



Australian Government

HLTAUD009 Conduct audiometric screening for young school age children

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Modification History

Release	Comments
1	This unit of competency was first released in HLT Health Release 10.0.

Application

This unit describes the skills and knowledge required to prepare for and conduct play pure tone audiometry tests for young school age children aged 4-6 years using standard test protocols and to refer children with developmental delays to other health practitioners.

This unit applies to workers who assess young school age children's hearing. 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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No pre-requisite units

Competency field(s)

N/A

Unit sector(s)

Audiometry

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Prepare for audiometric screening for young school age children	1.1 Check and confirm forms and materials required for audiometric screening are available 1.2 Prepare physical environment and check ambient noise level meets Australian/New Zealand standards 1.3 Perform basic equipment checks and ensure calibration requirements are met 1.4 Check and confirm personal protective equipment is available for use
2. Establish a positive relationship with child and carer	2.1 Take case history and identify potential developmental delays requiring referral 2.2 Explain test procedure and administrative processes to the child and carer 2.3 Give child and carer the opportunity to ask questions and discuss concerns 2.4 Identify and meet additional needs of child 2.5 Obtain consent from carer and maintain confidentiality of client information
3. Conduct otoscopy in young school age children	3.1 Follow personal hygiene and infection control, including hand hygiene, correct, use of personal protective equipment (PPE), and safe handling of materials, in accordance with organisational procedures 3.2 Conduct otoscopy and maintain client comfort according to organisational procedures 3.3 Identify contraindications requiring referral 3.4 Make referrals for further assessment and treatment based on client needs, according to organisational procedures
4. Complete audiometric test for young school age children	4.1 Follow personal hygiene and infection control, including hand hygiene, correct, use of personal protective equipment (PPE), and safe handling of materials, in accordance with organisational procedures 4.2 Conduct play audiometry using equipment according to organisational procedures and manufacturer instructions 4.3 Review test results for validity, reliability and accuracy according to organisational procedures 4.4 Identify unreliable test results and repeat testing according to standard protocols to achieve reliable results 4.5 Conduct screening tympanometry according to organisational procedures

	4.6 Record results according to Australian/New Zealand standards 4.7 Clean and store equipment according to manufacturer instructions and infection control procedures
5. Review test results with child and their carer	5.1 Examine results and determine outcome from data obtained 5.2 Communicate test outcome to the child and their carer 5.3 Discuss options for further tests with carer 5.4 Give child and carer the opportunity to ask questions and discuss areas of concern 5.5 Use organisation-approved formats to document clear and concise summaries of the test outcomes
6. Refer client to appropriate facility	6.1 Review test results to identify need for referral and refer client for further assessment and treatment according to organisational procedures 6.2 Establish contact with referral agency and provide client information 6.3 Discuss issues and concerns with referral agency representative 6.4 Follow up referral to ensure continuity of case management

Foundation skills

The foundation skills essential to performance of this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading	- interprets organisational procedures related to conducting audiometric screening for school age children and referrals. - interprets equipment manufacturer instructions.
Oral communication	- uses clear, respectful language to explain audiometric test procedures to child and carer and obtain informed consent. - uses active listening and questioning techniques to clarify child and carer expectations and concerns.
Numeracy	interprets measured values and threshold levels.
Writing	- documents test results using approved templates and terminology. - writes concise and clear summaries for referrals and reports. - maintains client records in line with documentation standards.

Learning	· retrieves and evaluates information sources. · operates and monitors equipment safely and efficiently. · reflects on own practice and modify approach as needed.
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Digital literacy outcomes are included in the Companion Volume Implementation Guide.

Range of conditions

N/A

Assessment Requirements for HLTAUD009 Conduct audiometric screening for young school age children

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- followed organisational procedures and protocols to independently conduct reliable and accurate pure tone audiometry tests for at least 10 different children aged 4-6 years, by applying appropriate methods

While conducting the above audiometric screening for school age children, there must be evidence that candidate has:

- recognised and responded appropriately to at least one child not giving true thresholds
- used a client-centred approach to:
 - communicate with children and carers
 - confirm child and carer understanding
 - provide explanations of procedures, results and recommended next steps
 - provide opportunities for child and carer to ask questions
- identified the need for and made referrals for at least 3 clients for further assessment and treatment

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- national and state/territory legal and ethical requirements relevant to conducting audiometric screening for school age children, including:
 - children in the workplace
 - duty of care
 - informed consent
 - policy frameworks and government programs
 - privacy, confidentiality and disclosure
 - records management
 - reporting requirements
 - use of disposable vs. reusable instruments to minimise the risk of cross-contamination

- work roles, including:
 - responsibilities and limitations
 - boundaries of audiometrist role, including no role in diagnostics
 - relationship between audiometry and other health professionals
 - role of the family/carer
 - indicators for referral
- stages of typical childhood speech and hearing development:
 - milestones
 - variations from the norm
 - impact of hearing loss on early development of speech and language
 - behaviours of children at risk of hearing loss
- anatomy of children's ears and the implications for otoscopy
- factors to consider when working with families during testing
- common hearing disorders in children including conditions of outer, middle and inner ear, and central pathways
- Aboriginal and/or Torres Strait Islander and middle ear disease
- culturally safe practices
- play audiometry principles and techniques, including:
 - conditioning
 - reliability and validity
 - visual cues
 - screening for functional hearing loss
- techniques for managing children during testing, including:
 - focusing attention to task
 - distraction
 - engagement
- key milestones in children's development and indicators for referrals for further assessment and treatment

Assessment Conditions

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
 - audiometric testing equipment that meets Australian/New Zealand standards
 - appropriate testing environment

- age appropriate toys
 - documentation that meets industry-recognised notation standards
 - organisational procedures relevant to conducting basic audiometric testing
- modelling of industry operating conditions, including:
 - integration of problem solving activities
 - time constraints for completion of testing
 - provision of services to individuals with varied needs

Assessors must satisfy the current Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.

Mandatory Workplace Requirements

Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace.

Unit Mapping Information

Previous Code and Title	Equivalence	Comments
HLTAUD002 Conduct play audiometry	Equivalent	Change in unit title. Major changes to performance criteria and performance evidence. Knowledge evidence added. Foundation skills added.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.