



TRAINING
PACKAGE

HLT Health Training Package Foundation Skills Companion Volume



HumanAbility



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Document Modification History

Version	Status	Release date	Summary of changes
V1.1	Current	11 Feb. 2026	Addition of Certificate IV in Optical Dispensing
V1.0	Superseded	19 Dec. 2025	Document published.

Introduction

The *HLT Health Training Package Foundation Skills Guide* is part of a suite of companion resources developed to support assessors, trainers, Registered Training Organisations (RTOs), and healthcare providers in delivering the *HLT Health Training Package* effectively.

This guide is structured into three key sections:

Section One provides an overview of foundation skills including digital literacy, and outlines the approach used to identify the core skills essential for competent performance in training packages developed by HumanAbility.

Section Two features core skills profiles for selected qualifications, skill sets and units of competency within the *HLT Health Training Package*. These profiles map units to the *Australian Core Skills Framework* (ACSF) across the five key areas: learning, reading, writing, oral communication, and numeracy. Each profile includes a bar graph to visually represent skill 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.

What are foundation skills?

Foundation skills are the essential abilities and knowledge that form the basis for learning, working, and interacting effectively in various aspects of life. These skills are fundamental for both personal growth and success in education and employment.

Literacy skills involve the ability to read, write, and understand written texts, as well as communicate clearly in written form.

Communication skills encompass active listening, clear and effective speaking, and interpreting non-verbal cues. Problem-solving skills involve identifying issues, evaluating options, implementing solutions, and applying critical thinking.

Numeracy skills include basic arithmetic such as addition, subtraction, multiplication, and division, along with the ability to understand numbers, data, and measurements and apply mathematical concepts in daily life.

Digital literacy refers to the use of computers and digital devices, the ability to navigate the internet and use digital communication tools, and an understanding of online safety and basic troubleshooting.

These foundation skills are transferable across different contexts, making them valuable in any setting. They support lifelong learning and adaptability, and employers often prioritise them because they directly impact productivity, communication, and overall performance.

In the training packages developed by HumanAbility, foundation skills refer to the learning and English language, literacy, and numeracy (LLN) skills as defined by the *Australian Core Skills Framework* (ACSF) and the *DigComp 2.2 Framework*.

These skills are essential for effective participation in training, the workplace, and daily life. The skills included across these 2 frameworks are illustrated in Table 1.

1 The Australian Core Skills Framework (ACSF)

1.1 What is ACSF?

The ACSF is a national framework that defines and describes the core skills required for individuals to participate effectively in work, education, training, and community life in Australia. It provides a common language for identifying and assessing a person's skills in key areas.

The 5 core skills in the ACSF are:

- **Learning** – the ability to learn, plan, organise, and apply knowledge in different contexts
- **Reading** – understanding and interpreting written texts
- **Writing** – producing written texts to communicate effectively
- **Oral Communication** – listening and speaking for various purposes
- **Numeracy** – using mathematical skills to solve problems and interpret information

The *Australian Core Skills Framework* (ACSF) was developed by the Australian Government to provide a consistent national approach to identifying and developing core skills across a variety of settings, including personal, community, workplace, and education and training environments.

The framework offers a common language and sets of concepts for identifying, describing, and discussing core skills. It also provides a structured method for benchmarking, monitoring, and reporting on core skill performance.

The ACSF can be used in several key areas, such as assessing an individual's core skill levels, mapping core skill requirements within education and training programs, and designing targeted teaching and learning strategies to support skill development.

1.2 Key features of the ACSF

The ACSF has several key features that make it a practical and widely used tool for assessing and developing core skills in various contexts. Here are the main features:

The ACSF defines five levels of performance, ranging from Level 1 which represents basic or limited skill, to Level 5 which reflects highly developed and complex skill performance.

A person's performance at any given time may be influenced by 4 key variables:

- **Support** – the degree of assistance available or required
- **Context** – the familiarity, predictability, and complexity of the situation
- **Text complexity** – the difficulty of written, oral, or visual materials involved
- **Task complexity** – the level of difficulty and number of steps required to complete a task.

Core skills are applied across 3 broad Domains of Communication, representing the contexts in which skills are used:

- **Personal and community** – everyday and social situations
- **Workplace and employment** – job-related tasks and interactions
- **Education and training** – formal learning and academic settings.

These features together make the ACSF a comprehensive, flexible, and reliable framework for supporting the development of foundational skills in Australia.

1.3 How can the ACSF be used

The ACSF can be effectively used in training and assessing by providing a clear, structured approach to identify, measure, and develop learners' core skills. Here's how it supports both training and assessment:

- Identifying skill levels:** The ACSF's 5 performance levels help trainers assess learners' current abilities in key areas such as reading, writing, numeracy, oral communication, and learning. This allows for accurate benchmarking of individual skills before starting a training program.
- Tailoring training programs:** By understanding learners' skill levels and the specific demands of the training or workplace context, educators can design tailored learning activities and materials that address gaps and build on strengths, making training more relevant and effective.
- Developing clear learning outcomes:** The ACSF provides detailed descriptors of skill levels and performance indicators, helping trainers set clear, measurable learning goals aligned with real-world tasks and workplace requirements.
- Supporting competency assessment:** During assessment, the ACSF offers a consistent framework to evaluate whether learners demonstrate the required core skills at the appropriate performance levels, ensuring that assessments are fair, objective, and relevant.
- Guiding feedback and improvement:** Using the ACSF, trainers can give precise feedback on learners' strengths and areas needing improvement, helping individuals focus their efforts and continue developing their skills beyond the training program.
- Enhancing pathways and transitions:** The framework supports mapping core skill requirements across different qualifications and workplaces, making it easier to design learning pathways and support smooth transitions between education, training, and employment.

Overall, the ACSF ensures that training and assessment focus on essential skills needed for success in a wide range of contexts, improving learner outcomes and workplace readiness.

1.4 Mapping core skills requirements in education and training

The ACSF can be used to systematically map the core skills required in any education or training course or unit. This process helps clarify and clearly communicate what core skills learners are expected to develop and demonstrate, highlighting priorities as well as any gaps in skills development. By doing this, educators

and trainers can identify similarities and differences in core skill expectations both within a single course and across different courses, disciplines, or industry sectors. This alignment ensures that training programs are relevant and meet the practical demands of learners' future roles.

Many adult English language, literacy, and numeracy (LLN) curricula have already been aligned with the ACSF. The framework is also widely used to define and describe core skill requirements within national training package qualifications, supporting consistent standards across Australia.

1.5 Tailoring approaches to teaching and learning

Once core skill requirements are mapped and learner strengths and weaknesses are identified, the ACSF can guide the customisation of teaching and learning approaches. This includes:

- adapting curricula, learning materials, and teaching methods to better meet individual learner needs, making learning more accessible and effective
- designing and evaluating assessment tools to ensure they accurately measure the relevant core skills at appropriate ACSF levels
- assessing the value of different assessment tasks by identifying which ACSF levels and performance features they address, ensuring that assessments are meaningful and aligned with learning goals
- creating self-evaluation tools that encourage learners to actively reflect on their progress, fostering greater engagement and ownership of their learning journey
- enabling teachers and trainers to give precise, targeted feedback based on ACSF performance features, helping learners understand their progress and areas for improvement.

By using the ACSF in these ways, educators can provide more personalized, effective learning experiences that build essential core skills and better prepare learners for success in education, training, and the workplace.

Tables 2 and 3 on the next page, provide more information about key features.

Table 1: ACSF Performance Variables Grid

ACSF Performance Variables Grid					
		Support	Context	Text Complexity	Task Complexity
Five levels of performance	1	Works alongside an expert/mentor where prompting and advice can be provided	- Highly familiar contexts - Concrete and immediate - Very restricted range of contexts	- Short and simple - Highly explicit purpose - Limited, highly familiar vocabulary	- Concrete tasks of 1 or 2 steps - Processes include locating, recognising
	2	May work with an expert/mentor where support is available if requested	- Familiar and predictable contexts - Limited range of contexts	- Simple familiar texts with clear purpose - Familiar vocabulary	- Explicit tasks involving a limited number of familiar steps - Processes include identifying, simple interpreting, simple sequencing
	3	Works independently and uses own familiar support resources	- Range of familiar contexts - Some less familiar contexts - Some specialisations in familiar/known contexts	- Routine texts - May include some unfamiliar elements, embedded information and abstraction - Includes some specialised vocabulary	- Tasks involving a few steps - Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
	4	Works independently and initiates and uses support	Range of contexts, including some that are unfamiliar and/or unpredictable	- Complex texts - Embedded information - Includes specialised vocabulary	Complex task organisation and analysis involving application of a few steps

ACSF Performance Variables Grid					
		Support	Context	Text Complexity	Task Complexity
		from a range of established resources	Some specialisations in less familiar/known contexts	Includes abstraction and symbolism	Processes include extracting, extrapolating, inferencing, reflecting, abstracting
	5	Autonomous learner who accesses and evaluates support from a broad range of sources	- Broad range of contexts - Adaptability within and across contexts - Specialisation in one or more contexts	- Highly complex texts - Highly embedded information - Includes highly specialised language and symbolism	- Sophisticated task conceptualisation, organisation and analysis - Processes include synthesising, critically reflecting, evaluating, recommending

Table 2: Domains of Communication

Domains of Communication			
	Personal and Community	Workplace and Employment	Education and Training
Examples performance	- Follows a recipe to make a cake - Produces a club newsletter - Allows time to learn how to use a digital camera - Completes council planning permission form - Describes a trip to the botanical gardens - Attends a local council meeting to raise an issue	- Follows standard operating procedures for new piece of equipment - Schedules time to develop required work skill - Writes a report on different approaches to risk management used in the industry - Contributes to a meeting - Prepares a job application	- Delivers an oral presentation on an issue in area of study/expertise - Develops strategies to improve study routines - Locates and analyses information for an assignment - Writes an essay comparing two paintings

More Information

<https://www.dewr.gov.au/foundation-skills/resources/australian-core-skills-framework>

2 Digital Competence

Digital competence refers to the knowledge, skills, and attitudes required to use digital technologies confidently, safely, and effectively in work, study, and daily life. It extends beyond basic device or software operation to include critical thinking, online communication, information evaluation, digital content creation, and understanding digital rights and responsibilities.

The *Digital Competence Framework for Citizens* (DigComp 2.2) provides a structured, internationally recognised approach to developing, assessing, and embedding digital skills across vocational education and training (VET). DigComp 2.2 supports educators, training providers, employers, governments, and communities to:

- define core digital capabilities
- align curriculum, learning activities, and assessment with industry expectations
- support workforce readiness and employability
- enhance participation in digital society
- promote lifelong learning, inclusion, and digital resilience.

The framework identifies 5 digital competence areas, aligned with workplace and foundation skills. The first 3 areas deal with competencies that can be traced back to specific activities and uses. On the other hand, areas 4 and 5 (Safety and Problem Solving) are “transversal” as they apply to any type of activity carried out through digital means. Elements of Problem solving, in particular, are present in all competences, but a specific area was defined to highlight the importance of this aspect for the appropriation of technology and digital practices:

- **Information and Data Literacy** – locate, evaluate, manage, and ethically use digital information
- **Communication and Collaboration** – use digital tools for professional communication, teamwork, and collaboration
- **Digital Content Creation** – produce, edit, and share digital content in professional formats
- **Safety** – protect personal, organisational, and societal data; understand cybersecurity; manage digital wellbeing
- **Problem Solving** – use digital tools to troubleshoot, adapt processes, innovate, and enhance outcomes.

DigComp 2.2 is embedded progressively across VET qualifications, ensuring learners develop practical, workplace-ready digital capabilities that are transferable across industries.

2.1 Application to health training products

Health training products — such as units of competency and qualifications in health services, pathology, dental assisting, or health administration — can embed DigComp 2.2 in the following ways:

- Clinical and technical applications
- Using digital medical records and health information systems.
- Navigating pathology laboratory information systems, audiometry or optical dispensing software.
- Operating digital equipment (for example imaging, automated testing, or sterilisation tracking systems).

Workplace communication

- Applying secure messaging systems for inter-professional communication.
- Using telehealth platforms to support patient consultations.
- Collaborating through digital platforms with colleagues, supervisors, and patients.

Information management

- Accessing and interpreting online clinical guidelines, policy documents, and health databases.
- Recording and maintaining patient information securely in digital formats.
- Evaluating the credibility of online health information for patient education.

Compliance, privacy, and safety

- Understanding data security, confidentiality, and legal frameworks (for example patient privacy, My Health Record).
- Applying cybersecurity practices in handling sensitive patient data.
- Recognising and mitigating digital risks to patient safety (for example incorrect data entry, technology misuse).

Patient engagement and education

- Using digital resources to support patient health literacy (for example apps, online portals).
- Guiding patients in accessing reliable online health information.
- Incorporating digital tools into patient care planning and follow-up.

Continuous improvement and adaptability

- Engaging with new digital health technologies and innovations.
- Using analytics or digital reporting systems for quality improvement.
- Participating in e-learning and professional development platforms to keep skills current.

2.2 Benefits of embedding the framework

- **Relevance:** Aligns training with current and emerging industry practices.
- **Work readiness:** Ensures graduates can confidently operate in technology-rich health environments.
- **Compliance:** Supports training outcomes that reflect workplace safety, privacy, and quality standards.
- **Transferability:** Provides learners with digital skills applicable across different health roles and contexts.

Here's a practical example showing how DigComp 2.2 can be explicitly integrated into a health unit of competency.

Example Unit: BSBMED303 Maintain Patient Records

Original Focus

This unit describes the skills and knowledge required to maintain accurate patient records in line with organisational policies and procedures.

Integrated with DigComp 2.2

Element 1: Access and use digital systems

Performance Criteria:

- Log in to patient management systems using secure access protocols.
- Navigate electronic health record (EHR) systems to locate patient information.
- Use organisation-approved software to update records in real time.

Element 2: Manage digital information

Performance Criteria:

- Evaluate accuracy and currency of digital information before updating records.
- Apply version control and audit trail functions to ensure record integrity.
- Archive or retrieve patient records in accordance with organisational and legislative requirements.

Element 3: Communicate using digital platforms

Performance Criteria:

- Share information with authorised personnel using secure digital communication channels.
- Escalate patient information through digital reporting systems in line with workplace protocols.
- Use telehealth or digital communication tools to record and transfer patient data where required.

Element 4: Apply digital safety and privacy practices*Performance Criteria:*

- Follow workplace protocols to safeguard confidential patient data.
- Recognise potential cybersecurity risks (e.g., phishing emails, unauthorised access attempts) and report them.
- Use strong password and authentication practices in all digital interactions.

Element 5: Engage in digital problem-solving and innovation*Performance Criteria:*

- Identify and resolve common system errors or data entry issues.
- Apply troubleshooting steps for accessing or restoring patient information.
- Adapt to new or upgraded patient record systems by participating in workplace training.

Assessment Conditions

- Access to digital health record systems, communication platforms, and secure login protocols.
- Simulated or workplace scenarios involving use of digital patient records.
- Evidence of compliance with digital privacy, security, and workplace policies.

Knowledge Evidence

- Key features of digital health record systems.
- Legal and ethical requirements for digital record keeping (privacy, confidentiality, security).
- Digital safety practices including secure communication, data protection, and cybersecurity awareness.
- Emerging technologies in digital health record management.

This approach ensures DigComp 2.2 competences are embedded throughout the unit, rather than being treated as optional or supplementary skills. All elements, performance criteria, knowledge evidence, and assessment conditions are aligned with workplace practice and industry expectations.

3 Qualifications



HLT47425 Certificate IV in Audiometry

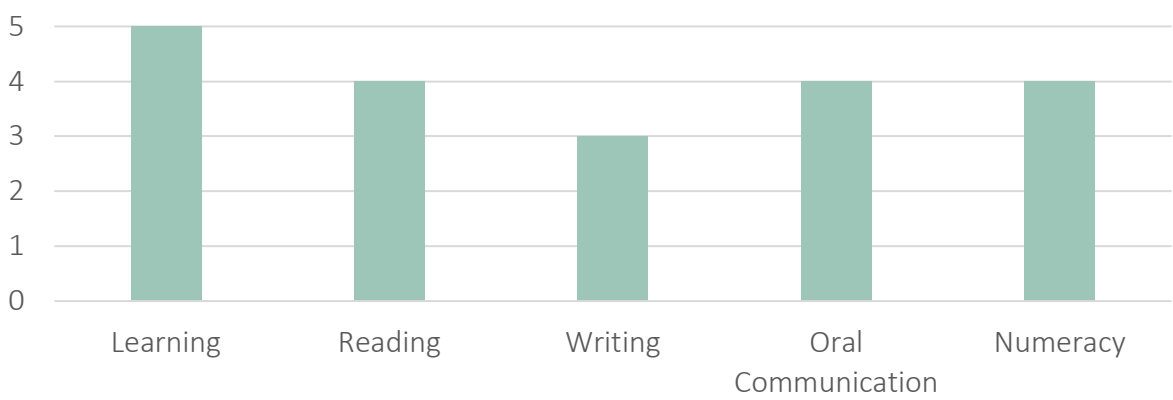
This qualification reflects the role of workers who assist in conducting hearing assessments to identify potential hearing impairment and ear disorders. This may include hearing screeners, allied health assistants who support audiometrists and audiologists in health care organisations, nurses and Aboriginal and Torres Strait Islander health workers.

At this level, workers support the hearing assessment process by performing hearing screening and audiometric testing under the supervision of Diploma qualified audiometrists, audiologists, or other medical practitioners. They refer clients for further audiological or medical assessment, and may assist with care coordination, hearing device management and hearing health education programs.

Workers at this level do not prescribe or dispense hearing aids, and do not work as independent practitioners. They may work in medical or industrial contexts.

ACSF core skills profile

The core skills profile shows the ACSF level required to demonstrate the performance outcomes of this qualification.



Core units of competency

These are mandatory for all students completing *HLT47425 Certificate IV in Audiometry*.

- The ACSF levels reflect core language, literacy, numeracy, and learning skills required for each unit.
- Numeracy varies slightly depending on the technical demands of each unit (for example audiometric calculations vs general client communication)

Unit of Competency	Learning	Reading	Writing	Oral Communication	Numeracy
BSBWHS332X Apply infection prevention and control procedures to own work activities	3	3	3	3	-
CHCCOM005 Communicate and work in health or community services	4	3	3	4	-
CHCDIV001 Work with diverse people	3	3	-	3	-
CHCEDU008 Share health information	4	3	3	4	2
HLTAAP002 Confirm physical health status	5	4	3	4	2
HLTAUD007 Conduct basic audiometric testing	4	4	3	4	4
HLTAUD008 Conduct audiometric testing	5	4	4	4	5
HLTAUD013 Assist client with management of hearing devices	4	3	3	4	4

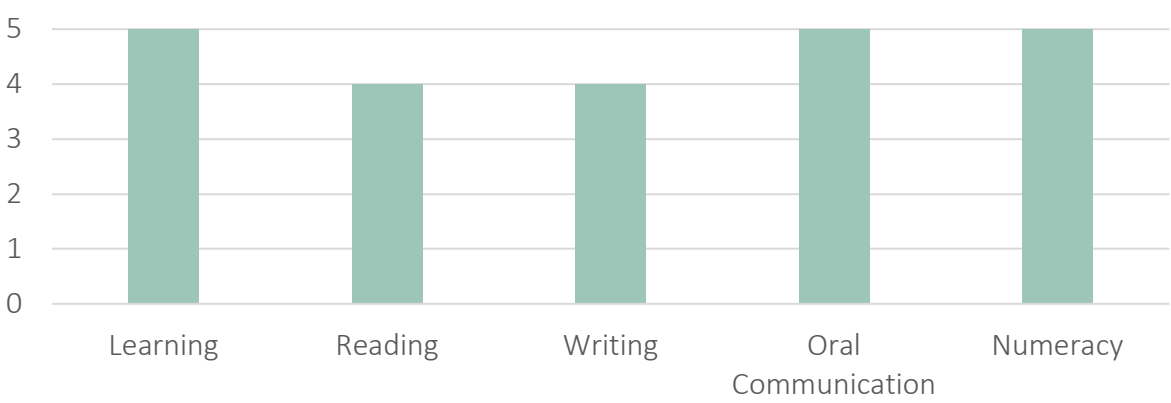
HLT57425 Diploma of Audiometry

This qualification reflects the role of audiometrists who conduct hearing assessments to identify hearing impairment and take appropriate action based on the test results. They may refer clients for further audiological or medical assessment and may be involved in care management and education programs.

At this level, audiometrists also prescribe and dispense hearing aids and other listening devices to assist in hearing rehabilitation. Audiometrists may work in medical settings or industrial contexts or as independent practitioners.

ACSF core skills profile

The core skills profile shows the ACSF level required to demonstrate the performance outcomes of this qualification.



Core units of competency

- These units are mandatory for all students completing the *HLT57425 Diploma of Audiometry*.
- The ACSF levels reflect language, literacy, numeracy, and learning skills required to successfully complete each unit.
- Numeracy levels vary depending on technical measurement, device calibration, or workflow management task

Unit of Competency	Learning	Reading	Writing	Oral Communication	Numeracy
BSBWHS332X Apply infection prevention and control procedures to own work activities	3	3	3	3	-
CHCCOM006 Establish and manage client relationships	4	3	2	4	-
CHCDIV001 Work with diverse people	3	3	-	3	1
CHCEDU008 Share health information	4	3	3	4	2
CHCLEG001 Work legally and ethically	3	3	-	3	-
HLTAAP002 Confirm physical health status	5	4	3	4	2
HLTAUD007 Conduct basic audiometric testing	4	4	3	4	4
HLTAUD008 Conduct audiometric testing	5	4	4	4	5
HLTAUD011 Develop and implement individual hearing rehabilitation programs	5	4	4	5	4
HLTAUD012 Prescribe, select and fit hearing devices	5	4	4	4	5
HLTAUD013 Assist client with management of hearing devices	4	3	3	4	4
HLTWHS003 Maintain work health and safety	4	3	3	3	-

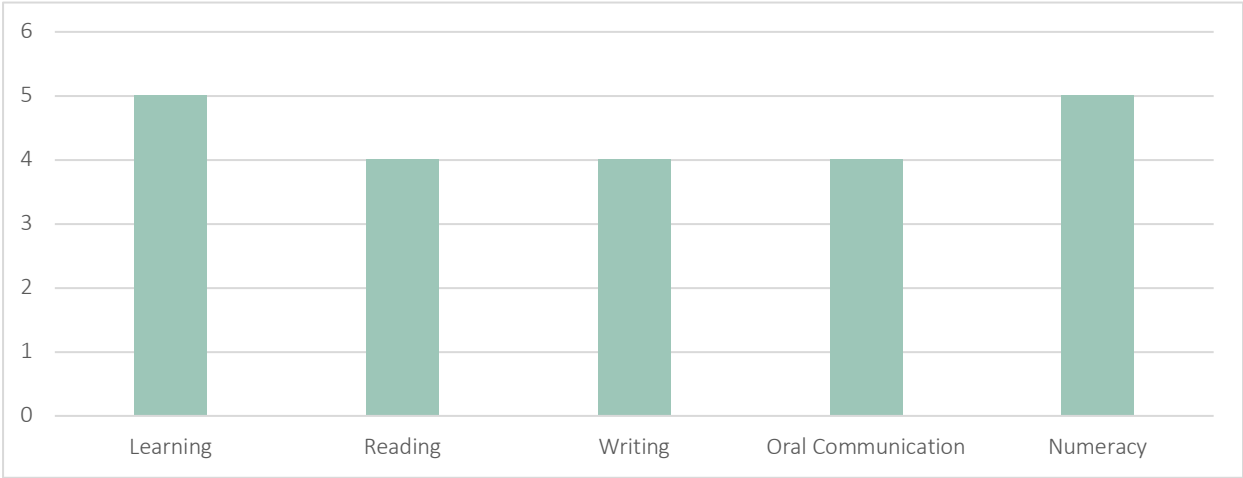
HLT47825 Certificate IV in Optical Dispensing

This qualification reflects the role of optical dispensers who dispense and supply optical appliances as prescribed by optometrists and ophthalmologists in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Optical dispensers practise in a range of environments including optical dispensaries, optometric practices and laboratories. They may be self-employed or employed by another optical dispenser, an optometrist, a major optical dispensing organisation or other retailer.

ACSF core skills profile

The core skills profile shows the ACSF level required to demonstrate the performance outcomes of this



qualification.

Core units of competency

- These are mandatory for all students completing *HLT47825 Certificate IV in Optical Dispensing*.
 - The ACSF levels reflect core language, literacy, numeracy, and learning skills required for each unit.
 - Numeracy levels increase in technical dispensing units due to measurements, calculations, and precision work.

Unit of Competency	Learning	Reading	Writing	Oral Communication	Numeracy
BSBOPS304 Deliver and monitor a service to customers	4	3	3	4	-
CHCCOM005 Communicate and work in health or community services	4	3	3	4	-
CHCDIV001 Work with diverse people	3	3	-	3	-
HLTOPD006 Assist with optical appliance selection and maintenance	3	3	3	3	3
HLTOPD007 Dispense single vision optical appliances	5	4	3	4	4
HLTOPD008 Dispense advanced optical appliances	5	4	3	4	5
HLTOPD009 Dispense atypical and complex prescriptions	5	4	3	4	5
HLTOPD011 Process and manage optical appliance orders	4	4	3	4	4
HLTWHS001 Participate in workplace health and safety	3	2	2	2	2

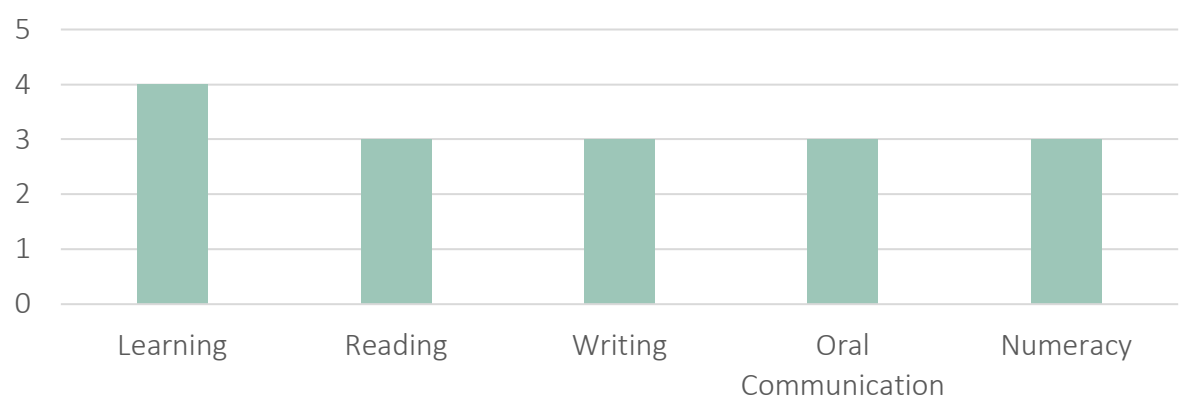
HLT37525 Certificate III in Pathology

This qualification reflects the role of pathology collectors and assistants who receive, collect, dispatch specimens and perform routine pathology 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.

ACSF core skills profile

The core skills profile shows the ACSF level required to demonstrate the performance outcomes of this qualification.



Core units of competency

These are mandatory for all students completing *HLT37525 Certificate III in Pathology*.

- The ACSF levels reflect **core language, literacy, numeracy, and learning skills** required for each unit.
- Numeracy levels vary slightly depending on technical requirements (for example specimen handling, calculations, or risk assessment)

Unit of Competency	Learning	Reading	Writing	Oral Communication	Numeracy
BSBMED301 Interpret and apply medical terminology appropriately	3	3	3	3	-
BSBTEC201 Use business software applications	2	2	2	2	-
CHCCOM005 Communicate and work in health or community services	3	3	3	3	3
CHCDIV001 Work with diverse people	4	3	3	3	3
HLTAID011 Provide first aid	4	3	3	3	2
HLTINF006 Apply basic principles and practices of infection prevention and control	3	3	3	3	-
HLTPAT011 Receive, prepare and dispatch pathology specimens	3	3	3	3	3
HLTWHS001 Participate in workplace health and safety	3	2	2	2	2

4 Skill Sets



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

This skill set provides pathology collectors with the necessary skills and knowledge to perform blood collection from children 0 to 5 years in a clinical environment.

ACSF core skills profile

The core skills profile shows the ACSF level required to demonstrate the performance outcomes of this qualification.



Units of competency

- These are mandatory for all students completing *HLTSS00085 Perform Blood Collection from Children Aged 0 to 5 Years Skill Set*.
- The ACSF levels reflect **core language, literacy, numeracy, and learning skills** required for each unit.
- Numeracy varies slightly depending on the technical demands of each unit (for example audiometric calculations vs general client communication)

Unit of Competency	Learning	Reading	Writing	Oral Communication	Numeracy
HLTPAT013 Perform venous blood collection from children 0 to 5 years	4	3	3	4	3

HLTSS00086 Optical Assistant Skill Set

This skill set reflects the skills and knowledge required for an optical assistant, working under supervision, to assist in the provision and handling of optical appliances in a retail optical setting.

This skill set is for individuals pursuing a career as optical assistants who provide support with optical appliances selection and maintenance in an optical retail environment.

ACSF core skills profile

The core skills profile shows the ACSF level required to demonstrate the performance outcomes of this qualification.



Units of competency

- These are mandatory for all students completing *HLTSS00086 Optical Assistant Skill Set*.
- The ACSF levels reflect **core language, literacy, numeracy, and learning skills** required for each unit.
- Numeracy varies slightly depending on the technical demands of each unit (for example audiometric calculations vs general client communication)

Unit of Competency	Learning	Reading	Writing	Oral Communication	Numeracy
HLTOPD006 Assist with optical appliance selection and maintenance	3	3	3	3	3
HLTWHS001 Participate in workplace health and safety	3	2	2	2	2
SIRXSLS001 Sell to the retail customer	3	3	2	4	2

HLTSS00087 Edging and Fitting Skill Set

This skill set reflects the technical skills and knowledge required to edge and fit optical appliances in optical laboratories or retail settings. It is designed for optical dispensers or laboratory assistants involved in the preparation and fitting of prescription lenses to frames, in accordance with relevant Australian and New Zealand standards.

ACSF core skills profile

The core skills profile shows the ACSF level required to demonstrate the performance outcomes of this qualification.



Units of competency

These are mandatory for all students completing *HLTSS00088 Edging and Fitting Skill Set*.

The ACSF levels reflect **core language, literacy, numeracy, and learning skills** required for each unit.

Numeracy varies slightly depending on the technical demands of each unit (for example audiometric calculations vs general client communication)

Unit of Competency	Learning	Reading	Writing	Oral Communication	Numeracy
HLTOPD010 Edge and fit optical appliances	4	4	3	0	4
HLTOPD011 Process and manage optical appliance orders	4	4	3	4	4
HLTWHS001 Participate in workplace health and safety	3	2	2	2	2

HLTSS00088 Allied Health Assistance – Audiometry Skill Set

This skill set reflects the skills and knowledge for an allied health assistant working under the direct, indirect or remote supervision and delegation of an audiologist or audiometrists to assist in conducting basic audiometric testing and supporting clients with hearing device management.

ACSF core skills profile

The core skills profile shows the ACSF level required to demonstrate the performance outcomes of this qualification.



Units of competency

These are mandatory for all students completing *HLTSS00088 Allied Health Assistance – Audiometry Skill Set*.

The ACSF levels reflect **core language, literacy, numeracy, and learning skills** required for each unit.

Numeracy varies slightly depending on the technical demands of each unit (for example audiometric calculations vs general client communication)

Unit of Competency	Learning	Reading	Writing	Oral Communication	Numeracy
HLTAUD007 Conduct basic audiometric testing	4	4	3	4	4
HLTAUD009 Conduct audiometric screening for school aged children	5	4	4	4	4
HLTAUD013 Assist client with management of hearing devices	4	3	3	4	4

HLTSS00059 Venous Blood Collection Skill Set

This skill set reflects the minimum requirements for health care workers required to perform venepuncture in a clinical environment.

ACSF core skills profile

The core skills profile shows the ACSF level required to demonstrate the performance outcomes of this qualification.



Units of competency

These are mandatory for all students completing *HLTSS00059 Venous Blood Collection Skill Set*.

The ACSF levels reflect **core language, literacy, numeracy, and learning skills** required for each unit.

Numeracy levels vary slightly depending on technical requirements (for example specimen handling, calculations, or risk assessment)

Unit of Competency	Learning	Reading	Writing	Oral Communication	Numeracy
HLTPAT008 Identify and respond to clinical risks in pathology collection	4	3	3	3	-
HLTPAT014 Perform venous blood collection	4	3	3	3	3
HLTINF006 Apply basic principles and practices of infection control	4	3	3	3	3

5 Units of Competency

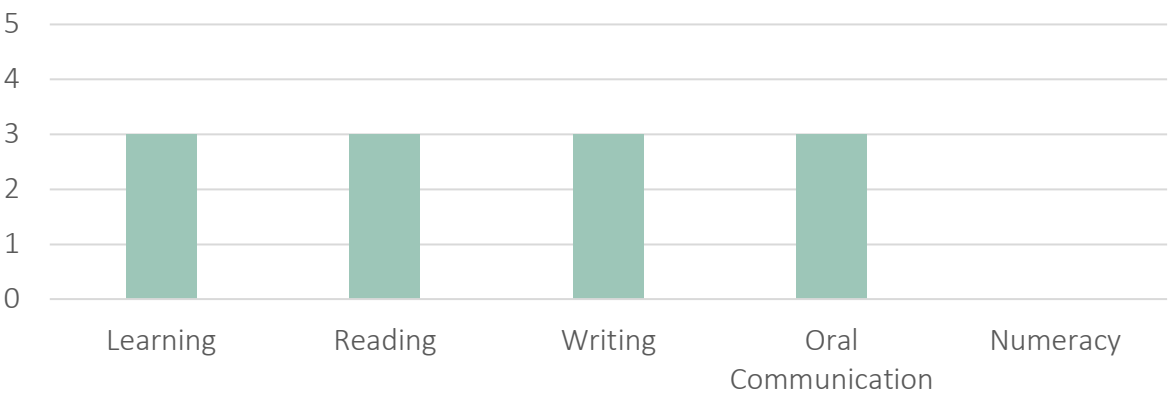


BSBMED301 Interpret and apply medical terminology appropriately

This unit describes the skills and knowledge required to understand and respond to instructions; to carry out routine tasks and communicate with a range of internal/external clients in a medical environment; as well as use appropriate medical terminology.

It applies to individuals who apply a broad range of competencies in various medical administration contexts. They may exercise discretion and judgment using appropriate knowledge to provide technical advice and support to a team.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to follow organisational policies and procedures.

Reading skills to interpret specialised medical terminology language within various texts; and determine how content can be used appropriately in the workplace.

Writing skills to complete and update workplace documentation using specialised medical terminology, including abbreviations for medical terms and associated processes.

Oral Communication skills to clarify instructions; use medical terminology with patients, fellow workers and health professionals; adjust communication style for those with differing needs; present written information; request assistance as required.

Summary of digital capability skills using DigComp 2.2

Level: Intermediate, Proficiency Level 4

Digital Capability skills to use workplace digital tools and systems independently and effectively; access sources of information about medical terms; choose appropriate tools software to suit task; use digital tools and software to produce written documents and interact with others in writing.

BSBOPS304 Deliver and monitor a service to customers

This unit describes the skills and knowledge required to identify customer needs, deliver and monitor customer service and identify improvements in the provision of customer service.

The unit applies to those who apply a broad range of competencies in various work contexts. In this role, individuals often exercise discretion and judgement using appropriate knowledge of customer service. They provide technical advice and support to customers over short or long-term interactions.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to follow organisational requirements; evaluate the needs of different customers efficiently and determine priorities for service delivery; review customer satisfaction; follow up on opportunities to improve work practices and outcomes.

Reading skills to engage with organisational policies and procedures relating to customer service; interpret information about products and/or services provided.

Writing skills to provide responses to customer complaints in organisational format; record feedback and actions taken; document recommendations for service improvements.

Oral Communication skills to provide information or advice using style and language to suit the audience; uses industry vocabulary; listen to gain information and ask clarifying questions to confirm requirements; adapt personal communication style to meet the particular needs of others; responds appropriately to customers who complain.

Summary of digital capability skills using DigComp 2.2

Level: Intermediate, Proficiency Level 4

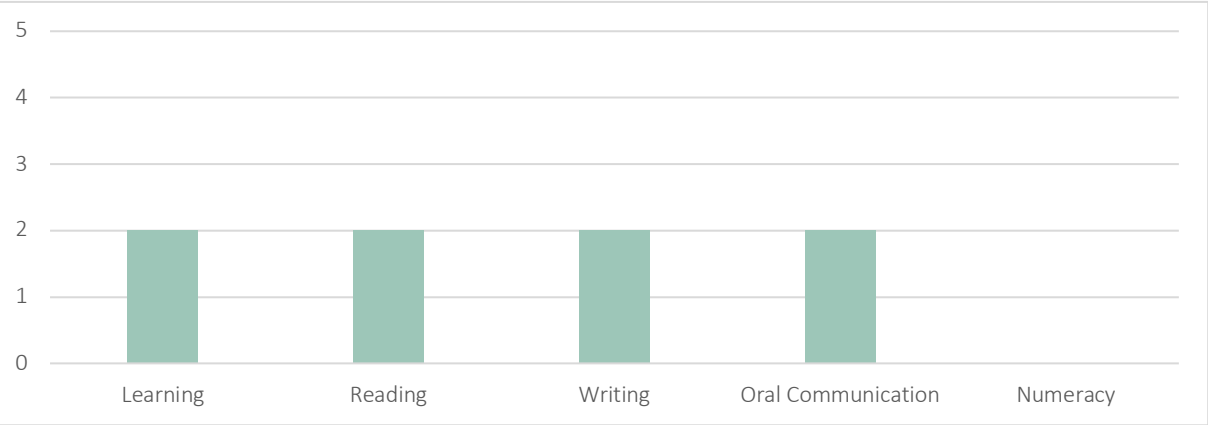
Digital Capability skills to use workplace digital tools and systems independently and effectively; access organisational documents, policies and procedures; use digital tools and software to produce written reports and to communicate; follow privacy protection guidelines to protect staff and client details.

BSBTEC201 Use business software applications

This unit describes the skills and knowledge required to select and use software and organise electronic information and data.

The unit applies to those who use a limited range of practical skills with a fundamental knowledge of equipment use and the organisation of data in a defined context, under direct supervision or with limited individual responsibility.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to set up workspace to suit own needs; follow organisational requirements.

Reading skills to recognise and interpret information from familiar sources to determine job role and task requirements.

Writing skills to produce and amend files to meet task and organisational requirements; and complete required documentation using organisational formats.

Oral Communication skills to clarify task requirements.

Summary of digital capability skills using DigComp 2.2

Level: Foundation, Proficiency Level 2

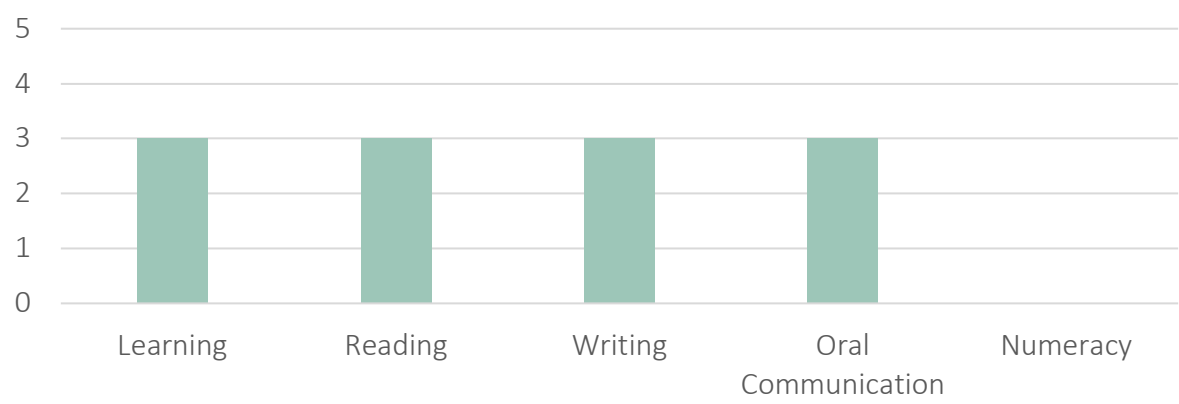
Digital Capability skills to recognise simple appropriate digital technologies to share data, information and digital content; use workplace digital tools and systems with guidance where required; enter and organise data; format information in simple documents; open, close, save and store files to appropriate locations; follow digital safety and security guidelines.

BSBWHS332X Apply infection prevention and control procedures to own work activities

This unit describes the skills and knowledge required to undertake work activities in compliance with organisational procedures that prevent and control infection. It involves implementing standard and transmission-based precautions, identifying infection hazards, and assessing and responding to infection risks.

The unit applies to all workers required to undertake their activities in compliance with the infection prevention and control procedures in place in their workplace.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to follow organisational infection prevention and control procedures; carry out work that supports infection prevention and control; recognise contamination; recognise hazards and control risks; recognise non-compliance with procedures.

Reading skills to interpret infection prevention and control procedures; interpret manufacturer instructions.

Writing skills to write incident reports; record clear information relating to workplace hazards and incidents, use words and terms appropriate to audience and purpose.

Oral Communication skills to engage effectively with team members about infection control; escalate issues as required.

Summary of digital capability skills using DigComp 2.2

Level: Intermediate, Proficiency Level 4

Digital Capability skills to use workplace digital tools and systems independently; enter, organise, store and retrieve routine data in digital environments.

CHCCOM005 Communicate and work effectively in health or community services

This unit describes the skills and knowledge required to communicate effectively with clients, colleagues, management and other industry providers.

This unit applies to a range of health and community service contexts where workers may communicate face-to-face, in writing or using digital media and work with limited responsibility under direct or indirect supervision.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to follow communication protocols; work with legal and ethical considerations in relation to communication, including for privacy and confidentiality and disclosure; follow principles of effective communication; recognise influences on communication; recognise structure, function and interrelationships between different parts of health and community service system; understand the organisation’s structure and different models used to support client services; model work practices.

Reading skills to locate, read and interpret printed and digital documents relating to work role; follow organisational policies and procedures.

Writing skills to produce digital reports to organisational standards, using clear, accurate and objective language; write emails.

Oral Communication skills to clearly communicate service information; listen to, clarify, confirm understanding and respond to requests from colleagues and clients; use appropriate industry terminology; diffuse and resolve conflict situations; refer issues and discuss difficulties with supervisor; seek feedback about areas requiring skill and knowledge development; adapt communication techniques to situation, taking into account vocabulary, speed and pronunciation; interpret non-verbal communication.

Summary of digital capability skills using DigComp 2.2

Level: Intermediate, Proficiency Level 4

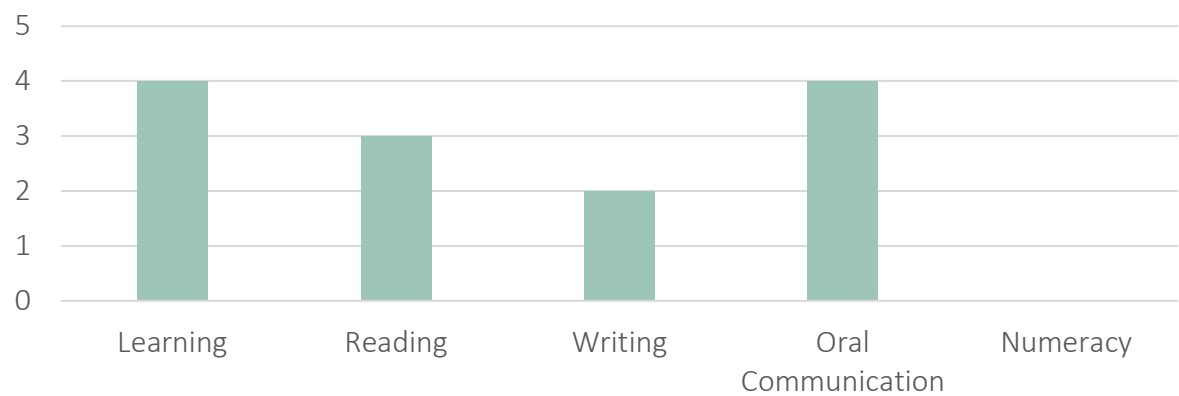
Digital Capability skills to manipulate, organise, store and retrieve data information in established workplace systems; select, share information and interact using a variety of digital technologies; follow privacy protection guidelines to protect staff and client details; use workplace digital tools and systems independently and effectively; technology to solve digital problems.

CHCCOM006 Establish and manage client relationships

This unit describes the skills and knowledge to establish and manage professional one-to-one relationships with clients in the context of providing an ongoing health service or intervention.

This unit applies to community services or health workers who have defined responsibilities to work independently with clients within broad but established guidelines.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to follow communication protocols; work with legal and ethical considerations in relation to communication, including for privacy and confidentiality and disclosure; establish and manage client relationships and boundaries; operate within work role boundaries; use a person-centred approach with clients.

Reading skills to engage with information to support the role.

Writing skills to note information for clients about appointments, services, care information.

Oral Communication skills to use various modes and techniques for effective communication, including active listening, questioning, clarifying and advising; build empathy and trust; use motivational interview techniques; deal with conflict; encourage clients to voice concerns.

Summary of digital capability skills using DigComp 2.2

Level: Intermediate, Proficiency Level 4

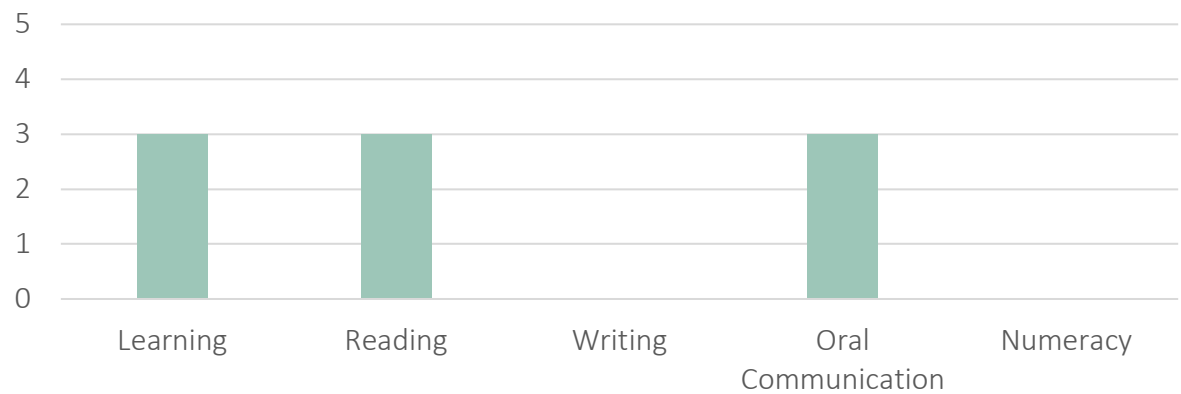
Digital Capability skills to use digital technologies to engage with others and to share data, information and digital content, working independently and solving routine technical problems.

CHCDIV001 Work with diverse people

This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.

This unit applies to all workers.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to identify own social and cultural perspectives and biases; reflect on own abilities to work inclusively with understanding of others; understand cultural competence; identify key areas of diversity and their characteristics; work within legal and ethical guidelines for working with people with a disability; understand rights and responsibilities of workers, employers and clients; understand key aspects of Aboriginal and Torres Strait Islander culture, including its diversity, social, political and economic issues, and how these can impact on engagement with services; identify potential needs of marginalised groups.

Reading skills to engage with information about diversity.

Oral communication skills (both verbal and non-verbal) to establish, develop and maintain effective relationships, trust and confidence; use strategies to overcome language barriers; seek assistance from interpreters; address difficulties with appropriate people; seek assistance when required.

Summary of digital capability skills using DigComp 2.2

Level: Intermediate, Proficiency Level 3

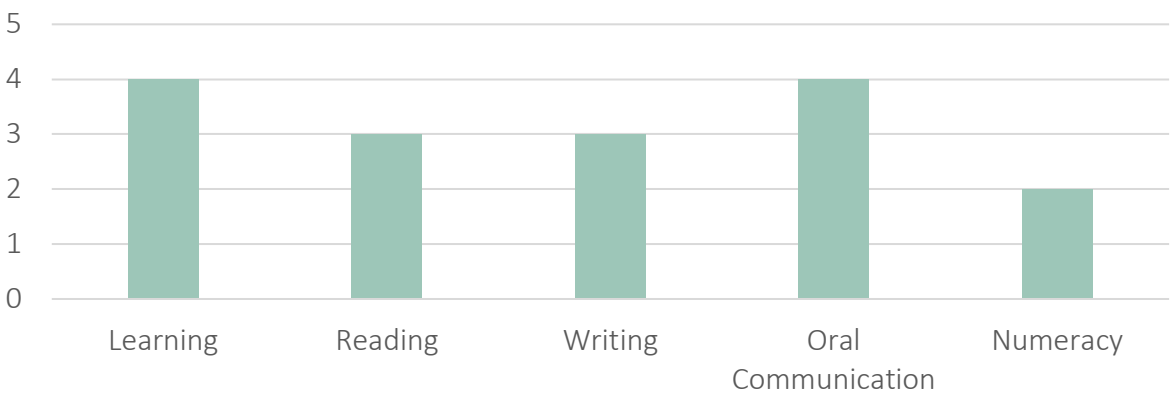
Digital Capability skills to use routine digital technologies to interact others, following organisational procedures and with support as required.

CHCEDU008 Share health information

This unit describes the skills and knowledge required to share health information in a community health context.

This unit applies to workers in both health and community sectors. Workers at this level will be part of a professional team and under the guidance of a supervisor.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to work with legal and ethical guidelines, identify gaps in health information, determine needs and best delivery methods for health information, review progress and effectiveness of programs.

Reading skills to engage with health information and organisational policies and procedures.

Writing skills to document levels of health information, prepare resources about health information appropriate for audience.

Oral communication skills to consult and negotiate with stakeholders, deliver presentations to groups.

Numeracy skills to assess basic costs of delivering health information, plan timelines for presentations.

Summary of digital capability skills using DigComp 2.2

Level: Intermediate, Proficiency Level 4

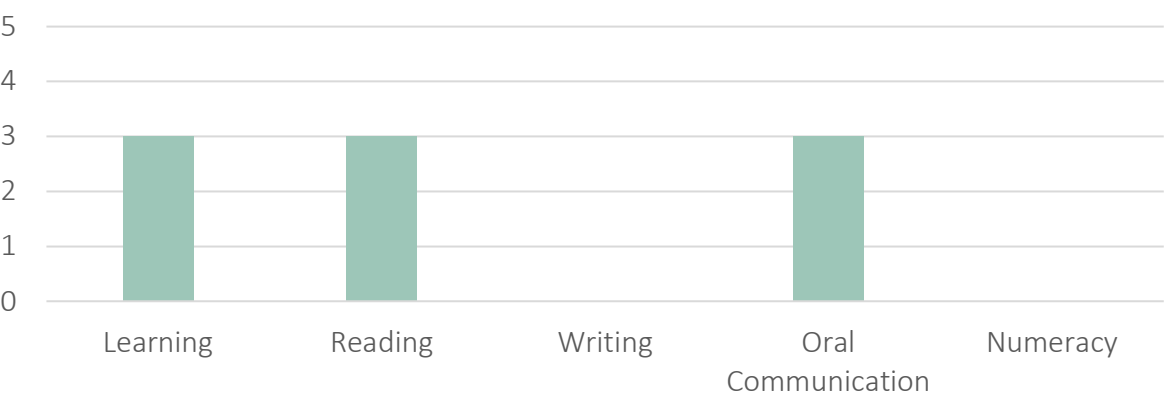
Digital Capability skills to research health information; select, share information and interact using a variety of digital technologies; use workplace digital tools and systems independently and effectively; technology to solve digital problems.

CHCLEG001 Work legally and ethically

This unit describes the skills and knowledge required to identify and work within the legal and ethical frameworks that apply to an individual job role.

This unit applies to community services and health workers who play a proactive role in identifying and meeting their legal and ethical responsibilities.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to identify scope and nature of own legal and ethical responsibilities; work within legal and ethical guidelines and organisational policies and procedures; respond to legal and ethical issues, recognise potential issues and conflicts.

Reading skills to access and interpret sources of information about legal and ethical requirements related to job role.

Oral Communication skills to discuss dilemmas; share feedback with others.

Summary of digital capability skills using DigComp 2.2

Level: Intermediate, Proficiency Level 3

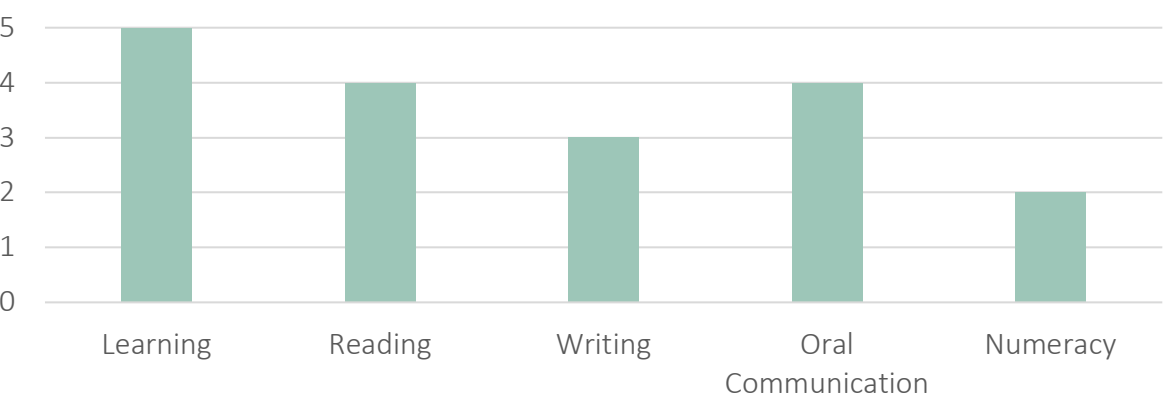
Digital Capability skills to access organisational policies and procedures; follow privacy protection guidelines to protect staff and client details; use routine workplace digital tools and systems, with assistance where required.

HLTAAP002 Confirm physical health status

This unit describes the skills and knowledge required to obtain and interpret information about client health status and to check a client’s physical health. It requires a detailed knowledge of anatomy and physiology.

This unit applies to individuals working directly with clients and who assist in the provision of health care services. Some disciplines may be subject to state/territory regulatory determination regarding delegation and supervision.

ACSF core skills profile



Summary of key ACSF skills

- Learning** skills to interpret the structure and function of body systems, observe and identify actual or potential problems with body systems, recognise diseases and causes of disease, recognise disorders, understand basic pharmacology around cautions and contradictions of medications.
- Reading** skills to engage with information about body systems.
- Writing** skills to record health information, make referrals.
- Oral Communication** skills to interact with clients about physical health, lead discussions that may be sensitive, use anatomical and medical terminology.
- Numeracy** skills to carry out body checks, take and record body measurements using appropriate units of measure.

Summary of digital capability skills using DigComp 2.2

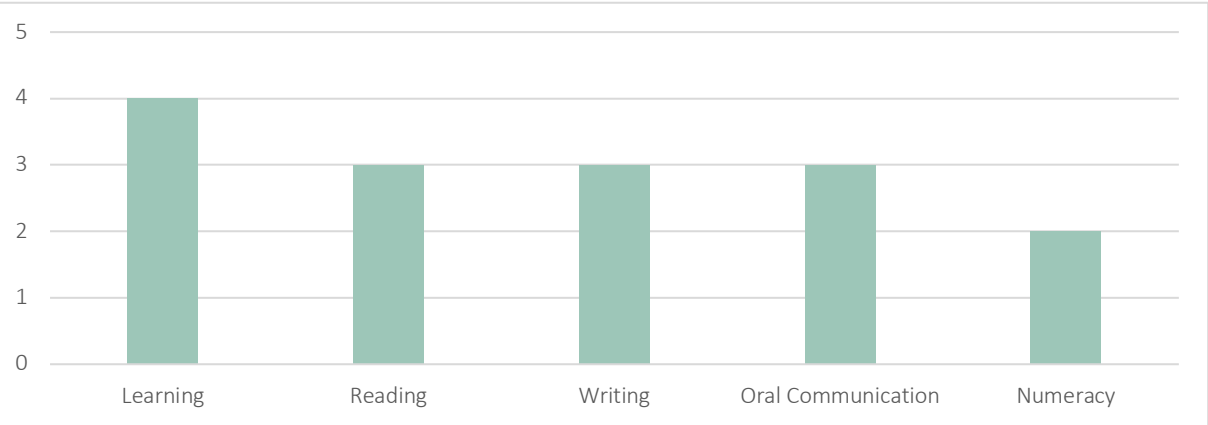
- Level:** Intermediate, Proficiency Level 3
- Digital Capability** skills to organise, store and retrieve data information in established workplace systems; select, share information and interact using routine digital technologies; use workplace digital tools and systems effectively, seeking assistance where required

HLTAID011 Provide first aid

This unit describes the skills and knowledge required to provide a first aid response to a casualty in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

The unit applies to all persons who may be required to provide a first aid response in a range of situations, including community and workplace settings.

ACSF core skills profile



Summary of key ACSF skills

- Learning** skills to work in line with established first aid principles and ARC guidelines; monitor casualty’s condition; recognise signs and symptoms of various conditions, recognise possible psychological impacts on self or others; conduct a visual assessment; measure time in minutes, count cycles of compressions and ventilations.
- Reading** skills to engage with guidelines, procedures and codes of practice.
- Writing** skills to report incidents as appropriate.
- Oral Communication** skills to seek assistance from emergency response services; show respect to casualty; obtain permission where possible; report incident as appropriate; participate in debriefing; conduct a verbal assessment.
- Numeracy skills** to measure time in minutes and keep time for compression and ventilation cycles; count cycles of compressions and ventilations; gauge depth of chest compressions.

Summary of digital capability skills using DigComp 2.2

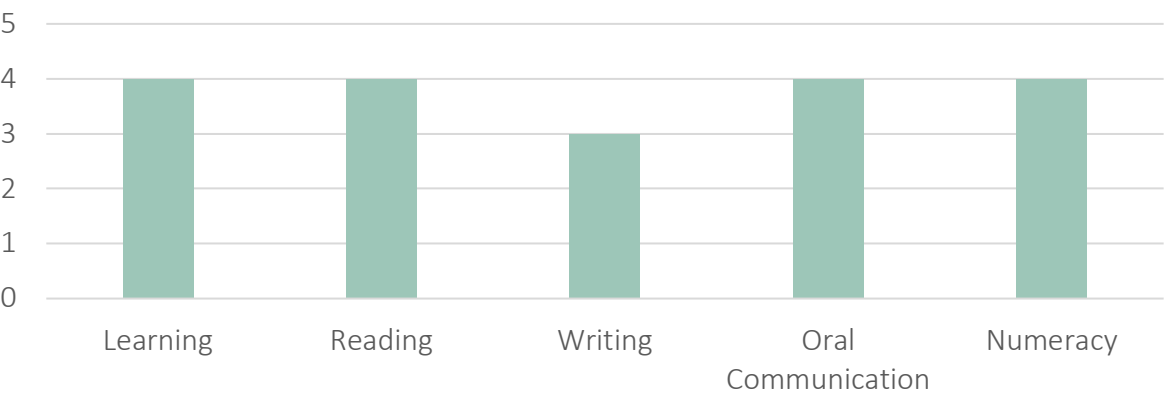
- Level:** Foundation, Proficiency Level 2
- Digital Capability** skills to find online first aid related information using simple searches; operate automated external defibrillator (AED).

HLTAUD007 Conduct basic audiometric testing

This unit describes the skills and knowledge required to prepare for, conduct and interpret the results of basic audiometric testing in adults, including hearing screening tests and screening tympanometry. It includes the ability to establish a positive client relationship, perform otoscopy, conduct basic audiometric tests and recognise situations where referral to other health professionals is required.

This unit applies to workers who conduct basic audiometric testing. This may include audiometrists, allied health assistants supporting audiometrists and audiologists in health care organisations, nurses and Aboriginal and/or Torres Strait Islander health workers.

ACSF core skills profile



Summary of key ACSF skills

- Learning** skills to follow procedures and guidelines and standards.
- Reading** skills to interpret legal, ethical and organisational requirements; interpret manufacturer’s instructions, interpret organisational procedures.
- Writing** skills to make referrals to other health professionals for further assessments, complete reports noting test results in organisational format.
- Oral Communication** skills to interact with clients to about audiometric tests; adapt communication for clients with differing needs; explain purpose of tests; ensure client comfort during testing; address client concerns.
- Numeracy** skills to use basic audiometry equipment; analyse basic audiometric data from tests; review data for validity, reliability and accuracy; report results in organisational format.

Summary of digital capability skills using DigComp 2.2

Level: Advanced, Proficiency Level 6

Digital Capability skills to use audiometry equipment for hearing assessments; use digital tools and software to manipulate, organise, store and retrieve data information in established workplace systems; select, share information and interact using a variety of digital technologies; follow privacy protection.

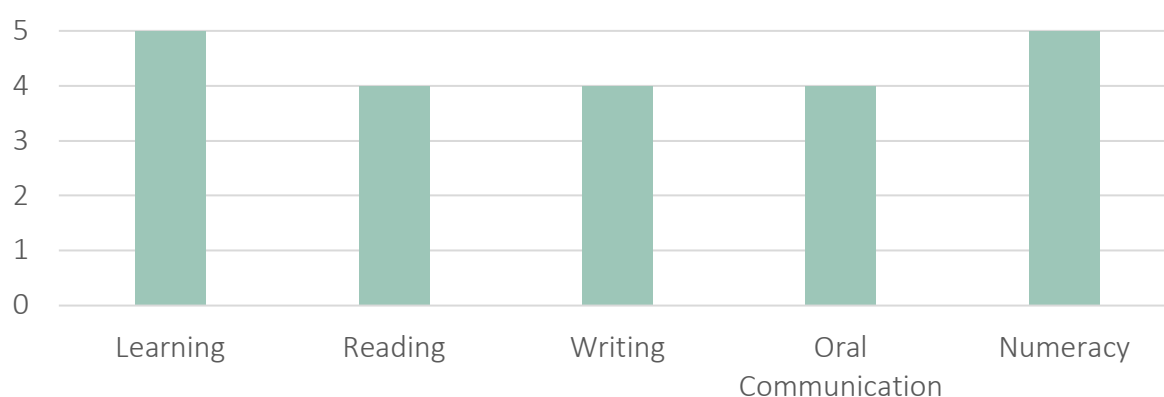
guidelines to protect staff and client details; use workplace digital tools and systems independently and effectively.

HLTAUD008 Conduct audiometric testing

This unit describes the skills and knowledge required to prepare for, conduct and interpret the results of comprehensive hearing testing in adults, including masking, speech audiometry and impedance audiometry. It includes the ability to establish a positive client relationship, conduct audiometric tests and to recognise situations where referral to other health professionals is required.

This unit applies to workers who conduct audiometric testing. This may include audiometrists, allied health assistants supporting audiometrists and audiologists in health care organisations, nurses and Aboriginal and Torres Strait Islander health workers.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to follow procedures and guidelines and standards; know the different types of hearing assessments; recognise unreliable results.

Reading skills to interpret legal, ethical and organisational requirements; interpret manufacturer's instructions, interpret organisational procedures.

Writing skills to make referrals to other health professionals for further assessments, complete reports noting test results according to Australian/New Zealand Standards.

Oral Communication skills to interact with clients to about comprehensive audiometric tests; adapt communication for clients with differing needs; explain purpose of tests; ensure client comfort during testing; address client concerns; explain procedures, results and next steps to client.

Numeracy skills to use complex audiometry equipment; analyse audiometric data from comprehensive tests; check equipment calibration; review data for validity, reliability and accuracy; report results in organisational format.

Summary of digital capability skills using DigComp 2.2

Level: Advanced, Proficiency Level 6

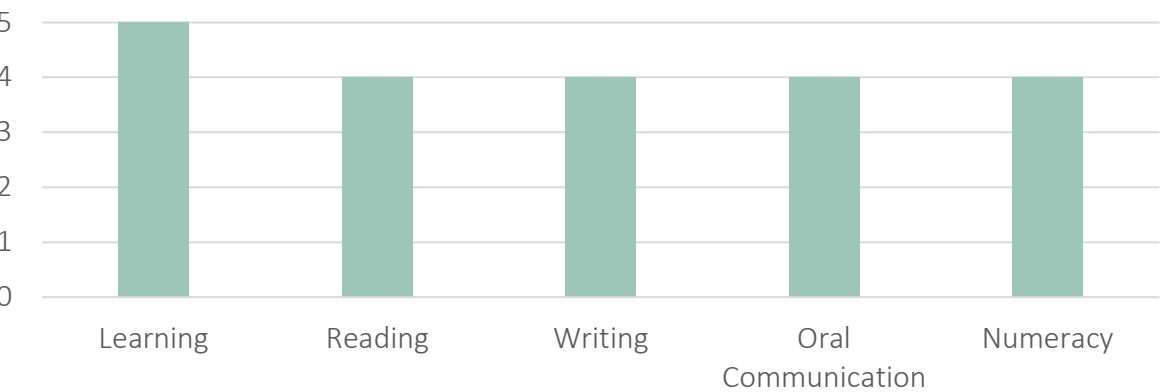
Digital Capability skills to use complex audiometry equipment for hearing assessments; use digital tools and software to manipulate, organise, store and retrieve data information in established workplace systems; select, share information and interact using a variety of digital technologies; follow privacy protection guidelines to protect staff and client details; use workplace digital tools and systems independently and effectively.

HLTAUD009 Conduct audiometric screening for school-aged children

This unit describes the skills and knowledge required to prepare for and conduct play pure tone audiometry tests for school age children aged 4-17 years using standard test protocols and to refer children with developmental delays to other health practitioners.

This unit applies to workers who assesses school age children’s hearing. This may include audiometrists, allied health assistants allied health assistants supporting audiometrists and audiologists in health care organisations, nurses and Aboriginal and/or Torres Strait Islander health workers.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to follow procedures and guidelines and standards; know the different types of hearing assessments; recognise unreliable results.

Reading skills to interpret legal, ethical and organisational requirements; interpret manufacturer’s instructions, interpret organisational procedures.

Writing skills to make referrals to other health professionals for further assessments, complete reports noting test results according to Australian/New Zealand Standards.

Oral Communication skills to interact with children and carers to about audiometric tests; adapt communication for clients with differing needs; explain purpose of tests; obtain consent; ensure client comfort during testing; address client concerns; explain procedures, results and next steps to client.

Numeracy skills to use complex audiometry equipment; analyse audiometric data from comprehensive tests; check equipment calibration; review data for validity, reliability and accuracy; report results in organisational format.

Summary of digital capability skills using DigComp 2.2

Level: Intermediate, Proficiency Level 4

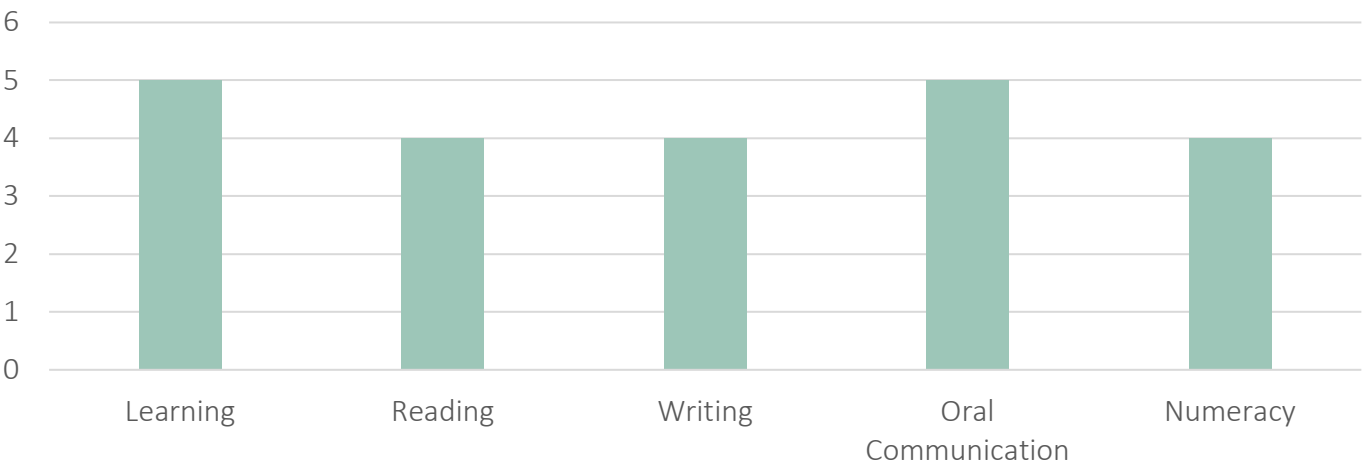
Digital capability skills to use digital tools and software to manipulate, organise, store and retrieve data information in established workplace systems; follow privacy protection guidelines to protect staff and client details; use workplace digital tools and systems independently and effectively.

HLTAUD011 Develop and implement individual hearing rehabilitation programs

This unit describes the skills and knowledge required to assess client communication needs and to develop, implement and evaluate individual hearing rehabilitation programs. This work is carried out in conjunction with the dispensing of hearing devices.

This unit applies to audiometrists.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to understand hearing disorders; set realistic expectations with client; provide support for achieving rehabilitation goals; monitor client progress; follow organisational procedures.

Reading skills to interpret legal, ethical and organisational requirements; information about hearing conditions; analyse questionnaires and evaluation mechanisms for hearing programs.

Writing skills to document impact of client’s hearing on self and others; document plan for rehabilitation program; make referrals to other health professionals as required.

Oral Communication skills to consult with client to identify scope of needs; adjust communication to interact with clients who have communication difficulties; liaise with client’s family; liaise with other health professionals; identify and develop hearing goals including options and costs.

Numeracy skills to provide advice and support about hearing devices and their effect; provide advice about costs; interpret hearing evaluation data.

Summary of digital capability skills using DigComp 2.2

Level: Advanced, Proficiency Level 6

Digital capability skills to use digital technology for audiometric assessments; use digital tools and software to manipulate, organise, store and retrieve data information in established workplace systems;

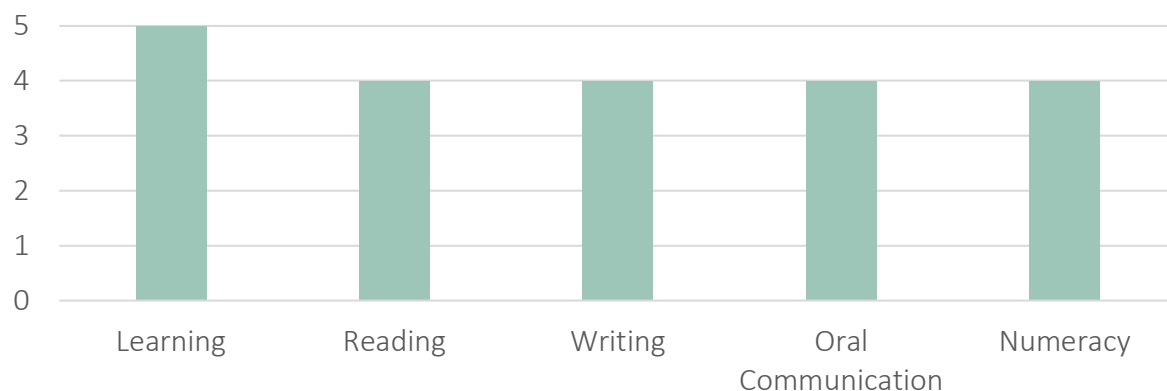
select, share information and interact using a variety of digital technologies; follow privacy protection guidelines to protect staff and client details; use workplace digital tools and systems independently and effectively.

HLTAUD012 Prescribe, select and fit hearing devices

This unit describes the skills and knowledge required to prescribe and fit hearing devices. It also involves providing follow up services to clients.

This unit applies to audiometrists.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to follow organisational procedures; follow national and state/territory legal and ethical requirements for hearing aid dispensing; take ear impressions; identify features of digitally programmable hearing devices and their functions; fit hearing devices; problem solve issues with hearing devices.

Reading skills to interpret organisational procedures and industry guidelines; interpret hearing assessment documentation, interpret manufacturer instructions.

Writing skills to document referrals to other facilities, use industry terminology, complete client records, document client's hearing assessment and goals.

Oral Communication skills to discuss issues related to hearing device prescription, devices, coupling system and fit with client, adapt communications to suit client needs, use industry terminology.

Numeracy skills to interpret and record hearing assessment details, interpret recognised prescription formula for both linear and non-linear hearing devices; modify ear impressions, perform equipment checks, check calibrations.

Summary of digital capability skills using DigComp 2.2

Level: Advanced, Proficiency Level 6

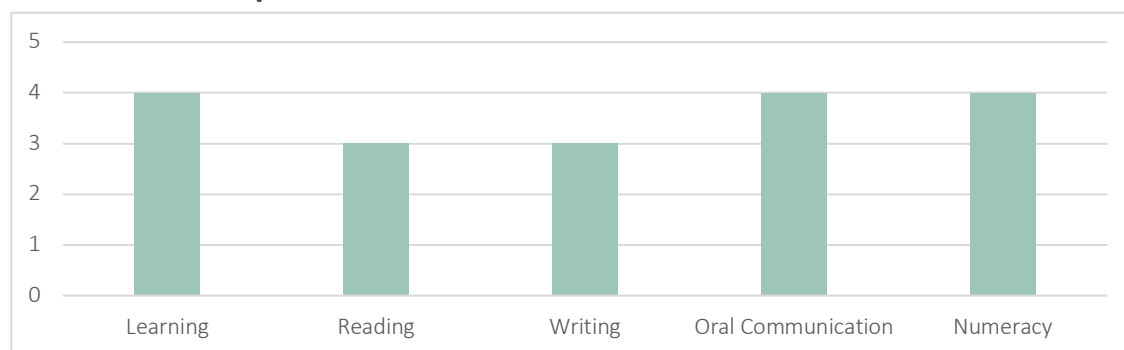
Digital Capability skills to use digital technology including complex acoustic measuring equipment and software; interact with programming interfaces; use digital tools and software to manipulate, organise, store and retrieve data information in established workplace systems; select, share information and interact using a variety of digital technologies; use workplace digital tools and systems independently and effectively; use technology to solve complex problems.

HLTAUD013 Assist client with management of hearing devices

This unit describes the skills and knowledge required to assist clients with correct use, connectivity and maintenance of hearing device. It also includes evaluating device function and undertaking minor repairs and maintenance.

This unit applies to workers who assists clients in managing hearing devices. This may include audiometrists, allied health assistants supporting audiometrists and audiologists in health care organisations, nurses and Aboriginal and Torres Strait Islander health workers.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to follow procedures and guidelines and standards; determine the needs for referrals, problem solve issues with hearing devices including connectivity; carry out minor repairs, know the current range of hearing devices available, linear and non-linear hearing devices and systems.

Reading skills to interpret industry terminology; interpret organisational requirements for hearing aid repairs, interpret manufacturer instructions.

Writing skills to complete client records and expected outcomes, prepare referrals as required.

Oral Communication skills to interact with client about hearing device, its function and client's needs; ask questions to elicit required information; make recommendations to manage hearing devices, connectivity and maintenance.

Numeracy skills to take measurements and carry out checks on hearing devices including linear and non-linear amplification systems.

Summary of digital capability skills using DigComp 2.2

Level: Advanced, Proficiency Level 6

Digital Capability skills to use digital interfaces to adjust programmable hearing devices; use digital tools and software to manipulate, organise, store and retrieve data information in established workplace systems; select, share information and interact using a variety of digital technologies; follow privacy

protection guidelines to protect staff and client details; use workplace digital tools and systems independently and effectively; technology to solve complex digital problems.

HLTINF006 Apply basic principles and practices of infection prevention and control

This unit describes the performance outcomes, skills and knowledge required to apply basic infection prevention and control principles in work settings including implementing standard and transmission-based precautions and responding to risks.

This unit applies to individuals working in a range of industry and work setting contexts.

ACSF core skills profile



Summary of key ACSF Skills

Learning skills to follow organisational infection prevention and control procedures; carry out work that supports infection prevention and control; recognise contamination, causes of infection and disease; recognise hazards and control risks; recognise non-compliance with procedures.

Reading skills to interpret infection prevention and control procedures.

Writing skills to write incident reports; record clear information relating to workplace hazards and incidents, use words and terms appropriate to audience and purpose.

Oral Communication skills to engage effectively with team members about infection control; escalate issues as required.

Summary of digital capability skills using DigComp 2.2

Level: Intermediate, Proficiency Level 4

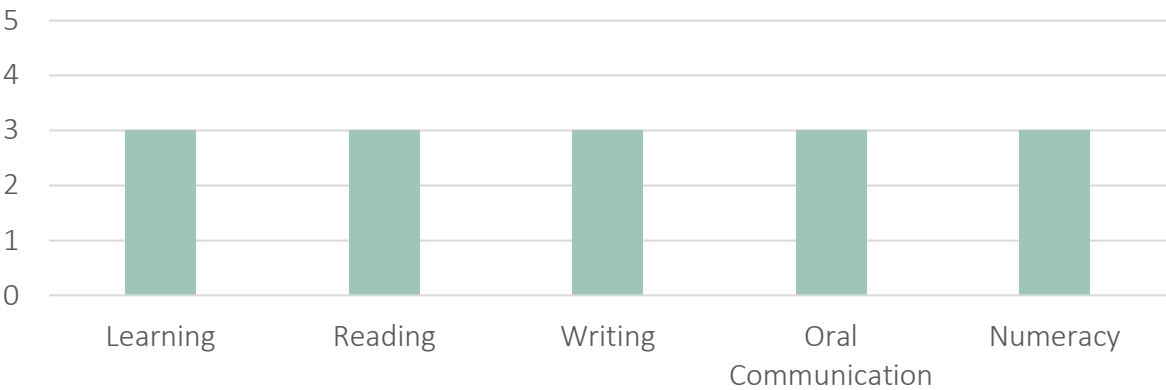
Digital Capability skills to use workplace digital tools and systems independently; enter, organise, store and retrieve routine data in digital environments.

HLTOPD006 Assist with optical appliance selection and maintenance

This unit of competency describes the skills and knowledge required to support workers in the optical industry with optical appliance selection and maintenance.

It applies to optical assistants working under supervision, and optical dispensers who provide non-clinical support services to workers in optical industry. The unit does not include providing technical advice or dispensing prescriptions.

ACSF core skills profile



Summary of key ACSF skills

- Learning** skills to follow legal, ethical and organisational procedures; understand features of different types of lenses.
- Reading** skills to interpret organisational procedures; interpret health fund rebate requirements.
- Writing** skills to complete client records.
- Oral Communication** skills to interact with clients to identify optical appliance needs; explain benefits of optical appliances; address client concerns; provide advice on appliance maintenance.
- Numeracy** skills to take and record client measurements; use optical measuring equipment; make adjustments for optimal fit; transpose optical prescriptions; carry out optical calculations; process financial transactions and rebates.

Summary of digital capability skills using DigComp 2.2

Level: Advanced, Proficiency Level 6

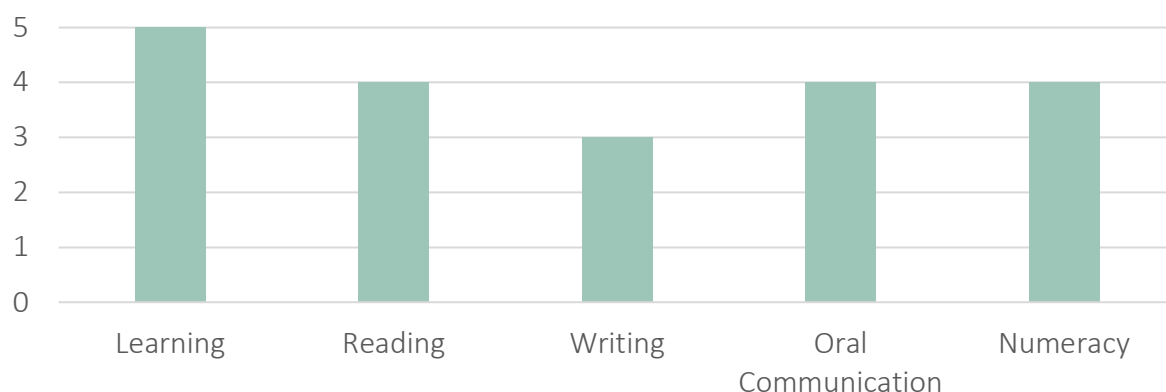
Digital Capability skills to use digital technology for taking optical measurements, including digital lensometer; use digital tools and software to manipulate, organise, store and retrieve data information in established workplace systems; select, share information and interact using a variety of digital technologies; follow privacy protection guidelines to protect staff and client details; use workplace digital tools and systems independently and effectively.

HLTOPD007 Dispense single vision optical appliances

This unit describes the skills and knowledge required to interpret prescriptions, confirm the selection of single vision optical appliances, fit and adjust them to meet individual client needs, and provide advice on their use and care. It covers the full dispensing process from initial measurements through to client instruction and record keeping.

This unit applies to optical dispensers who work according to prescriptions provided by optometrists and ophthalmologists.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to follow legal, ethical and organisational procedures; understand features of different types of lenses.

Reading skills to interpret organisational procedures; interpret health fund rebate requirements.

Writing skills to complete client records.

Oral Communication skills to interact with clients to identify optical appliance needs; explain benefits of optical appliances; address client concerns; provide advice on appliance maintenance.

Numeracy skills to take and record client measurements; use optical measuring equipment; make adjustments for optimal fit; transpose optical prescriptions; carry out optical calculations; process financial transactions and rebates.

Summary of digital capability skills using DigComp 2.2

Level: Advanced, Proficiency Level 6

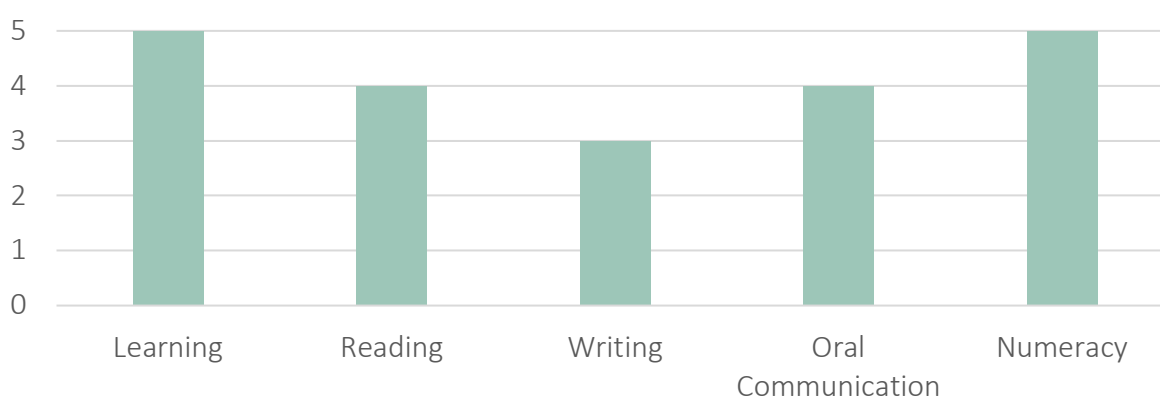
Digital Capability skills to use digital technology for taking optical measurements, including digital lensometer; use digital tools and software to manipulate, organise, store and retrieve data information in established workplace systems; select, share information and interact using a variety of digital technologies; follow privacy protection guidelines to protect staff and client details; use workplace digital tools and systems independently and effectively.

HLTOPD008 Dispense advanced optical appliances

This unit describes the skills and knowledge required to interpret prescriptions, support the selection of advanced optical appliances, fit and adjust advanced optical appliances to meet individual client needs, and provide advice on their use and care. Advanced optical appliances include single vision aspheric lenses, multifocal bifocal and trifocal lenses, progressive lenses and degressive lenses. The unit does not include highly specialised dispensing for atypical prescriptions or complex optical corrections.

This unit applies to optical dispensers who work according to prescriptions provided by optometrists and ophthalmologists.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to follow legal, ethical and organisational procedures; understand features of different types of advanced optical appliances.

Reading skills to interpret organisational procedures; interpret health fund rebate requirements.

Writing skills to complete client records.

Oral Communication skills to interact with clients to identify optical appliance needs; explain benefits of optical appliances; address client concerns; provide advice on appliance maintenance.

Numeracy skills to take and record client measurements; use optical measuring equipment; make adjustments for optimal fit; transpose optical prescriptions; carry out optical calculations for advanced optical prescriptions; process financial transactions and rebates.

Summary of digital capability skills using DigComp 2.2

Level: Advanced, Proficiency Level 6

Digital Capability skills to use digital technology for taking complex optical measurements, including digital lensometer and pupillometer; use digital tools and software to manipulate, organise, store and retrieve data information in established workplace systems; select, share information and interact using a

variety of digital technologies; follow privacy protection guidelines to protect staff and client details; use workplace digital tools and systems independently and effectively.

HLTOPD009 Dispense atypical and complex prescriptions

This unit describes the skills and knowledge required to evaluate client needs, take measurements and make calculations to facilitate effective dispensing for atypical prescriptions, including for low vision clients, high myopia and complex situations.

This unit applies to optical dispensers who work according to prescriptions provided by optometrists and ophthalmologists.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to follow legal, ethical and organisational procedures; understand features of different types of lenses including those for atypical prescriptions.

Reading skills to interpret organisational procedures; interpret health fund rebate requirements.

Writing skills to complete client records.

Oral Communication skills to interact with clients to identify optical appliance needs; explain benefits of optical appliances; address client concerns; provide advice on appliance maintenance.

Numeracy skills to take and record client measurements; use optical measuring equipment; make adjustments for optimal fit; transpose optical prescriptions; carry out optical calculations for complex optical prescriptions; process financial transactions and rebates.

Summary of digital capability skills using DigComp 2.2

Level: Advanced, Proficiency Level 6

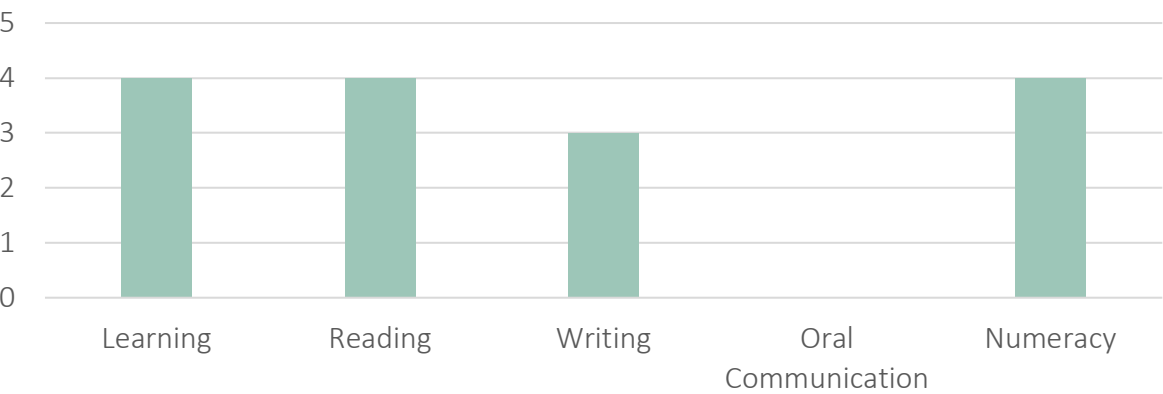
Digital Capability skills to use digital technology for taking complex optical measurements, including digital lensometer and pupillometer; use digital tools and software to manipulate, organise, store and retrieve data information in established workplace systems; select, share information and interact using a variety of digital technologies; follow privacy protection guidelines to protect staff and client details; use workplace digital tools and systems independently and effectively.

HLTOPD010 Edge and fit optical appliances

This unit describes the skills and knowledge required to perform edging and fitting of spectacle lenses, and to apply techniques, treatments and processes to finish and repair spectacle frames and lenses.

This unit applies to optical dispensers who work according to prescriptions provided by optometrists and ophthalmologists.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to follow legal, ethical and organisational procedures; follow procedures for edging and fitting equipment and technology; problem solve issues related to edging and fitting optical appliances.

Reading skills to interpret Australian Standards, organisational and equipment procedures; interpret prescription requirements; interpret manufacturer’s instructions.

Writing skills to document edging and fitting work carried out for clients; report equipment faults.

Numeracy skills to interpret frame measuring systems; calculate minimum size uncut (MSU), determine axis and centring errors; check powers, axis and centration; check sizing errors; work within established timeframes.

Summary of digital capability skills using DigComp 2.2

Level: Advanced, Proficiency Level 6

Digital Capability skills to use software applications for edging, fitting and repair of optical appliances; use lensometer and focimeter; use digital tools and software to manipulate, organise, store and retrieve data information in established workplace systems; use workplace digital tools and systems independently and effectively.

HLTOPD011 Process and manage optical appliance orders

This unit describes the skills and knowledge required to place, check and service orders for spectacle frames and lenses.

This unit applies to optical dispensers who work according to prescriptions provided by optometrists and ophthalmologists.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to use technology including telescopic focimeter and digital lensometer; comply with Australian/ New Zealand standards; check treatments and hand edge spectacles.

Reading skills to engage with procedures for using complex equipment and maintenance.

Writing skills to document orders using optical terminology, record checks and adjustments; keep maintenance records for equipment.

Oral Communication skills to use optical terminology, respond to optical appliance queries, refer repair and maintenance work of equipment.

Numeracy skills to transpose optical prescriptions and convert numerical values to different format, use equipment to measure lens powers, axes and centration; make adjustments to equipment, calculate MSU using centration chart, measure lens heights; interpret frame measurement systems.

Summary of digital capability skills using DigComp 2.2

Level: Advanced, Proficiency Level 6

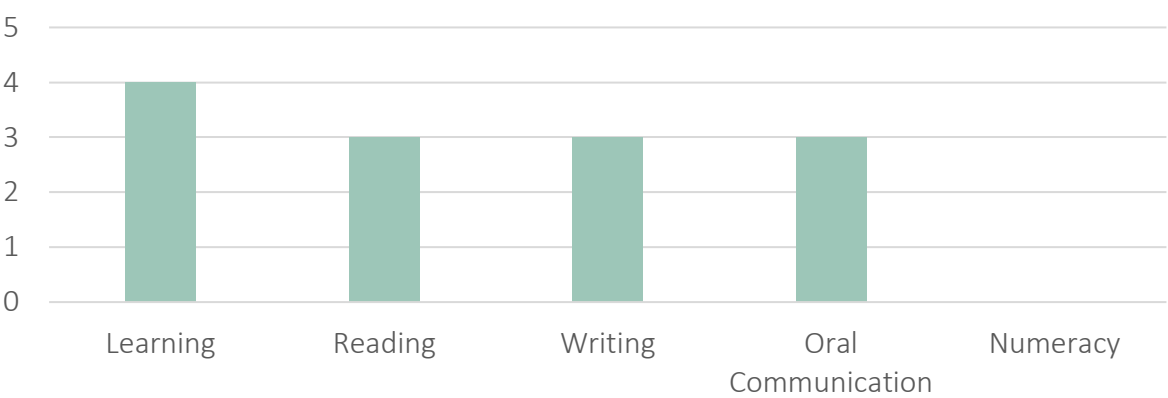
Digital Capability skills to use digital technology including complex optical appliances including telescopic focimeter and digital lensometer; use digital tools and software to manipulate, organise, store and retrieve data information in established workplace systems; select, share information and interact using a variety of digital technologies; follow privacy protection guidelines to protect staff and client details; use workplace digital tools and systems independently and effectively; use technology to solve complex problems.

HLTPAT008 Identify and respond to clinical risks in pathology collection

This unit describes the skills and knowledge required to recognise individual risk factors, identify emergency situations, and provide emergency or first aid response to individual reactions associated with pathology specimen collection.

This unit applies to any individual for whom pathology collection is part of the job role. They may be working in collection centres, hospitals or in other health care environments.

ACSF core skills profile



Summary of key ACSF Skills

Learning skills to follow procedures for first aid and emergency responses; recognise potential risks, adverse reactions and complications; recognise limitations and scope of own role.

Reading skills to interpret organisational procedures and protocols for pathology collection, first aid and emergency responses.

Writing skills to record clear information relating to workplace risks and incidents; use words and terms appropriate to audience and purpose.

Oral communication to engage effectively with team members about infection control; refer or escalate issues as required.

Summary of digital capability skills using DigComp 2.2

Level: Intermediate, Proficiency Level 4

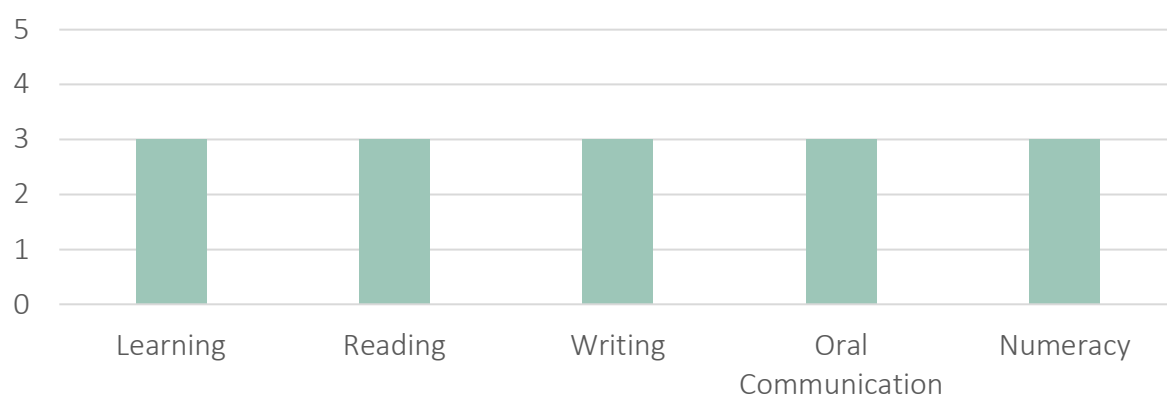
Digital Capability skills to use workplace digital tools and systems independently; enter, organise, store and retrieve routine data in digital environments

HLTPAT011 Receive, prepare and dispatch pathology specimens

This unit describes the skills and knowledge required to receive specimens, complete the administrative process to prepare specimens for pathology testing, and dispatch specimens. This unit does not cover the dispatch of dangerous goods or the transport of specimens to external facilities.

This unit applies to individuals working in specimen reception roles in laboratories and pathology collectors and assistants in collection centres.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to follow legal and ethical requirements for work with pathology specimens, including infection control and workplace safety procedures; analyse suitability of specimens for testing, work safely with hazardous substances; problem solve issues with operations, dispose of contaminated waste appropriately.

Reading skills to interpret infection control and workplace safety procedures; interpret specimen details, pathology requests and labels; interpret organisational requirements.

Writing skills to label specimens and request forms; complete administrative forms using medical terminology and chemical abbreviations.

Oral Communication skills to communicate clearly with senior staff – ask questions to clarify information, report on own work, using industry terminology.

Numeracy skills to label specimens and request forms, sort specimens, measure additives and fixatives (ml); use gauges and controls to set and monitor temperature (°C).

Summary of digital capability skills using DigComp 2.2

Level: Intermediate, Proficiency Level 4

Digital Capability skills to manipulate, organise, store and retrieve data information in established workplace systems; select and share information using a variety of digital technologies; follow privacy

protection guidelines to protect staff and client details; use workplace digital tools and systems independently and effectively.

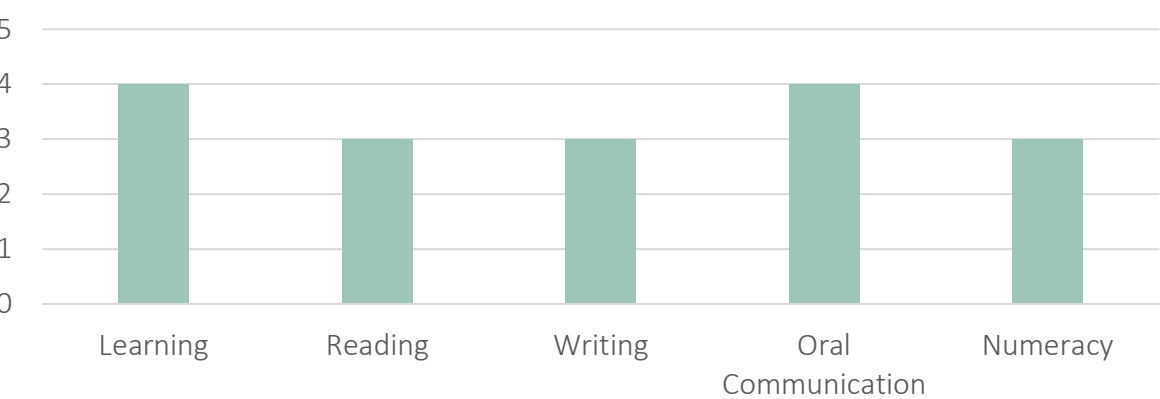
HLTPAT013 Perform venous blood collection from children 0 to 5 years

This unit describes the skills and knowledge required to prepare, collect and complete venous blood specimens from children from 0 to 5 years.

This unit applies to experience individuals working in a phlebotomist role. They may work in collection centres, hospitals or other health care environments.

This unit relates to venous blood collections from children under 5 years. It does not include venous arterial blood collections or blood collections made via artificial access devices such as central lines, peripherally inserted central catheter (PICC) lines, or intra venous (IV) catheter.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to follow organisational venous blood collection procedures including infection control and legal and ethical considerations for conducting process with children; seek assistance where required.

Reading skills to interpret organisational and venous blood collection procedures.

Writing skills to write labels and collection documentation that includes accurate information; use venous blood collection terminology including abbreviations; record clear information, use words and terms appropriate to audience and purpose.

Oral communication to explain venous blood collection procedure to child, family or carer; obtain consent; escalate issues as required.

Numeracy skills to record blood volume measurements (ml), times and dates, measure additives.

Summary of digital capability skills using DigComp 2.2

Level: Intermediate, Proficiency Level 4

Digital Capability skills to use workplace digital tools and systems independently; enter, organise, store and retrieve routine data in digital environments; ensure personal data is secure

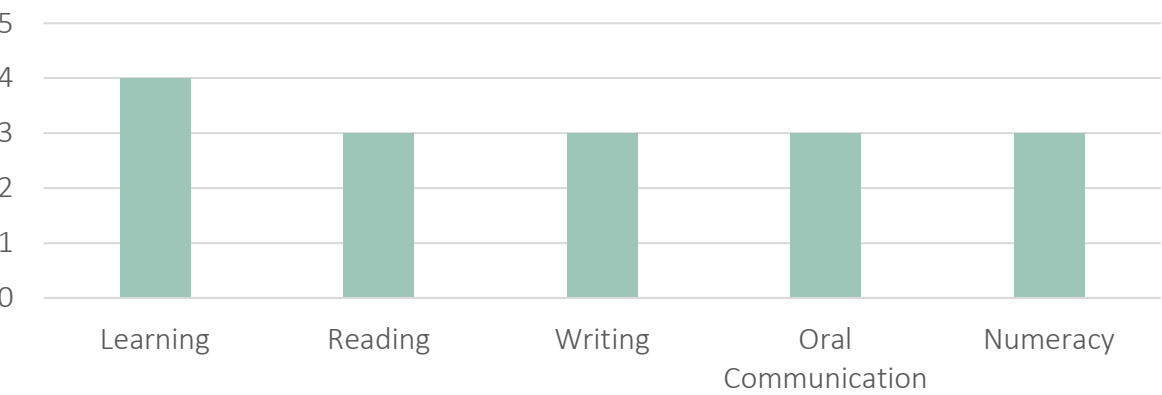
HLTPAT014 Perform venous blood collections

This unit describes the skills and knowledge required to confirm venous blood collection requirements, prepare individual and equipment, and perform routine venous blood collections.

This unit applies to any individual undertaking venous blood collection as part of the job role.

This unit relates to venous blood collections from adults, adolescents and children over 5 years of age. It does not include venous blood collections from babies, neonates, arterial blood collections or blood collections made via artificial access devices such as central lines, peripherally inserted central catheter (PICC) lines, or intra venous (IV) catheter.

ACSF core skills profile



Summary of key ACSF Skills

Learning skills to follow organisational venous blood collection procedures; seek assistance where required.

Reading skills to interpret venous blood collection procedures.

Writing skills to write labels and collection documentation that includes accurate information; use venous blood collection terminology including abbreviations; record clear information, use words and terms appropriate to audience and purpose.

Oral Communication to explain venous blood collection procedure to individuals; obtain consent; escalate issues as required.

Numeracy skills to record blood volume measurements (ml), times and dates, measure additives.

Summary of digital capability skills using DigComp 2.2

Level: Intermediate, Proficiency Level 4

Digital Capability skills to use workplace digital tools and systems independently; enter, organise, store and retrieve routine data in digital environments; ensure personal data is secure.

HLTWHS001 Participate in workplace health and safety

This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others.

The unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, either under direct supervision or with some individual responsibility.

ACSF core skills profile



Summary of key ACSF skills

- Learning** skills to follow workplace policies and procedures; follow emergency procedures; contribute to the development and implementation of safe workplace policies and procedures; conduct a risk assessment; follow standard precautions to minimise spread of infection.
- Reading** skills to access and interpret workplace safety policies and procedures including safety signs and safety instructions.
- Writing skills** to complete risk assessments and report incidents, where required in writing.
- Oral Communication** skills to report risks, hazards and incidents; raise issues with supervisor; participate in workplace safety meetings.
- Numeracy** skills to interpret safety signs and plans.

Summary of digital capability skills using DigComp 2.2

Level: Foundation, Proficiency Level 2

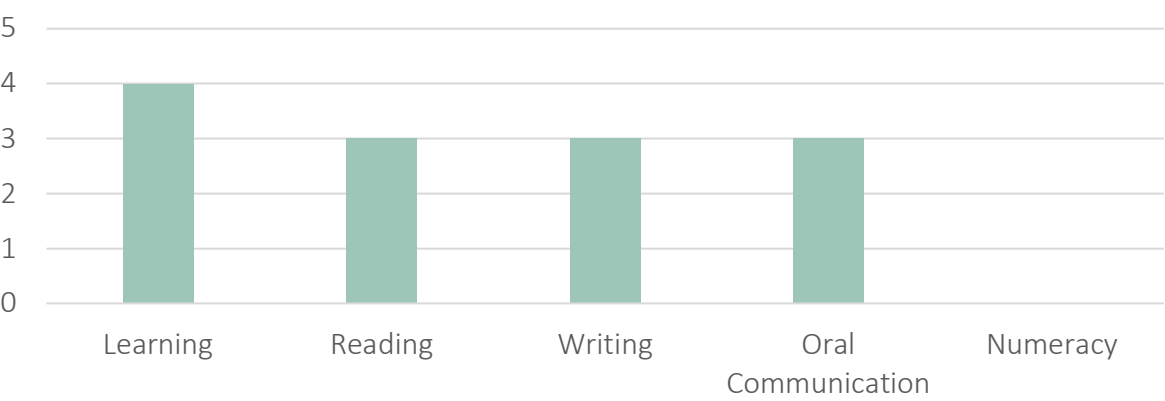
Digital Capability skills to find online workplace health and safety related information using simple searches.

HLTWHS003 Maintain work health and safety

This unit describes the skills and knowledge required to implement and monitor work health and safety (WHS) policies, procedures and work practices as part of a small work team.

This unit applies to workers who have a key role in maintaining WHS in an organisation, including duty of care for other workers.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to contribute to developing strategies for controlling risks, monitor health and safety practices, maintain WHS records, demonstrate safe housekeeping.

Reading skills to interpret and follow workplace procedures for safety and emergencies.

Writing skills to report issues with work health and safety, complete risk assessments and incident reports, assist others with written reports.

Oral Communication skills to provide information to the team about work health and safety, report issues with risk controls for hazards, encourage team to contribute to WHS.

Summary of digital capability skills using DigComp 2.2

Level: Intermediate, Proficiency Level 4

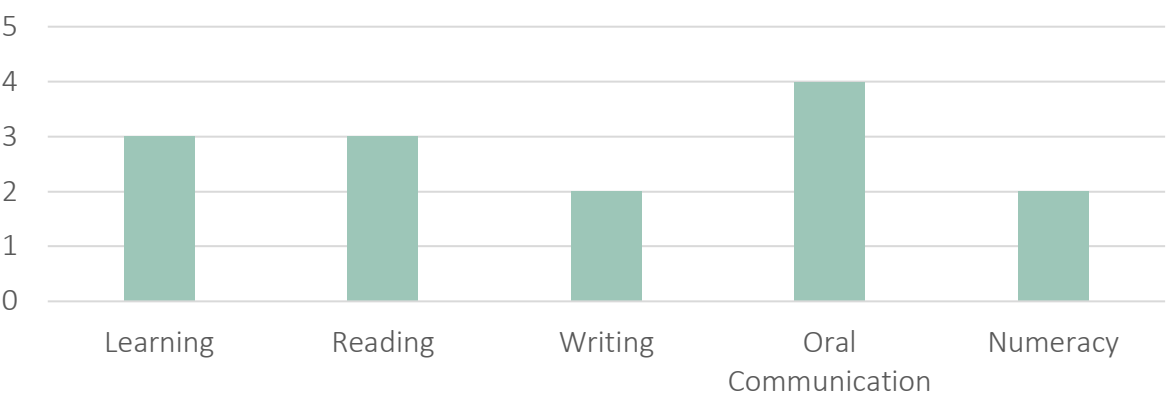
Digital Capability skills to access organisational policies and procedures in workplace systems; access WHS guidelines from relevant organisations; organise, store and retrieve data information in established workplace systems; select, share information and interact using a variety of digital technologies; use workplace digital tools and systems independently and effectively.

SIRXSL001 Sell to the retail customer

This unit describes the performance outcomes, skills and knowledge required to deliver quality customer service and sell to retail customers. It requires the ability to determine customer needs, match products and services to their needs, and facilitate a sale.

This unit applies to all retail sectors and business sizes from large format stores to small independents. It applies to retail personnel at all levels who play a role in engaging with customers with the purpose of selling.

ACSF core skills profile



Summary of key ACSF skills

Learning skills to follow organisational procedures and professional standards.

Reading skills to interpret product information details on brochures or digital systems; interpret organisational policies and procedures and professional service standards.

Writing skills to record customer details.

Oral Communication skills to establish rapport with a range of customers with varying needs; use questioning and active listening techniques; respond to verbal and non-verbal cues; explain features and functions of products and services; promote products and services; overcome objections and resolve customer complaints.

Numeracy skills to interpret fees and costs; calculate costs; communicate about pricing of products and services.

Summary of digital capability skills using DigComp 2.2

Level: Intermediate, Proficiency Level 4

Digital Capability skills to use digital tools and software to search product and services information; store and retrieve data information in established workplace systems; use workplace digital tools and systems independently and effectively.



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