008	*Provide clinical mentoring in the work environment*	
HLTHPS009	*Perform peripheral intravenous cannulation*	
HLTHPS010	*Interpret and use information about nutrition and diet*	
HLTHSS003	*Perform general cleaning tasks in a clinical setting*	
HLTHSS004	*Handle and move equipment, goods and mail*	
HLTHSS007	*Handle medical gases safely*	
HLTHSS009	*Perform general cleaning tasks in a clinical setting*	
HLTHSS010	*Handle and move equipment, goods and mail*	
HLTHSS011	*Maintain stock inventory*	
HLTHSS012	*Handle medical gases safely*	
Infection Control		
HLTINF001	*Comply with infection prevention and control policies and procedures*	
HLTINF002	*Process reusable medical devices and equipment*	
HLTINF003	*Implement and monitor infection prevention and control policies and procedures*	
HLTINF004	*Manage the prevention and control of infection*	
HLTINF005	*Maintain infection prevention for skin penetration treatments*	
HLTINF006	*Apply basic principles and practices of infection prevention and control*	
HLTINF007	*Implement and monitor infection prevention and control standards, policies and procedures*	
HLTINFCOV001	*Comply with infection prevention and control policies and procedures*	

Code	Title	Prerequisites
Kinesiology		
HLTKIN001	*Develop kinesiology practice*	
HLTKIN002	*Conduct indicator muscle monitoring*	
HLTKIN003	*Perform kinesiology assessments*	
HLTKIN004	*Provide kinesiology balances*	
HLTKIN005	*Monitor and evaluate client progress*	
Massage		
HLTMSG001	*Develop massage practice*	
HLTMSG002	*Assess client massage needs*	
HLTMSG004	*Provide massage treatments*	
HLTMSG009	*Develop massage practice*	
HLTMSG010	*Assess client massage needs*	
HLTMSG011	*Provide massage treatments*	
HLTMSG012	*Apply relaxation massage clinical practice*	
HLTMSG013	*Perform remedial massage musculoskeletal assessments*	
HLTMSG014	*Provide remedial massage treatments*	
HLTMSG015	*Adapt massage treatments to meet specific needs*	
HLTMSG016	*Apply principles of pain neuroscience*	
HLTMSG017	*Apply remedial massage clinical practice*	
HLTMSG018	*Adapt massage practice for athletes*	
Oral Health Care		
HLTOHC001	*Recognise and respond to oral health issues*	
HLTOHC002	*Inform and support patients and groups about oral health*	
HLTOHC004	*Provide or assist with oral hygiene*	
HLTOHC005	*Use basic oral health screening tools*	

Code	Title	Prerequisites
HLTOHC007	*Recognise and respond to oral health issues*	
HLTOHC008	*Inform and support patients and groups about oral health*	
HLTOHC009	*Apply and use basic oral health products*	
HLTOHC010	*Use basic oral health screening tools*	
HLTOHC011	*Apply fluoride varnish*	
Optical Dispensing		
HLTOPD006	*Assist with optical appliance selection and maintenance*	
HLTOPD007	*Dispense single vision optical appliances*	
HLTOPD008	*Dispense advanced optical appliances*	
HLTOPD009	*Dispense atypical and complex optical prescriptions*	
HLTOPD010	*Edge and fit optical appliances*	
HLTOPD011	*Process and manage optical appliance orders*	
Orthopaedic Technology		
HLTOTH001	*Apply casts*	
HLTOTH002	*Modify casts*	
HLTOTH003	*Remove casts*	
HLTOTH004	*Apply orthopaedic devices*	
HLTOTH005	*Modify orthopaedic devices*	
HLTOTH006	*Remove orthopaedic devices*	
HLTOTH007	*Apply and remove traction*	
Out of Hospital Care		
HLTOUT001	*Implement safe access and egress*	
HLTOUT002	*Receive and respond to requests for ambulance service*	
HLTOUT003	*Assign and coordinate ambulance service resources*	
HLTOUT004	*Assess and deliver basic clinical care*	

Code	Title	Prerequisites
HLTOUT005	Assess and deliver standard clinical care	
HLTOUT006	Transport emergency patients	
HLTOUT007	Transport non-emergency patients under operational conditions	
HLTOUT008	Manage a scene	
HLTOUT009	Manage the scene of a major incident	
HLTOUT010	Communicate in complex situations to support health care	
Pathology		
HLTPAT008	Identify and respond to clinical risks in pathology collection	
HLTPAT009	Collect pathology specimens other than blood	
HLTPAT010	Collect specimens for drugs of abuse testing	
HLTPAT011	Receive, prepare and dispatch pathology specimens	
HLTPAT012	Perform capillary blood collections	
HLTPAT013	Perform venous blood collection from children 0 to 5 years	HLTPAT014 Perform venous blood collections HLTPAT012 Perform capillary blood collections
HLTPAT014	Perform venous blood collections	
Hospital Pharmacy		
HLTPHA010	Maintain pharmaceutical imprest stock	
HLTPHA011	Pack pharmaceutical products	
HLTPHA012	Dispense prescriptions and medication orders	
HLTPHA013	Order, maintain and distribute pharmaceutical stock	
HLTPHA014	Conduct small-scale compounding and labelling of pharmaceutical products	
HLTPHA015	Provide assistance in dispensary administration	

Code	Title	Prerequisites
HLTPHA016	Conduct small-scale compounding and labelling of aseptic pharmaceutical products	
HLTPHA017	Support pharmacist's communication with patients and other health professionals	
HLTPHA018	Support pharmacists in the collection and presentation of workplace data and information	
HLTPHA019	Coordinate communication processes in a hospital or health services pharmacy setting	
HLTPHA020	Apply knowledge of biological principles within the pharmacy environment	
HLTPHA021	Apply knowledge of medication used to assist patients in using medications effectively	
HLTPHA022	Apply knowledge of gastrointestinal and nutritional disorders to dispense medication	
HLTPHA023	Apply knowledge of cardio-respiratory disorders to dispense medication	
HLTPHA024	Apply knowledge central nervous system disorders to dispense medication	
HLTPHA025	Apply knowledge of medications used for infections, immunological products and vaccines	
HLTPHA026	Apply knowledge of endocrine and genitourinary disorders to dispense medication	
HLTPHA027	Apply knowledge of malignant diseases and immunosuppressive disorders to dispense medication	
HLTPHA028	Apply knowledge of eye, ear and nose disorders to dispense medication	
HLTPHA029	Apply knowledge of chemical principles as they apply to pharmacy activity	
HLTPHA030	Apply knowledge of medications used to provide analgesia	
HLTPHA031	Apply knowledge of musculoskeletal disorders to dispense medication	

Code	Title	Prerequisites
HLTPHA032	*Apply knowledge of dermatological disorders to dispense medication*	
Population Health		
HLTPOP001	*Provide basic repairs and maintenance to health hardware and fixtures*	
HLTPOP002	*Monitor and maintain sewage systems*	
HLTPOP003	*Monitor and maintain water supply*	
HLTPOP004	*Monitor and maintain rubbish collection and disposal systems*	
HLTPOP005	*Work in a population health context*	
HLTPOP006	*Contribute to working with the community to identify health needs*	
HLTPOP007	*Contribute to population health project planning*	
HLTPOP008	*Develop and implement disease prevention and control measures*	
HLTPOP009	*Provide information and support environmental health issues*	
HLTPOP010	*Monitor and maintain dog health in the community*	
HLTPOP011	*Facilitate provision of functional, durable health hardware items in home and community*	
HLTPOP012	*Contribute to testing of results of community water supply*	
HLTPOP013	*Contribute to the implementation of a disaster plan*	
HLTPOP014	*Assess readiness for and effect behaviour change*	
HLTPOP015	*Provide information on smoking and smoking cessation*	
HLTPOP016	*Provide interventions to clients who are nicotine dependent*	
HLTPOP017	*Identify pest control strategies*	
HLTPOP018	*Develop a plan of action to address land care issues in the community*	

Code	Title	Prerequisites
HLTPOP019	Apply a population health framework	
HLTPOP020	Work with the community to identify health needs	
HLTPOP021	Plan a population health project	
HLTPOP022	Evaluate a population health project	
HLTPOP023	Build capacity to promote health	
HLTPOP024	Develop a disaster plan	
HLTPOP025	Provide basic repairs and maintenance to health hardware and fixtures	
HLTPOP026	Monitor and maintain sewage or effluent systems	
HLTPOP027	Monitor and maintain water supply	
HLTPOP028	Monitor and maintain rubbish collection and disposal systems	
HLTPOP029	Work in a population health context	
HLTPOP030	Determine and implement disease prevention and control measures	
HLTPOP031	Provide information and support on environmental health issues	
HLTPOP032	Monitor and maintain dog health in the community	
HLTPOP033	Identify pest control strategies	
Reflexology		
HLTREF001	Develop reflexology practice	
HLTREF002	Provide reflexology for relaxation	
HLTREF003	Perform reflexology health assessments	
HLTREF004	Provide therapeutic reflexology treatments	
HLTREF005	Adapt reflexology treatments to meet specific needs	
HLTREF006	Monitor and evaluate reflexology treatments	
Renal Care		

Code	Title	Prerequisites
HLTRNL003	*Contribute to the nursing care of a person with renal impairment*	
HLTRNL004	*Apply renal replacement therapy*	
Traditional Oriental Medicine		
HLTSHU001	*Work within a framework of traditional oriental medicine*	
HLTSHU002	*Develop Shiatsu practice*	
HLTSHU003	*Maintain personal health and awareness for traditional oriental medicine practice*	
HLTSHU004	*Perform Shiatsu therapy health assessments*	
HLTSHU005	*Perform oriental therapies health assessments*	
HLTSHU006	*Provide Shiatsu therapy treatments*	
HLTSHU007	*Provide oriental therapies treatments*	
HLTSHU008	*Adapt Shiatsu and oriental therapies practice to meet specific needs*	
HLTSHU009	*Monitor and evaluate traditional oriental medicine treatments*	
Sterile Medical Equipment		
HLTSTE001	*Clean and disinfect reusable medical devices*	
HLTSTE002	*Inspect and pack reusable medical devices*	
HLTSTE003	*Sterilise loads*	
HLTSTE004	*Manage sterile stock*	
HLTSTE005	*Care for reusable medical devices*	
HLTSTE006	*Chemically disinfect reusable medical devices*	
HLTSTE007	*Monitor and maintain cleaning and sterilisation equipment*	
HLTSTE008	*Monitor quality of cleaning, sterilisation and packaging processes*	

Code	Title	Prerequisites
Traditional Chinese Medicine		
HLTTCM001	Develop Traditional Chinese Medicine (TCM) remedial massage practice	
HLTTCM002	Perform Traditional Chinese Medicine (TCM) remedial massage health assessments	
HLTTCM003	Provide Traditional Chinese Medicine (TCM) remedial massage treatments	
HLTTCM004	Adapt Traditional Chinese Medicine (TCM) remedial massage practice to meet specific needs	
HLTTCM005	Monitor and evaluate Traditional Chinese Medicine (TCM) remedial massage treatments	
Theatre Equipment		
HLTTHE001	Handle and care for operating theatre equipment	
HLTTHE002	Assist with preparation of clients for operative procedures	
HLTTHE003	Provide intra-operative equipment and technical support	
Work Health and Safety		
HLTWHS001	Participate in workplace health and safety	
HLTWHS002	Follow safe work practices for direct client care	
HLTWHS003	Maintain work health and safety	
HLTWHS004	Manage work health and safety	
HLTWHS005	Conduct manual tasks safely	
HLTWHS006	Manage personal stressors in the work environment	

Appendix E - Imported units of competency and prerequisites

Code	Title	Prerequisites
BSBADM307	Organise schedules	
BSBAUD411	Participate in a quality audit	
BSBAUD512	Lead quality audits	
BSBAUD513	Report on quality audits	
BSBCMM211	Apply communication skills	
BSBCMM411	Make presentations	
BSBCMM511	Communicate with influence	
BSBCRT511	Develop critical thinking in others	
BSBCUS501	Manage quality customer service	
BSBDAT201	Collect and record data	
BSBDAT501	Analyse data	
BSBESB401	Research and develop business plans	
BSBESB404	Market new business ventures	
BSBESB406	Establish operational strategies and procedures for new business ventures	
BSBESB407	Manage finances for new business ventures	
BSBFIM501	Manage budgets and financial plans	
BSBFIN301	Process financial transactions	
BSBFIN302	Maintain financial records	
BSBFIN401	Report on financial activity	
BSBFIN501	Manage budgets and financial plans	
BSBFIN601	Manage organisational finances	
BSBFNG401	Plan and chair Aboriginal and Torres Strait Islander organisation board meetings	

Code	Title	Prerequisites
BSBHRM412	Support employee and industrial relations	
BSBHRM413	Support the learning and development of teams	
BSBHRM414	Use human resources information systems	
BSBHRM415	Coordinate recruitment and onboarding	
BSBHRM417	Support human resources functions and processes	
BSBHRM521	Facilitate performance development processes	
BSBHRM522	Manage employee and industrial relations	
BSBHRM523	Coordinate the learning and development of teams and individuals	
BSBHRM525	Manage recruitment and onboarding	
BSBHRM528	Coordinate remuneration and employee benefits	
BSBHRM529	Coordinate separation and termination processes	
BSBHRM530	Coordinate rehabilitation and return to work programs	
BSBHRM611	Contribute to organisational performance development	
BSBHRM614	Contribute to strategic workforce planning	
BSBINS201	Process and maintain workplace information	
BSBINS202	Handle receipt and dispatch of information	
BSBINS302	Organise workplace information	
BSBINS307	Retrieve information from records	
BSBINS308	Control records	
BSBINS401	Analyse and present research information	
BSBINS402	Coordinate workplace information systems	
BSBINS408	Provide information from and about records	
BSBINS410	Implement records systems for small business	
BSBINS501	Implement information and knowledge management systems	
BSBINS502	Coordinate data management	

Code	Title	Prerequisites
BSBINS512	Monitor business records systems	
BSBLDR301	Support effective workplace relationships	
BSBLDR411	Demonstrate leadership in the workplace	
BSBLDR413	Lead effective workplace relationships	
BSBLDR414	Lead team effectiveness	
BSBLDR522	Manage people performance	
BSBLDR523	Lead and manage effective workplace relationships	
BSBMED301	Interpret and apply medical terminology appropriately	
BSBMED302	Prepare and process medical accounts	
BSBMED303	Maintain patient records	
BSBMED304	Assist in controlling stocks and supplies	
BSBMED305	Apply the principles of confidentiality, privacy and security within the medical environment	
BSBMED401	Manage patient recordkeeping system	
BSBMGT403	Implement continuous improvement	
BSBMGT502	Manage people performance	
BSBMKG434	Promote products and services	
BSBMKG441	Develop public relations documents	
BSBMKG541	Identify and evaluate marketing opportunities	
BSBMKG542	Establish and monitor the marketing mix	
BSBOPS101	Use business resources	
BSBOPS203	Deliver a service to customers	
BSBOPS301	Maintain business resources	
BSBOPS304	Deliver and monitor a service to customers	
BSBOPS305	Process customer complaints	
BSBOPS401	Coordinate business resources	

Code	Title	Prerequisites
BSBOPS402	Coordinate business operational plans	
BSBOPS404	Implement customer service strategies	
BSBOPS501	Manage business resources	
BSBOPS502	Manage business operational plans	
BSBOPS503	Develop administrative system	
BSBOPS504	Manage business risk	
BSBOPS601	Develop and implement business plans	
BSBPEF202	Plan and apply time management	
BSBPEF301	Organise personal work priorities	
BSBPEF402	Develop personal work priorities	
BSBPMG430	Undertake project work	
BSBPRC501	Manage procurement strategies	
BSBRSK501	Manage risk	
BSBSTR301	Contribute to continuous improvement	
BSBSTR401	Promote innovation in team environments	
BSBSTR402	Implement continuous improvement	
BSBSTR502	Facilitate continuous improvement	
BSBSTR601	Manage innovation and continuous improvement	
BSBSTR602	Develop organisational strategies	
BSBSUS411	Implement and monitor environmentally sustainable work practices	
BSBSUS511	Develop workplace policies and procedures for sustainability	
BSBTEC101	Operate digital devices	
BSBTEC201	Use business software applications	
BSBTEC301	Design and produce business documents	
BSBTEC302	Design and produce spreadsheets	

Code	Title	Prerequisites
BSBTWK201	Work effectively with others	
BSBTWK502	Manage team effectiveness	
BSBTWK503	Manage meetings	
BSBWOR301	Organise personal work priorities and development	
BSBWHS332X	Apply infection prevention and control procedures to own work activities	
BSBXTW301	Work in a team	
CHCADV005	Provide systems advocacy services	
CHCAGE005	Provide support to people living with dementia	
CHCAGE007	Recognise and report risk of falls	
CHCAGE008	Implement falls prevention strategies	CHCAGE007 Recognise and report risk of falls
CHCAGE011	Provide support to people living with dementia	
CHCAOD001	Work in an alcohol and other drugs context	
CHCAOD002	Work with clients who are intoxicated	
CHCAOD003	Provide needle and syringe services	
CHCAOD004	Assess needs of clients with alcohol and other drugs issues	
CHCAOD005	Provide alcohol and other drugs withdrawal services	
CHCAOD006	Provide interventions for people with alcohol and other drugs issues	
CHCAOD007	Develop strategies for alcohol and other drugs relapse prevention and management	
CHCAOD008	Provide advanced interventions to meet the needs of clients with alcohol and other drugs issues	
CHCAOD009	Develop and review individual alcohol and other drugs treatment plans	
CHCCCS001	Address the needs of people with chronic disease	

Code	Title	Prerequisites
CHCCCS002	Assist with movement	
CHCCCS003	Increase the safety of individuals at risk of suicide	
CHCCCS006	Facilitate individual service planning and delivery	
CHCCCS009	Facilitate responsible behaviour	
CHCCCS010	Maintain a high standard of service	
CHCCCS012	Prepare and maintain beds	
CHCCCS014	Provide brief interventions	
CHCCCS019	Recognise and respond to crisis situations	
CHCCCS020	Respond effectively to behaviours of concern	
CHCCCS026	Transport individuals	
CHCCCS028	Provide client-centred support to people in crisis	
CHCCCS033	Identify and report abuse	
CHCCCS036	Support relationships with carer and family	
CHCCCS037	Visit client residence	
CHCCCS038	Facilitate the empowerment of people receiving support	
CHCCCS040	Support independence and wellbeing	
CHCCDE017	Support collaborative planning processes	
CHCCDE019	Work within a community development framework	
CHCCDE020	Implement participation and engagement strategies	
CHCCDE021	Develop and support community resources	
CHCCDE023	Develop and deliver community projects	
CHCCDE024	Support community action	
CHCCDE025	Develop and support community leadership	
CHCCDE026	Develop and lead community engagement strategies to enhance participation	
CHCCDE027	Implement community development strategies	

Code	Title	Prerequisites
CHCCDE028	Work within organisation and government structures to enable community development outcomes	
CHCCDE029	Establish and develop community organisations or social enterprises	
CHCCDE030	Facilitate the development of community capacity to manage place making	
CHCCOM001	Provide first point of contact	
CHCCOM002	Use communication to build relationships	
CHCCOM003	Develop workplace communication strategies	
CHCCOM005	Communicate and work in health or community services	
CHCCOM006	Establish and manage client relationships	
CHCCSL003	Facilitate the counselling relationship and process	
CHCCSM002	Implement case management practice	
CHCCSM010	Implement case management practice	
CHCCSM011	Work with carers and/or families in complex situations	
CHCCSM017	Facilitate and review case management	
CHCDFV001	Recognise and respond appropriately to domestic and family violence	
CHCDFV002	Provide support to children affected by domestic and family violence	
CHCDFV003	Promote community awareness of domestic and family violence	
CHCDFV004	Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities	
CHCDFV006	Counsel clients affected by domestic and family violence	
CHCDIS003	Support community participation and social inclusion	
CHCDIS010	Provide person-centred services to people with disability with complex needs	

Code	Title	Prerequisites
CHCDIS016	*Develop and promote positive person-centred behaviour supports*	
CHCDIS018	*Facilitate ongoing skills development using a person-centred approach*	
CHCDIS019	*Provide person-centred services to people with disability with complex needs*	
CHCDIV001	*Work with diverse people*	
CHCDIV002	*Promote Aboriginal and/or Torres Strait Islander cultural safety*	
CHCDIV003	*Manage and promote diversity*	
CHCEDU001	*Provide community focused health promotion and prevention strategies*	
CHCEDU008	*Share health information*	
CHCFAM010	*Provide intervention support to families*	
CHCGRP001	*Support group activities*	
CHCGRP002	*Plan and conduct group activities*	
CHCLEG001	*Work legally and ethically*	
CHCLEG003	*Manage legal and ethical compliance*	
CHCLLN001	*Respond to client language, literacy and numeracy needs*	
CHCMGT001	*Develop, implement and review quality framework*	
CHCMGT002	*Manage partnership agreements with service providers*	
CHCMGT003	*Lead the work team*	
CHCMGT004	*Secure and manage funding*	
CHCMGT005	*Facilitate workplace debriefing and support processes*	
CHCMGT006	*Coordinate client directed services*	
CHCMGT007	*Work effectively with the Board of an organisation*	
CHCMHS001	*Work with people with mental health issues*	

Code	Title	Prerequisites
CHCMHS005	Provide services to people with co-existing mental health and alcohol and other drugs issues	
CHCMHS006	Facilitate the recovery process with the person, family and carers	
CHCMHS007	Work effectively in trauma informed care	
CHCPAL003	Deliver care services using a palliative approach	
CHCPAL004	Plan for and provide care services using a palliative approach	CHCPAL003 Deliver care services using a palliative approach
CHCPOL001	Contribute to the review and development of policies	
CHCPOL002	Develop and implement policy	
CHCPOL003	Research and apply evidence to practice	
CHCPRP001	Develop and maintain networks and collaborative partnerships	
CHCPRP002	Collaborate in professional practice	
CHCPRP003	Reflect on and improve own professional practice	
CHCPRP004	Promote and represent the service	
CHCPRP005	Engage with health professionals and the health system	
CHCPRT025	Identify and report children and young people at risk	
CHCPRT026	Support the rights and safety of children and young people	
CHCPRT027	Work collaboratively to maintain an environment safe for children and young people	
CHCSOH013	Work with people experiencing or at risk of homelessness	
CHCVOL002	Lead volunteer teams	
CHCYTH013	Engage respectfully with young people	
CUAWRT301	Write content for a range of media	
CUAWRT415	Write narration and material for productions	

Code	Title	Prerequisites
FBPPHM3020	Apply Good Manufacturing Practice requirements	
FNSORG501	Develop and manage a budget	
FSKDIG003	Use digital technology for non-routine workplace tasks	
FSKNUM008	Use whole numbers and simple fractions, decimals and percentages for work	
FSKRDG005	Read and respond to simple and familiar workplace procedures	
FSKWTG008	Complete routine workplace formatted texts	
ICTICT431	Use online tools for learning	
ICTSAS446	Fault find and troubleshoot ICT equipment, hardware and software problems	
MSL922002	Record and present data	
MSL933005	Maintain the laboratory/field workplace fit for purpose	
MSL933008	Perform calibration checks on equipment and assist with its maintenance	
MSL933009	Contribute to the achievement of quality objectives	
MSL973015	Prepare culture media	
MSL973025	Perform basic tests	
MSL973026	Prepare working solutions	
MSL973027	Perform techniques that prevent cross-contamination	
MSL973028	Perform microscopic examination	
MSL974034	Perform biological procedures	
MSMSUP390	Use structured problem-solving tools	
PSPLAN001	Converse in Auslan at a basic user level	
PUAECO002	Process emergency incident calls and enquiries	
PUAECO003	Operate and control radio networks	
PUAECO004	Operate computer aided dispatch system	

Code	Title	Prerequisites
PUAEMR035	Facilitate community involvement in recovery	
PUAEMR037	Manage recovery functions and services	
PUAOPE013	Operate communications systems and equipment	
PUASAR022	Participate in a rescue operation	HLTAID011 Provide First Aid
PUASAR024	Undertake road crash rescue	HLTAID011 Provide first aid PUASAR022 Participate in rescue operation
SIRCDIS001	Assist customers with prescriptions	SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines
SIRCDIS002	Deliver medicines to customers outside the pharmacy	
SIRCIND002	Support the supply of Pharmacy Medicines and Pharmacist Only Medicines	
SIRINV001	Receive and handle retail stock	
SIRRMER003	Coordinate visual merchandising activities	
SIRWSLS002	Analyse and achieve sales targets	
SIRXCEG001	Engage the customer	
SIRXCEG008	Manage disrespectful, aggressive or abusive customers	
SIRXMGT001	Supervise and support frontline team members	
SIRXPDK003	Advise on health and nutritional products and services	
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms	
SIRXSLS001	Sell to the retail customer	
SISXCAI009	Instruct strength and conditioning techniques	
SISXCAI010	Develop strength and conditioning programs	

Code	Title	Prerequisites
SITHCCC024	Prepare and present simple dishes	SITXFSA005 Use hygienic practices for food safety
SITHCCC025	Prepare and present sandwiches	SITXFSA005 Use hygienic practices for food safety
SITXFSA005	Use hygienic practices for food safety	
SITXFSA007	Transport and store food	SITXFSA005 Use hygienic practices for food safety SITXFSA006 Participate in safe food handling practices
TAEASS311	Contribute to assessment	
TAEASS401	Plan assessment activities and processes	
TAEASS412	Assess competence	
TAEASS413	Participate in assessment validation	
TAEASS512	Design and develop assessment tools	
TAEDEL412	Facilitate workplace-based learning	
TAEDEL414	Mentor in the workplace	
TLIF3091	Apply awareness of dangerous goods and hazardous materials requirements	
TLIP5037	Develop workplace policy and procedures	

Appendix F - Qualification mapping

Determination of equivalence

A qualification is mapped as **equivalent (E)** when it provides the same occupational outcomes compared to the previous version.

A qualification is considered not **equivalent (N)** when it leads to different occupational outcomes compared to the previous version. This may happen when:

The occupational outcome or AQF level of the qualification has changed

New units have been added that introduce new skills or knowledge, and these units don't directly map with those in the previous version.

Changes to licensing, regulatory, or certification requirements support the need for a different qualification and/or unit requirements.

Status Key   E = Equivalent, N = Non-equivalent, D = Deleted, NC = Newly Created

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	Title	Code	Title			
HLT20121	*Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care*	*HLT20113*	*Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care*	9.0	N	• Total units remain at 10. • Core units reduced from 7 to 6. Electives increased from 3 to 4. • Communication unit added to core. First Aid unit moved from core to electives. Two core units merged (HLTAHW001 and

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						HLTAHW004) to become HLTAWOR001. • Elective list updated to include units relevant to job roles at Certificate II level, with unsuitable complex units removed.
HLT21020	*Certificate II in Medical Service First Response*	*HLT21015*	*Certificate II in Medical Service First Response*	5.0	N	• Core Units: • Added - HLTWHS002 Follow safe work practices for direct client care • Added - HLTWHS006 Manage personal stressors in the work environment • Removed - HLTWHS001 Participate in workplace health and safety • Replaced – HLTAID003 with HLTAID011 not equivalent • Packaging Rules:

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• Numbers changed to reflect additional core Units
HLT23221	Certificate II in Health Support Services	HLT23215	Certificate II in Health Support Services	8.0	E	• Specialisations restructured • Elective Units streamlined and Units with low or no enrolments removed.
HLT26015	Certificate II in Population Health	HLT20912	Certificate II in Population Health	3.0	N	• Change to packaging rules
HLT26120	Certificate II in Indigenous Environmental Health	HLT26115	Certificate II in Indigenous Environmental Health	5.0	N	• Changes to packaging rules and composition of core units of competency.
HLT30121	Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care	HLT30113	Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care	9.0	N	• Total units reduced from 17 to 15. • Core units reduced from 12 to 9. Electives increased from 5 to 6. • Communication unit added to core. First Aid unit moved from core to electives.

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• Core units and elective list updated to include units relevant to job roles at Certificate III level, with unsuitable complex units removed.
HLT31020	*Certificate III in Ambulance Communications (Call-taking)*	HLT31015	*Certificate III in Ambulance Communications (Call-taking)*	5.0	N	• Core Units: • Added - HLTWHS006 Manage personal stressors in the work environment • Removed - BSBWOR203 Work effectively with others • Not equivalent - HLTOUT010 Communicate in complex situations to support health care • Packaging Rules: • Numbers changed to reflect additional core Units

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
HLT31120	*Certificate III in Non-Emergency Patient Transport*	*HLT31115*	*Certificate III in Non-Emergency Patient Transport*	5.0	N	• Core Units: • Added - HLTWHS006 Manage personal stressors in the work environment • Added - HLTWHS005 Conduct manual tasks safely • Added - BSBMED301 Interpret and apply medical terminology appropriately • Added - HLTOUT010 Communicate in complex situations to support health care • Replaced – HLTAID003 with HLTAID011 not equivalent • Removed - CHCCOM005 Communicate and work in health or community services • Packaging Rules:

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• Numbers changed to reflect additional core Units
HLT31220	*Certificate III in Basic Health Care*	*HLT31215*	*Certificate III in Basic Health Care*	5.0	N	• Core units: • Added - HLTWHS006 Manage personal stressors in the work environment • Added - HLTAID011 Provide first aid • Added - HLTOUT010 Communicate in complex situations to support health care • Replaced – HLTAID003 with HLTAID011 not equivalent • Removed - CHCCOM005 Communicate and work in health or community services • Packaging Rules:

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
						• Numbers changed to reflect additional core Units

HLT33021	*Certificate III in Allied Health Assistance*	*HLT33015*	*Certificate III in Allied Health Assistance*	8.0	N	• Units increased from 11 to 12
						• Core Units decreased from 8 to 7
						• Core Unit added:
						  • HLTAHA027 Assist with an allied health program
						  • HLTAHA049 Recognise impact of health conditions
						• Core Units removed:
						  • CHCCCS010 Maintain high standard of service
						  • HLTAAP001 Recognise healthy body systems
						  • HLTAHA001 Assist with an allied health program

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• Packaging Rules altered to accommodate additional Unit • Elective Units revised.
HLT33115	*Certificate III in Health Services Assistance*	HLT32512	*Certificate III in Health Services Assistance*	2.0	N	• Change to packaging rules • Significant changes to core • Minimum work requirement of 80 hours
		HLT33215	*Certificate III in Health Support Services*	3.0		• Deleted in Release 8.0
HLT35021	*Certificate III in Dental Assisting*	HLT35015	*Certificate III in Dental Assisting*	7.0	N	• Updated Unit Codes • Updated Packaging Rules • Packaging of core Units changed • Packaging of electives added.
HLT35115	*Certificate III in Dental Laboratory Assisting*	HLT32712	*Certificate III in Dental Laboratory Assisting*	3.0	N	• Change to packaging rules.

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	Title	Code	Title			
HLT36015	Certificate III in Population Health	HLT32212	Certificate III in Population Health	3.0	N	• Change to packaging rules • Significant changes to core units
HLT36115	Certificate III in Indigenous Environmental Health	HLT32312	Certificate III in Indigenous Environmental Health	3.0	N	• Change to packaging rules • Significant changes to core units
HLT37015	Certificate III in Sterilisation Services	HLT31112	Certificate III in Sterilisation Services	2.0	N	• Change to packaging rules

HLT37121	Certificate III in Hospital or Health Services Pharmacy Support	HLT37115	Certificate III in Hospital/Health Services Pharmacy Support	7.0	N	• Updated Unit Codes
						• Number of Units required to complete the Qualification has decreased from 14 to 13
						• Updates to Packaging Rules
						  • packaging of core Units changed from 10 to 13
						  • electives removed
						• Work placement hours added to meet Assessment

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
						Requirements as stipulated in the Units

HLT37525	*Certificate III in Pathology*	*HLT37215*
		
		HLT37415
			Certificate III in Pathology Collection
			
			Certificate III in Pathology Assistance
				10.0	N	• Merged qualifications HLT37215 and HLT37415
						• Change to packaging rules, learners must specialise in Pathology Collection or Pathology Assistance.
						• Total units remain at 14
						  • Core units 8
						  • Elective units 6
						• Pathology Assistance requires 4 units from Group A and 2 units from other electives
						• Pathology Assistance requires 3 units from Group B and 3 units from other electives

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
HLT37315	*Certificate III in Health Administration*	*HLT32912*	*Certificate III in Health Administration*	2.0	N	• Change to packaging rules
HLT40121	*Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care*	*HLT40113*	*Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care*	9.0	N	• Total units reduced from 21 to 19. • Core units remain at 14. Electives reduced from 7 to 5. • Communication, reflective practice and medications units added to core. First Aid unit moved from core to electives. • Core units and elective list updated to include units relevant to health worker job role at Certificate IV level, with unsuitable complex units removed.
HLT40221	*Certificate IV in Aboriginal and/or Torres Strait*	*HLT40213*	*Certificate IV in Aboriginal and/or Torres Strait Islander*	9.0	N	• Total units reduced from 21 to 19.

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
	Islander Primary Health Care Practice		*Primary Health Care Practice*			• Core units remain at 14. Electives reduced from 7 to 5. • Communication and reflective practice units added to core. First Aid unit moved from core to electives. • Core units and elective list updated to include units most relevant to health practitioner entry level job roles with unsuitable leadership and program planning and management units removed.
HLT41020	*Certificate IV in Ambulance Communications (Dispatch)*	*HLT41015*	*Certificate IV in Ambulance Communications (Dispatch)*	5.0	N	Core Units: • Added - HLTWHS006 Manage personal stressors in the work environment • Added - HLTOUT010 Communicate in complex

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
						situations to support health care • Not equivalent - HLTOUT003 Assign and coordinate ambulance service resources • Removed - BSBWOR203 Work effectively with others • Removed - CHCCOM005 Communicate and work in health or community services
HLT41120	*Certificate IV in Health Care*	*HLT41115*	*Certificate IV in Health Care*	5.0	N	Core Units: • Added - HLTOUT001 Implement safe access and egress • Not equivalent - HLTOUT004 Assess and deliver basic clinical care • Not equivalent - HLTOUT008 Manage a scene

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
						• Not equivalent - HLTOUT010 Communicate in complex situations to support health care • Removed - HLTAMB001 Follow procedures for routine safe removal of patient

HLT42021	*Certificate IV in Massage Therapy*	*HLT42015*	*Certificate IV in Massage Therapy*	9.0	N	• Number and combination of units remain the same
						• Core units added:
						  • CHCCOM006 Establish and manage client relationships
						  • HLTMSG012 Apply relaxation massage clinical practice
						• Core units removed:
						• HLTAID011 Provide first aid transferred to electives
						• Elective units revised

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			

HLT43021	*Certificate IV in Allied Health Assistance*	*HLT43015*	*Certificate IV in Allied Health Assistance*	2.0	N	• Units increased from 16 to 18
						• Core Units increased from 7 to 10
						• Packaging Rules changed to reflect increased numbers
						• Revised specialisations include:
						  • Movement and Mobility Support
						  • Nutrition and Dietetic Support
						  • Communication and Swallowing
						  • Rehabilitation and Reablement Support
						  • Medical Imaging Support
						  • Psychosocial Support
						  • Podiatry Support
						• Core Units added:

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						- CHCCCS020 Respond effectively to behaviours of concern - CHCCCS036 Support relationships with carer and family (in draft) - CHCAGE038 Facilitate the empowerment of people receiving support (in draft) - HLTAHA027 Assist with an allied health program - HLTAHA047 Engage with clinical supervision and delegation - HLTAHA049 Recognise impact of health conditions - HLTINF001 Comply with infection prevention and control policies and procedures

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	Title	Code	Title			

						• Core Units removed:
						    • CHCCOM005 Communicate and work in health or community services
						    • CHCLEG003 Manage legal and ethical compliance
						    • HLTAAP001 Recognise healthy body systems
						    • HLTAAP002 Confirm physical health status.

HLT45021	*Certificate IV in Dental Assisting*	HLT45015	*Certificate IV in Dental Assisting*	6.0	N	• Updated Unit Codes • Number of Units required to complete the Qualification has decreased to eight • Entry Requirement added • Updated Packaging Rules • Packaging of core Units changed

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• Elective specialisations updated.
HLT46015	Certificate IV in Population Health	HLT42312	Certificate IV in Population Health	3.0	N	• Significant changes to core units
HLT46115	Certificate IV in Indigenous Environmental Health	HLT42412	Certificate IV in Indigenous Environmental Health	3.0	N	• Change to packaging rules • Significant changes to core units
HLT47015	Certificate IV in Sterilisation Services	HLT43812	Certificate IV in Sterilisation Services	2.0	N	• Change to packaging rules • Removal of entry requirements

HLT47121	Certificate IV in Hospital or Health Services Pharmacy Support	HLT47115	Certificate IV in Hospital/Health Services Pharmacy Support	8.0	N	Updated Unit Codes
						• Number of Units required to complete the Qualification has increased from 14 to 21
						• Updates to Packaging Rules
						  • packaging of core Units changed from 10 to 13
						  • Elective specialisations updated

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
						• Work placement hours added to meet Assessment Requirements as stipulated in the Units
HLT47321	Certificate IV in Health Administration	HLT47315	Certificate IV in Health Administration	8.0	N	• Packaging Rules changed • Core Units changed • Elective list updated • Qualification and Unit codes updated.

HLT47425	Certificate IV in Audiometry	HLT47415	Certificate IV in Audiometry	10.0	N	• Changes in packaging rules.
						• New units added in core and elective groups
						• Total number of units increased from 11 to 14:
						  • 10 core units
						  • 4 elective units
						• units coded HLTAUD reviewed and updated
						• superseded elective units replaced with suitable

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
						current units from other training packages
HLT47515	*Certificate IV in Operating Theatre Technical Support*	*HLT42012*	*Certificate IV in Operating Theatre Technical Support*	2.0	N	• Change to packaging rules
HLT47715	*Certificate IV in Medical Practice Assisting*	*HLT43312*	*Certificate IV in Medical Practice Assisting*	2.0	N	• Change to packaging rules

HLT47825	*Certificate IV in Optical Dispensing*	*HLT47815*	*Certificate IV in Optical Dispensing*	10.0	N	• Changes in packaging rules
						• New units added in core and elective groups
						• Total number of units reduced from 14 to 12:
						  • 9 core units
						  • 3 elective units
						• units coded HLTOPD reviewed and updated
						• superseded elective units replaced with suitable

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
						current units from other training packages.
HLT50221	*Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management*	*HLT50113*	*Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care*	9.0	N	• Title changed. • Total units reduced from 30 to 17. • Core units reduced from 20 to 6. Electives increased from 10 to 11. • Qualification now provides better flexibility for diverse job outcomes in operational management or senior health care for those progressing their career. • Elective list updated to include units relevant to operational management or senior health work. Electives divided into groups. Packaging Rules require selection of a specified number from these groups

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
						to focus qualification on relevant job outcomes.
HLT 50121	*Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice*	*HLT50213*	*Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice*	9.0	N	• Total units reduced from 31 to 15. • Core units reduced from 21 to 5. Electives remain at 10. • Entry requirement introduced. • Qualification is intended for health practitioners progressing their career to an experienced/senior practitioner. • Qualification now provides better flexibility for diverse senior practitioner job outcomes. • Elective list updated to include units relevant to a senior health practitioner role. A discipline specific or

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						broad-based outcome can be offered, depending on local community need.
HLT50321	Diploma of Clinical Coding			6.0	NC	• New qualification
HLT51020	Diploma of Emergency Health Care	HLT51015	Diploma of Paramedical Science	5.0	N	• Unit Name: Emergency Health Core Units: • Added - HLTOUT001 Implement safe access and egress • Not equivalent - HLTOUT005 Assess and deliver standard clinical care • Not equivalent - HLTOUT010 Communicate in complex situations to support health • Removed - HLTAMB001 Follow procedures for routine safe removal of patient

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
HLT52021	*Diploma of Massage Therapy*	*HLT52015*	*Diploma of Massage Therapy*		N	• Number of units remain the same. Combination of Core and Elective Units changed • Core Units increased from 16 to 18 • Elective Units decreased from 5 to 3 • Packaging Rules changed to reflect the required changes Core Units added: • BSBESB401 Research and develop business plans • CHCCOM006 Establish and manage client relationships • CHCPOL003 Research and apply evidence to practice • HLTAAP002 Confirm physical health status • HLTMSG016 Apply principles of pain neuroscience

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• HLTMSG017 Apply remedial massage clinical practice Core Units removed: • CHCPRP003 Reflect on and improve own professional practice • HLTAID011 Provide first aid transferred to electives • HLTMSG008 Monitor and evaluate remedial massage treatments (Unit deleted. Content merged into other MSG units) • Elective units revised
HLT52115	*Diploma of Traditional Chinese Medicine (TCM) Remedial Massage*	HLT50112	*Diploma of Traditional Chinese Medicine Remedial Massage (An Mo Tui Na)*	4.0	N	Change to packaging rules Added unit HLTINFCOV001Comply with infection prevention and control policies and procedures

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	Title	Code	Title			
HLT52215	*Diploma of Shiatsu and Oriental Therapies*	*HLT50212*	*Diploma of Shiatsu and Oriental Therapies*	4.0	N	Change to packaging rules Added unit HLTINFCOV001Comply with infection prevention and control policies and procedures
HLT52315	*Diploma of Clinical Aromatherapy*	*HLT51407*	*Diploma of Aromatherapy*	4.0	N	Change to packaging rules Removal of entry requirements Added unit HLTINFCOV001Comply with infection prevention and control policies and procedures
HLT52415	*Diploma of Kinesiology*	*HLT51507*	*Diploma of Kinesiology*	4.0	N	Change to packaging rules Removal of entry requirements Added unit HLTINFCOV001Comply with

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						infection prevention and control policies and procedures
HLT52515	*Diploma of Reflexology*	HLT51712	*Diploma of Reflexology*	4.0	N	Change to packaging rules Added unit HLTINFCOV001Comply with infection prevention and control policies and procedures
HLT52615	*Diploma of Ayurvedic Lifestyle Consultation*	HLT41212	*Certificate IV in Ayurvedic Lifestyle Consultation*	4.0	N	Change to packaging rules Added unit HLTINFCOV001Comply with infection prevention and control policies and procedures
HLT54121	*Diploma of Nursing*	HLT54115	*Diploma of Nursing*	6.0	N	Description: Additional information regarding ANMAC-accredited providers Units:

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
						Codes updated Removed HLTENN005 Contribute to nursing care of a person with complex needs from core Added HLTENN068 Provide end of life care and a palliative approach in nursing practice to core
HLT55118	*Diploma of Dental Technology*	*HLT55115*	*Diploma of Dental Technology*	4.0	N	Change packaging rules Inclusion of one additional unit to core
HLT57425	*Diploma of Audiometry*	*HLT57415*	*Diploma of Audiometry*	10.0	N	• Changes in packaging rules. • New units added in core and elective groups • Total units reduced from 19 to 17 • 12 core units

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
						• 5 elective units • units coded HLTAUD reviewed and updated • superseded elective units replaced with suitable current units from other training packages.
HLT57715	Diploma of Practice Management	HLT52012	Diploma of Practice Management	2.0	N	Change to packaging rules. • Total number of units reduced from 16 to 15. • Units added and replaced in core and elective groups
HLT57821	Diploma of Orthopaedic Technology			7.0	NC	New Qualification
HLT57921	Diploma of Anaesthetic Technology and Practice	HLT57915	Diploma of Anaesthetic Technology	7.0	N	Updated Unit codes Updates to Packaging Rules packaging of core units changed electives removed.

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
HLT60121	*Advanced Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management*	*HLT60113*	*Advanced Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care*	9.0	N	• Title changed. • Total units reduced from 18 to 14. • Core units reduced from 10 to 5. Electives increased from 8 to 9. • Qualification now provides better flexibility for diverse job outcomes in strategic management or senior health care management for those progressing their career. Elective list updated to include units relevant to strategic or senior health care management. Electives divided into groups. Packaging Rules require selection of a specified number from these groups to focus qualification on relevant senior job outcomes.

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
HLT62615	*Advanced Diploma of Ayurveda*	*HLT60712*	*Advanced Diploma of Ayurveda*	4.0	N	• Change to packaging rules • Removal of entry requirements • Added unit HLTINFCOV001Comply with infection prevention and control policies and procedures

HLT64121	*Advanced Diploma of Nursing*	*HLT64115*	*Advanced Diploma of Nursing*	6.0	N	• Description:
						  • Additional information regarding ANMAC-accredited providers
						  • Specialisations
						  • Additional specialisation has been added to address community and primary care
						• Units: Codes updated

HLT65015	*Advanced Diploma of Dental Prosthetics*	*HLT60412*	*Advanced Diploma of Dental Prosthetics*	3.0	N	Change to packaging rules.

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						Minimum work requirement of 240 hours

Appendix G - Skill set mapping

Status Key   E = Equivalent, N = Non-equivalent, D = Deleted, NC = Newly Created

Current Skill set		Superseded Skill set		TP Release	Status	Units with Prerequisite/s	Summary of Changes
Code	Title	Code	Title				
HLTSS00043	Telehealth Administration skill set			1.0	NC		Not applicable
HLTSS00046	Aromatic Therapies Skill Set			2.0	NC		Not applicable
HLTSS00058	Reflexology Skill Set	HLTSS00022	Reflexology skill set	3.0	N		Significant changes to units.
HLTSS00059	Venous Blood Collection Skill Set			3.0	NC		Not applicable
HLTSS00061	Food Safety Supervision Skill Set - for Community Services and Health Industries	HLTSS00013	Food safety supervisions skill ser – for community services and health industries	3.0	N		Significant changes to units.

Current Skill set		Superseded Skill set		TP Release	Status	Units with Prerequisite/s	Summary of Changes
Code	Title	Code	Title				
HLTSS00065	*Infection Control Skill Set (Retail)*			4.2	NC		Not applicable
HLTSS00066	*Infection Control Skill Set (Food Handling)*			4.2	NC		Not applicable
HLTSS00067	*Infection Control Skill Set (Transport and Logistics)*			4.2	NC		Not applicable
HLTSS00068	*Occupational First Aid Skill Set*			4.3	NC		Not applicable
HLTSS00069	*Indigenous Environmental Health Support Work Skill Set*			5.0	NC		Not applicable
HLTSS00070	*Enrolled Nurse Renal Health Care Skill Set*	*HLTSS00062*	*Enrolled Nurse – Renal Health Care Skill Set*	6.0	E		Mapping information updated. Updated to reflect current industry practices and terminology.
HLTSS00071	*Clinical Coding Auditor Skill Set*			6.0	NC		Not applicable

Current Skill set		Superseded Skill set		TP Release	Status	Units with Prerequisite/s	Summary of Changes
Code	Title	Code	Title				
HLTSS00072	*Dental Radiography Skill Set*	*HLTSS00060*	*Dental Radiography Skill Set*	6.0	E		Descriptor and superseded units have been updated.
HLTSS00073	*Oral Health Care Skill Set*			6.0	NC		Not applicable
HLTSS00074	*Allied Health Assistance - Rehabilitation and Reablement Skill Set*	*HLTSS00051* *HLTSS00053*	*Allied Health Assistance – Community Rehabilitation Skill Set* *Allied Health Assistance – Occupational Therapy Skill Set*	8.0	N		Merged with HLTSS00053 Allied Health Assistance - Occupational Therapy Skill Set with HLTSS00051 Allied Health Assistance – Community Rehabilitation Skill Set.
HLTSS00075	*Allied Health Assistance - Nutrition and Dietetics Skill Set*	*HLTSS00052*	*Allied Health Assistance – Nutrition and Dietetics Skill Set*	8.0	N		Descriptor and Units have been updated.
HLTSS00076	*Allied Health Assistance -*	*HLTSS00056*	*Allied Health Assistance – Social Work Skill Set*	8.0	N		Descriptor updated, New Codes for Units.

Current Skill set		Superseded Skill set		TP Release	Status	Units with Prerequisite/s	Summary of Changes
Code	**Title**	**Code**	**Title**				
	Psychosocial Skill Set						
HLTSS00077	*Allied Health Assistance - Movement and Mobility Skill Set*	*HLTSS00054*	*Allied Health Assistance – Physiotherapy Skill Set*	8.0	N		Title change, descriptor updated, new codes for Units.
HLTSS00078	*Allied Health Assistance - Medical Imaging Skill Set*			8.0	NC		Not applicable
HLTSS00079	*Allied Health Assistance - Podiatry Skill Set*	*HLTSS00055*	*Allied Health Assistance – Podiatry Skill Set*	8.0	N		Descriptor updated, New Codes for units.
HLTSS00080	*Allied Health Assistance – Communication and Swallowing Skill Set*	*HLTSS00057*	*Allied Health Assistance – Speech Pathology Skill Set*	8.0	N		Descriptor updated, new title and codes for units
HLTSS00081	*Pain Management Skill Set*			9.0	NC		Not applicable

Current Skill set		Superseded Skill set		TP Release	Status	Units with Prerequisite/s	Summary of Changes
Code	Title	Code	Title				
HLTSS00082	*Applied Massage for Pain Management Skill Set*			9.0	NC		Not applicable
HLTSS00083	*Infection Prevention and Control Skill Set*	*HLTSS00064*	*Infection control Skill Set*	8.0	N		Title changed to align with updated unit of competency. This skill set includes 1 unit which has been updated and is not equivalent to HLTINF001 Comply with infection prevention and control policies and procedures.
HLTSS00084	*Implement and Monitor Infection Prevention and Control Skill Set*			8.0	NC		Not applicable
HLTSS00085	*Perform Blood Collection from Children Aged 0 to 5 Years Skill Set*			10.0	NC	HLTPAT013 Perform venous blood collection from children 0 to 5 years	Not applicable

Current Skill set		Superseded Skill set		TP Release	Status	Units with Prerequisite/s	Summary of Changes
Code	Title	Code	Title				
HLTSS00086	*Optical assistant skill set*			10.0	NC		Not applicable
HLTSS00087	*Edging and Fitting Skill Set*			10.0	NC		Not applicable
HLTSS00088	*Allied Health Assistance - Audiometry Skill Set*	*HLTSS00047*	*Audiometry Skill Set*	10.0	N		Skill set description updated. Units contained in skill set updated. One unit deleted and one unit added.

Appendix H - Units of Competency mapping

Determination of Equivalence

A unit is mapped as equivalent (E) when it provides the same workplace outcomes as the previous version.

A unit is considered not **equivalent (N)** when it leads to different workplace outcomes, such as:

- The required **elements, performance criteria and assessment requirements** in the workplace have changed significantly and can't be directly mapped to the previous version
- There is **licensing,** regulatory**, legislative, or certification** changes that require a different unit outcome.

Status key:
- Equivalent
- Non-equivalent
- Deleted
- Newly Created

Summary of Change:
- E = Element
- PC = Performance Criteria
- PE = Performance Evidence
- KE = Knowledge Evidence
- AC = Assessment Conditions

Units listed with an asterisks * have prerequisite units of competency.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
Health Appraisal						
HLTAAP001	Recognise healthy body systems	HLTAP301B	Recognise healthy body systems in a health care context	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency
HLTAAP002	Confirm physical health status	HLTAP401B	Confirm physical health status	2.0	N	Minimal changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency
HLTAAP003	Analyse and respond to client health information	HLTAP501C	Analyse health information	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency Removed prerequisite Significant change to knowledge evidence
HLTAAP001	Recognise healthy body systems	HLTAP301B	Recognise healthy body systems in a health care context	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency
Health Administration						

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTADM008	*Administer and coordinate Telehealth services*	*HLTADM001*	*Administer and coordinate Telehealth services*	8.0	E	Minor changes to Application statement, Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Unit Code updated.
HLTADM009	*Manage Telehealth technology*	*HLTADM002*	*Manage Telehealth technology*	8.0	E	Minor changes to Performance Criteria and Knowledge Evidence. Unit Code updated.
HLTADM010	*Facilitate a coordinated approach to client care*	*HLTADM003*	*Facilitate a coordinated approach to client care*	8.0	E	Minor changes to Performance Criteria. Unit Code updated.
HLTADM011	*Manage health billing and accounting system.*	*HLTADM004*	*Manage health billing and accounting system*	8.0	N	Changes to Element, Performance Criteria, Performance Evidence. Unit Code updated.
Allied Health						
HLTAHA027	*Assist with an allied health program*	*HLTAHA001*	*Assist with an allied health program*	8.0	N	Additional Element to reinforce the importance of delegations in the scope of the Allied Health Assistant job role Work placement hours increased from 80 to 120

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Reworded to improve clarity and reduce repetition
		HLTAHA002	*Assist with the application and removal of casts*	8.0	D	Deleted
HLTAHA028	*Deliver and monitor physical or manual therapy programs*	HLTAHA003 HLTAHA005	*Deliver and monitor a client-specific physiotherapy program* *Support the delivery and monitoring of physiotherapy programs for mobility*	8.0	N	Title changed to better reflect job role Element and associated Performance Criteria have been changed to reflect merge Reworded to improve clarity and reduce repetition
HLTAHA029	*Support independence and community participation*	HLTAHA004	*Support client independence and community participation*	8.0	N	Title changed to better reflect job role Additional Element to reinforce the importance of delegations within the scope of the Allied Health Assistant job role
HLTAHA030	*Assist with basic foot care*	HLTAHA006	*Assist with basic foot hygiene*	8.0	N	Additional Element to reinforce the importance of delegations within the scope of the Allied Health Assistant job role

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTAHA031	*Assist in rehabilitation programs*	*HLTAHA009*	*Assist in the rehabilitation of clients*	8.0	N	Title changed to better reflect job role
HLTAHA032	*Support maintenance of functional status*	*HLTAHA010*	*Assist with the development and maintenance of client functional status*	8.0	N	Title changed to better reflect job role Additional Element to reinforce the importance of delegations within the scope of the Allied Health Assistant job role Reworded to improve clarity and reduce repetition.
HLTAHA033	*Conduct group sessions for individual outcomes*	*HLTAHA011*	*Conduct group sessions for individual client outcomes*	8.0	N	Title changed to better reflect job role Additional Element to reinforce the importance of delegations within the scope of the Allied Health Assistant job role Reworded to improve clarity and reduce repetition.
HLTAHA034	*Support the development of speech and communication skills*	*HLTAHA012*	*Support the development of speech and communication skills*	8.0	N	Additional Element to reinforce the importance of delegations within the scope of the Allied Health Assistant job role Reworded to improve clarity and reduce repetition.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTAHA035	*Provide support in dysphagia management*	*HLTAHA013*	*Provide support in dysphagia management*	8.0	N	Additional Element to reinforce the importance of delegations within the scope of the Allied Health Assistant job role Reworded to increase clarity and reduce repetition.
HLTAHA036	*Assist and support the use of augmentative and alternative communication system*	*HLTAHA014*	*Assist and support the use of augmentative and alternative communication systems*	8.0	N	Additional Element to reinforce the importance of delegations within the scope of the Allied Health Assistant job role Reworded to increase clarity and reduce repetition.
HLTAHA037	*Deliver and monitor a hydrotherapy program*	*HLTAHA015*	*Deliver and monitor a hydrotherapy program*	8.0	N	Additional Element to reinforce the importance of delegations within the scope of the Allied Health Assistant job role Reworded to improve clarity and reduce repetition.
HLTAHA038	*Support the use of orthoses or prostheses*	*HLTAHA016*	*Support the fitting of assistive equipment*	8.0	N	Title changed to better reflect job role Additional Element to reinforce the importance of delegations within the scope of the Allied Health Assistant job role Reworded to improve clarity and reduce repetition.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTAHA039	*Assist in the development of meals and menus to meet dietary and cultural requirements*	*HLTAHA018*	*Assist with planning and evaluating meals and menus to meet recommended dietary guidelines*	8.0	N	Title changed to better reflect job role Additional Element to reinforce the importance of delegations within the scope of the Allied Health Assistant job role Reworded to improve clarity and reduce repetition.
HLTAHA040	*Assist with the monitoring and modification of meals and menus according to individualised plans*	*HLTAHA019*	*Assist with the monitoring and modification of meals and menus according to individualised plans*	8.0	N	Additional Element to reinforce the importance of delegations within the scope of the Allied Health Assistant job role Reworded to improve clarity and reduce repetition
HLTAHA041	*Support food services and dietetics in menu and meal order processing*	*HLTAHA020*	*Support food services in menu and meal order processing*	8.0	N	Title changed to better reflect job role Additional Element to reinforce the importance of delegations within the scope of the Allied Health Assistant job role Reworded to improve clarity and reduce repetition.
HLTAHA042	*Assist with screening and*	*HLTAHA021*	*Assist with screening and implementation of therapeutic diets*	8.0	N	Title changed to better reflect job role

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
	management of nutritional risk					Additional Element to reinforce the importance of delegations within the scope of the Allied Health Assistant job role Reworded to improve clarity and reduce repetition.
		HLTAHA022	*Prepare infant formulas*	8.0	D	Unit deleted
HLTAHA043	*Support the provision of basic nutritional advice and education*	*HLTAHA023*	*Support the provision of basic nutrition advice and education*	8.0	N	Additional Element to reinforce the importance of delegations within the scope of the Allied Health Assistant job role Reworded to improve clarity and reduce repetition.
HLTAHA044	*Work within a community rehabilitation environment*	*HLTAHA024*	*Work within a community rehabilitation environment*	8.0	N	Additional Element to reinforce the importance of delegations within the scope of the Allied Health Assistant job role Reworded to improve clarity and reduce repetition.
HLTAHA045	*Assist people management in medical imaging*	*HLTAHA025*	*Contribute to client flow and client information*	8.0	N	Title changed to better reflect job role Additional Element to reinforce the importance of delegations within the scope of the Allied Health Assistant job role

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
			management in medical imaging			Reworded to improve clarity and reduce repetition.
HLTAHA046	*Support the medical imaging professional*	*HLTAHA026*	*Support the medical imaging professional*	8.0	N	Additional Element to reinforce the importance of delegations within the scope of the Allied Health Assistant job role Reworded to improve clarity and reduce repetition.
HLTAHA047	*Engage with clinical supervision and delegation*			8.0	NC	New Unit
HLTAHA048	*Provide allied health assistance in remote or isolated settings*			8.0	NC	New Unit
HLTAHA049	*Recognise impact of health conditions*			8.0	NC	New Unit
HLTAHA050	*Assist with podiatry exercise*	*HLTAHA008*	*Assist with podiatry assessment and exercise*	8.0	N	Additional Element to reinforce the importance of delegations within the scope of the Allied Health Assistant job role Reworded to improve clarity and reduce repetition.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTAHA051	*Assist with podiatric procedures*	*HLTAHA007*	*Assist with podiatric procedures*	8.0	N	Additional Element to reinforce the importance of delegations within the scope of the Allied Health Assistant job role Reworded to improve clarity and reduce repetition.
HLTAHA052	*Assist with social work*	*HLTAHA017*	*Assist with social work*	8.0	N	Additional Element to reinforce the importance of delegations within the scope of the Allied Health Assistant job role
HLTAHA053	*Support and deliver individual hearing rehabilitation program*			8.0	NC	New Unit
Aboriginal and/or Torres Strait Islander Health Work						
HLTAADV001	*Support clients to access health services*	*HLTAHW002*	*Support clients to obtain access to health services*	9.0	N	Title changed. Minor changes to Elements and Performance Criteria. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
						Knowledge Evidence has significant additions to align with Performance Criteria, and now indicates scope and depth. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.
HLTAADV002	*Support the rights and needs of clients*	HLTAHW006	*Facilitate and advocate for the rights and needs of clients and community members*	9.0	N	Title changed. Content now focuses on advocacy for individuals. Significant changes to content of Elements and Performance Criteria. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed. Knowledge Evidence has significant additions and deletions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTAADV003	*Support the rights and needs of clients in the justice system*	HLTAHW052	*Deliver primary health care to Aboriginal and/or Torres Strait Islander clients in confinement*	9.0	N	Title changed. Content now broader to cover clients involved in different stages of the criminal justice process, not just those in confinement. Significant changes to structure and content of Elements and Performance Criteria. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed. Knowledge Evidence has significant additions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.
HLTAADV004	*Advocate on behalf of groups or the community*	HLTAHW044	*Advocate on behalf of the community*	9.0	N	Title changed. Prerequisite added: HLTAADV002 Support the rights and needs of clients. Content now broader to cover advocacy for groups, organisations and communities.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Significant changes to structure and content of Elements and Performance Criteria. New element for negotiating solutions. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed. Knowledge Evidence has significant additions and deletions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.
HLTAEDR001	Respond to community disasters			9.0	NC	New unit
HLTAEDR002	Assess and respond to medical emergencies	HLTAHW013	Respond to emergencies	9.0	N	Title changed. Significant changes to content of Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to focus on health practitioner role in assessing and treating clients with emergency conditions.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.
HLTAEDR003	Develop medical emergency plan	HLTAHW060	Plan for medical emergencies	9.0	N	Title changed. Significant changes to structure and content of Elements and Performance Criteria. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed. Knowledge Evidence has significant additions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.
HLTAHCS001	Provide basic health service information to clients	HLTAHW003	Provide basic health information to clients	9.0	N	Title changed Significant changes to content of Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to focus on support worker

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						role in providing general information about available health and support services. Provision of healthy lifestyle information removed - covered in HLTAHPR006 Provide healthy lifestyle information. Assessment Conditions provides clearer expression of requirements.
HLTAHCS002	Assist with health assessments			9.0	NC	New unit
HLTAHCS003	Complete routine physical health assessments	HLTAHW007	Undertake basic health assessments	9.0	N	Title changed Overall scope of health assessments retained. Updated unit covers routine health examinations and tests, the ability to evaluate short term and uncomplicated health conditions, and also to recognise serious presentations that require further investigation. Significant changes to Performance Criteria. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed. Types of physical examinations and tests are specified.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Knowledge Evidence has significant additions and deletions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions provides clearer expression of requirements.
HLTAHCS004	Complete comprehensive physical health assessments	HLTAHW016 HLTAHW046	Assess client's physical wellbeing Apply advanced skills in primary health care	9.0	N	HLTAHW016 Duplicative content for assessing health and implementing complex care plans from HLTAHW016 Assess client's physical wellbeing and HLTAHW046 Apply advanced skills in primary health care used to create two units which provide a stronger and individual focus on assessment and health care for complex conditions: HLTAHCS004 Complete comprehensive physical health assessments - covers all elements from HLTAHW016, and Elements 1 and 2 for assessing health from HLTAHW046. HLTAHCS006 Implement complex health care plans - covers Elements 3, 4 and 5 for developing, implementing and reviewing plans from HLTAHW046. Overall scope of health assessments retained in HLTAHCS004. Updated unit covers both routine

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
						and comprehensive health examinations and tests, the ability to evaluate short term and uncomplicated health conditions, and also complex conditions and chronic disease. Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to reflect merged and split unit content. Types of physical examinations and tests are specified in Performance Evidence for HLTAHCS004. Knowledge Evidence in each unit has significant additions and deletions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions in each unit provides clearer expression of requirements. HLTAHW046 Non Equivalent. Content merged with HLTAHW016 Assess client's physical wellbeing. Unit code and Title updated. Changes to Application Statement, Elements, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTAHCS005	*Implement basic health care plans*	HLTAHW008	*Assist in planning and implementation of basic health care*	9.0	N	Significant duplicative content from HLTAHW008 Assist in planning and implementation of basic health care, and HLTAHW018 Plan, implement and monitor health care in a primary health care context merged to create HLTAHCS005 Implement basic health care plans. HLTAHCS005 focuses on contributing to care planning, and providing treatments for short term and uncomplicated health conditions. Chronic condition care from HLTAHW018 removed - covered in HLTAHCS006 Implement complex health care plans. Healthy nutrition and lifestyle choices education from HLTAHW018 removed - covered in HLTAHPR006 Provide healthy lifestyle information. Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to reflect merged unit content and updated scope. Assessment Conditions provides clearer expression of requirements.
		HLTAHW018	*Plan, implement and monitor health care in*	9.0	N	Significant duplicative content from HLTAHW008 and HLTAHW018 merged to create HLTAHC005.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
			a primary health care context			Changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence and Assessment Conditions to reflect merged unit content and updated scope.
HLTAHCS006	*Implement complex health care plans*	*HLTAHW046*	*Apply advanced skills in primary health care*	9.0	N	Duplicative content for assessing health and implementing complex care plans from HLTAHW016 Assess client's physical wellbeing and HLTAHW046 Apply advanced skills in primary health care used to create two units which provide a stronger and individual focus on assessment and health care for complex conditions: HLTAHCS004 Complete comprehensive physical health assessments - covers all elements from HLTAHW016, and Elements 1 and 2 for assessing health from HLTAHW046. HLTAHCS006 Implement complex health care plans - covers Elements 3, 4 and 5 for developing, implementing and reviewing plans from HLTAHW046. Overall scope of health assessments retained in HLTAHCS004. Updated unit covers both routine and comprehensive health examinations and tests, the ability to evaluate short term and

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						uncomplicated health conditions, and also complex conditions and chronic disease. Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to reflect merged and split unit content. Types of physical examinations and tests are specified in Performance Evidence for HLTAHCS004. Knowledge Evidence in each unit has significant additions and deletions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions in each unit provides clearer expression of requirements.
HLTAHCS007	*Provide support to men with cancer*	*HLTAHW035*	*Provide information and support around cancer*	9.0	N	Content from HLTAHW035 Provide information and support around cancer split, and covered in two individual units which provide a stronger and individual focus on supporting those with cancer, and their families, and on cancer education: HLTAHCS007 Provide support to men with cancer – covers Elements 2 and 3 for providing support to male clients being treated for cancer from HLTAHW035.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						HLTAHPR002 Promote awareness and early detection of cancer to men – unit focuses on providing education about cancers that are particular to males as well as other cancers that affect both males and females. Covers Element 1 from HLTAHW035. Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to reflect updated content of each unit. Knowledge Evidence in each unit has significant additions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions in each unit provides clearer expression of requirements.
HLTAHCS008	*Provide support to women with cancer*	*HLTAHW036*	*Provide information and support to women with breast cancer*	9.0	N	Content from HLTAHW036 Provide information and support to women with breast cancer split, and covered in two individual units which provide a stronger and individual focus on supporting those with cancer, and their families, and on cancer education: HLTAHCS008 Provide support to women with cancer – covers Elements 3 and 4 for providing support to female clients being treated for cancer

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
						from HLTAHW036. Unit has broader coverage of cancers, not just breast cancer. HLTAHPR003 Promote awareness and early detection of cancer to women – unit focuses on providing education about cancers that are particular to females as well as other cancers that affect both females and males. Covers Elements 1 and 2 from HLTAHW036. Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to reflect updated content of each unit. Knowledge Evidence in each unit has significant additions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions in each unit provides clearer expression of requirements.
HLTAHCS009	*Provide support to clients with diabetes*			9.0	NC	New Unit
HLTAHCS010	*Provide support to clients with chronic disease*	*HLTAHW028*	*Provide information and strategies in*	9.0	N	Content from HLTAHW028 Provide information and strategies in chronic condition care split, and covered in two individual units which provide a

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
			chronic condition care			stronger and individual focus on supporting those with chronic disease, and their families, and on chronic disease education: HLTAHCS010 Provide support to clients with chronic disease – covers Elements 2 and 3 for providing support to clients being treated for chronic disease from HLTAHW028. HLTAHPR005 Promote awareness and prevention of chronic disease – unit focuses on providing education about chronic disease. Covers Element 1 from HLTAHW028. Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to reflect updated content of each unit. Knowledge Evidence in each unit has significant additions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions in each unit provides clearer expression of requirements.
HLTAHCS011	*Provide support to clients experiencing alcohol and other drugs problems*	*HLTAHW012*	*Assist with prevention and minimisation of substance abuse*	9.0	N	Title changed. Significant changes to content of Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to focus on providing support

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
						to clients experiencing alcohol and other drugs (AOD) problems. Content about promotion of AOD issues, and client assessment removed. Assessment Conditions provides clearer expression of requirements.
HLTAHCS012	*Provide support to older clients*	*HLTAHW014*	*Work with Elders in Aboriginal and/or Torres Strait Islander communities*	9.0	N	Title changed. Significant changes to structure and content of Elements and Performance Criteria. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed. Knowledge Evidence has significant additions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions provides clearer expression of requirements.
HLTAHCS013	*Provide eye health care*	*HLTAHW030*	*Provide information and strategies in eye health*	9.0	N	Title changed. Significant changes to content of Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to focus on assessing and

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
						treating eye health issues and supporting clients with ongoing conditions. Content about organising clinics, measuring for spectacles and managing eye health care programs removed. Assessment Conditions provides clearer expression of requirements.
HLTAHCS014	*Provide ear health care*			9.0	NC	New unit
HLTAHCS015	*Facilitate access to tertiary health services*	HLTAHW043	*Facilitate access to tertiary health services*	9.0	N	Minor changes to Elements and Performance Criteria. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed. Knowledge Evidence has significant additions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions provides clearer expression of requirements.
HLTAHCS016	*Develop primary health care programs*	HLTAHW045	*Plan, develop and evaluate primary health care programs*	9.0	N	Significant duplicative content from HLTAHW045 Plan, develop and evaluate primary health care programs for Aboriginal/Torres Strait Islander

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
			for Aboriginal/Torres Strait Islander comm.			comm. and HLTAHW066 Manage the delivery of Aboriginal and/or Torres Strait Islander primary health care merged to create HLTAHCS016 Develop primary health care programs. Advocacy content from HLTAHW066 removed – covered in HLTAADV004 Advocate on behalf of groups or the community. Research content from HLTAHW066 removed – covered in HLTARES003 Research community health. Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to reflect merged unit content and updated scope. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.
		HLTAHW066	*Manage the delivery of Aboriginal and/or Torres Strait Islander primary health care*	9.0	N	

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTAHPR001	Develop health promotion programs	HLTAHW023	Plan, develop and evaluate health promotion and community development programs	9.0	N	Significant duplicative content from HLTAHW023 Plan, develop and evaluate health promotion and community development programs and HLTAHW067 Manage health education and promotion merged to create HLTAHPR001 Develop health promotion programs. Advocacy content from HLTAHW067 removed – covered in HLTAADV004 Advocate on behalf of groups or the community. Chronic condition knowledge from HLTAHW023 removed – not specifically relevant to planning all types of health promotion programs. Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to reflect merged unit content and updated scope. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.
		HLTAHW067	Manage health education and promotion	9.0	N	

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
HLTAHPR002	*Promote awareness and early detection of cancer to men*	*HLTAHW035*	*Provide information and support around cancer*	9.0	N	Content from HLTAHW035 Provide information and support around cancer split, and covered in two individual units which provide a stronger and individual focus on supporting those with cancer, and their families, and on cancer education: HLTAHCS007 Provide support to men with cancer – covers Elements 2 and 3 for providing support to male clients being treated for cancer from HLTAHW035. HLTAHPR002 Promote awareness and early detection of cancer to men – unit focuses on providing education about cancers that are particular to males as well as other cancers that affect both males and females. Covers Element 1 from HLTAHW035. Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to reflect updated content of each unit. Knowledge Evidence in each unit has significant additions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions in each unit provides clearer expression of requirements.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTAHPR003	*Promote awareness and early detection of cancer to women*	*HLTAHW036*	*Provide information and support to women with breast cancer*	9.0	N	Content from HLTAHW036 Provide information and support to women with breast cancer split, and covered in two individual units which provide a stronger and individual focus on supporting those with cancer, and their families, and on cancer education: HLTAHCS008 Provide support to women with cancer – covers Elements 3 and 4 for providing support to female clients being treated for cancer from HLTAHW036. Unit has broader coverage of cancers, not just breast cancer. HLTAHPR003 Promote awareness and early detection of cancer to women – unit focuses on providing education about cancers that are particular to females as well as other cancers that affect both females and males. Covers Elements 1 and 2 from HLTAHW036. Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to reflect updated content of each unit. Knowledge Evidence in each unit has significant additions to align with Performance Criteria and now indicates scope and depth.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Assessment Conditions in each unit provides clearer expression of requirements.
HLTAHPR004	Promote awareness and early detection of diabetes			9.0	NC	New unit
HLTAHPR005	Promote awareness and prevention of chronic disease	HLTAHW028	Provide information and strategies in chronic condition care	9.0	N	Content from HLTAHW028 Provide information and strategies in chronic condition care split, and covered in two individual units which provide a stronger and individual focus on supporting those with chronic disease, and their families, and on chronic disease education: HLTAHCS010 Provide support to clients with chronic disease – covers Elements 2 and 3 for providing support to clients being treated for chronic disease from HLTAHW028. HLTAHPR005 Promote awareness and prevention of chronic disease – unit focuses on providing education about chronic disease. Covers Element 1 from HLTAHW028. Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to reflect updated content of each unit.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Knowledge Evidence in each unit has significant additions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions in each unit provides clearer expression of requirements.
HLTAHPR006	*Provide healthy lifestyle information*	*HLTAHW021*	*Provide nutrition guidance for specific health care*	9.0	N	Title changed. Significant changes to content of Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to focus on providing general healthy lifestyle information based on Australian national dietary and physical activity guidelines. Content for babies and breastfeeding removed - covered in maternal health units. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.
HLTAHPR007	*Promote lifestyle change*	*HLTAHW034*	*Provide healthy lifestyle programs and advice*	9.0	N	Title changed. Significant changes to content of Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to focus on providing education on lifestyle disease and lifestyle risk

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						factors, providing advice on healthy lifestyle choices, and for supporting lifestyle change. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.
HLTAMAT001	*Provide antenatal health care*	HLTAHW029	*Provide information and strategies in maternal and infant health*	9.0	N	Significant duplicative content from HLTAHW029 Provide information and strategies in maternal and infant health merged into two units: HLTAMAT001 Provide antenatal health care HLTAMAT003 Provide postnatal health care for mothers and babies Significant changes to structure and content of Elements and Performance Criteria. Content for maintaining registers, schedules and statistics for care, and for providing staff supervision/support removed. Content for providing social and emotional wellbeing support added, and postnatal depression screening added to HLTAMAT003. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Knowledge Evidence in each unit has significant additions and deletions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions in each unit provides clearer expression of requirements.
HLTAMAT002	*Assist with childbirth*	*HLTAHW058*	*Prepare for and support childbirth*	9.0	N	Title changed. Significant changes to content of Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to focus on assisting with childbirth under guidance of midwife or medical practitioner. Duplication of content in antenatal and postnatal units removed. Assessment Conditions provides clearer expression of requirements.
HLTAMAT003	*Provide postnatal health care for mothers and babies*	*HLTAHW029*	*Provide information and strategies in maternal and infant health*	9.0	N	Significant duplicative content from HLTAHW029 Provide information and strategies in maternal and infant health merged into two units: HLTAMAT001 Provide antenatal health care HLTAMAT003 Provide postnatal health care for mothers and babies Significant changes to structure and content of Elements and Performance Criteria. Content for

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						maintaining registers, schedules and statistics for care, and for providing staff supervision/support removed. Content for providing social and emotional wellbeing support added, and postnatal depression screening added to HLTAMAT003. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed. Knowledge Evidence in each unit has significant additions and deletions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions in each unit provides clearer expression of requirements.
		HLTAHW059	*Provide postnatal and infant health care*	9.0	N	
HLTAMAT004	*Assess children's health*	*HLTAHW038*	*Assess and promote physical and emotional wellbeing of children*	9.0	N	Duplicative content for assessing children's health, growth and development and implementing care plans from HLTAHW038 Assess and promote physical and emotional wellbeing of children and HLTAHW039 Monitor early childhood growth and development used to create two units which

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						provide a stronger and individual focus on health assessments and health care for children: HLTAMAT004 Assess children's health – covers all Elements about assessing children's health, growth and development from HLTAHW038 (Element 1) and HLTAHW039 (Elements 1 and 2). HLTAMAT005 Provide health care for children – covers all Elements for developing, implementing and reviewing health care plans, and providing referrals from HLTAHW038 (Elements 2, 3 and 4) and HLTAHW039 (Elements 2 and 3). Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to reflect merged and split unit content. Types of physical examinations and tests are specified in Performance Evidence for HLTAMAT004. Knowledge Evidence in each unit has significant additions and deletions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions in each unit provides clearer expression of requirements.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
		HLTAHW039	*Monitor early childhood growth and development*	9.0	N	
HLTAMAT005	*Provide health care for children*	HLTAHW038	*Assess and promote physical and emotional wellbeing of children*	9.0	N	Duplicative content for assessing children's health, growth and development and implementing care plans from HLTAHW038 Assess and promote physical and emotional wellbeing of children and HLTAHW039 Monitor early childhood growth and development used to create two units which provide a stronger and individual focus on health assessments and health care for children: HLTAMAT004 Assess children's health – covers all Elements about assessing children's health, growth and development from HLTAHW038 (Element 1) and HLTAHW039 (Elements 1 and 2). HLTAMAT005 Provide health care for children – covers all Elements for developing, implementing and reviewing health care plans, and providing referrals from HLTAHW038 (Elements 2, 3 and 4) and HLTAHW039 (Elements 2 and 3). Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to reflect merged and split unit content.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Types of physical examinations and tests are specified in Performance Evidence for HLTAMAT004. Knowledge Evidence in each unit has significant additions and deletions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions in each unit provides clearer expression of requirements.
		HLTAHW039	*Monitor early childhood growth and development*	9.0	N	
HLTAMED001	*Work under instructions to support the safe use of medications*	HLTAHW015	*Work under instructions to support the safe use of medication*	9.0	N	Minor change to title, now medications plural. Minor changes to Elements and Performance Criteria. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed. Knowledge Evidence has significant additions and deletions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions provides clearer expression of requirements.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
HLTAMED002	*Support the safe use of medications*	*HLTAHW037*	*Support the safe use of medications*	9.0	N	Significant changes to content of Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to focus on provision of information about medications. Content for administering medications removed, specifically Element 2 and required knowledge of infection control procedures and regulatory requirements for administering medications. This is covered in HLTAMED003 Administer medications. Knowledge Evidence has significant additions and deletions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions provides clearer expression of requirements.
HLTAMED003	*Administer medications*	*HLTAHW020*	*Administer medications*	9.0	N	Minor changes to Elements and Performance Criteria. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed. Knowledge Evidence has significant additions to align with Performance Criteria and now indicates scope and depth.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Assessment Conditions provides clearer expression of requirements.
HLTAMED004	*Manage medications in Aboriginal and/or Torres Strait Islander primary health care*	HLTAHW071	*Manage medicines in Aboriginal and/or Torres Strait Islander primary health care*	9.0	N	Title changed from medicines to medications for consistency with other medications units. Prerequisite added: HLTAMED003 Administer Medications. Significant changes to structure and content of Elements and Performance Criteria. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed. Knowledge Evidence has significant additions and deletions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions provides clearer expression of requirements.
HLTARES001	*Gather information and report on community health*	HLTAHW010	*Identify community health issues, needs and strategies*	9.0	N	Title changed. Significant changes to structure and content of Elements and Performance Criteria. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Knowledge Evidence has significant additions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.
HLTARES002	Prepare and maintain community health profile	HLTAHW033	Maintain community health profile	9.0	N	Title changed. Significant changes to structure and content of Elements and Performance Criteria. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed. Knowledge Evidence has significant additions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.
HLTARES003	Research community health	HLTAHW061	Engage in community health research	9.0	N	Title changed.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
						Significant changes to structure and content of Elements and Performance Criteria. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed. Knowledge Evidence has significant additions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.
HLTASEW001	*Work according to the principles of social and emotional wellbeing care*	*HLTAHW024*	*Work in alcohol, other drugs & mental health care w/ Aboriginal &/or Torres Strait Islander Comm.*	9.0	N	Significant duplicative content from HLTAHW024 Work in alcohol, other drugs & mental health care w/ Aboriginal &/or Torres Strait Islander Comm. and HLTAHW049 Work effectively in social and emotional wellbeing merged to create HLTASEW001 Work according to the principles of social and emotional wellbeing care. Justice system content from HLTAHW024 removed – covered in HLTAADV003 Support the rights and needs of clients in the justice system.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to reflect merged unit content and updated scope. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.
		HLTAHW049	*Work effectively in social and emotional wellbeing*	9.0	N	
HLTASEW002	*Assess and support the social and emotional wellbeing of clients*	HLTAHW009	*Provide information about social and emotional support*	9.0	N	Significant duplicative content from three units HLTAHW009 Provide information about social and emotional support, HLTAHW017 Assess and support client's social and emotional wellbeing, and HLTAHW047 Support and promote social and emotional wellbeing of staff and clients merged to create HLTASEW002 Assess and support the social and emotional wellbeing of clients. Providing emotional support to workers from HLTAHW047 removed – covered in HLTASEW005

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Provide supervision for Aboriginal and/or Torres Strait Islander health workers. Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to reflect merged unit content and updated scope. Assessment Conditions provides clearer expression of requirements.
		HLTAHW017	*Assess and support client's social and emotional wellbeing*	9.0	N	
		HLTAHW047	*Support and promote social and emotional wellbeing of staff and clients*	9.0	N	
HLTASEW003	*Provide support to clients affected by loss, grief or trauma*	HLTAHW051	*Respond to loss, grief and trauma*	9.0	N	Title changed. Significant changes to structure and content of Elements and Performance Criteria. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Knowledge Evidence has significant additions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions provides clearer expression of requirements.
HLTASEW004	Contribute to the care of clients living with mental illness	HLTAHW073	Practise social and emotional wellbeing in a clinical setting	9.0	N	Title changed. Significant changes to content of Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to focus on planning and coordinating care for clients diagnosed with mental illness, taking a case management approach. Assessment Conditions provides clearer expression of requirements.
HLTASEW005	Provide supervision for Aboriginal and/or Torres Strait islander health workers	HLTAHW077	Provide supervision for social and emotional wellbeing workers	9.0	N	Title changed. Focus of unit, Performance and Knowledge Evidence now broader to cover professional supervision and emotional support for all health workers, not just those providing social and emotional wellbeing care. Significant changes to structure and content of Elements and Performance Criteria. Content about

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						structured debriefings more explicit in a new dedicated element. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed. Knowledge Evidence has additions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.
HLTASXH001	*Promote men's sexual health*	*HLTAHW026*	*Provide information and strategies in sexual health for men*	9.0	N	Title changed. Content clarified to better focus on men's sexual health and STI education. Content about taking a sexual health history removed - covered in HLTASXH003 Provide sexual health care. Significant changes to structure and content of Elements and Performance Criteria. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
						Knowledge Evidence has significant additions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.
HLTASXH002	*Promote women's sexual health*	*HLTAHW027*	*Provide information and strategies in sexual health for women*	9.0	N	Title changed. Content clarified to better focus on women's sexual health and STI education. Content about taking a sexual health history and implementing care removed - covered in HLTASXH003 Provide sexual health care. Significant changes to structure and content of Elements and Performance Criteria. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed. Knowledge Evidence has significant additions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions provides clearer expression of requirements, and mandatory workplace

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						assessment removed with simulated work activities now allowed.
HLTASXH003	Provide sexual health care	HLTAHW056	Provide sexual and reproductive health care	9.0	N	Title changed Content clarified to better focus on sexual health assessments, care planning and administration of treatments. Content for providing sexual health education minimised - fully covered in HLTASXH001 Promote men's sexual health and HLTASXH002 Promote women's sexual health. Significant changes to structure and content of Elements and Performance Criteria. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed. Knowledge Evidence has significant additions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions provides clearer expression of requirements.
HLTAWOR001	Work in an Aboriginal and/or	HLTAHW001	Work with Aboriginal and/or Torres Strait	9.0	N	Content from HLTAHW001 Work with Aboriginal and/or Torres Strait Islander clients and

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
	Torres Strait Islander health support role		*Islander clients and communities*			communities and HLTAHW004 Perform work role in Aboriginal and/or Torres Strait Islander primary health care context merged to create HLTAWOR001 Work in an Aboriginal and/or Torres Strait Islander health support role. Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to reflect merged unit content. Assessment Conditions provides clearer expression of requirements.
		HLTAHW004	*Perform work role in Aboriginal and/or Torres Strait Islander primary health care context*	9.0	N	
HLTAWOR002	*Work in Aboriginal and/or Torres Strait Islander primary health care*	*HLTAHW005*	*Work in an Aboriginal and/or Torres Strait Islander primary health care context*	9.0	N	Titled changed Significant changes to Elements and Performance Criteria. Element 4 deleted as it repeats content of other units specifically covering formal health strategies, policy, advocacy and reflective practice. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed. Knowledge Evidence has significant additions to align with Performance Criteria and now indicates scope and depth. Content about cultural safety and culturally appropriate and safe communication added to underpin a range of other units.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Assessment Conditions provides clearer expression of requirements.
HLTAWOR003	Use and promote reflective practice in Aboriginal and/or Torres Strait Islander primary health care	HLTAHW065	Apply reflective practice in an Aboriginal/Torres Strait Islander primary health care setting	9.0	N	Title changed. Significant changes to structure and content of Elements and Performance Criteria. Content about time management and using informatics systems removed. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed. Knowledge Evidence has significant additions and deletions to align with Performance Criteria and now indicates scope and depth. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.
HLTAWOR004	Provide support to address social and cultural determinants of	HLTAHW022	Address social determinants of Aboriginal and/or Torres Strait Islander health	9.0	N	Title changed. Significant changes to content of Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to focus on supporting clients and communities to access services beyond the

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
	client and community health					health system, underpinned by knowledge of social and cultural determinants of Aboriginal and/or Torres Strait Islander health. Assessment Conditions provides clearer expression of requirements.
HLTAWOR005	*Contribute to Aboriginal and/or Torres Strait Islander health strategies*	*HLTAHW048*	*Apply a strategic approach to Aboriginal and/or Torres Strait Islander health*	9.0	N	Title changed. Significant changes to structure and content of Elements and Performance Criteria. Sufficiency of evidence now clearer in Performance Evidence, and duplication of Performance Criteria removed. Knowledge Evidence has significant additions to align with Performance now indicates scope and depth. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.
		HLTAHW011	*Assist with basic health screening, promotion and education services*	2.0	D	Deleted in Release 9.0.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
		HLTAHW019	*Deliver primary health care programs for Aboriginal and/or Torres Strait Islander communities*	2.0	D	Deleted in Release 9.0.
		HLTAHW025	*Provide information and strategies in health care*	2.0	D	Deleted in Release 9.0.
		HLTAHW031	*Provide information/strategies to enhance capacities of Aboriginal/Torres Strait Islander families*	2.0	D	Deleted in Release 9.0.
		HLTAHW032	*Supervise individual workers*	2.0	D	Deleted in Release 9.0.
		HLTAHW040	*Promote burns prevention in homes and the community*	2.0	D	Deleted in Release 9.0.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
		HLTAHW041	*Assess and manage emergency treatment of burns*	2.0	D	Deleted in Release 9.0.
		HLTAHW042	*Implement a burns rehabilitation care plan*	2.0	D	Deleted in Release 9.0.
		HLTAHW050	*Develop a healing framework for social and emotional wellbeing work*	2.0	D	Deleted in Release 9.0.
		HLTAHW053	*Address impact of food security on community health*	2.0	D	Deleted in Release 9.0.
		HLTAHW054	*Support renal dialysis clients in the community setting*	2.0	D	Deleted in Release 9.0.
		HLTAHW055	*Provide care to clients undertaking renal dialysis in the community setting*	2.0	D	Deleted in Release 9.0.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
		HLTAHW062	*Supervise health care team*	2.0	D	Deleted in Release 9.0.
		HLTAHW063	*Implement office systems*	2.0	D	Deleted in Release 9.0.
		HLTAHW064	*Manage budgets*	2.0	D	Deleted in Release 9.0.
		HLTAHW068	*Develop work plans*	2.0	D	Deleted in Release 9.0.
		HLTAHW069	*Develop health care policy*	2.0	D	Deleted in Release 9.0.
		HLTAHW070	*Manage human resources*	2.0	D	Deleted in Release 9.0.
		HLTAHW072	*Provide guidance in social and emotional wellbeing*	2.0	D	Deleted in Release 9.0.
		HLTAHW074	*Provide closure on healing processes*	2.0	D	Deleted in Release 9.0.
		HLTAHW075	*Manage community health projects*	2.0	D	Deleted in Release 9.0.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
		HLTAHW076	*Plan for community emergencies*	2.0	D	Deleted in Release 9.0.
		HLTAHW078	*Work within a narrative approach*	2.0	D	Deleted in Release 9.0.
First Aid						
HLTAID009	*Provide cardiopulmonary resuscitation*	*HLTAID001*	*Provide cardiopulmonary resuscitation*	4.3	N	New unit based on HLTAID001 with changes to: Additional Element: 4. Evaluate the incident and own performance. PC: Changes to wording in (1.2,1.3,) and (3.3) and the addition of (4.1, 4.2) PE: Updated wording to provide clarity and address new element and PC KE: Updated wording to provide clarity and address new element and PC AC: Updated assessors' requirements
HLTAID010	*Provide basic emergency life support*	*HLTAID002*	*Provide basic emergency life support*	4.3	N	New unit based on HLTAID002 with changes to: Application: Minor changes to wording to provide clarity Additional Element: 4. Evaluate the incident and own performance.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						PC: Changes to wording in (1.2,1.3,) and (3.3) and the addition of (4.1, 4.2) PE: Updated wording to provide clarity and address new element and additional information relating to how the assessment is to be done KE: Updated wording to provide clarity and address new element and PC AC: Updated assessors' requirements
HLTAID011	*Provide First Aid*	*HLTAID003*	*Provide First Aid*	4.3	N	New unit based on HLTAID002 with changes to: Application: Minor changes to wording to provide clarity Additional Element: 4. Evaluate the incident and own performance. PC: Changes to wording in (1.2,1.3,) and (3.3) and the addition of (4.1, 4.2) PE: Updated wording to provide clarity and address new element and additional information relating to how the assessment is to be done KE: Updated wording to provide clarity and address new element and PC AC: Updated assessors' requirements

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTAID012	*Provide First Aid in an education and care setting*	*HLTAID004*	*Provide an emergency first aid response in an education and care setting*	4.3	N	New unit based on HLTAID004 with changes to: Title: Removed the word 'emergency' Application: reworded to include childhood workers and educators outside school hours, and minor changes made to wording to provide clarity PC: Changes to wording in (1.2,1.3), (3.6) and (4.2,) removed 4.3 PE: Updated wording to provide clarity and address element 4, and additional information relating to how the assessment is to be done KE: Updated wording to provide clarity AC: Updated assessors' requirements
HLTAID013	*Provide First Aid in remote or isolated site*	*HLTAID005*	*Provide First Aid in remote situations*	4.3	N	New unit based on HLTAID005 with changes to: Removed duplicated content added from HLTAID009 and HLTAID011 where possible, and added prerequisites Title: added word 'isolated' and changed 'situations' to 'site' Application: Reworded to better reflect the where the Unit should be applied Prerequisite: Additional prerequisites added: HLTAID011 completed within the last 12months Elements: all updated

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						PC: all updated PE: Updated wording to provide clarity and address new elements and PC. Additional information relating to how the assessment is to be done KE: Updated wording to provide clarity and address new elements and PC. AC: Updated assessors' requirements
HLTAID014	*Provide Advanced First Aid*	HLTAID006	*Provide Advanced First Aid*	4.3	N	New unit based on HLTAID006 with changes to: Removed duplicated content added from HLTAID009 and HLTAID011 where possible and added prerequisites Application: Minor changes to wording to provide clarity Prerequisite: Additional prerequisites added: HLTAID011 completed within the last 12 PC: Changes to wording in (1.2,1.3,1.4), (2.1), (4.3) and (5.2). PC: (3.3,3.4,3.5,3.6) and (5.3,5.4) all deleted PE: Updated wording to reflect changes in PC and provide clarity KE: Updated wording to reflect changes in PC and provide clarity AC: Updated assessors' requirements

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTAID015	*Provide advanced resuscitation and oxygen therapy*	*HLTAID007*	*Provide advanced resuscitation*	4.3	N	Removed duplicated content added from HLTAID009 and HLTAID011 where possible, and added prerequisites Title: addition 'and oxygen therapy' Application: Minor changes to wording to reflect oxygen therapy and to provide clarity Prerequisite: Additional prerequisites added: HLTAID011completed within the last 12 months Elements: additional element 3: Deliver supplemental oxygen PC: Changes to all PC, to reflect the use of oxygen and provide clarity PE: Updated to reflect the use of oxygen and provide clarity KE: Updated to reflect the use of oxygen and provide clarity AC: Updated assessors' requirements
HLTAID016	*Manage first aid services and resources*	*HLTAID008*	*Manage First Aid services and resources*	4.3	E	Updated unit based on HLTAID008 with minor grammatical changes

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTAIN001	*Assist with nursing care in an acute care environment*	HLTAIN301C	*Assist nursing team in an acute care environment*	2.0	N	Minimal changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements Removed pre-requisites Minimum work hours added Significant change to knowledge evidence
HLTAIN002	*Provide non-client contact support in an acute care environment*	HLTAIN302C	*Provide support in an acute care environment*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements Significant change to knowledge evidence
Anaesthetic Technology						
HLTANA008	*Prepare patients for anaesthesia*	HLTANA001	*Prepare clients for anaesthesia*	7.0	N	Changes to Unit Code and Unit Title Changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence.
HLTANA009	*Monitor patients during anaesthesia*	HLTANA002	*Monitor clients during anaesthesia*	7.0	N	Changes to Unit Code and Unit Title Changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence.
HLTANA010	*Assist with airway management*	HLTANA003	*Assist with airway management*	7.0	N	Changes to Unit Code

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Changes to Elements, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions.
HLTANA011	Respond to anaesthesia related emergencies	HLTANA004	Respond to anaesthesia related emergencies	7.0	N	Changes to Unit Code Changes to Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions.
HLTANA012	Maintain quality and supply of anaesthetic equipment and consumables	HLTANA005	Maintain quality and supply of anaesthetic equipment and consumables	7.0	N	Changes to Unit Code Changes to Performance Criteria, Performance Evidence and Knowledge Evidence.
HLTANA013	Assist with clinical procedures used in anaesthesia	HLTANA006	Assist with clinical procedures used in anaesthesia	7.0	N	Changes to Unit Code Changes to Performance Criteria, Performance Evidence and Knowledge Evidence.
HLTANA014	Monitor medications in the anaesthetic environment	HLTANA007	Monitor medications in the anaesthetic environment	7.0	N	Changes to Unit Code Changes to Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions.
Aromatherapy						

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTARO001	*Develop aromatherapy practice*	*HLTARO401C*	*Work within an aromatherapy framework*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence
HLTARO002	*Source and prepare aromatherapy products*	*HLTARO404B*	*Develop aromatherapy products*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Additional assessor requirements
HLTARO003	*Perform aromatherapy health assessments*	*HLTARO402B* *HLTARO405B* *HLTARO406B*	*Plan aromatherapy treatment* *Apply aromatherapy assessment framework* *Perform aromatherapy health assessment*	2.0	N	Merged HLTARO402/405/406 Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTARO004	*Provide therapeutic aromatherapy treatments*	*HLTARO403B*	*Provide aromatherapy treatment*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements
HLTARO005	*Provide aromatherapy massage treatments*	*HLTARO408B*	*Provide aromatherapy massage treatment*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements
HLTARO006	*Adapt aromatherapy treatments to specific needs*	*HLTARO511C* *HLTARO509B*	*Provide specific aromatherapy assessment and care Plan a specialised aromatherapy treatment*	2.0	N	Merged HLTARO509B/HLTARO511C Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
HLTARO007	*Monitor and evaluate aromatherapy treatments*	*HLTARO510B*	*Monitor and evaluate aromatherapy treatments*	2.0	N	Merged HLTARO509B/HLTARO511C Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements
HLTARO008	*Prepare and dispense aromatic formulations*	*HLTARO606C* *HLTARO607C*	*Prepare and dispense aromatic medicine* *Operate an aromatic medicine dispensary*	2.0	N	Merged HLTARO606C/HLTARO607C Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Additional assessor requirements
HLTARO009	*Select and advise on aromatic therapies*	*HLTARO604B* *HLTARO605B*	*Plan the aromatic medicine treatment strategy* *Provide specialised aromatic medicine treatment*	2.0	N	Merged HLTARO604B/HLTARO605B Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Additional assessor requirements

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
Audiometry						
HLTAUD007	*Conduct basic audiometric testing*	*HLTAUD001*	*Assess hearing*	10.0	N	HLTAUD001 has been split into 2 units HLTAUD007 and HLTAUD008 to meet industry requirements. The scope of HLTAUD007 has been reduced and this unit is focused on screening for ear health. Unit application updated. Elements and performance criteria reordered and rephrased. Changes in performance criteria, as required, to meet scope of practice requirements. (updated/deleted) Significant changes in performance evidence requirements including volume requirements Significant changes to knowledge evidence. Addition of relevant knowledge evidence required to include knowledge on emerging issues like tinnitus to meet current industry practices. Foundations skills have been added.
HLTAUD008	*Conduct audiometric testing*	*HLTAUD001*	*Assess hearing*	10.0	N	HLTAUD001 has been split into 2 units HLTAUD007 and HLTAUD008. HLTAUD008 focuses on the skills and knowledge required to conduct and interpret the results of hearing assessments in adults.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Elements and performance criteria reordered and rephrased. Updated/deleted performance criteria, as required, to meet scope of practice requirements. Significant changes to performance evidence requirements including volume requirements Changes to knowledge evidence. Foundations skills have been added.
HLTAUD009	Conduct audiometric screening for young school age children	HLTAUD002	Conduct play audiometry	10.0	E	Unit title changed to align with the unit content and to meet scope of practice requirements. Performance criteria rephrased for clarity and updated to meet scope of practice requirements. Addition in performance evidence requirements Additions in knowledge evidence to meet current knowledge requirements. Foundations skills have been added.
HLTAUD010	Assess and respond to occupational noise risk	HLTAUD003	Assess and respond to occupational noise risk	10.0	N	Unit application updated Elements and performance criteria rephrased for clarity One element added Changes in volume of performance evidence Reference to standards updated

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Foundations skills have been added.
HLTAUD011	*Develop and implement individual hearing rehabilitation programs*	*HLTAUD004*	*Develop and implement individual hearing rehabilitation programs*	10.0	N	Addition to performance criteria to meet scope of practice requirements Significant changes to knowledge evidence to include knowledge on emerging issues like tinnitus and to meet current industry practices. Foundations skills have been added.
HLTAUD012	*Prescribe, select and fit hearing devices*	*HLTAUD005*	*Dispense hearing devices*	10.0	N	HLTAUD005 has been split into 2 units HLTAUD012 and HLTAUD013 to meet industry practices This unit is focused on prescribing and fitting hearing devices. Unit application updated. Significant changes to elements and performance criteria including rephrasing, reordering and addition of new element and performance criteria as required. Performance evidence requirement updated additions to the knowledge evidence Foundations skills have been added.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTAUD013	*Assist client with management of hearing devices*	*HLTAUD005*	*Dispense hearing devices*	10.0	N	HLTAUD005 has been split into 2 units HLTAUD012 and HLTAUD013 to meet industry practices This unit is focused on assisting clients with correct use, connectivity and maintenance of hearing device. Unit application updated. Significant changes to elements and performance criteria including rephrasing, reordering and addition or deletion of performance criteria and addition of a new element as required. Significant changes to performance evidence. Significant changes and additions to knowledge evidence Foundations skills have been made explicit.
HLTAUD014	*Manage and remove cerumen*	*HLTAUD006*	*Remove cerumen*	10.0	N	Unit title and unit application updated to align with the unit content. Performance criteria have been rephrased for clarity. Performance criteria have been deleted and new performance criteria added as per industry practices to meet scope of practice requirements. Performance evidence has been expanded and rephrased for clarity. Reference to specific techniques to be used has been removed to

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						provide scope for current technologies. Additions in knowledge evidence to include knowledge of current technologies and to meet current industry practices. Foundations skills have been added.
Ayurvedic Practice						
HLTAYV001	Develop Ayurvedic practice	HLTAYV414D	Work within an ayurvedic framework for lifestyle consultants	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence
HLTAYV002	Make Ayurvedic lifestyle assessments			2.0	NC	New unit
HLTAYV003	Provide Ayurvedic bodywork therapies	HLTAYV406C	Provide ayurvedic relaxation massage treatment	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirement

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
HLTAYV004	*Provide Ayurvedic lifestyle advice*	HLTAYV412C	*Provide ayurvedic lifestyle consultation*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirement
HLTAYV005	*Provide advice on Ayurvedic nutrition*	HLTAYV404D	*Provide ayurvedic advice on nutrition*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements
HLTAYV006	*Take cases within Ayurvedic framework*	HLTAYV615C	*Apply ayurvedic diagnostic framework*	2.0	N	Some content also in HLTAYV007 Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTAYV007	*Diagnose conditions within an Ayurvedic framework*	*HLTAYV609C*	*Perform ayurvedic health assessment*	2.0	N	Some content also in HLTAYV006 Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements
HLTAYV008	*Provide Ayurvedic remedial therapies*	*HLTAYV611C*	*Provide ayurvedic remedial massage treatment*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements
HLTAYV009	*Provide therapeutic Ayurvedic nutritional advice*	*HLTAYV601C* *HLTAYV602C*	*Plan ayurvedic herbal medicine treatment strategy – dravyaguna* *Plan ayurvedic treatment strategy*	2.0	N	Merged HLTAVY601C/HLTAYV602C/HLTAYV605D/HLTAYV613D Some content also in HLTAYV010 Significant changes to the elements and performance criteria

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
						New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements
HLTAYV010	*Select and advise on Ayurvedic medicines - dravyaguna*	HLTAYV605D HLTAYV613D	Provide ayurvedic herbal medicine treatment Provide ayurvedic treatment	2.0	N	Merged HLTAVY601C/HLTAYV602C/HLTAYV605D/HLTAYV613D Some content also in HLTAYV009 Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements
HLTAYV011	*Prepare and dispense Ayurvedic medicines - dravyaguna*	HLTAYV603D	Prepare and dispense ayurvedic herbal medicine - dravyaguna	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Additional assessor requirements
HLTAYV012	*Monitor and evaluate Ayurvedic treatments*			2.0	NC	New unit
Cardiography						
HLTCAR004	*Perform electrocardiography (ECG)*	*HLTCAR001*	*Perform electrocardiography (ECG)*	10.0	E	Minor changes to performance criteria, clarification of performance evidence and assessment conditions Foundation skills made explicit
HLTCAR005	*Perform holter monitoring*	*HLTCAR002*	*Perform holter monitoring*	10.0	E	Minor changes to performance criteria, clarification of performance evidence and assessment conditions Foundation skills made explicit
Clinical Coding						
HLTCCD001	*Apply an understanding of the health care system to clinical coding practice*			6.0	NC	New unit

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTCCD002*	Interpret and navigate health care records			6.0	NC	New unit
HLTCCD003	Use medical terminology in health care			6.0	NC	New unit
HLTCCD004	Interpret clinical documentation using knowledge of anatomy and physiology			6.0	NC	New unit
HLTCCD005*	Abstract information for clinical coding			6.0	NC	New unit
HLTCCD006*	Undertake basic clinical coding	HLTADM005	Produce coded clinical data	6.0	N	Unit code updated Changes to: Unit title, Elements, Performance Criteria, Performance Evidence, Knowledge Evidence, Assessment Conditions
HLTCCD007*	Undertake moderately	HLTADM006	Undertake complex clinical coding	6.0	N	Unit code updated

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
	complex clinical coding					Changes to: Unit title, Elements, Performance Criteria, Performance Evidence, Knowledge Evidence, Assessment Conditions
HLTCCD008*	*Undertake highly complex clinical coding*	*HLTADM007*	*Complete highly complex clinical coding*	6.0	N	Unit code updated Changes to: Unit title, Elements, Performance Criteria, Performance Evidence, Knowledge Evidence, Assessment Conditions
HLTCCD009*	*Undertake a clinical coding audit*			6.0	NC	New unit
HLTCCD010*	*Analyse and report for clinical coding auditing*			6.0	NC	New unit
Dental Assisting						
HLTDEN015	*Prepare for and assist with dental procedures*	*HLTDEN001*	*Prepare for and assist with oral health care procedures*	6.0	N	Unit code updated Changes to: Unit title, Elements, Performance Criteria, Performance Evidence, Knowledge Evidence, Assessment Conditions
HLTDEN016	*Assist with dental radiography*	*HLTDEN002*	*Assist with dental radiography*	6.0	N	Unit code updated

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Changes to: Unit title, Elements, Performance Criteria, Performance Evidence, Knowledge Evidence, Assessment Conditions
HLTDEN017	*Assist with administration in dental practice*	*HLTDEN003*	*Assist with administration in dental practice*	6.0	N	Unit code updated Changes to: Unit title, Elements, Performance Criteria, Performance Evidence, Assessment Conditions
HLTDEN018*	*Implement an individualised oral hygiene program*	*HLTDEN004*	*Implement an individualised oral hygiene program*	6.0	N	Unit code updated Changes to: Unit title, Elements, Performance Criteria, Performance Evidence, Assessment Conditions
HLTDEN019*	*Assist in dental procedures during general anaesthesia*	*HLTDEN005*	*Assist in oral health care procedures during general anaesthesia*	6.0	N	Unit code updated Changes to: Unit title, Elements, Performance Criteria, Performance Evidence, Assessment Conditions
HLTDEN020	*Assist in dental procedures during conscious sedation*	*HLTDEN006*	*Assist in oral health care procedures during conscious sedation*	6.0	N	Unit code updated Minor changes to: Performance Criteria, Knowledge Evidence, Assessment Conditions
HLTDEN021	*Apply the principles of radiation biology*	*HLTDEN007*	*Apply the principles of radiation biology and*	6.0	E	Unit code updated

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
	and protection in dental practice		*protection in dental practice*			Minor changes to: Performance Criteria, Knowledge Evidence, Assessment Conditions
HLTDEN022	*Prepare to expose a prescribed dental radiographic image*	*HLTDEN008*	*Prepare to expose a prescribed dental radiographic image*	6.0	E	Unit code updated Minor changes to: Elements, Performance Criteria, Knowledge Evidence, Assessment Conditions
HLTDEN023	*Produce a prescribed dental radiographic image*	*HLTDEN009*	*Produce a prescribed dental radiographic image*	6.0	E	Unit code updated Minor changes to: Performance Criteria, Knowledge Evidence, Assessment Conditions
HLTDEN024	*Implement an oral hygiene program for older people*	*HLTDEN010*	*Implement an oral hygiene program for older people*	6.0	E	Unit code updated Minor changes to: Performance Criteria, Knowledge Evidence, Assessment Conditions
HLTDEN025	*Implement an oral health promotion program*	*HLTDEN011*	*Implement an oral health promotion program*	6.0	E	Unit code updated Minor changes to: Elements, Performance Criteria, Knowledge Evidence, Assessment Conditions
HLTDEN026	*Take an impression for study models*	*HLTDEN012*	*Take an impression for study models*	6.0	N	Unit code updated Minor changes to: Performance Criteria, Performance Evidence, Knowledge Evidence, Assessment Conditions

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTDEN027	*Take a clinical photograph*	*HLTDEN014*	*Take a clinical photograph*	6.0		Unit code updated Minor changes to: Performance Criteria, Knowledge Evidence, Assessment Conditions
HLTDEN028	*Provide effective oral hygiene instruction to patients with an oral health treatment plan*			6.0	NC	New unit
HLTDEN029 *	*Assist in dental procedures during relative analgesia*			6.0	NC	New unit
HLTDEN030	*Assist the dental practitioner during medical emergencies in a dental setting*			6.0	NC	New unit
Dental Prosthetics						
HLTDEP001	*Identify, select and prepare instruments,*	*HLTDP601D*	*Identify, select and prepare instruments, equipment, materials*	3.0	N	Minimal changes to the elements and performance criteria.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
	equipment and materials					New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites 240 work placement hours
HLTDEP002	*Gather data, conduct dental prosthetic examination and develop treatment plan*	*HLTDP602D*	*Gather data, conduct dental prosthetic examination and develop treatment plan*	3.0	N	Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites 240 work placement hours
HLTDEP003	*Take impressions*	*HLTDP603C*	*Take impressions*	3.0	N	Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites 240 work placement hours
HLTDEP004	*Establish and record jaw relationships and select artificial teeth*	*HLTDP604D*	*Establish and record jaw relationships and select artificial teeth*	3.0	N	Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites 240 work placement hours

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTDEP005	Evaluate a removable dental prosthesis at try-in stage	HLTDP605D	Evaluate a removable dental prosthesis at try-in stage	3.0	N	Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites 240 work placement hours
HLTDEP006	Insert and issue a completed removable dental prosthesis	HLTDP606D	Insert and issue a completed removable dental prosthesis	3.0	N	Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites 240 work placement hours
HLTDEP007	Perform maintenance treatment for patient with removable dental prostheses	HLTDP607D	Perform maintenance treatment for clients with removable dental prostheses	3.0	N	Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites 240 work placement hours
HLTDEP008	Construct and insert an implant retained overdenture	HLTDP608C	Construct and insert an implant retained overdenture	3.0	N	Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
						Removal of pre-requisites 240 work placement hours
HLTDET001	*Construct models*	HLTDT301D	*Construct models*	3.0	N	Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites
HLTDET002	*Construct custom impression trays*	HLTDT302D	*Construct custom impression trays*	3.0	N	Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites
HLTDET003	*Construct registration rims*	HLTDT303D	*Construct registration rims*	3.0	N	Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites
HLTDET004	*Articulate models and transfer records*	HLTDT304D	*Articulate models and transfer records*	3.0	N	Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
						Removal of pre-requisites
HLTDET005	*Construct thermoformed bases and appliances*	*HLTDT315D*	*Construct thermoformed bases and appliances*	3.0	N	Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites
HLTDET006	*Construct immediate dentures*	*HLTDT507C*	*Construct immediate dentures*	3.0	N	Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites
HLTDET007	*Construct removable acrylic partial dentures*	*HLTDT508C*	*Construct removable acrylic partial dentures*	3.0	N	Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites
HLTDET008	*Construct cast alloy removable partial denture framework*	*HLTDT509D*	*Construct cast metal alloy removable partial denture framework*	3.0	N	Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTDET009	*Construct crown and bridge structures*	*HLTDT510C* *HLTDT516C*	*Construct crown and bridge structures* *Construct indirect composite polymer fixed restorations*	3.0	N	Merged HLTDT510C and HLTDT516C Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites.
HLTDET010	*Join alloy structures*	*HLTDT511C*	*Join alloy structures*	3.0	N	Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites
HLTDET011	*Construct ceramic and fixed restorations*	*HLTDT512D* *HLTDT513C*	*Take tooth shades* *Construct fixed restorations*	3.0	N	Merged HLTDT512D and HLTDT513C Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites
HLTDET012	*Construct orthodontic appliances*	*HLTDT514D*	*Construct orthodontic appliances*	3.0	N	Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTDET013	*Construct oral splints*	HLTDT517D	Construct oral splints	3.0	N	Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre- requisites
HLTDET014	*Repair and modify dentures and appliances*	HLTDT518D	Repair and modify dentures and appliances	3.0	N	Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites
HLTDET015	*Construct complete removable acrylic dentures and appliances*	HLTDT519C	Construct simple complete removable acrylic dentures and appliances	3.0	N	Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites
HLTDET016	*Design digital dental restorations and appliances using computer-aided design (CAD)*			3.0	NC	New unit

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTDET017	*Construct dental restorations and appliances using computer-aided manufacturing (CAM)*			3.0	NC	New unit
Enrolled Nursing						
HLTENN035	*Practise nursing within the Australian health care system*	*HLTENN001*	*Practise nursing within the Australian health care system*	6.0	N	Elements: Merged or removed to better reflect the role of the EN PCs: Changes made to reflect elements PE: Volume of assessment reduced, and Assessment Requirements clarified KE: Minor grammatical changes made to ensure clarity AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN036	*Apply communication*	*HLTENN002*	*Apply communication skills in nursing practice*	6.0	E	PC: Minor grammatical changes made to ensure clarity

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
	skills in nursing practice					PE: Volume of assessment reduced, and Assessment Requirements clarified AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN037	*Perform clinical assessment and contribute to planning nursing care*	*HLTENN003*	*Perform clinical assessment and contribute to planning nursing care*	6.0	E	PC: Minor grammatical changes made to ensure clarity PE: Assessment Requirements clarified AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN038	*Implement, monitor and evaluate nursing care*	*HLTENN004*	*Implement, monitor and evaluate nursing care plans*	6.0	E	PC: Minor grammatical changes to ensure clarity KE: Changes to knowledge lists to ensure clarity AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTENN039	*Apply principles of wound management*	HLTENN006	*Apply principles of wound management in the clinical environment*	6.0	N	Title changed to reflect job role Elements: Some Elements merged or removed to better reflect the role of the EN PC: Changes made to reflect elements PE: Assessment Requirements clarified KE: Changes to knowledge lists to ensure clarity and to reflect current terminology AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence been removed.
HLTENN040	*Administer and monitor medicines and intravenous therapy*	HLTENN007	*Administer and monitor medicines and intravenous therapy*	6.0	N	PC: Criteria removed or changed to better reflect role and responsibilities of EN; grammatical changes to ensure clarity PE: Assessment requirements clarified KE: Changes to knowledge lists to ensure clarity AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTENN041	Apply legal and ethical parameters to nursing practice	HLTENN008	Apply legal and ethical parameters to nursing practice	6.0	E	PC: Grammatical changes to ensure clarity PE: Assessment Requirements clarified KE: Changes to knowledge lists to ensure clarity AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN042	Implement and monitor care for a person with mental health conditions	HLTENN009	Implement and monitor care for a person with mental health conditions	6.0	E	PC: Grammatical changes to ensure clarity and remove unnecessary duplication PE: Grammatical changes to ensure clarity KE: Changes to knowledge lists to ensure clarity AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN043	Implement and monitor care for a person with acute health conditions	HLTENN011	Implement and monitor care for a person with acute health problems	6.0	N	Content expanded to include components from HLTENN005 Contribute to nursing care of a person with complex needs. AC: Additional information regarding ANMAC-accredited providers.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
						The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN044	*Implement and monitor care for a person with chronic health conditions*	*HLTENN012*	*Implement and monitor care for a person with chronic health problems*	6.0	N	Content expanded to include components from HLTENN005 Contribute to nursing care of a person with complex needs.
HLTENN045	*Implement and monitor care of the older person*	*HLTENN013*	*Implement and monitor care of the older person*	6.0	E	Application: Reworded to better reflect role PC: Grammatical changes to ensure clarity PE: Grammatical changes to ensure clarity KE: Changes to knowledge lists to ensure clarity AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN046	*Contribute to maternal and infant health care*	*HLTENN014*	*Contribute to maternal and infant health care*	6.0	E	PC: Grammatical changes to ensure clarity; unnecessary duplication removed PE: Grammatical changes to ensure clarity KE: Changes to knowledge lists to ensure clarity AC: Additional information regarding ANMAC-accredited providers.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN047	*Apply nursing practice in the primary health care setting*	*HLTENN015*	*Apply nursing practice in the primary health care setting*	6.0	E	PC: Grammatical changes to ensure clarity; unnecessary duplication removed PE: Grammatical changes to ensure clarity KE: Changes to knowledge lists to ensure clarity AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN048	*Apply nursing practice in the emergency care setting*	*HLTENN016*	*Apply nursing practice in the emergency care setting*	6.0	E	PC: Grammatical changes to ensure clarity KE: Grammatical changes to ensure clarity AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN049	Apply nursing practice in the	HLTENN017	Apply nursing practice in the orthopaedic care setting	6.0	E	Elements: Grammatical changes to ensure clarity PC: Grammatical changes to ensure clarity KE: Grammatical changes to ensure clarity

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
	orthopaedic care setting					AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN050	*Apply nursing practice in the rehabilitation care setting*	*HLTENN018*	*Apply nursing practice in the rehabilitation care setting*	6.0	E	PC: Grammatical changes to ensure clarity PE: Changes to volume of assessment and Assessment Requirements clarified KE: Grammatical changes to ensure clarity AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN051	*Apply nursing practice in sexual and reproductive health care*	*HLTENN019*	*Apply nursing practice in sexual and reproductive health care*	6.0	E	Elements: Grammatical changes to ensure clarity PC: Minor grammatical changes to ensure clarity; unnecessary duplication removed KE: Minor grammatical changes to ensure clarity AC: Additional information regarding ANMAC-accredited providers.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN052	*Provide advanced clinical assessment*	*HLTENN020*	*Conduct clinical assessments*	6.0	E	Title: Name changed to better reflect job role Elements: Grammatical changes to ensure clarity PC: Grammatical changes to ensure clarity PE: Assessment Requirements clarified KE: Minor grammatical changes to ensure clarity AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN053	*Apply nursing practice in the critical care setting*	*HLTENN021*	*Apply nursing practice in the critical care setting*	6.0	E	PC: Duplicated criteria has been removed, grammatical changes to ensure clarity PE: Assessment Requirements clarified KE: Minor grammatical changes to ensure clarity AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTENN054	*Contribute to the registration eligibility and assessment of donors*	*HLTENN022*	*Contribute to the registration, eligibility and assessment of donors*	6.0	E	PC: Minor grammatical changes to ensure clarity AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN055	*Apply nursing practice in the respiratory care setting*	*HLTENN023*	*Apply nursing practice in the respiratory care setting*	6.0	E	Elements: Grammatical changes to ensure clarity PC: Additional criterion added to Element 1 to better reflect skill requirements, grammatical changes to ensure clarity PE: Assessment Requirements clarified AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN056	*Apply nursing practice in the cardiovascular care setting*	*HLTENN024*	*Apply nursing practice in the cardiovascular care setting*	6.0	E	PC: Duplicated criteria has been removed, grammatical changes to ensure clarity PE: Minor grammatical changes to ensure clarity KE: Minor grammatical changes to ensure clarity AC: Additional information regarding ANMAC-accredited providers.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN057	*Contribute to the nursing care of a person with diabetes*	HLTENN025	Implement and monitor care for a person with diabetes	6.0	N	Major grammatical and structural changes to meet industry's needs AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN058	*Apply nursing practice in the perioperative setting*	HLTENN026	Apply nursing practice in the perioperative setting	6.0	E	PC: Additional criterion added to Element 2, minor grammatical changes to ensure clarity AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN059	*Apply nursing practice in the hyperbaric environment*	HLTENN027	Apply nursing practice in the hyperbaric environment	6.0	E	Minor grammatical changes to ensure clarity AC: Additional information regarding ANMAC-accredited providers.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
						The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN060	*Apply nursing practice in the paediatric care setting*	HLTENN028	Apply nursing practice in the paediatric care setting	6.0	E	Application: Wording has been changed to allow delivery to Diploma students PE: Grammatical changes to ensure clarity. Some requirements removed KE: Minor grammatical changes to ensure clarity AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN061	*Apply nursing practice in the contemporary aged care setting*	HLTENN029	Apply nursing practice in the contemporary aged care setting	6.0	N	PC: Additional criterion added to Element 1, and criterion removed from element 3 PE: Minor changes to address additional criteria KE: Minor changes to address additional criteria AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
HLTENN062	*Implement and monitor care for a person with a stoma*	HLTENN030	Implement and monitor care for a person with a stoma	6.0	E	PC: Removed criterion from Element 3, grammatical changes to ensure clarity PE: Minor grammatical changes to ensure clarity. Some requirements removed KE: Minor grammatical changes to ensure clarity AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN063	*Apply nursing practice in the contemporary mental health care setting*	HLTENN031	Apply nursing practice in the contemporary mental health care setting	6.0	E	PC: Removed criterion from Element 1, grammatical changes to ensure clarity PE: Minor grammatical changes to ensure clarity. Some requirements removed KE: Minor grammatical changes to ensure clarity AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTENN064	*Apply nursing practice in the rural and remote setting*	HLTENN032	Apply nursing practice in the rural and remote setting	6.0	E	PC: Removed criterion from Element 3, grammatical changes to ensure clarity PE: Minor grammatical changes to ensure clarity. Some requirements removed KE: Minor grammatical changes to ensure clarity AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN065	*Research and report on nursing trends and practice*	HLTENN033	Research and report on nursing trends and practice	6.0	E	PE: Minor grammatical changes to ensure clarity. Some requirements removed KE: Minor grammatical changes to ensure clarity AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN066	*Contribute to improvement for advancement of clinical practice*	HLTENN034	Contribute to the improvement of clinical practice	6.0	N	PC: Additional criterion added to Element 2, criterion removed from Element 3, minor grammatical changes to ensure clarity

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						PE: Minor grammatical changes to ensure clarity. Some requirements removed KE: Minor grammatical changes to ensure clarity AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTENN067	Apply, implement and monitor nursing care in a contemporary paediatric setting			6.0	NC	New unit
HLTENN068	Provide end of life care and a palliative approach in nursing practice			6.0	NC	New unit
Food Safety						
HLTFSE001	Follow basic food safety practices	HLTFS207C	Follow basic food safety practices	3.0	N	Significant changes to the elements and performance criteria

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
						New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence
HLTFSE002	Provide ward or unit-based food preparation and distribution services	HLTFS204D	Provide ward or unit-based food preparation and distribution services	3.0	N	Merged HLTFS204D/HLTFS201D Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Removed prerequisite
HLTFSE003	Perform kitchenware washing	HLTFS205D	Perform kitchenware washing	3.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Removed prerequisite
HLTFSE004	Serve cafeteria customers	HLTFS206D	Carry out cafeteria operations	3.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Removed prerequisite

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTFSE005	*Apply and monitor food safety requirements*	HLTFS310C	*Apply and monitor food safety requirements*	3.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Removed prerequisite
HLTFSE006	*Prepare foods suitable for a range of client groups*	HLTFS302D	*Prepare foods suitable for a range of food service settings*	3.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Removed prerequisite
HLTFSE007	*Oversee the day-to-day implementation of food safety in the workplace*	HLTFS309C	*Oversee the day-to-day implementation of food safety in the workplace*	3.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence
HLTFSE008	*Conduct internal food safety audits*	HLTFS312C	*Conduct food safety audits*	3.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Removed prerequisite
HLTFSE009	*Apply cook-freeze and reheating processes*	*HLTFS203D*	*Apply cook-freeze processes*	3.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Removed prerequisite
Clinical Care						
HLTHPS001	*Take clinical measurements*	*HLTMAMP401C*	*Assist with clinical measurements in a medical practice*	2.0	N	Merged HLTMAMP401C and CHCAC410B. Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Removed prerequisite
HLTHPS002	*Support health professional in the delivery of care*	*HLTMAMP402B*	*Assist with clinical procedures in a medical practice*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Removed prerequisite

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
HLTHPS003	*Maintain medication stocks*	HLTMAMP404B	*Maintain medication stocks in a medical practice*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence
HLTHPS005	*Handle medical specimens*	HLTMAMP409B	*Handle specimens in a medical practice*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence
HLTHPS006	*Assist clients with medication*	CHCCS305C	*Assist clients with medication*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence
HLTHPS007	*Administer and monitor medications*	CHCCS424B	*Administer and monitor medications*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTHPS008	Provide clinical mentoring in the work environment	HLTAMBCR504C	Provide clinical mentoring in the work environment	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements
HLTHPS009	Perform peripheral intravenous cannulation	HLTPAT409D	Perform intravenous cannulation for sample collection	2.0	N	Significant changes to the elements and performance criteria - New evidence requirements for assessment including volume and frequency requirements
HLTHPS010	Interpret and use information about nutrition and diet			2.0	NC	New unit
HLTHPS011	Measure spirometry	HLTPHPS004	Measure spirometry	10.0	E	Minor changes to performance criteria, clarification of performance evidence and assessment conditions. Foundation skills made explicit.
Allied Health Assistance						
		HLTHSS002	Perform general maintenance and provide assistance to tradespersons	3.0	D	Deleted in Release 8.0

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
HLTHSS009	*Perform general cleaning tasks in a clinical setting*	HLTHSS003	*Perform general cleaning tasks in a clinical setting*	8.0	E	Reworded to improve clarity and reduce repetition
HLTHSS010	*Handle and move equipment, goods and mail*	HLTHSS004	*Handle and move equipment, goods and mail*	8.0	E	Reworded to improve clarity and reduce repetition
HLTHSS011	*Maintain stock inventory*	HLTHSS005	*Undertake routine stock maintenance*	8.0	E	Title changed to better reflect job role Reworded to improve clarity and reduce repetition
		HLTHSS006	*Collect and manage linen stock at user location*	8.0		Deleted
HLTHSS012	*Handle medical gases safely*	HLTHSS007	*Handle medical gases safely*	8.0	E	Additional knowledge evidence Reworded to improve clarity and reduce repetition
		HLTHSS008	*Perform routine servicing of plant, equipment and machinery*	3.0	D	Deleted in Release 8.0
Infection Control						

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTINF002	*Process reusable medical devices and equipment*	HLTIN302C	Process reusable instruments and equipment in health work	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Removed prerequisite
HLTINF004	*Manage the prevention and control of infection*	HLTIN504D	Manage the control of infection	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Removed prerequisite
HLTINF005	*Maintain infection prevention for skin penetration treatments*	HLTIN402C	Maintain infection control standards in office practice settings	3.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence
HLTINF006	*Apply basic principles and practices of infection prevention and control*	HLTINF001	Comply with infection prevention and control policies and procedures	8.0	N	Updated unit code. Changes to Title, Elements, Performance Criteria, Performance and Knowledge Evidence Requirements, and Assessment Conditions.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Application and content changes to align with contemporary IPC standards in a range of workplace contexts and settings.
HLTINF007	Implement and monitor infection prevention and control standards, policies and procedures	HLTINF003	Implement and monitor infection prevention and control policies and procedures	8.0	N	Updated unit code. Changes to Title, Elements, Performance Criteria, Performance and Knowledge Evidence Requirements, and Assessment Conditions. Application and content changes to align with contemporary IPC standards in a range of workplace contexts and settings. Content added to KE to ensure underpinning requirements that align with minimum standards are addressed.
HLTINFCOV001	Comply with infection prevention and control policies and procedures			5.0	NC	New unit
Kinesiology						
HLTKIN001	Develop kinesiology practice	HLTKIN401C	Work within a kinesiology framework	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Significant change to knowledge evidence
HLTKIN002	*Conduct indicator muscle monitoring*			2.0	NC	New Unit
HLTKIN003	*Perform kinesiology assessments*	*HLTKIN402B* *HLTKIN403B* *HLTKIN404B* *HLTKIN506B* *HLTKIN507B* *HLTKIN508B*	*Plan the kinesiology session* *Apply kinesiology assessment framework* *Perform the kinesiology health assessment* *Perform an advanced kinesiology health assessment* *Plan an advanced kinesiology session* *Apply an advanced kinesiology assessment framework*	2.0	N	Merged HLTKIN402/403/404/506/507/508 Some content in HLTKIN002 Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
HLTKIN004	*Provide kinesiology balances*	HLTKIN405B	*Provide kinesiology balances*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements
HLTKIN005	*Monitor and evaluate client progress*	HLTKIN509B	*Monitor and evaluate kinesiology balances*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements
Massage						
HLTMSG009	*Develop massage practice*	HLTMSG001	*Develop massage practice*	9.0	N	Code changed Application statement amended to better reflect intent of the unit Elements and performance criteria amended to be more reflective of language currently used in industry

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
						Performance evidence amended to provide clear information about sufficiency of evidence. Knowledge evidence reworded to indicate scope and depth; additions made to fully reflect performance criteria. Assessment conditions amended to conform with current-day industry requirements
HLTMSG010	*Assess client massage needs*	HLTMSG002	*Assess client massage needs*	9.0	N	Code changed Minor amendments made to application statement to reflect current-day requirements Amendments to structure and content of elements and performance criteria Performance evidence amended to provide clear information about sufficiency of evidence with a focus on different types of clients and performing within acceptable industry timeframes Knowledge evidence reworded to indicate scope and depth; significant additions and some deletions to fully reflect performance criteria and to tailor content to updated practical focus of the unit. Assessment conditions amended to better reflect assessor and assessment requirements.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTMSG011	Provide massage treatments	HLTMSG004	Provide massage treatments	9.0	N	Code changed Amendments to wording, and content of some performance criteria, to provide clarity. Performance evidence amended to provide clear information about sufficiency of evidence. Requirements for hours and client contact sessions removed and replaced with a number of treatments. Mandatory work placement requirements removed and placed in newly developed clinical unit HLTMSG012 Apply relaxation massage clinical practice. Knowledge evidence reworded to indicate scope and depth; significant additions and some deletions to fully reflect performance criteria. Assessment conditions amended to better reflect assessor and assessment requirements.
HLTMSG012	Apply relaxation massage clinical practice			9.0	NC	

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
HLTMSG013	*Perform remedial musculoskeletal assessments*	*HLTMSG003*	*Perform remedial massage musculoskeletal assessments*	9.0	N	Code changed Elements amended to be client-centric Performance criteria reworded and some expanded to provide clarity Performance evidence amended to provide clear information about sufficiency of evidence. Requirements for hours and client contact sessions removed and replaced with a number of clients. Knowledge evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect performance criteria. Assessment conditions amended to better reflect assessor and assessment requirements.
HLTMSG014	*Provide remedial massage treatments*	*HLTMSG005*	*Provide remedial massage treatments*	9.0	N	Code changed Amendments made to application statement to reflect updated scope of unit Significant changes to structure and content of performance criteria, to reflect updated scope of unit Performance evidence amended to provide clear information about sufficiency of evidence.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
						Information about hours of assessment activities relating to client consultation work have been removed. Mandatory work placement requirements removed and placed in newly developed clinical unit HLTMAG017 Apply remedial massage clinical practice. Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to tailor content to updated scope of unit Assessment conditions amended to better reflect assessor and assessment requirements.
HLTMSG015	*Adapt massage treatments to meet specific needs*	*HLTMSG006*	*Adapt remedial massage treatments to meet specific needs*	9.0	N	Code changed Title changed Significant changes to structure and content of elements and performance criteria, to reflect updated scope of unit Performance evidence amended to provide clear information about sufficiency of evidence. Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
						fully reflect performance criteria and to tailor content to updated scope of unit Requirements for hours and client contact sessions removed and replaced with a number of clients. Assessment conditions amended to better reflect assessor and assessment requirements.
HLTMSG016	Apply principles of pain neuroscience			9.0	NC	
HLTMSG017	Apply remedial massage clinical practice			9.0	NC	
HLTMSG018	Adapt massage practice for athletes	HLTMSG007	Adapt remedial massage practice for athletes	9.0	N	Code changed Significant changes to structure and content of Performance Criteria, to reflect updated scope of unit Performance evidence amended to provide clear information about sufficiency of evidence. Information about hours of assessment activities relating to client consultation work have been removed and replaced with number of treatments and types of events.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
Oral Health Care						
HLTOHC004	*Provide or assist with oral hygiene*				D	Deleted in Release 7.0
HLTOHC007	*Recognise and respond to oral health issues*	HLTOHC001	*Recognise and respond to oral health issues*	6.1	N	Changes to: Performance Criteria, Knowledge Evidence, Assessment Conditions
HLTOHC008	*Inform and support patients and groups about oral health*	HLTOHC002	*Inform and support patients and groups about oral health*	6.1	E	Minor changes to: Knowledge Evidence, Assessment Conditions
HLTOHC009	*Apply and use basic oral health products*	HLTOHC003	*Apply and manage use of basic oral health products*	6.1	E	Minor changes to Title, Assessment Conditions
HLTOHC010	*Use basic oral health screening tools*	HLTOHC005	*Use basic oral health screening tools*	6.1	E	Minor changes to Assessment Conditions
HLTOHC011	*Apply fluoride varnish*	HLTOHC006	*Apply fluoride varnish*	6.0	E	Minor changes to Application Statement, Assessment Conditions
Optical						

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
HLTOPD006	*Assist with optical appliance selection and maintenance*	*HLTOPD001*	*Provide advice on optical appliances*	10.0	N	Unit title and unit application updated Significant changes to elements, performance criteria, performance evidence and knowledge evidence. Assessment conditions updated. Removal of mandatory workplace requirements (MWR). The focus of the unit is limited to skills and knowledge required to provide basic support to workers in the optical industry.
HLTOPD007	*Dispense single vision optical appliances*	*HLTOPD002*	*Dispense optical appliances*	10.0	N	HLTOPD002 Dispense optical appliances has been split into 2 units. The scope of the HLTOPD007 has been limited to single vision lens dispensing. Unit application updated. Elements and performance criteria reordered and updated. Significant changes in performance evidence requirements including dispensing to children. Significant changes to knowledge evidence. Addition of relevant knowledge evidence on emerging issues like myopia and children's eyewear. List of suitable equipment and resources updated in assessment conditions.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTOPD008	*Dispense advanced optical appliances*	*HLTOPD002*	*Dispense optical appliances*	10.0	N	HLTOPD002 Dispense optical appliances has been split into 2 unit. The scope of the HLTOPD008 has been limited to advanced optical dispensing. Unit application updated. Elements and performance criteria rephrased for clarity. Significant changes in performance evidence requirements including volume of performance required. Significant changes to knowledge evidence. Addition of relevant knowledge evidence on emerging technologies. List of suitable equipment and resources updated in assessment conditions.
HLTOPD009	*Dispense atypical and complex optical prescriptions*	*HLTOPD003*	*Dispense atypical prescriptions*	10.0	N	HLTOPD009 has been expanded to cover complex prescriptions as well as myopia and prism corrections. Unit application updated. Elements and performance criteria rephrased for clarity and industry currency. Significant changes in performance evidence requirements including volume of performance.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Significant changes to knowledge evidence. Addition of relevant knowledge evidence including myopia. List of suitable equipment and resources updated in assessment conditions.
HLTOPD010	*Edge and fit optical appliances*	HLTOPD004	*Edge and fit ophthalmic appliances*	10.0	E	Unit title updated to maintain consistency with other units. Performance criteria rephrased for clarity, specificity of tasks and industry currency. Obsolete performance criteria deleted. Element 4, "Use computer technology," has been integrated into other relevant elements to better reflect its practical application across tasks. Consequently, the number of elements in the unit has been reduced from 5 to 3. Performance evidence amended for clarity. Obsolete performance evidence deleted. Knowledge evidence amended for clarity. Minor additions to knowledge evidence. Obsolete knowledge evidence deleted. List of suitable equipment and resources updated in assessment conditions. Reference to standards updated throughout the

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						unit. Typo errors fixed.
HLTOPD011	*Process and manage optical appliance orders*	*HLTOPD005*	*Process and manage optical appliance orders*	10.0	E	Elements, performance criteria and performance evidence rephrased for clarity and industry currency. Obsolete performance evidence deleted. Volume of performance increased, and volume of subtasks specified. Knowledge evidence rephrased or expanded for clarity. Obsolete knowledge evidence deleted. Some performance evidence moved to knowledge evidence. List of suitable equipment and resources updated in assessment conditions. Typo errors fixed. Reference to standards updated throughout the unit.
Orthopaedic Technology						
HLTOTH001	*Apply casts*			7.0	NC	New unit
HLTOTH002	*Modify casts*			7.0	NC	New unit

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTOTH003	Remove casts			7.0	NC	New unit
HLTOTH004	Apply orthopaedic devices			7.0	NC	New unit
HLTOTH005	Modify orthopaedic devices			7.0	NC	New unit
HLTOTH006	Remove orthopaedic devices			7.0	NC	New unit
HLTOTH007	Apply and remove traction			7.0	NC	New unit
Out of Hospital Care						
HLTOUT001	Implement safe access and egress	HLTAMB001 HLTAMB002	Follow procedures for routine safe removal of patient Implement safe access and egress in an emergency	5.0	N	This unit was developed by merging: HLTAMB001 Follow procedures for routine safe removal of patient with HLTAMB002 Implement safe access and egress in an emergency.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTOUT002	*Receive and respond to requests for ambulance service*	HLTAMB005	*Receive and respond to requests for ambulance service*	5.0	E	Reworded to ensure clarity
HLTOUT003	*Assign and coordinate ambulance service resources*	HLTAMB006	*Assign and coordinate ambulance service resources*	5.0	N	PC: Removed PC 3.4, 5.2 and reworded to ensure clarity PE: Reworded to ensure clarity and reflect new PC requirements KE: Reworded to ensure clarity and reflect new PC requirements AC: Reworded to ensure clarity
HLTOUT004	*Assess and deliver basic clinical care*	HLTAMB007	*Assess and deliver basic clinical care*	5.0	N	PC: Added PC 1.10 and reworded to ensure clarity
HLTOUT005	*Assess and deliver standard clinical care*	HLTAMB008	*Assess and deliver standard clinical care*	5.0	N	Elements: Renamed and additional element included PC: Renumbered to reflect additional element and reworded to ensure clarity P E: Reworded to ensure clarity and reflect new PC requirements K E: Reworded to ensure clarity and reflect new PC requirements AC: Reworded to ensure clarity

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTOUT006	*Transport emergency patients*	*HLTAMB003*	*Transport emergency patients*	5.0	N	PC: Removed PC 2.3, PC: Added PC 4.4, 5.5 and 5.6 and reworded to ensure clarity PE: Reworded to ensure clarity and reflect new PC requirements KE: Reworded to ensure clarity and reflect new PC requirements AC: Reworded to ensure clarity
HLTOUT007	*Transport non-emergency patients under operational conditions*	*HLTAMB014*	*Transport non-emergency patients under operational conditions*	5.0	N	Elements: 3, 4 and 5 retitled PC: Removed PC 2.4. PC: added 4.5, 5.6 and reworded to ensure clarity PE: Reworded to ensure clarity KE: Reworded to ensure clarity AC: Reworded to ensure clarity
HLTOUT008	*Manage a scene*	*HLTAMB013* *HLTAMB011*	*Contribute to managing the scene of an emergency* *Manage a routine non-emergency scene*	5.0	N	Merged HLTAMB011 with HLTAMB013. Updated unit to reflect current industry practices and terminology.
HLTOUT009	*Manage the scene of a major incident*			5.0	NC	New unit

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
HLTOUT010	*Communicate in complex situations to support health care*	HLTAMB012	*Communicate in complex situations to support health care*	5.0	N	Elements: E4 has been removed PC: Renumbered to reflect removed element and reworded to ensure clarity PE: Reworded to ensure clarity and reflect new PC requirements KE: Reworded to ensure clarity and reflect new PC requirements AC: Reworded to ensure clarity
Pathology						
HLTPAT008	*Identify and respond to clinical risks in pathology collection*	HLTPAT001	*Identify and respond to clinical risks in pathology collection*	10.0	E	Minor changes to application, performance evidence, knowledge evidence Minor changes to assessment conditions. Foundation skills made explicit.
HLTPAT009	*Collect pathology specimens other than blood*	HLTPAT004	*Collect pathology specimens other than blood*	10.0	E	Minor changes to performance criteria. Performance evidence reduced from 5 to 3 specimen types. Clarification added to assessment conditions Foundation skills made explicit.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTPAT010	Collect specimens for drugs of abuse testing	HLTPAT005	Collect specimens for drugs of abuse testing	10.0	E	Minor changes to the performance criteria and knowledge evidence Clarifications made to performance evidence and assessment conditions Foundation skills made explicit.
HLTPAT011	Receive, prepare and dispatch pathology specimens	HLTPAT006	Receive, prepare and dispatch pathology specimens	10.0	E	Minor changes to performance criteria and knowledge evidence Clarifications made to performance evidence and assessment conditions. Foundation skills made explicit.
HLTPAT012	Perform capillary blood collections	HLTPAT003	Perform capillary blood collections	10.0	E	Minor changes to the elements and performance criteria, knowledge evidence Significant changes made to performance evidence and assessment conditions Foundation skills made explicit.
HLTPAT013	Perform venous blood collection from children 0 to 5 years	-	-	10.0	NC	New unit of competency.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
HLTPAT014	*Perform venous blood collections*	*HLTPAT002*	*Perform venous blood collection*	10.0	E	Minor changes to performance criteria and knowledge evidence Significant changes made to performance evidence and assessment conditions Foundation skills made explicit.
Hospital Pharmacy						
HLTPHA001	*Maintain pharmaceutical imprest stock*	*HLTPH305A*	*Maintain pharmaceutical imprest stock*	2.0	N	Minimal changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency Significant changes to knowledge evidence
HLTPHA003	*Assist with dispensing of prescriptions and medication orders*	*HLTPH316A*	*Assist with dispensing of prescriptions and medication orders*	2.0	N	Minimal changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency Significant changes to knowledge evidence
HLTPHA004	*Order, maintain and distribute pharmaceutical stock*	*HLTPH312B* *HLTPH313B* *HLTPH315A*	*Procure, store and maintain pharmaceutical products*	2.0	N	Merged HLTPH312/313/315 Minimal changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
			Distribute pharmaceutical products in a health setting *Procure, store, maintain and distribute pharmaceutical stock*			Significant changes to knowledge evidence
HLTPHA10	*Maintain pharmaceutical imprest stock*	*HLTPHA001*	*Maintain pharmaceutical imprest stock*	8.0	N	terminology updated changes to performance criteria, performance evidence, knowledge evidence and assessment conditions.
HLTPHA011	*Pack pharmaceutical products*	*HLTPHA002*	*Pack pharmaceutical products*	8.0	N	terminology updated changes to performance criteria, performance evidence, knowledge evidence and assessment conditions.
HLTPHA012	*Dispense prescriptions and medication orders*	*HLTPHA003*	*Assist with dispensing of prescriptions and medication orders*	8.0	N	terminology updated changes to performance criteria, performance evidence, knowledge evidence and assessment conditions.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTPHA013	Order, maintain and distribute pharmaceutical stock	HLTPHA004	Order, maintain and distribute pharmaceutical stock	8.0	N	terminology updated changes to performance criteria, performance evidence and assessment conditions.
HLTPHA014	Conduct small-scale compounding and labelling of pharmaceutical products	HLTPHA005	Conduct small- scale compounding and labelling of pharmaceutical products	8.0	N	terminology updated changes to performance evidence and assessment conditions.
HLTPHA015	Provide assistance in dispensary administration	HLTPHA006	Provide assistance in dispensary administration	8.0	N	terminology updated changes to performance evidence and assessment conditions.
HLTPHA016	Conduct small-scale compounding and labelling of aseptic pharmaceutical products	HLTPHA007	Conduct small-scale compounding and labelling of aseptic pharmaceutical products	8.0	N	minor changes to performance criteria changes to performance evidence, knowledge evidence and assessment conditions.
HLTPHA017	Support pharmacist's communication with patients and	HLTPHA008	Support pharmacist communication with clients and other health professionals	8.0	N	terminology updated minor changes to performance criteria changes to performance evidence, knowledge evidence and assessment conditions.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
	other health professionals					
HLTPHA018	*Support pharmacists in the collection and presentation of workplace data and information*	HLTPHA009	Support pharmacists in the collection and presentation of workplace data and information	8.0	N	minor changes to performance criteria changes to performance evidence, knowledge evidence and assessment conditions.
HLTPHA019	*Coordinate communication processes in a hospital or health services pharmacy setting*			8.0	NC	New unit
HLTPHA020	*Apply knowledge of biological principles within the pharmacy environment*			8.0	NC	New unit
HLTPHA021	*Apply knowledge of medications used to*			8.0	NC	New unit

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
	assist patients in using medications effectively					
HLTPHA022	*Apply knowledge of medications used to treat gastrointestinal and nutritional disorders to dispense medication*			8.0	NC	New unit
HLTPHA023	*Apply knowledge of medications used to treat cardio-respiratory disorders to dispense medication*			8.0	NC	New unit
HLTPHA024	*Apply knowledge of medications used to treat central nervous system disorders to*			8.0	NC	New unit

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
	dispense medication					
HLTPHA025	*Apply knowledge of medications used for infections, immunological products and vaccines*			8.0	NC	New unit
HLTPHA026	*Apply knowledge of medications used to treat endocrine and genitourinary disorders to dispense medication*			8.0	NC	New unit
HLTPHA027	*Apply knowledge of medications used to treat malignant diseases and immunosuppressive disorders to*			8.0	NC	New unit

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
	dispense medication					
HLTPHA028	*Apply knowledge of medications used to treat eye, ear and nose disorders to dispense medication*			8.0	NC	New unit
HLTPHA029	*Apply knowledge of chemical principles as they apply to pharmacy activity*			8.0	NC	New unit
HLTPHA030	*Apply knowledge of medications used to provide analgesia*			8.0	NC	New unit
HLTPHA031	*Apply knowledge of medications used to treat musculoskeletal disorders to*			8.0	NC	New unit

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
	dispense medication					
HLTPHA032	*Apply knowledge of medications used to treat dermatological disorders to dispense medication*			8.0	NC	New unit
Population Health						
HLTPOP006	*Contribute to working with the community to identify health needs*	*HLTPOP302C*	*Contribute to working with the community to identify health needs*	3.0	N	Minor changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Minor changes to knowledge evidence
HLTPOP007	*Contribute to population health project planning*	*HLTPOP303C* *HLTPOP304C*	*Contribute to population health project planning* *Contribute to evaluating a*	3.0	N	Merged HLTPOP303 and HLTPOP304C Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
			population health project			
HLTPOP011	*Facilitate provision of functional, durable health hardware items in home and community*	HLTPOP315C	*Ensure provision of functional, durable health hardware items in home and community*	3.0	N	Minor changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Minor changes to knowledge evidence
HLTPOP012	*Contribute to testing of results of community water supply*	HLTPOP319C	*Conduct testing and interpretation of results of community water supply*	3.0	N	Minor changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Minor changes to knowledge evidence
HLTPOP013	*Contribute to the implementation of a disaster plan*	HLTPOP322C	*Implement a disaster plan*	3.0	N	Minor changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Minor changes to knowledge evidence
HLTPOP014	*Assess readiness for and effect*	HLTPOP402C	*Assess readiness for and effect behaviour change*	3.0	N	Minor changes to the elements and performance criteria

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
	behaviour change					New evidence requirements for assessment, including volume and frequency requirements Minor changes to knowledge evidence
HLTPOP015	*Provide information on smoking and smoking cessation*	*HLTPOP403C*	*Provide information on smoking and smoking cessation*	3.0	N	Minor changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Minor changes to knowledge evidence
HLTPOP016	*Provide interventions to clients who are nicotine dependent*	*HLTPOP404C*	*Provide interventions to clients who are nicotine dependent*	3.0	N	Minor changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Minor changes to knowledge evidence
HLTPOP018	*Develop a plan of action to address land care issues in the community*	*HLTPOP311C*	*Identify land care issues as they relate to health*	3.0	N	Merged HLTPOP311C and HLTPOP412C Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTPOP019	*Apply a population health framework*	HLTPOP501C	*Apply a population health framework*	3.0	N	Minor changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Minor changes to knowledge evidence
HLTPOP020	*Work with the community to identify health needs*	HLTPOP502C	*Work with the community to identify health needs*	3.0	N	Minor changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Minor changes to knowledge evidence
HLTPOP021	*Plan a population health project*	HLTPOP503C	*Plan a population health project*	3.0	N	Minor changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Minor changes to knowledge evidence
HLTPOP022	*Evaluate a population health project*	HLTPOP504C	*Evaluate a population health project*	3.0	N	Minor changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Minor changes to knowledge evidence

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
HLTPOP023	*Build capacity to promote health*	HLTPOP505C	*Build capacity to promote health*	3.0	N	Minor changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Minor changes to knowledge evidence
HLTPOP024	*Develop a disaster plan*	HLTPOP523C	*Develop a disaster plan*	3.0	N	Minor changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Minor changes to knowledge evidence
HLTPOP025	*Provide basic repairs and maintenance to health hardware and fixtures*	HLTPOP001	*Provide basic repairs and maintenance to health hardware and fixtures*	5.0	N	New evidence requirements for assessment, including volume and frequency requirements Minor change to performance evidence
HLTPOP026	*Monitor and maintain sewage or effluent systems*	HLTPOP002	*Monitor and maintain sewage systems*	5.0	N	New evidence requirements for assessment, including volume and frequency requirements Minor change to knowledge evidence
HLTPOP027	*Monitor and maintain water supply*	HLTPOP003	*Monitor and maintain water supply*	5.0	N	New evidence requirements for assessment, including volume and frequency requirements Minor change to knowledge evidence

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
HLTPOP028	*Monitor and maintain rubbish collection and disposal systems*	*HLTPOP004*	*Monitor and maintain rubbish collection and disposal systems*	5.0	N	New evidence requirements for assessment, including volume and frequency requirements Minor change to knowledge evidence
HLTPOP029	*Work in a population health context*	*HLTPOP005*	*Work in a population health context*	5.0	E	Minor change to knowledge evidence
HLTPOP030	*Determine and implement disease prevention and control measures*	*HLTPOP008*	*Develop and implement disease prevention and control measures*	5.0	N	Minor change to unit title Minor change to Application statement Significant change to performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to performance evidence Significant change to knowledge evidence
HLTPOP031	*Provide information and support on environmental health issues*	*HLTPOP009*	*Provide information and support on environmental health issues*	5.0	E	Minor change to knowledge evidence
HLTPOP032	*Monitor and maintain dog health*	*HLTPOP010*	*Monitor and maintain dog health in the community*	5.0	E	Rearticulated performance criteria

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
	in the community					
HLTPOP033	*Identify pest control strategies*	*HLTPOP017*	*Identify pest control strategies*	5.0	E	Transferred to new template
Reflexology						
HLTREF001	*Develop reflexology practice*	*HLTREF501B*	*Work within a reflexology framework*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence
HLTREF002	*Provide reflexology for relaxation*			2.0	N/A	New Unit
HLTREF003	*Perform reflexology health assessments*	*HLTREF502C*	*Prepare for a reflexology treatment*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence
HLTREF004	*Provide therapeutic reflexology treatments*	*HLTREF503C*	*Provide reflexology treatment*	2.0	N	Significant changes to the elements and performance criteria

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements
HLTREF005	*Adapt reflexology treatments to meet specific needs*	HLTREF504B	*Monitor and evaluate reflexology treatments*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements
HLTREF006	*Monitor and evaluate reflexology treatments*	HLTREF502C	*Prepare for a reflexology treatment*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements
Renal Care						

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTRNL003	*Contribute to the nursing care of a person with renal impairment*	*HLTRNL001*	*Support a person with chronic kidney disease*	6.0	N	Title changed Minor grammatical changes to ensure clarity AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
HLTRNL004	*Apply renal replacement therapy*	*HLTRNL002*	*Provide care and support to a person undergoing renal replacement therapy*	6.0	N	Title changed Minor grammatical changes to ensure clarity AC: Additional information regarding ANMAC-accredited providers. The listed requirements duplicated from the Performance and Knowledge Evidence has been removed.
Traditional Oriental Medicine						
HLTSHU001	*Work within a framework of traditional oriental medicine*			2.0	NC	New Unit
HLTSHU002	*Develop Shiatsu practice*	*HLTSHU508D*	*Work within a shiatsu framework*	2.0	N	Significant changes to the elements and performance criteria

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
						New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Additional assessor requirements
HLTSHU003	*Maintain personal health and awareness for traditional oriental medicine practice*	HLTSHU509C	*Maintain personal health and awareness as a professional responsibility*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Additional assessor requirements
HLTSHU004	*Perform Shiatsu therapy health assessments*	HLTSHU504C HLTSHU510C HLTSHU511C	*Plan the shiatsu therapy treatment* *Perform shiatsu therapy health assessment* *Apply shiatsu therapy assessment framework*	2.0	N	Merged HLTSHU504C/HLTSHU510C/HLTSHU511C Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements
HLTSHU005	*Perform oriental therapies health assessments*	HLTSHU501C	*Apply oriental therapies assessment framework*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements
HLTSHU006	*Provide Shiatsu therapy treatments*	*HLTSHU507C*	*Provide shiatsu therapy treatment*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements
HLTSHU007	*Provide oriental therapies treatments*	*HLTSHU505C*	*Provide oriental therapies treatment*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements
HLTSHU008	*Adapt Shiatsu and oriental therapies practice to meet specific needs*	*HLTSHU506D*	*Provide specific shiatsu therapy assessment and care*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements Removed prerequisite
HLTSHU009	Monitor and evaluate traditional oriental medicine treatments			2.0	N/A	New Unit
Sterile Medical Equipment						
HLTSTE001	Clean and disinfect reusable medical devices	HLTSTE301D	Clean reusable medical equipment	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Removed prerequisite
HLTSTE002	Inspect and pack reusable medical devices	HLTSTE302D	Inspect and pack items	2.0	N	Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTSTE003	*Sterilise loads*	HLTSTE303D	*Sterilise loads*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Removed prerequisite
HLTSTE004	*Manage sterile stock*	HLTSTE306D	*Manage sterile stock*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Removed prerequisite
HLTSTE005	*Care for reusable medical devices*	HLTSTE308C	*Care for surgical instruments*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Removed prerequisite
HLTSTE006	*Chemically disinfect reusable medical devices*	HLTSTE307C	*Disinfect re-usable medical devices*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
						Significant change to knowledge evidence Removed prerequisites
HLTSTE007	Monitor and maintain cleaning and sterilisation equipment	HLTSTE407C HLTSTE408C	Manage availability and effectiveness of reusable medical devices Manage effectiveness of reprocessing of reusable medical devices	2.0	N	Merged HLTSTE407C//HLTSTE408C Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence
Traditional Chinese Medicine						
HLTTCM001	Develop Traditional Chinese Medicine (TCM) remedial massage practice	HLTTCM506E	Work within TCM remedial massage (An Mo Tui Na) framework	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence
HLTTCM002	Perform Traditional Chinese Medicine (TCM) remedial massage health assessments	HLTTCM501C HLTTCM502D HLTTCM507C	Apply TCM remedial massage (An Mo Tui Na) assessment framework	2.0	N	Merged HLTTCM501C/HLTTCM502D/HLTTCM507C Significant changes to the elements and performance criteria

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
			Perform TCM remedial massage (An Mo Tui Na) health assessment *Plan TCM remedial massage (An Mo Tui Na) treatment strategy*			New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements
HLTTCM003	*Provide Traditional Chinese Medicine (TCM) remedial massage treatments*	*HLTTCM503D*	*Provide TCM remedial massage (An Mo Tui Na) treatment*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added Additional assessor requirements
HLTTCM004	*Adapt Traditional Chinese Medicine (TCM) remedial massage practice to meet specific needs*	*HLTTCM504C HLTTCM505C*	*Provide traumatology treatment within a TCM remedial massage (An Mo Tui Na) framework* *Provide TCM Remedial Massage (An Mo Tui*	2.0	N	Merged HLTTCM504C/HLTTCM505C Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence Minimum clinic hours added

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
			Na) treatment for women and children			Additional assessor requirements
HLTTCM005	*Monitor and evaluate Traditional Chinese Medicine (TCM) remedial massage treatments*			2.0	N/A	New unit
Theatre Equipment						
HLTTHE001	*Handle and care for operating theatre equipment*	*HLTTH302D* *HLTTH404D*	*Provide equipment support in an acute care environment* *Provide routine care and handling of equipment within the operating suite*	2.0	N	Merged HLTTH302D/HLTTH404D Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements
HLTTHE002	*Assist with preparation of clients for operative procedures*	*HLTTH405D*	*Assist with preparation of clients for operative procedures*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Removed prerequisite

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	**Title**	**Code**	**Title**			
HLTTHE003	*Provide intra-operative equipment and technical support*	HLTTH406D	*Provide intra-operative equipment and technical support*	2.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements
Work Health and Safety						
HLTWHS001	*Participate in workplace health and safety*	HLTWHS200A §PHLTWHS300A	*Participate in WHS processes* *Contribute to WHS processes*	1.0	N	Merged HLTWHS300A/ HLTWHS200A. Revised scope of unit to reflect requirements of workers New evidence requirements for assessment
HLTWHS002	*Follow safe work practices for direct client care*	CHCWHS312A	*Follow WHS safety procedures for direct care work*	1.0	N	New unit based on CHCWHS312A. Revised scope of unit to reflect requirements of workers in direct client care environment New evidence requirements for assessment
HLTWHS003	*Maintain work health and safety*	HLTWHS456A	*Identify, assess and control WHS risk in own work*	1.0	N	Revised scope of unit to reflect requirements of supervisor and/or line manager
HLTWHS004	*Manage work health and safety*	HLTWHS501A	*Manage workplace WHS processes*	1.0	N	Revised scope of unit to reflect requirements of managers and/or persons conducting a business or undertaking (PCBUs)

Current Skill set		Superseded Skill set		TP Release	Status	Summary of Changes
Code	Title	Code	Title			
HLTWHS005	*Conduct manual tasks safely*	HLTHSE204D	*Follow safe manual handling practices*	1.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant change to knowledge evidence
HLTWHS006	*Manage personal stressors in the work environment*	HLTAMBPD401C	*Manage personal stressors in the work environment*	1.0	N	Significant changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements