



TRAINING PACKAGE
COMPANION VOLUME

HLT Health



Release 11.0



HumanAbility



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Publication details

Published by: HumanAbility

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First Published:

ISBN:

Print Version: 1

Release Date:

Supports Release: 11.0 HLT Health Training Package

Find us online:
humanability.com.au



HumanAbility is a Jobs and Skills Council funded by the Australian Government Department of Employment and Workplace Relations.

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1 Introduction

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

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

Part 1 provides essential information to facilitate the effective implementation of the *HLT Health Training Package*, and the industry sectors associated with the training package. Key information provided on the training package includes:

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

Part 2 is in the form of an appendice and provides information on:

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

Complementing this Implementation Guide for the *HLT Health Training Package* is a number of additional companion volumes designed to assist Registered Training Organisations to deliver and assess the training package.

- HLT Health Training Package: First Aid
- HLT Health Training Package: Foundation Skills
- HLT Health Training Package: Recognition of Prior Learning
- HLT Health Training Package: Resources and Equipment
- HLT Health Training Package: Work Placement

Document Modification History

| Version | Status | Release Date | Summary of changes |
|---------|---------|--------------|--------------------|
| V1.0 | Current | xxx | Document published |

2 Overview

2.1 Definition of a training package

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

2.2 Purpose and aspects of a training package

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

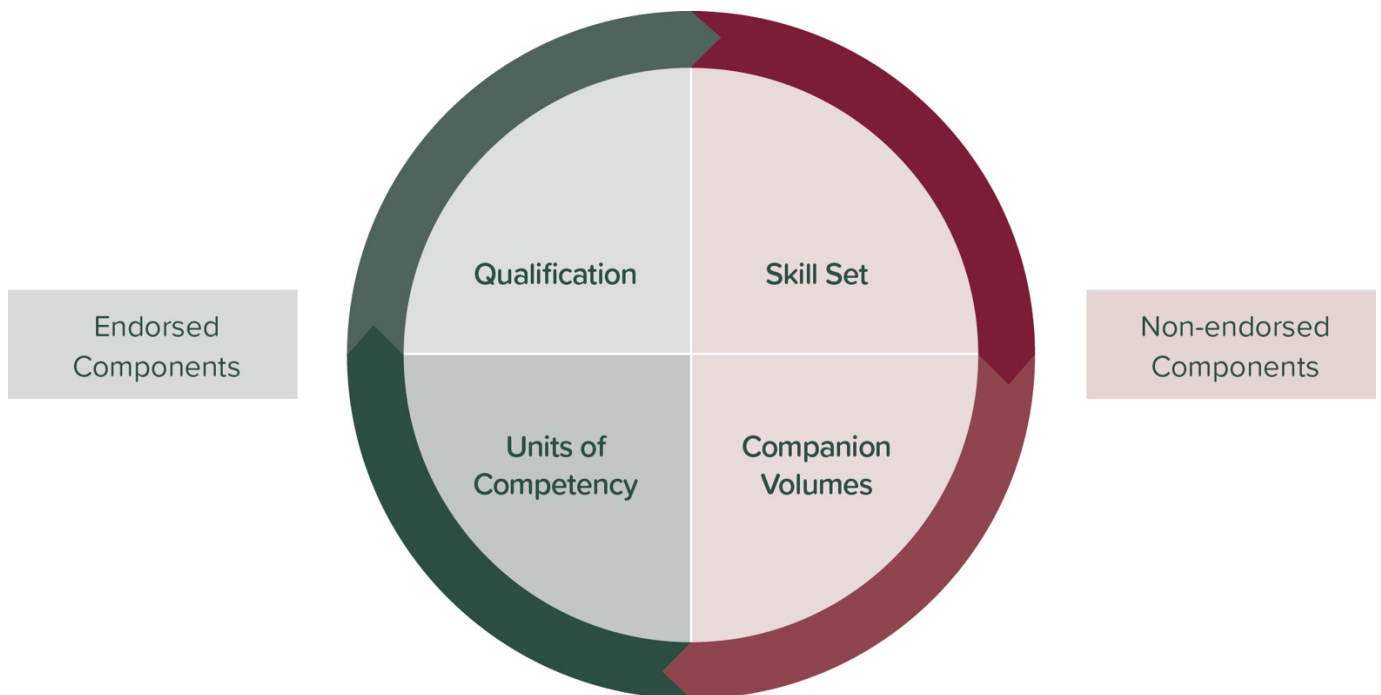
The training package includes qualifications that range from certificates to graduate diplomas, all designed to reflect the core, job-specific and transferable skills required for job roles.

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

2.3 Training package components

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

Figure 1: Training package endorsed and non-endorsed components



2.3.1 VET Endorsed components

i. Qualification

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

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

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

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

Qualifications are aligned to *Australian Qualification Framework* (AQF) qualification types. VET qualifications are at levels 1 to 8 of the AQF. The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the VET sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

For a full explanation of the AQF, see the [AQF website](#)

Qualification structure

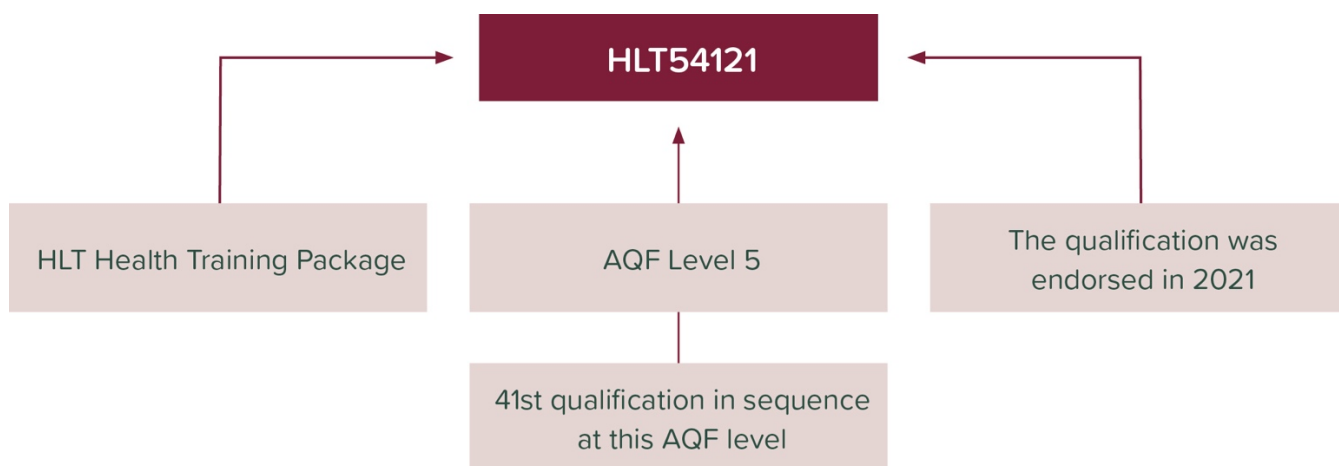
The structure of qualifications is based on templates prescribed by the *Training Package Organising Framework*

Qualification code

Each qualification has a unique 8-character code:

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

Using *HLT54121 Diploma of Nursing* as an example:



Qualification title

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

Qualification description

This field provides a high-level statement on qualification purpose and knowledge and skills outcomes relevant to the AQF level of the qualification. The statement identifies the knowledge and skills outcomes of the qualification and what a learner will be able to do and know in the workplace on successful

completion of the qualification. It also indicates if there are any licensing, legislative, regulatory or certification considerations associated with the qualification.

Foundation skills outcomes

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

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

Entry requirements

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

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

Packaging rules

This field:

- specifies the total number of units of competency required to achieve the qualification
- specifies the number of core and elective units
- lists all core and elective unit codes and titles, including prerequisite units where they apply
- provides flexibility in qualification design in relation to the occupational outcomes of the qualification or licensing requirements if applicable
- groups electives that relate to a specific area

In some instances, groups can be used to provide a qualification with a specialisation/s that can be included on the appropriate AQF certification documentation.

Specialisations

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

Structure of specialisations

Core units – must be completed by all learners to achieve the qualification.

Elective units – learners select electives either:

- from the general pool of electives, or
- from a defined group that forms a specialisation.

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

Guidance for RTOs

- RTOs may choose to deliver one, multiple, or all specialisations depending on industry demand and organisational capacity.
- Information about available specialisations must be clearly communicated to learners prior to enrolment.
- Training and assessment strategies must map elective offerings to ensure pathways to each specialisation are achievable.
- Recordkeeping must clearly demonstrate alignment between elective unit selection and the requirements for each specialisation.
- Where industry workplaces are specific to a specialisation (for example custodial, operating theatre technician, community health, sterile services), simulated or workplace assessments must reflect this context.

Qualification mapping information

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

Links

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

ii. Units of competency (UoC) structure:

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

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

There are 2 unit of competency formats:

- Application, Elements and Performance Criteria template: Best suited when the unit focuses on **task execution**, procedural steps, and compliance with industry standards.

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

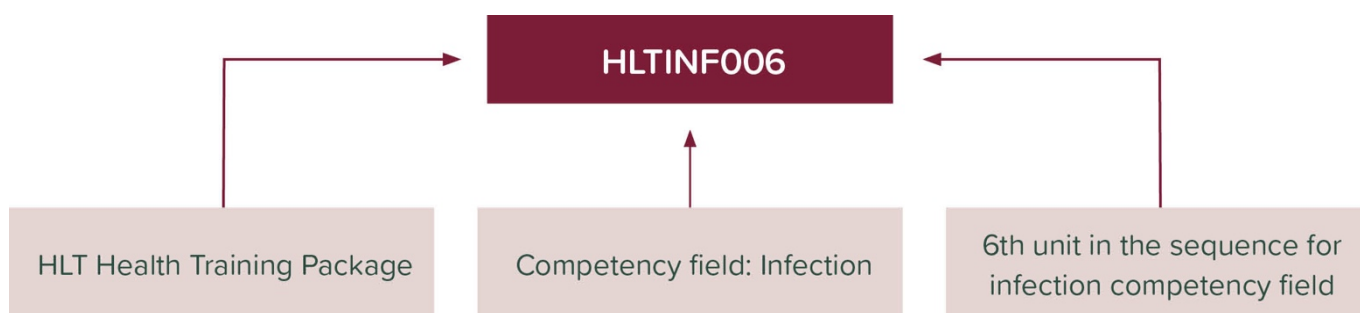
Unit code

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

- the first 3 alpha characters identify the training package
- the next 3 alpha characters identify the competency field or unit sector
- the numeric characters identify a unit's position in the sequence of units within the competency field or sector

If the unit is suitable for cross sector, it will be identified with an 'x' at the end of the code.

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



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

Unit title

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

Pre-requisite unit

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

Competency field and unit sector

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

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

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

Table 1: Sector competency code and descriptor

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

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

Foundation skills

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

skills essential to performance in the unit are explicit in the performance criteria, then the unit will have a statement indicating this.

Range of conditions

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

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

Mandatory workplace requirements

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

Unit mapping information

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

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

Application

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

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

Elements

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

Performance criteria

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

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

Performance evidence

Performance evidence specifies the:

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

Knowledge evidence

Knowledge evidence:

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

Assessment conditions

Assessment conditions:

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

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

The Application of Skills and Knowledge (ASK) template, introduced in July 2025, is a flexible, optional unit of competency design that supports the VET Qualification Reform. This model provides the flexibility to describe broad professional outcomes and the synthesis of knowledge, moving away from prescriptive task specifications where appropriate. The new template provides choice when designing qualifications to either describe job functions and tasks, or to describe the knowledge and skills outcomes obtained from training to support greater adaptability and transferability. This represents a move away from a “one size fits all” approach to qualification design.

ASK units of competency focus on the integration of knowledge and skills to achieve a specific workplace outcome. They support an integrated, purpose-led model of competency, moving away from discrete task-based assessments. This approach enables learners to develop a deeper understanding of concepts, apply knowledge in increasingly complex or varied contexts, and build professional judgement. It supports learning experiences that are aligned with contemporary workplace expectations and encourages adaptability in real-world scenarios.

A defining feature of the ASK template is its focus on the application of knowledge and skills in context. Learners engage with higher-order thinking, interpret complex information, and make informed decisions, promoting the development of transferable skills. This ensures learners can adapt their knowledge to different situations and respond to emerging challenges in healthcare environments.

In the *HLT Health Training Package*, ASK units allow learners to explore complex clinical and community health scenarios. Learning activities may include case studies, simulations, reflective exercises, and problem-solving tasks. Assessment captures evidence of applied knowledge, critical thinking, and decision-making, ensuring graduates are work-ready and capable of applying their skills flexibly across diverse healthcare settings while meeting industry standards and supporting safe, and ethical standards.

Unit outcomes

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

Knowledge

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

Skills

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

Application of Knowledge and Skills

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

Performance evidence

Performance evidence specifies the:

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

Knowledge evidence

Knowledge evidence:

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

Assessment conditions

The assessment conditions specify:

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

The following table details the ASK units of competencies within the *HLT Health Training Package*:

Table 2: List of ASK units

| Qualification | ASK unit code | ASK unit title |
|---|------------------|---|
| <i>HLT33126 Certificate III in Health Services Assistance</i> | <i>HLTAIN005</i> | <i>Pregnancy and postnatal health and wellbeing foundations</i> |

2.3.2 VET non-endorsed components

i. Skill sets

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

Structure

The structure of skill sets is based on templates prescribed by the *Training Package Organising Framework*

Skill set code

Each skill set has a unique 10-character code:

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

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



Title

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

Description

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

Pathways information

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

Entry requirements

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

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

Skill set requirements

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

Foundation skills outcomes

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

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

Skill set mapping information

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

ii. Companion volumes

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

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

Foundation Skills Companion Volume

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

These profiles map units to the ACSF skills only (for instance learning, reading, writing, oral communication and numeracy). Each profile consists of a bar graph to visually represent the core skills levels, accompanied by detailed descriptions of each skill and the factors that may influence performance.

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

First Aid Companion Volume Guide

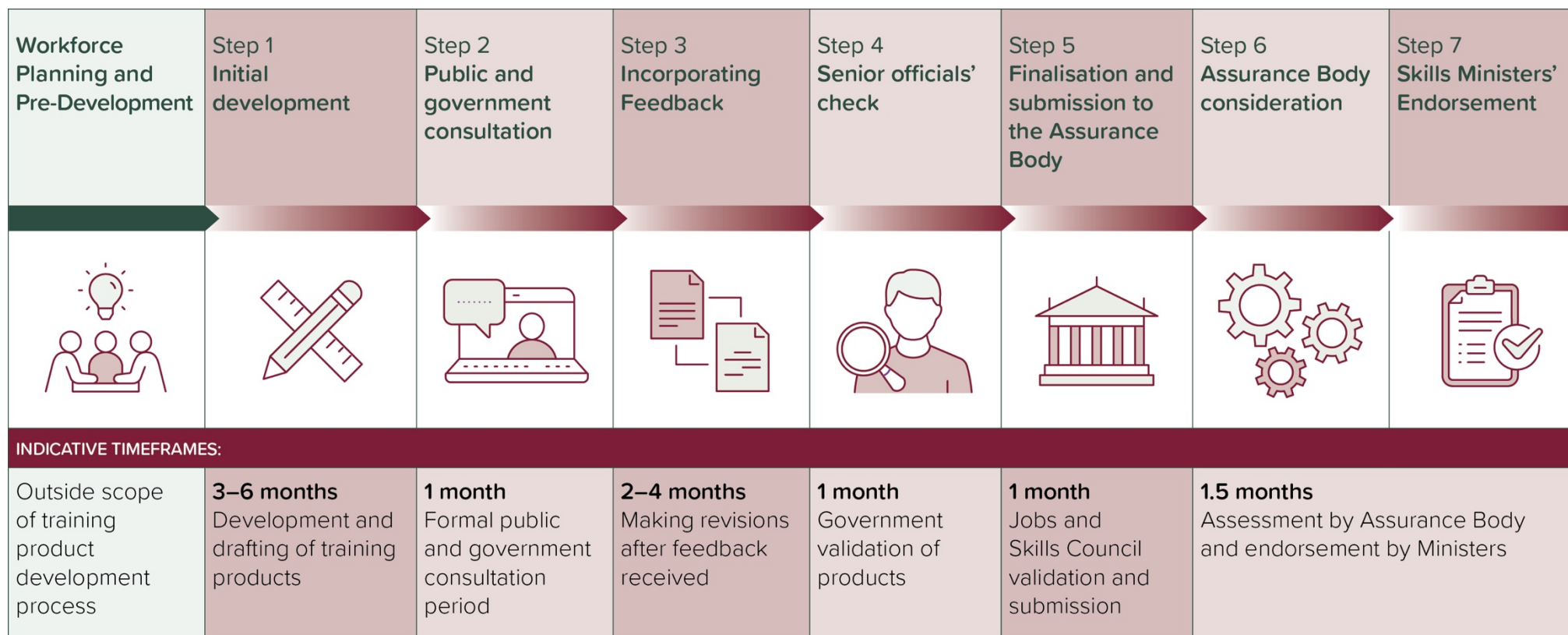
The *First Aid Companion Volume Guide* provides implementation information relevant to the HLTAID units of competency. This can be found on [VETNet](#).

2.4 Development processes

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

- **Jobs and Skills Councils:** Councils are funded to undertake the technical drafting of training products and conduct stakeholder consultation and other necessary processes. The *Training Package Organising Framework* provides an outline of the training package products development and endorsement process including steps to develop a training product successfully. Refer to Figure 2.
- **Industry consultation:** Training packages undergo extensive consultation with industry stakeholders to ensure they are relevant, effective, meeting industry's needs and expectations.
- **National recognition:** Under the *National Vocational Education and Training Regulator Act 2011*, Skills Ministers endorse training packages.
- **Regulation:** Once developed and endorsed, training packages are regulated by the Australian Skills Quality Authority (ASQA), or by the Victorian Registration and Qualifications Authority (VRQA) for Victoria only providers or the Training Accreditation Council (TAC) for Western Australia only providers.

Figure 2: Training Package Products Development and Endorsement Process



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

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

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

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

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

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

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

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

2.5 Delivery of training packages

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

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

Table 3: Summary of Frameworks and Standards for RTOs

| Registering body | Standards | Applicable RTOs |
|---|--|--|
| Australian Skills Quality Authority (ASQA) | <ul style="list-style-type: none"> 2025 Standards for Registered Training Organisations (RTOs) | <ul style="list-style-type: none"> RTOs that deliver training in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland or Tasmania RTOs in Victoria and Western Australia that offer training to overseas students and/or students (including online courses) in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland, or Tasmania. |
| Training Accreditation Council (WA TAC) | <ul style="list-style-type: none"> Registration Standards for RTOs 2025 | <ul style="list-style-type: none"> RTOs that deliver vocational education and training solely in Western Australia and do not intend to apply to be registered on the Commonwealth Register of Institutions and Courses for Overseas Learners (CRICOS) |
| Victorian Registration and Qualifications Authority (VRQA) | <ul style="list-style-type: none"> VRQA Guidelines for VET Providers – April 2024 Australian Quality Training Framework (AQTF) requirements for registration Australian Qualifications Framework (AQF) policies | <ul style="list-style-type: none"> RTOs that deliver vocational education and training solely in Victoria and do not intend to apply to be registered on the Commonwealth Register of Institutions and Courses for Overseas Learners (CRICOS) |

For more information relevant to RTO compliance requirements, visit your regulator’s website for further information.

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

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

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

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

3 Mapping and equivalence

3.1 Purpose

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

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

Lists of qualifications, skill sets and units of competency

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

Table 4: List of Appendices

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

3.2 Qualification equivalence

Qualification equivalence refers to the degree of similarity between 2 qualifications. It is based on the occupational outcome and/or AQF level. If the skills and knowledge required to achieve the occupational outcome do not closely match the superseded qualification, the qualification will be considered not equivalent. At times, 'not equivalent' may also be used to support licensing, regulatory, legislative or certification requirements.

Types of qualification equivalence

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

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

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

3.3 Unit of competency equivalence

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

3.3.1 Types of equivalence

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

3.3.2 Importance of equivalence

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

3.4 Deleted training package products

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

3.5 Credit transfer and recognition of prior learning (RPL)

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

3.5.1 Credit transfer

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

3.5.2 Recognition of prior learning

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

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

RTOs will assess the evidence to decide if further training or assessment is required¹

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

4 Entry requirements, prerequisites and imported units

4.1 Qualification and skill set and entry requirements

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

For instance, the Certificate IV in Sterilisation Services includes the Certificate III in Sterilisation Services and 12 months experience in a sterilising or reprocessing workplace as an entry requirement. This supports students undertaking this qualification as prior knowledge and experience will be required.

4.2 Units of competency and prerequisites

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

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

4.3 Imported units of competency

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

The use of imported units of competency is allowed if:

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

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

- *BSB Business Services Training Package*
- *CHC Community Services Training Package*
- *CPP Property Services Training Package*

- *LGA Local Government Training Package*
- *PUA Public Safety Training Package*
- *SIS Sport, Fitness and Recreation Training Package*
- *TLI Transport and Logistics Training Package*

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

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

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

4.4 Cross sector units

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

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

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

- *HLTAID011 Provide First Aid* – ensuring learners can respond effectively to emergency situations across diverse workplaces.
- *HLTINF006 Apply basic principles and practices of infection prevention and control* – supporting safe practice in health, aged care, childcare, and broader community settings.
- *BSBCMM411 Make presentations* – developing effective workplace communication skills applicable across health and other professional environments.

Implementation in training and assessment

RTOs should contextualise cross-sector units to reflect the specific industry environment in which the learner will be assessed (for example applying infection prevention and control in a health facility versus an early childhood setting).

Assessment must include realistic tasks, environments, and scenarios that reflect workplace practices while maintaining the integrity of the unit's performance criteria.

Simulation may be used where workplace access is not available, provided it accurately reflects the complexity, pressures, and interpersonal dynamics of the relevant sector.

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

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

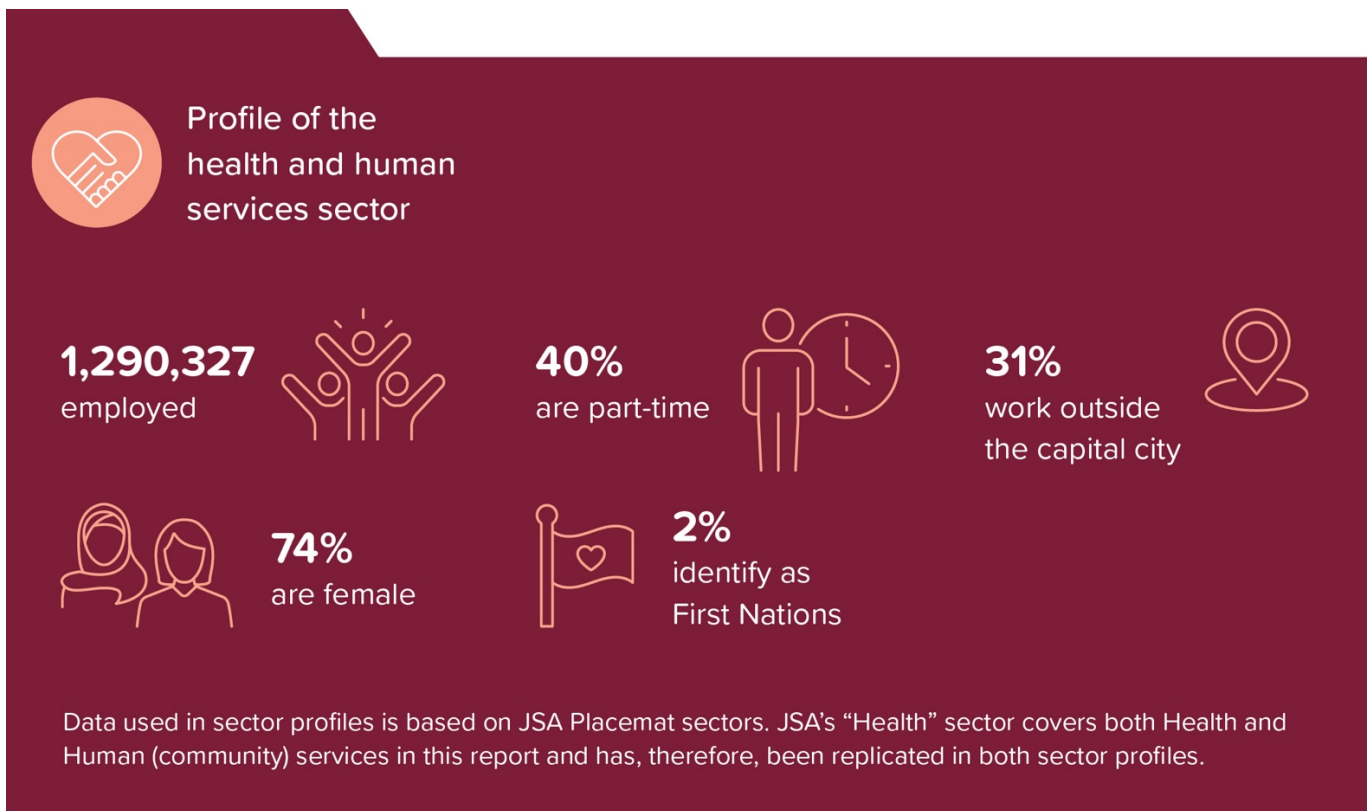
Where access to a custodial environment is not possible, assessment should be conducted through simulation that replicates the protocols, restrictions and security requirements of a custodial facility. Where feasible, assessment in the workplace should be undertaken under supervision and in line with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

5 Implementation

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

5.1 The industry at a glance

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



3

² HumanAbility 2025 Workforce Plan, p.190

³ HumanAbility 2025 Workforce Plan, p.191

5.2 Current trends

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

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

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

Infection Prevention and Control (IPC)

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

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

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

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

5.3 Challenges

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

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

5.4 Regulation and licencing implications for implementation

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

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

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

5.5 Sector description

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

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

Aboriginal and/or Torres Strait Islander

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

Primary Health Care

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

Environmental Health

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

Allied health

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

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

Alternative therapies

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

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

Ambulance – patient transport and out-of-hospital care

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

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

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

Dental

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

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

Health administration and practice management

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

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

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

Health services and nursing

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

- *HLT23221 Certificate II in Health Support Services*
- *HLT33126 Certificate III in Health Services Assistance*
- *HLT47526 Certificate IV in Operating Theatre Technical Support*
- *HLT50321 Diploma of Clinical Coding*
- *HLT54121 Diploma of Nursing*
- *HLT57821 Diploma of Orthopaedic Technology*
- *HLT57921 Diploma of Anaesthetic Technology and Practice*
- *HLT64121 Advanced Diploma of Nursing*

Massage therapy

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

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

Pathology

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

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

Pharmacy

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

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

Population Health

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

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

Sterilisation services

Sterilisation services play a critical role in ensuring patient safety and infection prevention across the healthcare system. Sterilisation technicians and related professionals are responsible for the cleaning, disinfecting, packaging, sterilising, storing and distributing of reusable medical and surgical devices and equipment. This work underpins the delivery of safe clinical care in hospitals, day surgeries, dental

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

- *HLT37026 Certificate III in Sterilisation Services*
- *HLT47026 Certificate IV in Sterilisation Services*

5.6 Enrolments and completions

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

Table 6: HLT Health Training Package Enrolments and completions

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

⁴ HumanAbility 2025 Workforce Plan, p.204

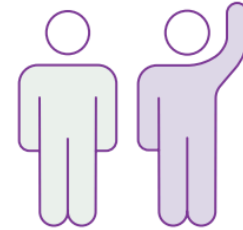
First Nations

Enrolments and completions in health qualifications (under the HLT training package) by First Nations status, 2023³²⁴

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

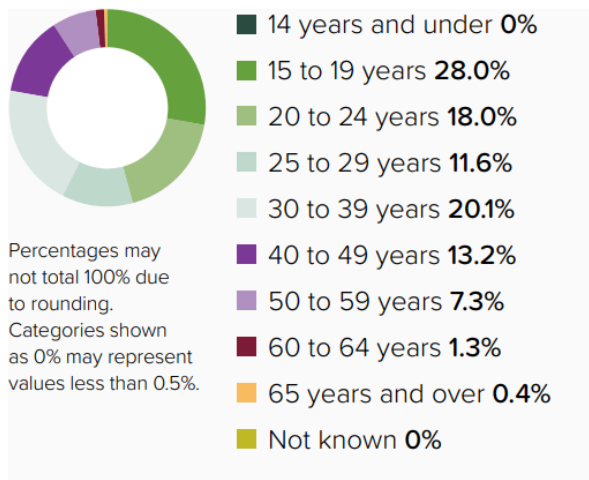
Non-indigenous learners accounted for **89.7%** of enrolments and **89.5%** of completions

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

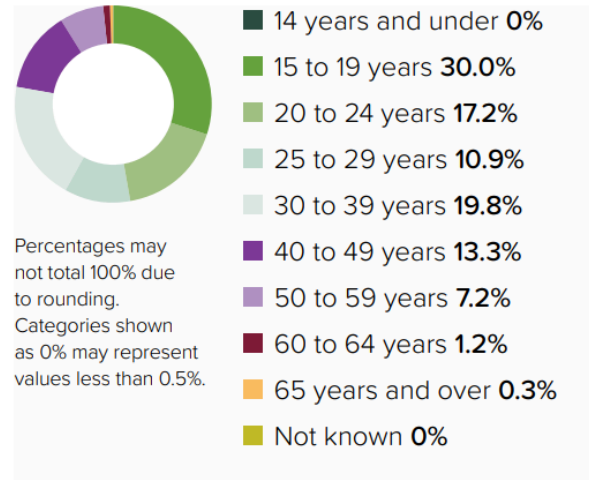


Age

Enrolments in health qualifications (under the HLT training package) by age, 2023³²²



Completions in health qualifications (under the HLT training package) by age, 2023³²³



Disability

Enrolments and completions in health qualifications (under the HLT training package) by students living with disability, 2023³²⁷

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

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

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

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



Gender

Enrolments and completions in health qualifications (under the HLT training package) by gender, 2023³²⁰

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

Males represented **18.0%** of enrolments and **17.0%** of completions

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

Not known: Enrolments 0.6%; Completions 0.8%

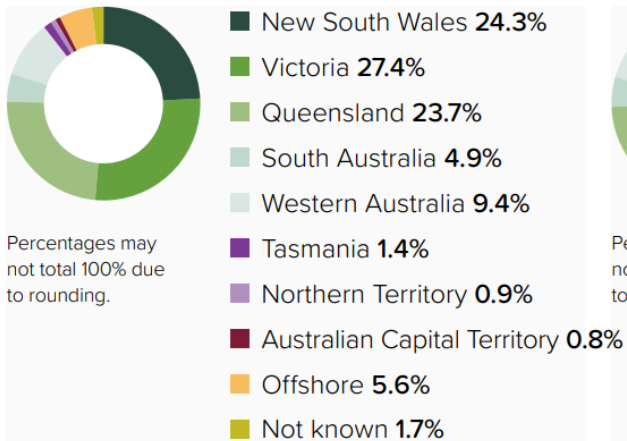


The gender distribution within the health sector shows a strong female majority, differing from the more balanced representation seen across the overall VET sector. This pattern is consistent with broader trends observed in care-oriented industries, where women typically comprise a larger share of the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

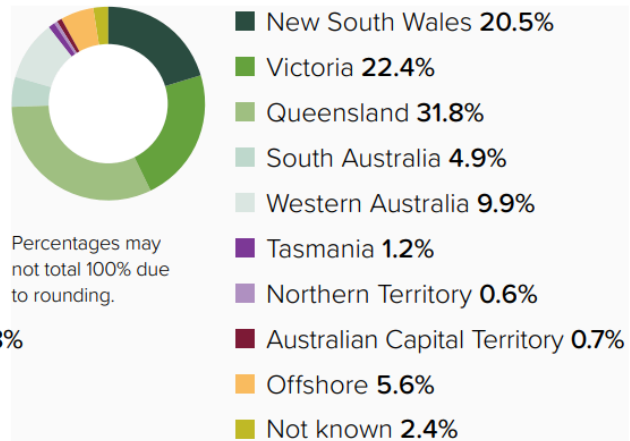
Geographic location

State/territory

Enrolments in health qualifications (under the HLT training package) by state, 2023³³¹



Completions in health qualifications (under the HLT training package) by state, 2023³³²

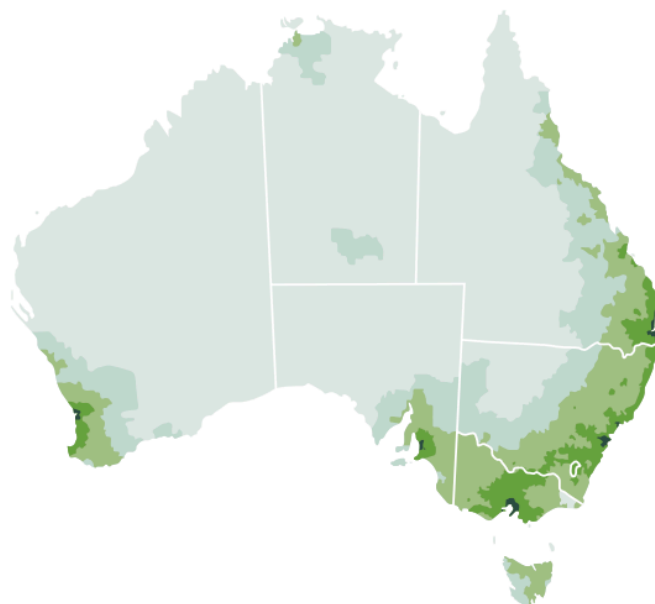
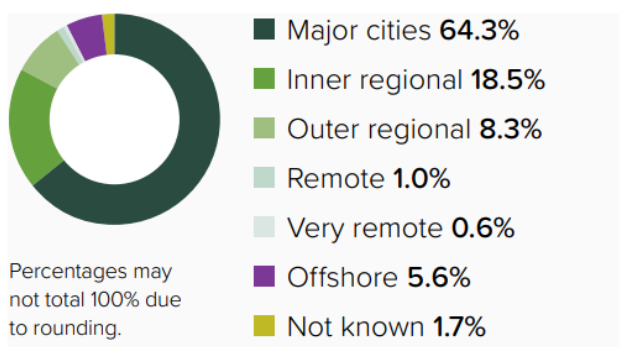


Victoria, New South Wales and **Queensland** led enrolments and completions in health qualifications.

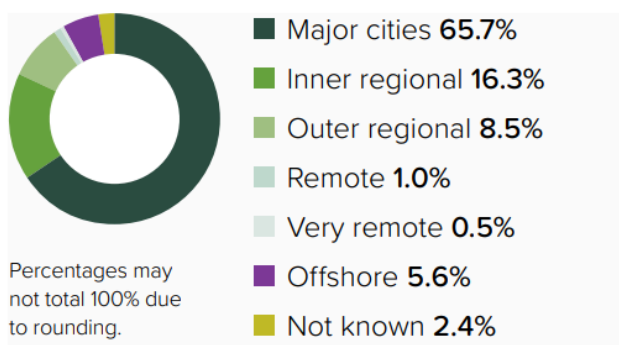
Geographic location

Remoteness³²⁸

Enrolments in health qualifications (under the HLT training package) by remoteness, 2023³²⁹

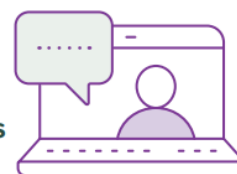


Completions for CEC qualifications (under the CHC training package) by remoteness, 2023³³⁰



Major cities had the highest enrolments (64.3%) and completions (65.7%)

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



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

6 Access and equity considerations

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

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

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

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

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

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

6.1 Considerations specific to learners with a disability

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

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

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

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

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

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

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

6.2 Reasonable adjustment for learners with a disability

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

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

Inherent requirements are the essential components of a course that all learners must meet to be considered competent. These include the core abilities, skills, and knowledge necessary to complete the course successfully - elements that, if removed, would compromise the intended learning outcomes. Learners with disability should be supported through reasonable adjustments to help them meet these

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

Adjustments must:

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

Adjustments are not required if they could:

- cause the RTO unjustifiable hardship
- harm other learners.

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

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

6.3 Resources

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

- VET Staff Supporting Students with Disability – designed specifically for staff who work in the VET Sector and focuses on promoting awareness about the rights of students with disability, the needs and requirements of students, and responsibilities of registered training organisations.
- VET Educators Supporting Students with Disability – designed specifically for VET Educators and focuses on promoting a range of practices such as universal design for learning and reasonable

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

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

7 Cultural competency and respect for diversity

7.1 Diversity

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

7.2 Inclusivity

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

Core principles guiding inclusivity in VET include:

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

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

7.3 Inclusive practices for Aboriginal and Torres Strait Islander peoples

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

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

7.4 Culturally and linguistically diverse (CALD) learners

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

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

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

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

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

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

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

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

7.4.1 Working with interpreters and Auslan users

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

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

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

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

⁵ Source: <https://www.naati.com.au/>

Following the session, it may be appropriate for staff to debrief with the interpreter, particularly if communication issues arose. Any use of interpreters and relevant observations should be documented in accordance with organisational policy and confidentiality requirements. Interpreters are bound by a professional code of ethics, including confidentiality, impartiality, and accuracy.

7.5 Maintaining safe practices in healthcare

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

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

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

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

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

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

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

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

One of the primary concerns is infection control. Healthcare environments must have strict hygiene protocols in place, including handwashing procedures, use of PPE, sterilisation of instruments, and isolation procedures for infectious patients. These measures help prevent the spread of infections such as COVID-19, influenza, and hospital-acquired infections (HAIs).

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

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

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

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

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

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

8 Learning and development

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

As part of the *HLT Health Training Package*, digital literacy is embedded in both core and elective units, either explicitly or implicitly in the units of competency, and aligns with the *Australian Core Skills Framework (ACSF)* and digital literacy skills framework *DigComp 3.0: European Digital Competence Framework for Citizens*.

8.2 Employability skills in the HLT Health Training Package

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

8.2.1 Employability skills in health care:

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

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

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

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

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

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

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

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

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

8.3 Assessment of foundation skills

8.3.1 Training foundation skills

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

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

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

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

8.3.2 Assessment of foundation skills

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

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

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

8.3.3 Support and adjustments

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

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

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

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

8.4 Applying frameworks to design and structure training

Frameworks like the ACSF, and DigComp 3.0 offer essential guidance for designing and evaluating foundation skills within training programs.

8.4.1 How these frameworks are used in training and assessment

Australian Core Skills Framework (ACSF):

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

DigComp 3.0: European Digital Competence Framework for Citizens

This framework provides a comprehensive reference model for identifying, developing and assessing digital competence across education, training and workforce contexts. While developed by the European

Commission, DigComp 3.0 is widely used internationally to support the design of learning outcomes, assessment approaches and capability development in vocational education and training.

DigComp 3.0 defines digital competence as the confident, critical and responsible use of digital technologies for learning, work and participation in society. In the context of this qualification, the framework supports learners to safely and effectively use digital tools and systems commonly encountered in contemporary training and workplace environments.

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

8.4.2 Application of frameworks to health qualifications

Australian Core Skills Framework (ACSF) in health qualifications:

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

Digital capability framework in health qualifications:

Health qualifications increasingly require digital skills due to the widespread use of technology in clinical settings. DigComp 3.0 guides the integration of digital literacy into training, ensuring learners become proficient in using electronic health records, digital diagnostic equipment, appointment scheduling software, and telehealth platforms. For example, in a Certificate III in Dental Assisting, learners practice using digital imaging technology and software for patient records, aligning their training with the digital competency standards. Assessments evaluate the ability to safely handle and navigate digital tools while maintaining patient confidentiality and data security.

By applying these frameworks to health qualifications, training providers ensure that learners develop the critical foundation skills needed to perform their roles confidently and competently. The ACSF ensures language and numeracy skills match job demands, while the DigComp 3.0 framework builds essential digital skills for modern health environments, and the AQF ensures learning and assessment are consistent with national quality standards. Together, they help produce health care workers who are not only technically skilled but also effective communicators, critical thinkers, and adaptable professionals.

9 Knowledge requirements, contextual information and resources

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

9.1 Contextualisation

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

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

Relevance to workplace and role:

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

Support for compliance and scope of practice:

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

Cultural and community sensitivity:

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

Meeting learner needs:

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

Permissible contextualisation:

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

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

However, contextualisation must NOT:

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

9.1.2 Examples in practice

Table 7: Unit of competency contextualisation examples

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

9.1.3 Considerations for contextualisation in health:

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

9.2 Essential resources for delivery and assessment

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

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

9.2.1 Workplace-based assessment

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

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

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

9.2.2 Simulated assessment environment

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

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

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

Within the *HLT Health Training Package*, simulation is incorporated as a key component of skill development prior to learners entering the workplace. For example, in the *HLT37525 Certificate III in Pathology*, the inclusion of simulation within some units is intended to support learners in developing foundational skills prior to undertaking workplace placement or performing procedures in a real clinical environment. Simulation provides a safe and controlled setting for learners to build competence and confidence.

For the units *HLTPAT009 Collect pathology specimens other than blood*, *HLTPAT010 Collect specimens for drugs of abuse testing*, and *HLTPAT011 Receive, prepare and dispatch pathology specimens*, no minimum number of simulations is explicitly stated. To ensure compliance with the assessment conditions, RTOs must ensure that all performance evidence requirements are completed in a simulated environment where workplace opportunities are not specified.

For *HLTPAT013 Perform venous blood collection from children 0 to 5 years*, the assessment conditions specify that at least five (5) collections must be performed using simulated bleeds. RTOs must ensure these requirements are met using appropriate paediatric simulation equipment.

For *HLTPAT014 Perform venous blood collections*, the assessment conditions require five (5) collections to be conducted using a phlebotomy simulator. These simulations are mandatory and must be completed prior to, or in conjunction with, workplace practice where applicable.

For *HLTPAT012 Perform capillary blood collections*, the intent is for learners to complete:

- two (2) capillary collections in a simulated environment, including one (1) using an infant heel manikin; and
- a further three (3) collections undertaken either in the workplace or in a simulated environment.

This approach reflects the performance evidence requirements and ensures learners are appropriately prepared for practice across different contexts.

Overall, the intent of these simulation requirements is to replicate the performance evidence while allowing flexibility for RTOs to provide additional simulated practice as needed. RTOs may increase the number of simulation activities beyond the minimum requirements to support learner progression, skill development, and readiness for workplace application.

9.3 Supporting learner preparedness for complex care

9.3.1 Supporting clients with special needs

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

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

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

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

9.3.2 Grief management and patient loss

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

9.3.3 Supporting clients with needle phobia

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

- distraction techniques

- desensitisation approaches
- pain-reducing tools or methods.

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

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

9.4.1 Principles of assessment

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

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

9.4.2 Rules of evidence

Assessors must ensure that the evidence collected is:

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

9.4.3 Contextualisation of assessment

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

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

9.4.4 Assessment conditions

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

Some units must be assessed in a real workplace (for example HLTAHA [allied health] units). Others may be assessed in a simulated environment, but simulations must be industry-standard and sufficiently complex.

Resources and tools (such as PPE, care plans, WHS documentation) must be available as listed or implied in the unit.

9.4.5 Work placement and simulated assessment

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

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

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

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

9.4.6 Assessor requirements

Most units of competency within the *HLT Health Training Package* specify the following requirement:

"Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2025/AQTF mandatory competency requirements for assessors."

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

Assessors must:

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

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

The following table details units in the *HLT Health Training Package*, that have additional assessor requirements.

Table 8: Additional assessor requirements

| Unit of competency | Additional assessor requirements |
|---|---|
| <i>HLTAIN003 Assist with nursing care</i> | Assessor must be a registered nurse or midwife with current registration with the Australian Health Practitioner Regulatory Agency (Aphra). |
| <i>HLTAIN004 Provide non-healthcare recipient contact support</i> | Assessor must be a registered nurse or midwife with current registration with the Australian Health Practitioner Regulatory Agency (Aphra). |
| <i>HLTAIN005 Pregnancy and postnatal health and wellbeing foundations</i> | Assessor must hold current NMBA registration as a midwife. |

9.4.7 Assessment methods

Common assessment methods include:

- direct observation in real or simulated settings
- case studies or scenarios
- role plays
- workplace documentation review
- third-party reports from supervisors (must be verified by the assessor)
- written and oral questioning.

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

- informed consent
- client rights
- managing grief, trauma, or distress
- cultural safety.

9.4.8 Quality assurance and validation

To maintain integrity and consistency:

- assessment tools must be validated before use and reviewed regularly
- industry engagement should inform assessment practices
- moderation between assessors ensures reliability across cohorts
- feedback from learners, employers, and trainers should inform ongoing improvements.

9.4.9 Additional considerations for *HLT Health Training Package*

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

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

- mapping assessment tools to performance criteria, assessor instructions and checklists
- giving consideration to reasonable adjustment which could involve oral instead of written responses, providing additional time or assistive technology
- engaging industry partners to verify task realism and workplace relevance as part of validation
- respect and apply scope of practice boundaries for assistant roles
- align assessments with national health priorities (for example mental health, ageing population, Indigenous health)
- address foundational skills (literacy, numeracy, digital skills) in assessment tasks where relevant.

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

9.5.1 Scripted scenario-based learning

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

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

9.5.2 Standardised patients (SPs)

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

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

9.5.3 Low-fidelity and partial-task simulators

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

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

9.5.4 High-fidelity mannequins

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

9.5.5 Virtual reality (VR)

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

9.5.6 Augmented reality (AR)

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

9.5.7 Hybrid simulations

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

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

Best practice tips for simulation include:

- **Ensure alignment with performance evidence:** simulation must not replace workplace assessment unless specifically allowed by the unit.
- **Validate authenticity:** use current industry scenarios, environments, and documentation.
- **Moderation:** run assessor training to ensure scoring consistency.
- **Include debriefing:** allow learners to reflect on actions and assessors to provide feedback.

10 Work placement

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

10.1 Purpose and benefits in the health sector

10.1.1 Clinical competency and safe practice

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

10.1.2 Alignment with industry standards and accreditation

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

10.1.3 Understanding of healthcare environments

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

10.1.4 Enhanced employability

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

10.1.5 Professional conduct and ethics

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

10.2 Challenges and considerations in the health sector

10.2.1 Availability of clinical placements

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

10.2.2 Workforce pressures and supervision capacity

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

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

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

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

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

10.2.3 Infection control and risk management

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

10.2.4 Student readiness

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

10.2.5 Equity and accessibility

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

10.3 Best practice recommendations for health placements

- **Robust pre-placement preparation:** ensure students are confident in basic clinical skills and workplace behaviour before attending placement. Include simulated practice where possible.
- **Strong partnerships with providers:** build long-term relationships with hospitals, aged care services, and clinics to improve placement availability and consistency.
- **Clear expectations and documentation:** provide detailed placement handbooks and checklists outlining roles, responsibilities, learning outcomes, and assessment processes.
- **Ongoing supervision and support:** assign clinical educators or workplace supervisors who can provide real-time feedback and support. Training providers should maintain contact and offer problem-solving assistance.
- **Evaluation and continuous improvement:** collect feedback from students and host sites to refine placement programs and respond to emerging industry needs.

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

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

- their current progress in training
- the unit outcomes or qualification requirements
- level of supervision available
- workplace policies and procedures
- legal, ethical and safety considerations.

For training providers:

- **ensure clarity:** students should understand their role boundaries before placement begins
- **support preparation:** provide clear documentation outlining permitted activities aligned to the units of competencies
- **confirm supervision arrangements:** work with host organisations to verify that appropriate supervision (for example, qualified staff, ratio, oversight level) is in place
- **respond to issues:** be available to assist with questions or scope related concerns during placement.

For workplace/placement providers:

- **assign tasks responsibly:** students should only perform duties they have been trained in and that fall within agreed placement scope
- **provide supervision:** ensure a qualified staff member is available to guide, support, and monitor the student
- **model best practice:** use placement as an opportunity to reinforce professional, safe, and ethical behaviour
- **report concerns:** notify the training provider of any incidents, breaches of scope, or support needs.

Permitted activities might include:

- nonclinical tasks such as bed making, stock replenishment and patient transport (if safe)
- assisting with hygiene under direct supervision
- observing procedures for learning purposes
- practicing skills covered in completed or current units.

Activities outside of scope include:

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

Key principles:

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

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

10.5 Industry specific work placement

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

For example:

- Certificate III in Pathology, requires learners to gain essential hands-on experience in clinical environments such as hospitals, pathology collection centres, and general practices. Learners undertake real-world tasks including venepuncture, specimen handling, patient identification, maintaining infection control procedures, and managing client interactions with professionalism and sensitivity.
- Diploma of Nursing requires learners to undertake placements in a variety of healthcare settings, including hospitals (acute care, subacute, mental health), aged care facilities, community health centres, and rehabilitation centres.
- Diploma of Orthopaedic Technology requires learners to undertake placements in hospital settings supervised by professionals to provide essential clinical experience focused on patient-centred fracture care.
- Diploma of Anaesthetic Technology and Practice requires supervised placements to ensure learners gain hands-on experience with anaesthetic systems and emergency procedures.

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

requirements, with all stakeholders maintaining clear communication to support student progress, compliance, and safety.

10.5.1 Aboriginal and/or Torres Strait Islander health

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

10.5.2 Operating theatre technician (OTT)

Industry context

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

Pre-requisite skills and knowledge

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

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

10.5.3 Work placement requirements

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

Training providers are required to:

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

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

10.6 Industry-recommended work placement hours for qualifications

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

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

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

10.7 Mandatory work placement hours for qualifications and units

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

Table 9: Qualifications with mandatory work placement hours

| Qualification | Work placement hours |
|---|---|
| <i>HLT33021 Certificate III in Allied Health Assistance</i> | 120 hours |
| <i>HLT35021 Certificate III in Dental Assisting</i> | 350 hours |
| <i>HLT33126 Certificate III in Health Services Assistance</i> | 80 hours if specialisations (Assisting in Nursing or Operating Theatre Technician) or units with MWR are selected as electives. |
| <i>HLT37121 Certificate III in Hospital or Health Services Pharmacy Support</i> | 240 hours |
| <i>HLT37525 Certificate III in Pathology</i> | 35 hours |
| <i>HLT43021 Certificate IV in Allied Health Assistance</i> | 120 hours |
| <i>HLT41120 Certificate IV in Health Care</i> | 80 hours |
| <i>HLT47121 Certificate IV in Hospital or Health Services Pharmacy Support</i> | 240 hours |
| <i>HLT42015 Certificate IV in Massage Therapy</i> | 80 hours |
| <i>HLT47526 Certificate IV in Operating Theatre Technical Support</i> | 80 hours |
| <i>HLT47825 Certificate IV in Optical Dispensing</i> | 100 hours |
| <i>HLT57921 Diploma of Anaesthetic Technology and Practice</i> | 360 hours |
| <i>HLT52615 Diploma of Ayurvedic Lifestyle Consultation</i> | 200 clinical hours |
| <i>HLT52315 Diploma of Clinical Aromatherapy</i> | 120 clinical hours |
| <i>HLT51020 Diploma of Emergency Health Care</i> | 160 hours |
| <i>HLT52415 Diploma of Kinesiology</i> | 200 clinical hours |
| <i>HLT54121 Diploma of Nursing</i> | 400 clinical hours |

| | |
|--|--------------------|
| <i>HLT57821 Diploma of Orthopaedic Technology</i> | 400 hours |
| <i>HLT52515 Diploma of Reflexology</i> | 120 clinical hours |
| <i>HLT52015 Diploma of Remedial Massage</i> | 200 hours |
| <i>HLT52215 Diploma of Shiatsu and Oriental Therapies</i> | 200 clinical hours |
| <i>HLT52115 Diploma of Traditional Chinese Medicine (TCM) Remedial Massage</i> | 200 clinical hours |
| <i>HLT62615 Advanced Diploma of Ayurveda</i> | 400 clinical hours |
| <i>HLT65015 Advanced Diploma of Dental Prosthetics</i> | 240 clinical hours |
| <i>HLT64121 Advanced Diploma of Nursing</i> | 200 clinical hours |

Mandatory work placement hours for units of competency

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

Table 10: Units of competency with mandatory work placement hours

| Unit code | Unit title | Work placement hours |
|------------------|--|-----------------------------|
| <i>HLTAHA027</i> | <i>Assist with an allied health program</i> | 120 hours |
| <i>HLTAHA028</i> | <i>Deliver and monitor physical and manual therapy programs</i> | 120 hours |
| <i>HLTAHA029</i> | <i>Support independence and community participation</i> | 120 hours |
| <i>HLTAHA030</i> | <i>Assist with basic foot care</i> | 120 hours |
| <i>HLTAHA031</i> | <i>Assist in rehabilitation programs</i> | 120 hours |
| <i>HLTAHA032</i> | <i>Support maintenance of functional status</i> | 120 hours |
| <i>HLTAHA033</i> | <i>Conduct group sessions for individual outcomes</i> | 120 hours |
| <i>HLTAHA034</i> | <i>Support the development of speech and communication skills</i> | 120 hours |
| <i>HLTAHA035</i> | <i>Provide support in dysphagia management</i> | 120 hours |
| <i>HLTAHA036</i> | <i>Assist and support the use of augmentative and alternative communication system</i> | 120 hours |
| <i>HLTAHA037</i> | <i>Deliver and monitor a hydrotherapy program</i> | 120 hours |
| <i>HLTAHA038</i> | <i>Support the use of orthoses or prostheses</i> | 120 hours |

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| HLTAHA039 | <i>Assist in the development of meals and menus to meet dietary and cultural requirements</i> | 120 hours |
| HLTAHA040 | <i>Assist with the monitoring and modification of meals and menus according to individualised plans</i> | 120 hours |
| HLTAHA041 | <i>Support food services and dietetics in menu and meal order processing</i> | 120 hours |
| HLTAHA042 | <i>Assist with screening and management of nutritional risk</i> | 120 hours |
| HLTAHA043 | <i>Support the provision of basic nutritional advice and education</i> | 120 hours |
| HLTAHA044 | <i>Work within a community rehabilitation environment</i> | 120 hours |
| HLTAHA047 | <i>Engage with clinical supervision and delegation</i> | 120 hours |
| HLTAHA048 | <i>Provide allied health assistance in remote and isolated settings</i> | 120 hours |
| HLTAHA049 | <i>Recognise impact of health conditions</i> | 120 hours |
| HLTAHA050 | <i>Assist with podiatry exercise</i> | 120 hours |
| HLTAHA051 | <i>Assist with podiatric procedures</i> | 120 hours |
| HLTAHA052 | <i>Assist with social work</i> | 120 hours |
| HLTAHA053 | <i>Support and deliver individual hearing rehabilitation program</i> | 120 hours |
| HLTAIN003 | <i>Assist with nursing care</i> | 80 hours |
| HLTANA008 | <i>Prepare patients for anaesthesia</i> | 360 hours |
| HLTANA009 | <i>Monitor patients during anaesthesia</i> | 360 hours |
| HLTANA010 | <i>Assist with airway management</i> | 360 hours |
| HLTANA013 | <i>Assist with clinical procedures used in anaesthesia</i> | 360 hours |
| HLTANA014 | <i>Monitor medications in the anaesthetic environment</i> | 360 hours |
| HLTARO003 | <i>Perform aromatherapy health assessments</i> | 120 hours |
| HLTARO004 | <i>Provide therapeutic aromatherapy treatments</i> | 120 hours |
| HLTARO005 | <i>Provide aromatherapy massage treatments</i> | 120 hours |
| HLTARO006 | <i>Adapt aromatherapy treatments to specific needs</i> | 120 hours |
| HLTARO007 | <i>Monitor and evaluate aromatherapy treatments</i> | 120 hours |

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| HLTAYV002 | <i>Make Ayurvedic lifestyle assessments</i> | 200 hours |
| HLTAYV003 | <i>Provide Ayurvedic bodywork therapies</i> | 200 hours |
| HLTAYV004 | <i>Provide Ayurvedic lifestyle advice</i> | 200 hours |
| HLTAYV005 | <i>Provide advice on Ayurvedic nutrition</i> | 200 hours |
| HLTAYV006 | <i>Take cases within Ayurvedic framework</i> | 400 hours |
| HLTAYV007 | <i>Diagnose conditions within an Ayurvedic framework</i> | 400 hours |
| HLTAYV008 | <i>Provide Ayurvedic remedial therapies</i> | 400 hours |
| HLTAYV009 | <i>Provide therapeutic Ayurvedic nutritional advice</i> | 400 hours |
| HLTAYV010 | <i>Select and advise on Ayurvedic medicines - dravyaguna</i> | 400 hours |
| HLTAYV011 | <i>Prepare and dispense Ayurvedic medicines - dravyaguna</i> | 200 hours |
| HLTDEN015 | <i>Prepare for and assist with dental procedures</i> | 350 hours |
| HLTDEP001 | <i>Identify, select and prepare instruments, equipment and materials</i> | 240 hours |
| HLTDEP002 | <i>Gather data, conduct dental prosthetic examination and develop treatment plan</i> | 240 hours |
| HLTDEP003 | <i>Take impressions</i> | 240 hours |
| HLTDEP004 | <i>Establish and record jaw relationships and select artificial teeth</i> | 240 hours |
| HLTDEP005 | <i>Evaluate a removable dental prosthesis at try-in stage</i> | 240 hours |
| HLTDEP006 | <i>Insert and issue a completed removable dental prosthesis</i> | 240 hours |
| HLTDEP007 | <i>Perform maintenance treatment for patients with removable dental prostheses</i> | 240 hours |
| HLTDEP008 | <i>Construct and insert an implant retained overdenture</i> | 240 hours |
| HLTENN035 | <i>Practise nursing within the Australian health care system</i> | 400 hours |
| HLTENN037 | <i>Perform clinical assessment and contribute to planning nursing care</i> | 400 hours |
| HLTENN038 | <i>Implement, monitor and evaluate nursing care</i> | 400 hours |
| HLTENN042 | <i>Implement and monitor care for a person with mental health conditions</i> | 400 hours |

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| HLTENN043 | <i>Implement and monitor care for a person with acute health conditions</i> | 400 hours |
| HLTENN044 | <i>Implement and monitor care for a person with chronic health conditions</i> | 400 hours |
| HLTENN045 | <i>Implement and monitor care of the older person</i> | 400 hours |
| HLTENN068 | <i>Provide end of life care and a palliative approach in nursing practice</i> | 400 hours |
| HLTKIN003 | <i>Perform kinesiology assessments</i> | 200 hours |
| HLTKIN004 | <i>Provide kinesiology balances</i> | 200 hours |
| HLTKIN005 | <i>Monitor and evaluate client progress</i> | 200 hours |
| HLTMSG002 | <i>Assess client massage needs</i> | 80 hours |
| HLTMSG003 | <i>Perform remedial massage musculoskeletal assessments</i> | 200 hours |
| HLTMSG004 | <i>Provide massage treatments</i> | 80 hours |
| HLTMSG005 | <i>Provide remedial massage treatments</i> | 200 hours |
| HLTMSG006 | <i>Adapt remedial massage practice to meet specific needs</i> | 200 hours |
| HLTMSG007 | <i>Adapt remedial massage practice for athletes</i> | 200 hours |
| HLTOUT004 | <i>Assess and deliver basic clinical care</i> | 80 hours |
| HLTOUT005 | <i>Assess and deliver standard clinical care</i> | 160 hours |
| HLTPAT014 | <i>Perform venous blood collection</i> | 35 hours |
| HLTPHA010 | <i>Maintain pharmaceutical imprest stock</i> | 240 hours |
| HLTPHA011 | <i>Pack pharmaceutical products</i> | 240 hours |
| HLTPHA012 | <i>Dispense prescriptions and medication orders</i> | 240 hours |
| HLTPHA013 | <i>Order, maintain and distribute pharmaceutical stock</i> | 240 hours |
| HLTPHA014 | <i>Conduct small-scale compounding and labelling of pharmaceutical products</i> | 240 hours |
| HLTPHA015 | <i>Provide assistance in dispensary administration</i> | 240 hours |
| HLTPHA016 | <i>Conduct small-scale compounding and labelling of aseptic pharmaceutical products</i> | 240 hours |
| HLTPHA017 | <i>Support pharmacist's communication with patients and other health professionals</i> | 240 hours |

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|-----------|---|-----------|
| HLTPHA018 | <i>Support pharmacists in the collection and presentation of workplace data and information</i> | 240 hours |
| HLTPHA019 | <i>Coordinate communication processes in a hospital or health services pharmacy setting</i> | 240 hours |
| HLTPHA022 | <i>Apply knowledge of gastrointestinal and nutritional disorders to dispense medication</i> | 240 hours |
| HLTPHA023 | <i>Apply knowledge of cardio-respiratory disorders to dispense medication</i> | 240 hours |
| HLTPHA024 | <i>Apply knowledge of central nervous system disorders to dispense medication</i> | 240 hours |
| HLTPHA025 | <i>Apply knowledge of medications used for infections, immunological products and vaccines</i> | 240 hours |
| HLTPHA026 | <i>Apply knowledge of endocrine and genitourinary disorders to dispense medication</i> | 240 hours |
| HLTPHA027 | <i>Apply knowledge of malignant diseases and immunosuppressive disorders to dispense medication</i> | 240 hours |
| HLTPHA028 | <i>Apply knowledge of eye, ear and nose disorders to dispense medication</i> | 240 hours |
| HLTPHA030 | <i>Apply knowledge of musculoskeletal disorders to dispense medication</i> | 240 hours |
| HLTPHA031 | <i>Apply knowledge of musculoskeletal disorders to dispense medication</i> | 240 hours |
| HLTPHA032 | <i>Apply knowledge of dermatological disorders to dispense medication</i> | 240 hours |
| HLTOPD007 | <i>Dispense single vision optical appliances</i> | 100 hours |
| HLTOPD008 | <i>Dispense advanced optical appliances</i> | 100 hours |
| HLTOTH001 | <i>Apply casts</i> | 400 hours |
| HLTOTH004 | <i>Apply orthopaedic devices</i> | 400 hours |
| HLTREF003 | <i>Perform reflexology health assessments</i> | 120 hours |
| HLTREF004 | <i>Provide therapeutic reflexology treatments</i> | 120 hours |
| HLTREF005 | <i>Adapt reflexology approaches to meet specific needs</i> | 120 hours |
| HLTREF006 | <i>Monitor and evaluate reflexology treatments</i> | 120 hours |
| HLTSHU004 | <i>Perform Shiatsu therapy health assessments</i> | 200 hours |

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| HLTSHU005 | <i>Perform oriental therapies health assessments</i> | 200 hours |
| HLTSHU006 | <i>Provide Shiatsu therapy treatments</i> | 200 hours |
| HLTSHU007 | <i>Provide oriental therapies treatments</i> | 200 hours |
| HLTSHU008 | <i>Adapt Shiatsu and oriental therapies practice to meet specific needs</i> | 200 hours |
| HLTTTCM002 | <i>Perform Traditional Chinese Medicine (TCM) remedial massage health assessments.</i> | 200 hours |
| HLTTTCM003 | <i>Provide Traditional Chinese Medicine (TCM) remedial massage treatments</i> | 200 hours |
| HLTTTCM004 | <i>Adapt Traditional Chinese Medicine (TCM) remedial massage practice to meet specific needs</i> | 200 hours |
| HLTTTCM005 | <i>Monitor and evaluate Traditional Chinese Medicine (TCM) remedial massage treatments</i> | 200 hours |
| HLTTTHE005 | <i>Assist with preparation of healthcare recipient for operative procedures</i> | 80 hours |
| HLTTTHE007 | <i>Manage advanced technology in surgical theatre environments</i> | 80 hours |

10.8 Legal requirements for learners in the workplace or on placement

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

National Police Check (NPC)

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

Working with Children Check (WWCC)

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

Immunisation and vaccination compliance

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

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

Infection control training

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

First aid certification

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

Privacy and confidentiality agreements

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

Student placement agreement

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

Insurance

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

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

11 Industry and qualification framework

11.1 Key features of the training package and related industry

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

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

Entry requirements must be:

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

The following qualifications contain entry requirements.

Table 11: Qualifications with entry requirements

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

| Qualification | Entry requirements |
|--|--|
| <i>Islander Primary Health Care Practice</i> | <p>hold, or have held, registration as an Aboriginal or Torres Strait Islander health practitioner with the Aboriginal and Torres Strait Islander Health Practice Board of Australia (ATSIHPBA),</p> <p>or</p> <p>hold a <i>HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Health Practice</i> or a <i>HLT40221 Certificate IV in Aboriginal and/or Torres Strait Islander Health Practice</i> issued by a Registered Training Organisation which had its Certificate IV program of study approved by the Aboriginal and Torres Strait Islander Health Practice Accreditation Committee (ATSIHPAC) at the time of awarding the qualification.</p> |
| <i>HLT57821 Diploma of Orthopaedic Technology</i> | <p>Entry to this qualification is open to individuals who have completed one of the following qualifications or equivalent, or a qualification that supersedes one of the qualifications listed below:</p> <p><i>HLT33015 Certificate III in Allied Health Assistance</i> <i>HLT33115 Certificate III in Health Services Assistance</i> <i>HLT43015 Certificate IV in Allied Health Assistance</i> <i>HLT41412 Certificate IV in Cast Technology</i> <i>HLT54115 Diploma of Nursing</i> <i>HLT54121 Diploma of Nursing</i></p> |
| <i>Certificate IV</i> | |
| <i>HLT45021 Certificate IV in Dental Assisting</i> | <p>Entry to this qualification is open to individuals who have achieved one of the following or equivalent:</p> <p><i>HLT31812 Certificate III in Dental Assisting</i> or <i>HLT35015 Certificate III in Dental Assisting</i> or <i>HLT35021 Certificate III in Dental Assisting</i> or <i>equivalent</i></p> |
| <i>HLT47121 Certificate IV in Hospital or Health Services Pharmacy Support</i> | <p>Entry to this qualification is open to individuals who:</p> <ul style="list-style-type: none"> • have achieved the <i>HLT37121 Certificate III in Hospital or Health Services Pharmacy Support</i> <p>or</p> <ul style="list-style-type: none"> • have achieved the <i>HLT37115 Certificate III in Hospital/Health Services Pharmacy Support</i> <p>or</p> |

| Qualification | Entry requirements |
|---|---|
| | <ul style="list-style-type: none"> have a minimum of one year of industry employment experience as a hospital or health services pharmacy assistant/technician, in a job role that has involved the application of skills and knowledge described within the <i>HLT37121 Certificate III in Hospital or Health Services Pharmacy Support</i> or <i>HLT37115 Certificate III in Hospital/Health Services Pharmacy Support</i> qualifications <p>or</p> <ul style="list-style-type: none"> have a minimum of one year of industry employment experience as a community pharmacy assistant/technician, in a job role that has involved the application of skills and knowledge described within the <i>SIR30116 Certificate III in Community Pharmacy</i> qualification. |
| <i>HLT47526 Certificate IV in Operating Theatre Technical Support</i> | <p>Entry to this qualification is open to individuals who hold:</p> <ul style="list-style-type: none"> <i>Certificate III Health Service Assistance (Operating Theatre Technician (OTT) Specialisation)</i> and 2 years full time experience as an Operating Theatre Technician (OTT). |

| Skill Set | Entry requirements |
|--|---|
| <i>HLTSS00081 Pain Management Skill Set</i> | <p>Entry to this skill set is open to individuals who hold:</p> <ul style="list-style-type: none"> diploma level or higher qualification in a health care discipline, or current recognition by a relevant professional association. |
| <i>HLTSS00082 Applied Massage for Pain Management Skill Set</i> | <p>Entry to this skill set is open to individuals who hold:</p> <ul style="list-style-type: none"> Diploma of Remedial Massage or higher, or current recognition by a relevant professional association. |
| <i>HLTSS00085 Perform Blood Collection from Children Aged 0 to 5 Years Skill Set</i> | <p>Entry to this skill set is open to individuals who hold the following units of competency:</p> <ul style="list-style-type: none"> <i>HLTPAT012 Perform capillary blood collections</i> <i>HLTPAT014 Perform venous blood collections</i> |

| Unit of Competency | Pre-requisite requirements |
|---|---|
| <i>HLTPAT010 Collect specimens for drugs of abuse testing</i> | Completion of this unit of competency may require the student to attain the age of 18 years of age prior to graduation. Refer to employer |

| | |
|--|---|
| | policies and procedures for training and undertaking work placement for under 18's. |
| <i>HLTPAT012 Perform capillary blood collections</i> | Completion of this unit of competency may require the student to attain the age of 18 years of age prior to graduation. Refer to employer policies and procedures for training and undertaking work placement for under 18's. |
| <i>HLTPAT014 Perform venous blood collections</i> | Completion of this unit of competency may require the student to attain the age of 18 years of age prior to graduation. Refer to employer policies and procedures for training and undertaking work placement for under 18's. |
| <i>HLTPAT013 Perform venous blood collection from children 0 to 5 years</i> | <ul style="list-style-type: none"> • <i>HLTPAT012 Perform capillary blood collections</i> • <i>HLTPAT014 Perform venous blood collections</i> |
| <i>HLTTHE008 Provide assistance during clinical emergencies in surgical theatre environments</i> | <ul style="list-style-type: none"> • <i>HLTAID009 Provide cardiopulmonary resuscitation</i> |

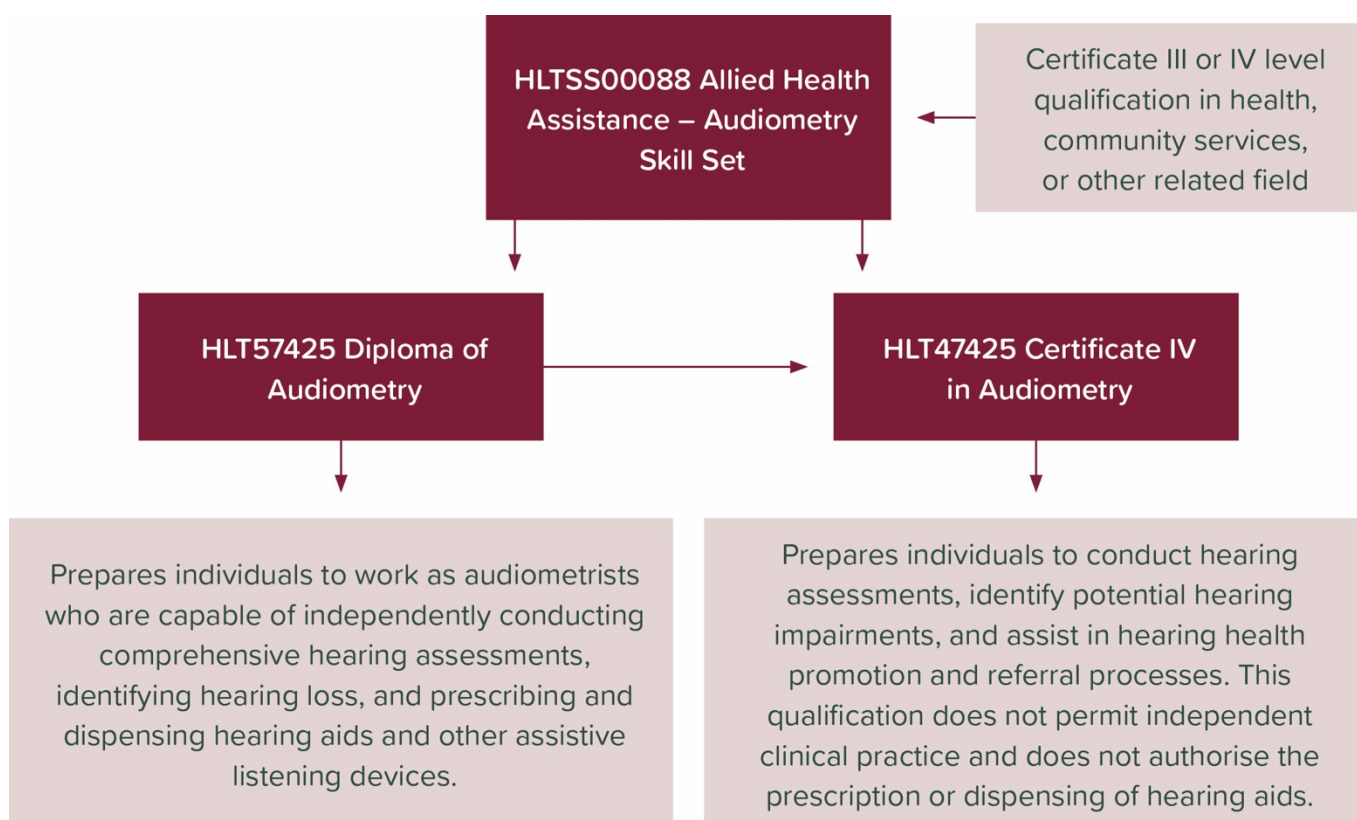
11.3 Training pathways and career progression advice

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

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

11.3.1 Audiometry pathways

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



HLTSS00088 Allied Health Assistance - Audiometry Skill Set

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

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

HLT47425 Certificate IV in Audiometry

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

HLT57425 Diploma of Audiometry

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

In addition to technical audiometry training, individuals may pursue complementary qualifications in areas

such as health administration, leadership, or case management to support progression into supervisory or specialised roles.

Examples of qualifications and skill sets that support pathways include:

Qualifications

- *HLT47321 Certificate IV in Health Administration*
- *HLT57715 Diploma of Practice Management*
- *CHC43121 Certificate IV in Disability Support*
- *CHC52021 Diploma of Community Services*
- *BSB40520 Certificate IV in Leadership and Management*
- *BSB50420 Diploma of Leadership and Management*
- *TAE40122 Certificate IV in Training and Assessment*

Skill Sets

- *BSBSS00101 Business Operations Management Skill Set*
- *BSBSS00119 Customer Service Skill Set*

Traineeships/apprenticeships

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

Credit transfer arrangements / recognition of prior learning (RPL)

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

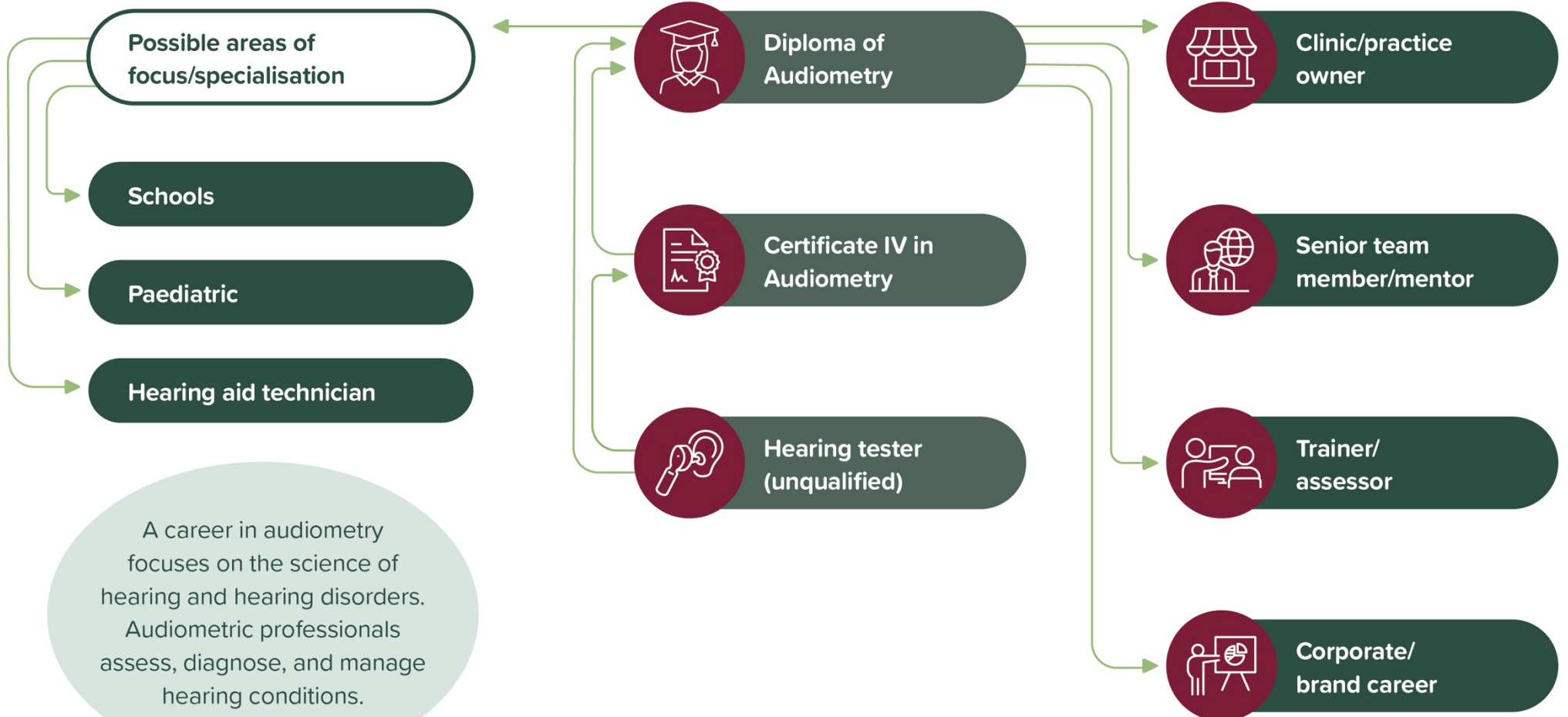
Several core and elective units in these qualifications are commonly found in other qualifications across the health, business, and retail training packages. For instance:

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

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



Audiometry career path



A career in audiometry focuses on the science of hearing and hearing disorders. Audiometric professionals assess, diagnose, and manage hearing conditions.

11.3.2 Health service assistance pathways

HLT33126 Certificate III in Health Services Assistance is the nationally endorsed qualification for entry-level health and community care support roles in Australia. This qualification is for individuals engaged in a range of health and community care support occupations. It includes specialisations for operating theatre technician and assisting in nursing work.

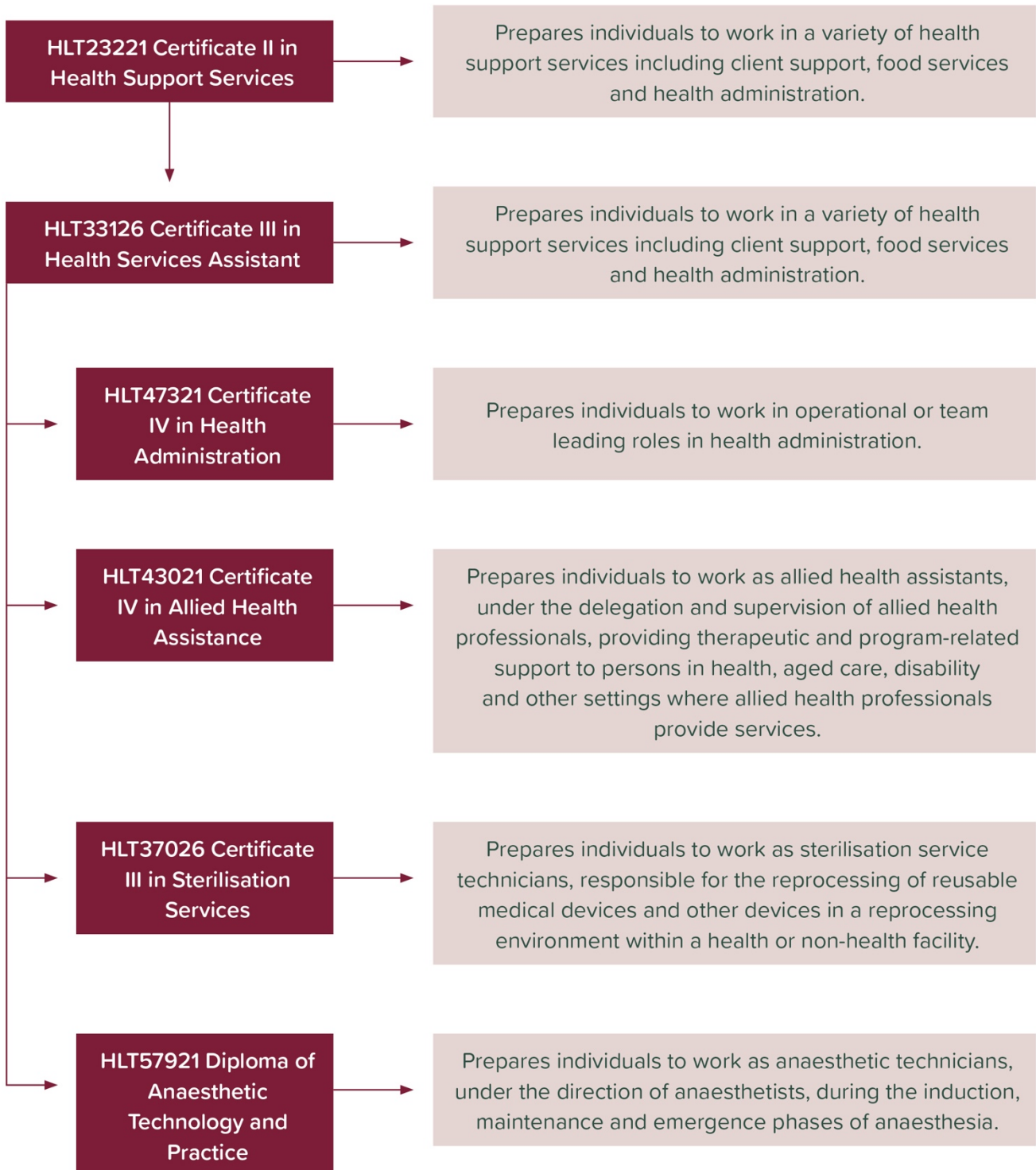
Individuals with this qualification will have skills and knowledge that are transferable across a range of occupations. Occupational titles may include:

- assistant in nursing (AIN)
- hospital aide
- operating theatre technician (OTT)
- patient care/support assistant
- orderly
- ward assistant
- ward clerk.

Individuals with this qualification perform a defined range of factual, technical and procedural tasks to support the delivery of safe, person-centred care, often involving direct healthcare recipient contact under the delegation and supervision of a registered nurse or other qualified health professional.

Learners may also complete the *HLT23221 Certificate II in Health Support Services*, which prepares workers to support the effective functioning of health services under supervision, and then progress to *HLT33126 Certificate III in Health Services Assistance*.

Health Service Assistant



HLT23221 Certificate II in Health Support Services

This Certificate II prepares individuals for roles associated with workers who provide support for the effective functioning of health services. At this level workers complete tasks under supervision involving known routines and procedures or complete routine and variable tasks in collaboration with others in a team environment.

The qualification provides opportunities to specialise in one of 3 areas: client support, food services or health administration.

HLT33126 Certificate III in Health Services Assistant

This Certificate III is designed for individuals engaged in a range of health and community care support occupations. It prepares the individual to perform a defined range of factual, technical and procedural tasks to support the delivery of safe, person-centred care, often involving direct healthcare recipient contact under the delegation and supervision of a registered nurse or other qualified health professional. The qualification includes specialisations for operating theatre technician and assisting in nursing work.

In addition to technical health service assistance training, individuals may pursue complementary qualifications in areas such as health administration, allied health, sterilisation services, anaesthetic technology, aged care and disability, and leadership, to support progression into supervisory or specialised roles.

Examples of qualifications and skill sets that support pathways include:

Qualifications

- *HLT47321 Certificate IV in Health Administration*
- *HLT57715 Diploma of Practice Management*
- *HLT43021 Certificate IV in Allied Health Assistance*
- *HLT37026 Certificate III in Sterilisation Services*
- *CHC43015 Certificate IV in Ageing Support*
- *BSB40520 Certificate IV in Leadership and Management*
- *BSB50420 Diploma of Leadership and Management*
- *TAE40122 Certificate IV in Training and Assessment*

Skill Sets

- *BSBSS00109 Introduction to Team Management Skill Set*

Traineeships/apprenticeships

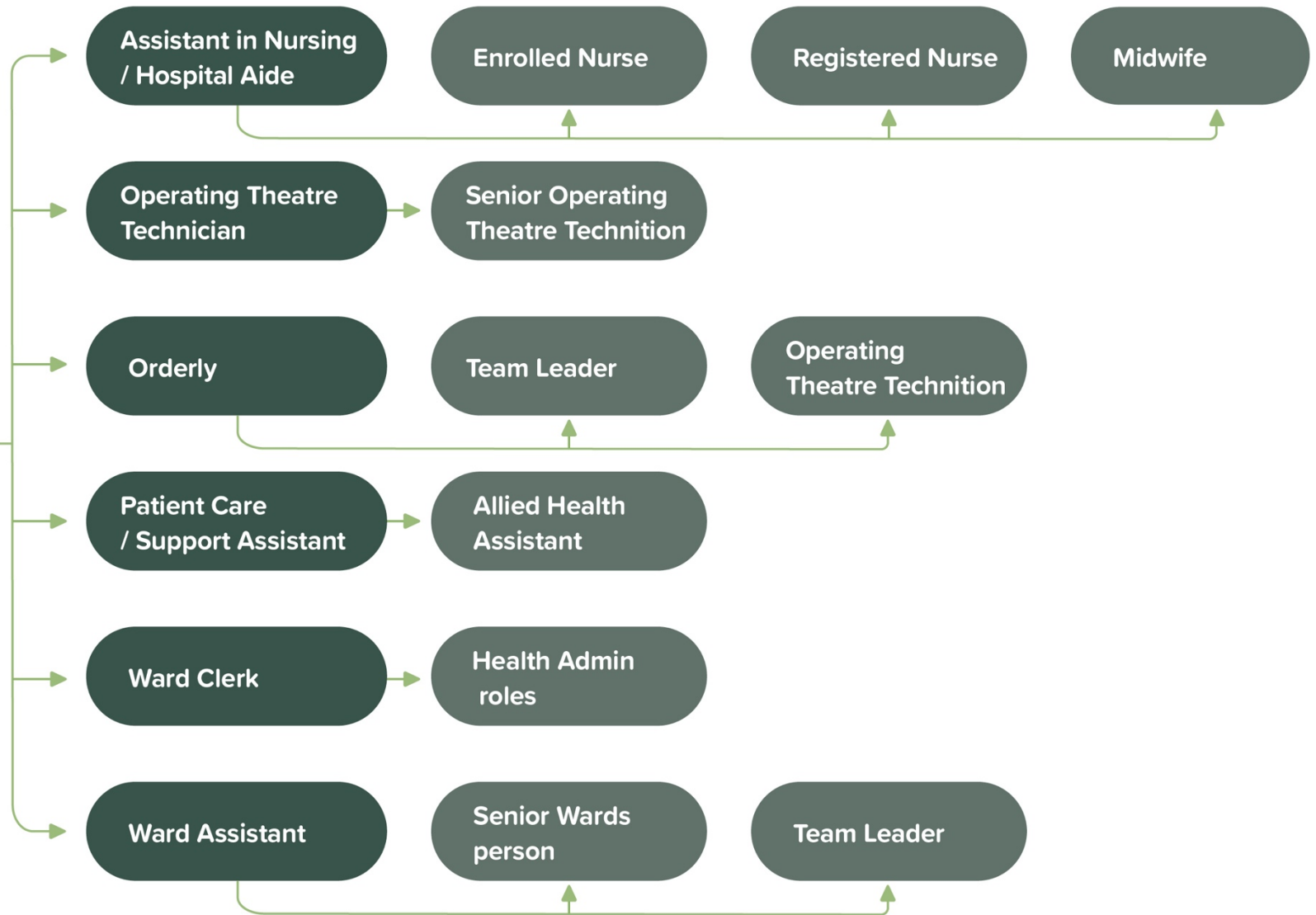
In Australia, traineeship opportunities within the health services sector are limited and not uniformly available across all states and territories. The *HLT33126 Certificate III in Health Services Assistance* may be delivered under a traineeship model, including school-based apprenticeship training, depending on the state or territory and the learner's employment status.



Health service assistant career pathways



Health Service Assistant

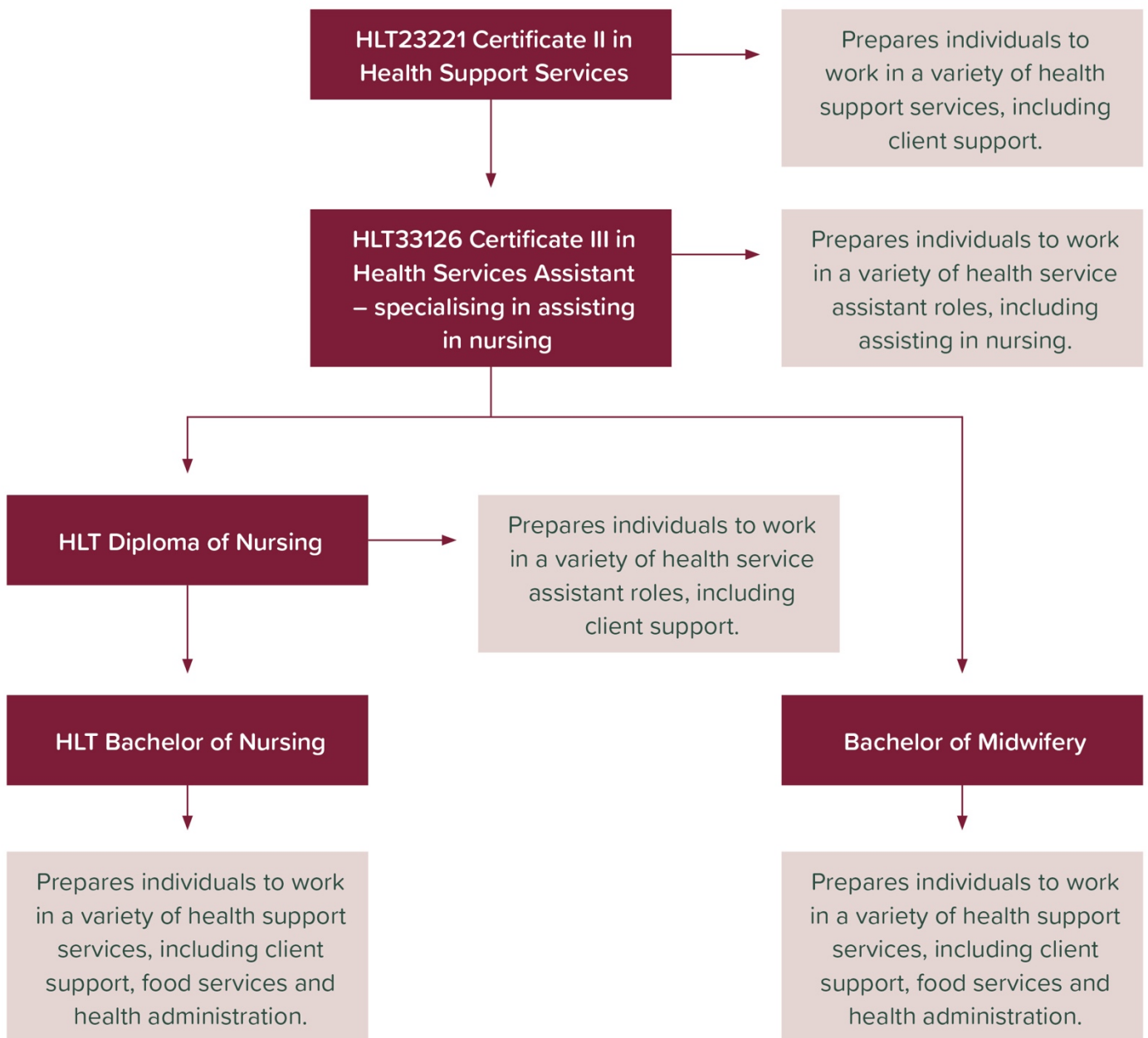


The *HLT3326 Certificate III in Health Services Assistance* allow learners to specialise in 2 different streams: assisting in nursing work and operating theatre technician. The specialisations provide learners with the opportunity to focus their training on specific career pathways while retaining the core competencies required across all health services assistant roles.

Assisting in nursing work (AIN)

Candidates pursuing this pathway must select all units from Group C electives. Similar to the operating theatre technician specialisation, candidates are required to complete at least 80 hours of work placement, ensuring practical application of skills in real-world nursing support contexts in *HLTAIN003 Assist with nursing care*. This pathway strengthens capabilities in direct patient care, clinical support, and safe workplace practices.

Health Service Assistant – specialising in assisting in nursing



In addition to the specialisation training in assisting in nursing, individuals may pursue complementary qualifications in areas such as nursing, midwifery, aged care and disability, and leadership, to support progression into supervisory or specialised roles.

Examples of qualifications and skill sets that support pathways include:

Qualifications

- *HLT54121 Diploma of Nursing*
- *CHC43015 Certificate IV in Ageing Support*
- *BSB40520 Certificate IV in Leadership and Management*
- *BSB50420 Diploma of Leadership and Management*
- *TAE40122 Certificate IV in Training and Assessment*
- *Bachelor of Nursing*
- *Bachelor of Midwifery*

Skill Sets

- *BSBSS00109 Introduction to Team Management Skill Set*



Assistant in nursing career pathway



Assistant in
Nursing

Team Leader / Senior

Enrolled Nurse

Aged or Disabled Personal
Care Assistant

Allied Health Assistant

Health Administration
Officer

Registered Nurse

Midwife

A career as an assistant in nursing can open the door to a range of roles in health and care settings. It provides practical experience supporting patients and can create pathways into further nursing, allied health, or care based roles.

Operating theatre technical support pathways

Candidates pursuing this pathway must select all units from Group B electives. To ensure practical competency, completion of at least 80 hours of work placement is required, as detailed in the Assessment Requirements of *HLTTHE005 Assist with preparation of healthcare recipient for operative procedures*. This pathway equips graduates with the technical skills and applied knowledge necessary to support safe and efficient operating theatre practice.

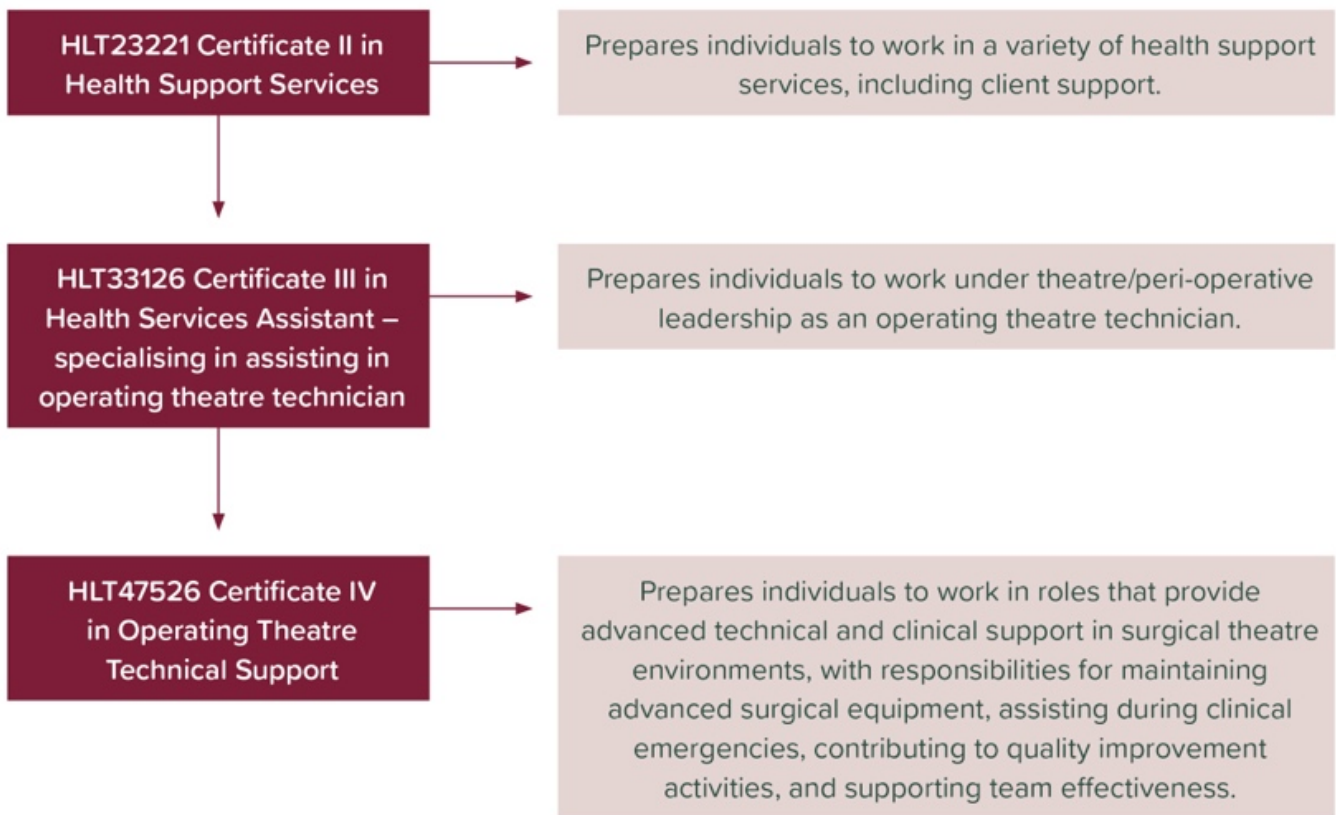
HLT47526 Certificate IV in Operating Theatre Technical Support

The Certificate IV prepares individuals for the role of senior operating theatre workers who provide advanced technical and clinical support in surgical theatre environments. This qualification is suitable for those who have completed the *Certificate III Health Service Assistance* (operating theatre technician (OTT) specialisation) and have 2 years full time experience as an operating theatre technician (OTT).

Learners of this qualification develop specialised knowledge of surgical procedures, theatre technology, infection prevention and control, work health and safety, and legal and ethical requirements relevant to perioperative practice. They develop the skills to operate and maintain advanced surgical equipment, assist during clinical emergencies, contribute to quality improvement activities, and support effective team functioning according to organisational procedures.

Individuals at this level demonstrate autonomous work practices, provide leadership and mentoring to team members, and exercise judgement in selecting and applying technical solutions according to organisational procedures. Work is performed in collaboration with multidisciplinary surgical teams and requires responsibility for own outputs and limited responsibility for the outputs of others.

Health Service Assistant – specialising in operating theatre technician



In addition to technical operating theatre technician training, individuals may pursue complementary qualifications in areas such as nursing, sterilisation services, anaesthetic technology, and leadership, to support progression into supervisory or specialised roles.

Examples of qualifications and skill sets that support pathways include:

Qualifications

- *HLT37026 Certificate III in Sterilisation Services*
- *HLT54121 Diploma of Nursing*
- *HLT57921 Diploma of Anaesthetic Technology and Practice*
- *BSB40520 Certificate IV in Leadership and Management*
- *BSB50420 Diploma of Leadership and Management*
- *TAE40122 Certificate IV in Training and Assessment*

Skill Sets

- *BSBSS00109 Introduction to Team Management Skill Set*

Credit transfer arrangements/recognition of prior learning (RPL)

Learners enrolling in *HLT47526 Certificate IV in Operating Theatre Technical Support* may be eligible for credit transfer and/or recognition of prior learning based on relevant prior study and peri-operative experience. Common units that appear in related qualifications and may form part of credit transfer/RPL evidence include, for example:

- *BSBLDR414 Lead team effectiveness*
- *BSBSTR402 Implement continuous improvement*
- *CHCLEG001 Work legally and ethically*
- *HLTINF007 Implement and monitor infection prevention and control standards, policies and procedures*
- *HLTWHS005 Conduct manual tasks safely*
- *HLTWHS006 Manage personal stressors in the work environment*
- *TAEDEL414 Mentor in the workplace*



Operating theatre technician career pathway



Orderly



Ward Assistant

Operating Theatre Technician

Senior Operating Theatre Technician

Perioperative Enrolled Nurse

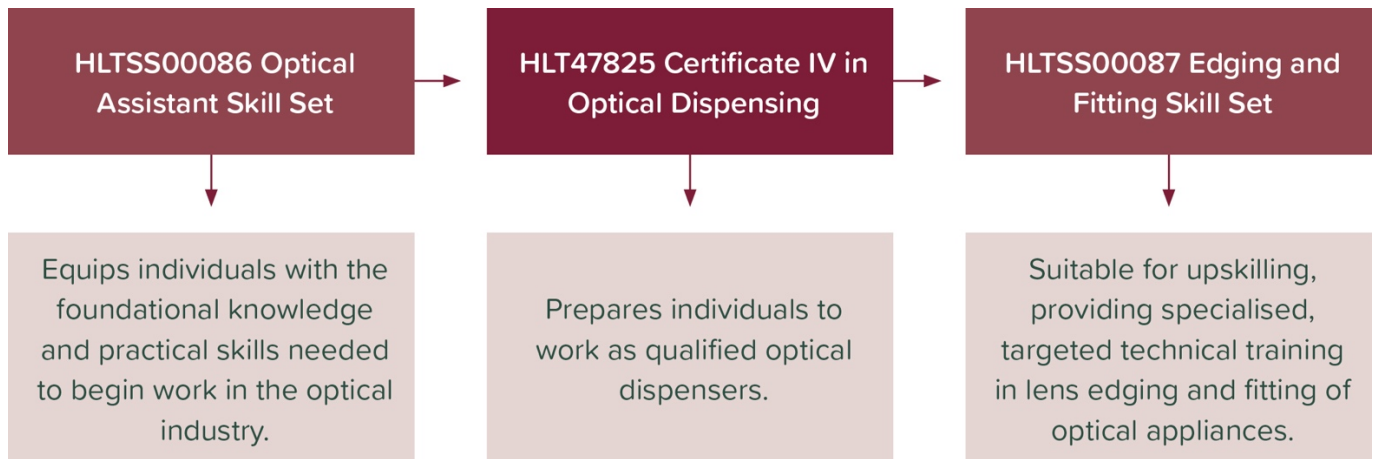
Sterilisation Services (CSSD) Technician

Anaesthetic Technician

Educator / Clinical Trainer / Mentor

11.3.3 Optical dispensing pathways

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



Educational and career pathways

HLTSS00086 Optical Assistant Skill Set

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

It is suitable for:

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

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

HLTSS00087 Edging and Fitting Skill Set

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

- qualified optical dispensers looking to broaden their technical workshop skills (who did not complete the elective unit, *HLTOPD010 Edge and fit optical appliances* during certificate IV)
- laboratory technicians or assistants in optical labs who require formal training

- individuals seeking to move into roles involving hands-on lens processing.

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

Qualifications

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

Skill Sets

- *BSBSS00098 Marketing Foundations Skill Set*
- *BSB00107 Marketing and Communication Foundations Skill Set*
- *BSB00108 Marketing and Communication Skill Set*
- *BSBSS00110 Business Development Skill Set*
- *BSBSS00119 Customer Service Skill Set*
- *BSBSS00101 Business Operations Management Skill Set*
- *BSBSS00104 Small Business Management Skill Set*
- *BSBSS00109 Introduction to Team Management Skill Set*

Traineeships/apprenticeships

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

Credit transfer arrangements/recognition of prior learning (RPL)

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

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

For instance:

- *BSBOPS304 Deliver and monitor a service to customers*
- *CHCCOM005 Communicate and work in health or community services*

- *CHCDIV001 Work with diverse people*
- *HLTWHS001 Participate in workplace health and safety*
- *BSBOPS301 Maintain business resources*
- *BSBOPS305 Process customer complaints.*

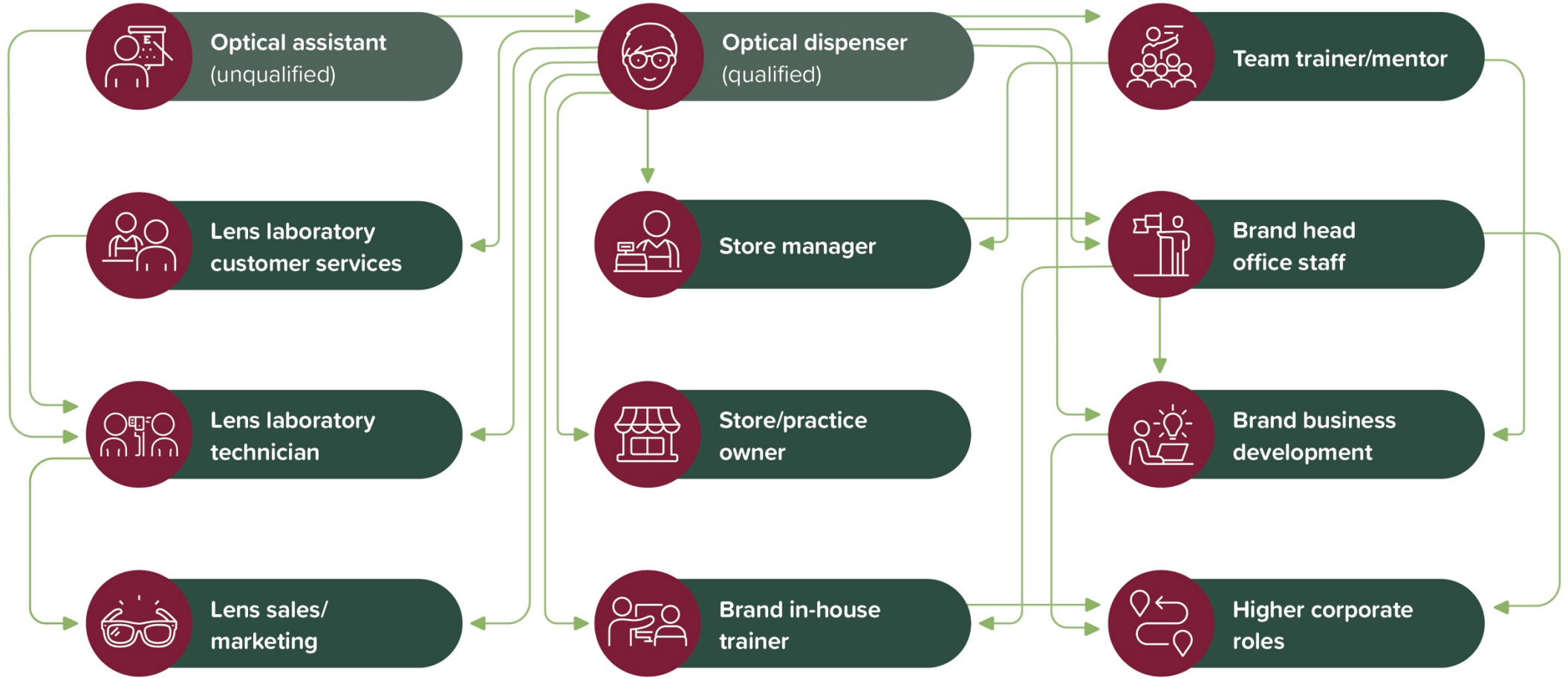
RPL is available for learners with prior work experience or informal training relevant to the optical dispensing and retail sector.



Optical dispensing career path



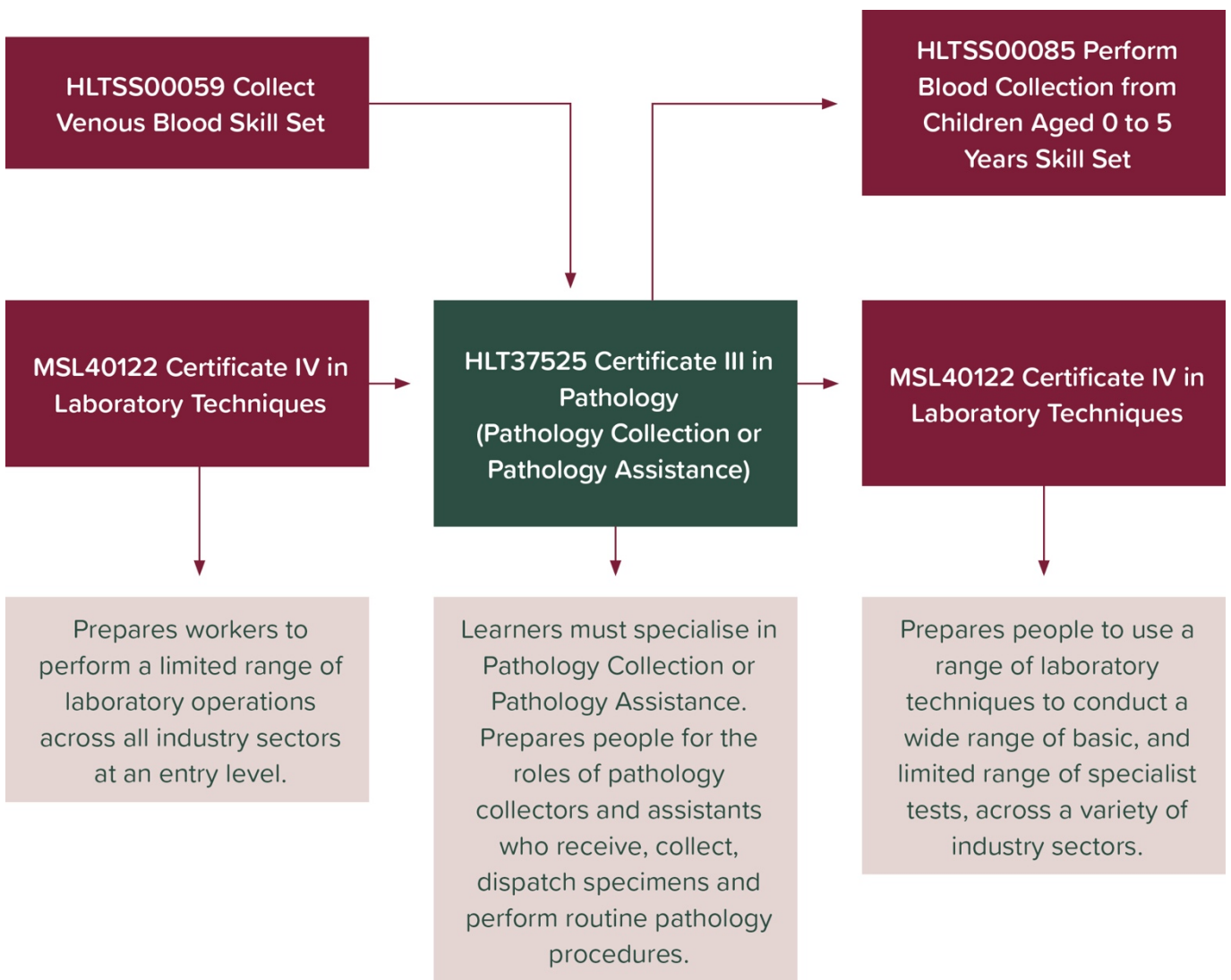
A career in optical dispensing offers various opportunities. The path can differ depending on your interests and goals, but here are some common steps and options within the field.



11.3.4 Pathology pathways

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

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



Educational and career pathways

HLTSS00059 Venous Blood Collection Skill Set

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

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

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

This advanced skill set is designed to provide the necessary skills and knowledge to perform blood collection from children 0 to 5 years in a clinical environment. It is not an entry-level program but instead serves as a specialised upskilling opportunity for people who ideally hold the *HLT37525 Certificate III in Pathology* and/or have at least 12 months experience. It should be noted that this skill set has an entry requirement and requires the candidate to have completed the following 2 units of competency:

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

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

Examples of qualifications and skill sets that support pathways include:

Qualifications

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

Skill Sets

- *BSBSS00109 Introduction to Team Management Skill Set*

Traineeships/apprenticeships

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

Credit transfer arrangements/recognition of prior learning (RPL)

Learners enrolling in *HLT37525 Certificate III in Pathology* may be eligible for credit transfer or RPL based on previously completed training or relevant industry experience. Several core and elective units in this

qualification are commonly found in other qualifications across the health, business, and retail training packages.

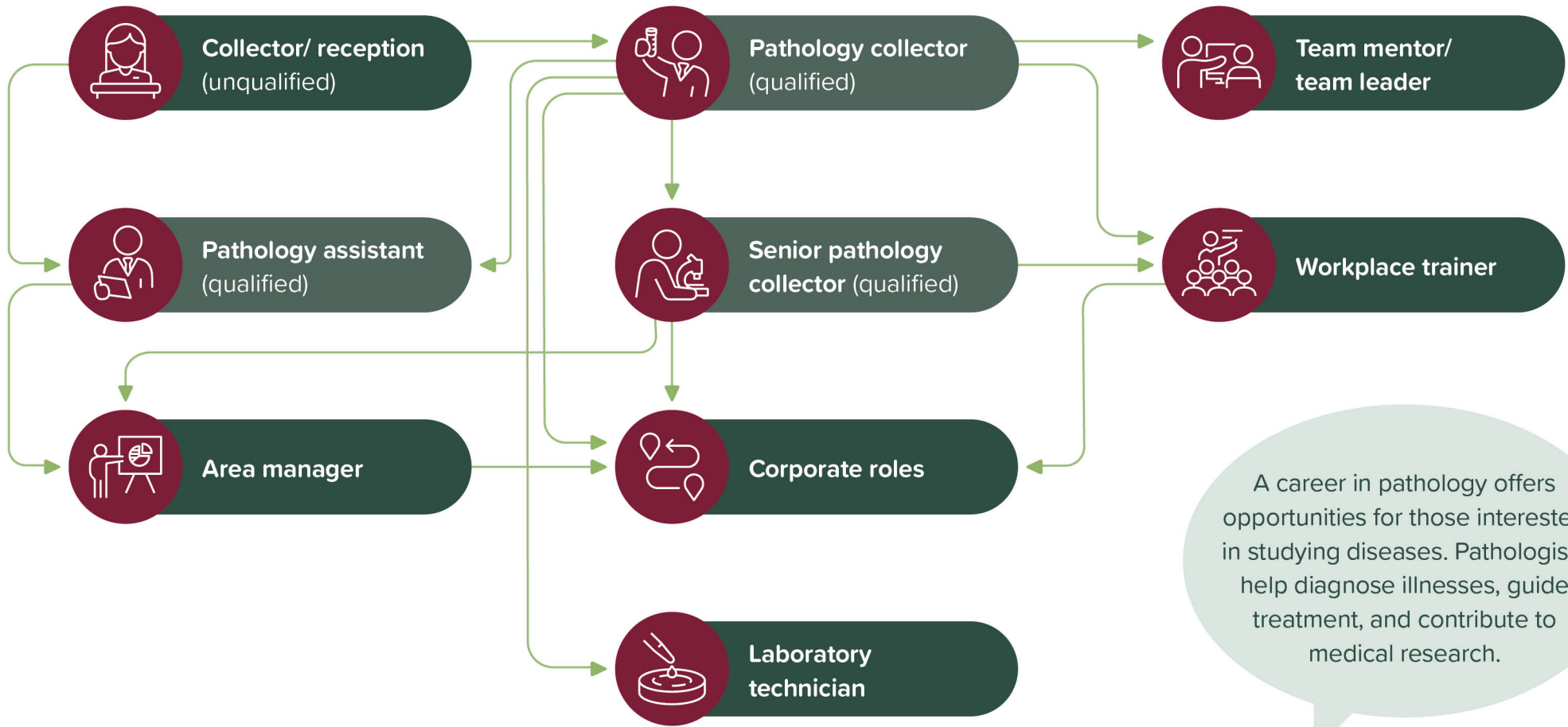
For instance:

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

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



Pathology career path



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

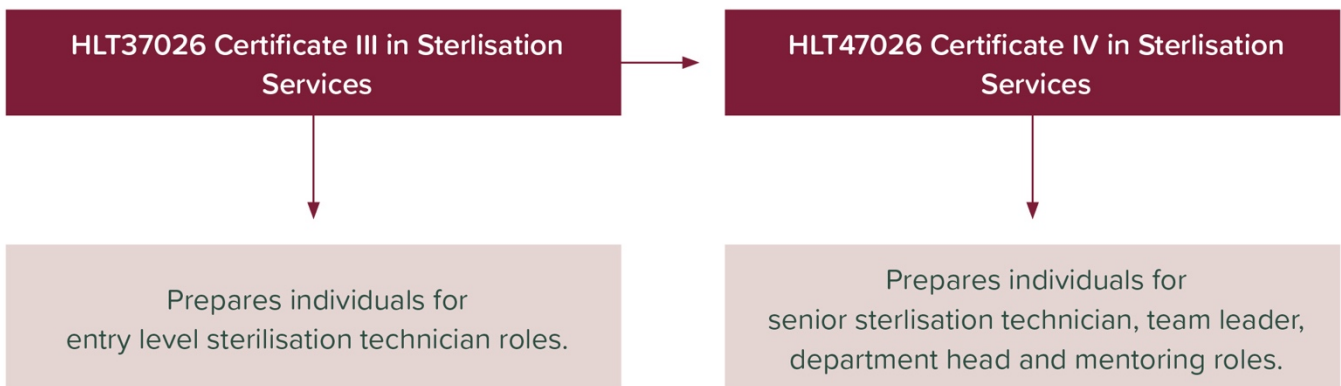
11.3.5 Sterilisation services pathways

Sterilisation technicians are a vital part of the health care and social assistance sectors, playing a crucial role in maintaining the cleanliness and sterility of medical instruments and equipment essential for patient safety. Sterilisation services staff follow detailed processes to meet the standard requirements to process reusable medical devices.

The *HLT37026 Certificate III in Sterilisation Services* is an entry level qualification, designed for individuals with responsibility for the reprocessing of reusable medical devices and other devices in a reprocessing environment within a health or non-healthy facility. Individuals in the role are required to follow organisational procedures and relevant industry standards and guidelines. Sterilisation service technicians play an integral part of infection prevention and control, following validated procedures and maintaining quality processes throughout each stage of the reprocessing cycle.

HLT47026 Certificate IV in Sterilisation Services reflects the role of a team leader or senior technician working in a reprocessing environment within a health or non-health facility. Individuals with this qualification take responsibility for their own work and supervise others. They are responsible for the maintenance of quality requirements and monitoring of technical reprocessing functions. Before an individual commences the Certificate IV qualification, they must have completed one of the previous versions of the Certificate III in Sterilisation Services.

Sterilisation Services



Educational and career pathways

Examples of qualifications and skill sets that support pathways include:

Qualifications

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

Skill Sets

- *BSBSS00109 Introduction to Team Management Skill Set*

Traineeships/apprenticeships

Sterilisation Services qualifications are currently available through traineeship pathways; however, this model is not widely supported across industry. Most employers require individuals to hold a completed Certificate III in Sterilisation Services prior to commencement of employment. While workplaces commonly support employees to undertake further study once employed, entry-level roles typically require a pre-existing qualification. There is no mandatory work placement requirement attached to Sterilisation Services qualifications.

Credit transfer arrangements/recognition of prior learning (RPL)

Students have the opportunity to receive credit transfers for those units in the sterilisation services qualifications that have been completed previously

A Certificate III in Sterilisation Services is now a pre-requisite for entry into Certificate IV in Sterilisation Services. Previous versions of Certificate III in Sterilisation Services acknowledged include:

- *HLT37026 Certificate III in Sterilisation Services or any equivalent successor*
- *HLT37015 Certificate III in Sterilisation Services*
- *HLT31112 Certificate III in Sterilisation Services*
- *HLT31107 Certificate III in Sterilisation Services*

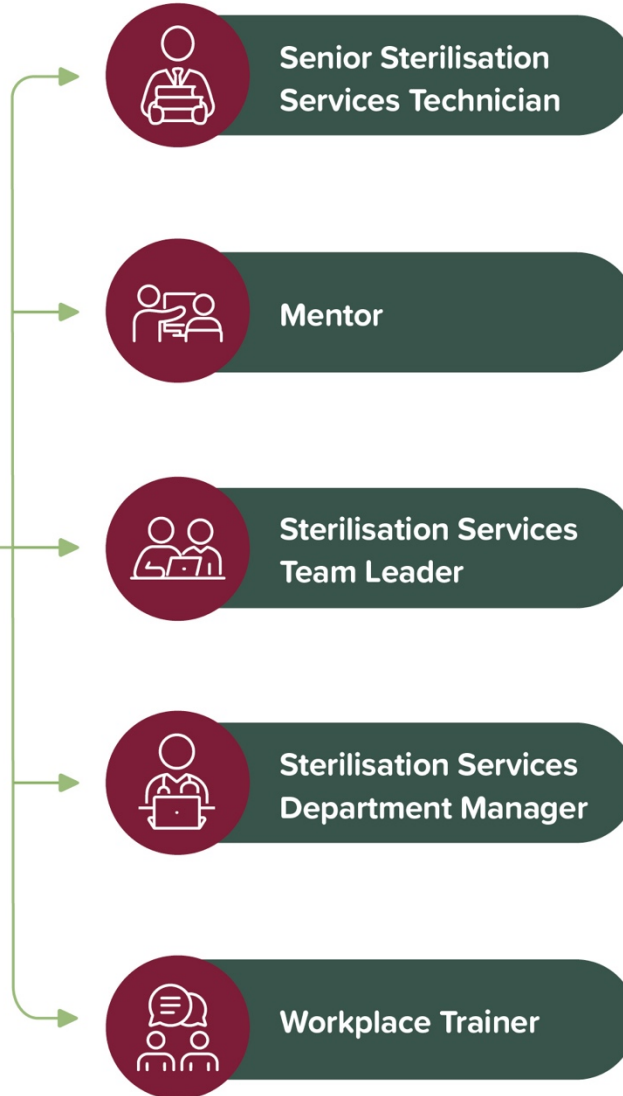
RTO's have the ability to offer RPL to students to complete *HLT37026 Certificate III in Sterilisation Services* and *HLT47026 Certificate IV in Sterilisation Services* where appropriate.



Sterilisation Technician Career Pathway



Sterilisation Technician



Senior Sterilisation Services Technician



Mentor



Sterilisation Services Team Leader



Sterilisation Services Department Manager



Workplace Trainer

A career as a sterilisation technician plays an important role in safe and effective healthcare. It involves cleaning, preparing and managing surgical instruments and medical equipment, and can lead to pathways in team leadership, training, mentoring, and sterilisation services management.

11.4 Qualification's purpose

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

Table 12: Purpose of *HLT Health Training Package* qualifications

| Qualification | Occupation | Qualification statement of purpose |
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| Certificate II | | |
| <i>HLT20121 Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care</i> | <p>People with this qualification may work under direct supervision in roles such as:</p> <ul style="list-style-type: none"> • Aboriginal health support worker (trainee/assistant level) • community health worker (entry level) • health support worker in Aboriginal and/or Torres Strait Islander communities • assistant to Aboriginal health workers or practitioners • community liaison/support worker (health context) <p>These roles focus on supporting community health initiatives, assisting with basic health care tasks, providing health education and promotion, and working alongside qualified Aboriginal Health Workers/Practitioners.</p> | <p>The Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care provides individuals with the foundational skills and knowledge to support health work in Aboriginal and/or Torres Strait Islander communities.</p> <p>It is designed as an entry-level qualification for people starting their career in the Aboriginal and Torres Strait Islander primary health care sector.</p> <p>The qualification builds basic health care, community support, and communication skills while recognising the importance of cultural safety, community engagement, and culturally appropriate practice.</p> |

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| | | It may also act as a pathway to further study in Aboriginal and/or Torres Strait Islander Primary Health Care at Certificate III level and beyond. |
| <i>HLT21020 Certificate II in Medical Service First Response</i> | <p>Graduates may work or volunteer in roles where they are required to provide basic emergency medical service support under supervision, including:</p> <ul style="list-style-type: none"> • first responder • emergency medical responder (entry-level) • workplace first response officer • community first aid responder • event/remote area first response worker <p>These roles focus on providing an immediate, trained response in medical emergencies until professional health care or paramedic services arrive.</p> | <p>The <i>Certificate II in Medical Service First Response</i> provides foundational skills and knowledge for individuals who may be required to respond to medical emergencies in pre-hospital or out-of-hospital settings. It is designed to equip learners with the ability to deliver basic emergency care, apply first aid procedures, handle patients safely, and communicate effectively with emergency services.</p> <p>This qualification is suitable for people working in workplaces, community settings, or remote locations where immediate medical support may be needed. By developing practical emergency response skills, it ensures that learners can act confidently and safely in critical situations.</p> <p>Additionally, the qualification serves as a pathway to higher-level studies in health care, emergency medical response, or paramedical fields, supporting career progression and contributing to workforce readiness in emergency and health services.</p> |
| <i>HLT23221 Certificate II in Health Support Services</i> | <p>Graduates may work under direct supervision in roles such as:</p> <ul style="list-style-type: none"> • health services assistant (entry-level) • hospital/health support worker | The <i>Certificate II in Health Support Services</i> provides individuals with foundational skills and knowledge to work effectively in support roles across health and community service settings. It equips learners with |

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| | <ul style="list-style-type: none"> • food services assistant (health environment) • environmental services assistant / cleaner (health environment) • laundry worker (health environment) • hospital orderly / support worker <p>These roles are typically non-clinical, focusing on supporting health professionals and maintaining a safe, clean, and effective health care environment.</p> | <p>practical capabilities in areas such as cleaning, food services, client support, and general assistance, ensuring safe, efficient, and high-quality operations in health environments.</p> <p>The qualification places strong emphasis on infection prevention and control, workplace safety, teamwork, and communication, reflecting the essential requirements of contemporary health support roles.</p> <p>Furthermore, it serves as a pathway to further study and career development in areas such as health services assistance, health administration, or direct client care roles, contributing to workforce development and readiness in the health sector.</p> |
| <p><i>HLT26015 Certificate II in Population Health</i></p> | <p>Graduates may work under supervision in public or community health settings in roles such as:</p> <ul style="list-style-type: none"> • community health support worker • health promotion assistant • public health program support officer • population health officer (entry-level) • community liaison officer (health focus) <p>These roles involve supporting public health initiatives, conducting health awareness activities, collecting and reporting data, and assisting health professionals in community programs.</p> | <p>The Certificate II in Population Health provides individuals with foundational knowledge and skills to support public and community health initiatives.</p> <p>It focuses on promoting health and wellbeing, raising awareness of public health issues, and assisting in implementing population health programs.</p> <p>The qualification is entry-level, suitable for those interested in working in community health, health promotion, or public health support roles.</p> |

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| | | It also serves as a pathway to further study in health promotion, community services, or allied health assistance. |
| <i>HLT26120 Certificate II in Indigenous Environmental Health</i> | <p>Graduates may work under supervision in community and environmental health programs in roles such as:</p> <ul style="list-style-type: none"> • Indigenous environmental health worker (entry-level) • community environmental health assistant • environmental health support worker • health support worker (environmental health focus) • community health liaison (environmental programs) <p>These roles focus on assisting qualified environmental health practitioners by supporting health promotion activities, monitoring environmental risks, and contributing to safe, healthy community environments.</p> | <p>The <i>Certificate II in Indigenous Environmental Health</i> equips learners with the practical skills and knowledge to support environmental health programs in Aboriginal and/or Torres Strait Islander communities. It:</p> <ul style="list-style-type: none"> • focuses on health and hygiene practices, waste management, water quality, pest control, housing, and community environmental health promotion. • supports safe and sustainable living conditions by addressing environmental health risks that impact community wellbeing. • provides an entry pathway into environmental health, Aboriginal and Torres Strait Islander primary health care, or broader community health roles. |
| Certificate III | | |
| <i>HLT30121 Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care</i> | <p>Graduates may work in roles such as:</p> <ul style="list-style-type: none"> • Aboriginal and/or Torres Strait Islander health support worker • community health worker • health liaison/outreach worker • health promotion worker (community setting) | The Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care builds on entry-level skills to prepare individuals to provide health care and support services to Aboriginal and/or Torres Strait Islander clients and communities. |

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| | <ul style="list-style-type: none"> assistant to Aboriginal and/or Torres Strait Islander health practitioners <p>These roles involve providing direct support to clients and communities, delivering basic clinical care, promoting health and wellbeing, and working under the guidance of more senior Aboriginal and Torres Strait Islander health practitioners or health professionals.</p> | <p>Learners gain skills in basic clinical assessment, health promotion, community engagement, cultural safety, and supporting the delivery of primary health care services.</p> <p>The qualification recognises the importance of culturally safe practice and strengthens the capacity of the Aboriginal and Torres Strait Islander health workforce.</p> <p>It is a pathway qualification leading to higher-level roles, such as Aboriginal and/or Torres Strait Islander health worker (Certificate IV), or into specialised fields of primary health care and allied health.</p> |
| <i>HLT31020 Certificate III in Ambulance Communications (Call-taking)</i> | Ambulance communications call-takers who receive calls for service in emergency communication. | This qualification supports a single occupation and reflects the role of ambulance communications call-takers who receive calls for service in emergency communication or coordination environments in a range of ambulance service organisations and under direct or indirect supervision. |
| <i>HLT31120 Certificate III in Non-Emergency Patient Transport</i> | Provide non-emergency transport and care for patients who have non-acute or chronic illness or disability and require transport. | This qualification supports a single occupation and reflects the role of workers who provide non-emergency transport and care for patients who have non-acute or chronic illness or disability and require transport. Workers in this role provide appropriate patient assessment and follow procedures for safe removal of a patient for transport for pre-arranged or |

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| | | booked transport service. Time of response is not given high priority in comparison to emergency transport. |
| <i>HLT31220 Certificate III in Basic Health Care</i> | First aid or medical response workers provide basic health care services including emergency first aid and sometimes transport services in the pre-hospital and out-of-hospital environment. | This qualification supports multiple related occupations and reflects the role of first aid or medical response workers who provide basic health care services including emergency first aid and sometimes transport services in the pre-hospital and out-of-hospital environment. The qualification applies to people who provide a first response in workplaces such as industrial sites, first aid organisations and the Australian Defence Force (ADF). |
| <i>HLT33021 Certificate III in Allied Health Assistance</i> | New worker wanting to become an allied health assistant and gain entry to the aged care, disability and other health sectors. | This qualification supports a single occupation and reflects the role of new worker wanting to become an Allied Health Assistant and gain entry to the aged care, disability and other health sectors. They may provide assistance, under the delegation and supervision of Allied Health Professionals AHP. Supervision may be direct, indirect or remote, according to the individual Allied Health Assistant's scope of practice and experience. |
| <i>HLT33126 Certificate III in Health Services Assistance</i> | Graduates may work in roles such as: <ul style="list-style-type: none"> • assistant in nursing (AIN) / hospital aide • Operating Theatre Technician (entry-level) • patient care/support assistant • orderly | This qualification supports multiple related occupations and offers 2 specialisations – Operating Theatre Technician and Assisting in Nursing work. |

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| | <ul style="list-style-type: none"> • ward assistant • ward clerk (health administration support) | <p>It reflects the role of individuals who provide support to health professionals in the delivery of patient care and the effective functioning of health services.</p> <p>It equips learners with the knowledge and practical skills to assist with direct and indirect care, maintain a safe and clean healthcare environment, support infection prevention and control, communicate effectively with patients and colleagues, and contribute to quality service delivery.</p> <p>Graduates are prepared to work under supervision across a range of settings such as hospitals, aged care, community health, and rehabilitation services, supporting person-centred care and the operational needs of health organisations.</p> |
| <i>HLT35021 Certificate III in Dental Assisting</i> | <p>Workers assist dental practitioners during oral health care procedures. The role includes maintaining high standards of infection control, assisting with practice administration and supporting quality and professionalism in the dental sector.</p> | <p>This qualification supports a single occupation and reflects the role of a dental laboratory assistant responsible for pouring impressions, producing custom-made trays, manufacturing occlusal registration rims, transferring oral records, articulating models for a range of prostheses, and constructing mouthguards.</p> |
| <i>HLT35115 Certificate III in Dental Laboratory Assisting</i> | <p>Dental laboratory assistants are responsible for pouring impressions, producing custom-made trays, manufacturing occlusal registration rims, transferring oral records, articulating models for a range of prostheses, and constructing mouthguards.</p> | <p>This reflects the role of entry-level population health worker and prepares learners for further education. At this level, work takes place under the direction of others and supervision may be direct or indirect. These</p> |

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| | | workers contribute to the work of others through teamwork and coordination. |
| <i>HLT36015 Certificate III in Population Health</i> | Entry-level population health worker | This qualification reflects the role of entry-level Indigenous environmental health worker and prepares learners for further education. At this level, work takes place under the direction of others and supervision may be direct or indirect. These workers contribute to the work of others through teamwork and coordination. |
| <i>HLT36115 Certificate III in Indigenous Environmental Health</i> | Entry-level indigenous environmental health worker. | This qualification supports a single occupation and reflects the role of individuals working in instrument sterilising roles in a sterilising service or reprocessing area. It also supports pathways and applied learning. |
| <i>HLT37026 Certificate III in Sterilisation Services</i> | Individuals work in sterilisation roles reprocessing reusable medical devices. | This qualification supports a single occupation and prepares individuals to work in sterile services departments, performing sterilisation and decontamination processes, maintaining equipment, supporting infection prevention and WHS practices, and assisting clinical teams in healthcare settings. They develop the skills to operate and maintain advanced surgical equipment, assist during clinical emergencies, contribute to quality improvement activities, and support effective team functioning according to organisational procedures. |
| <i>HLT37121 Certificate III in Hospital or Health</i> | Pharmacy technicians work under the supervision of a pharmacist in a hospital or community setting. | The Certificate III in Pathology supports multiple related occupations and reflects the role of entry level |

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| <p><i>Services Pharmacy Support</i></p> | | <p>workers in pathology, medical laboratories, or as a foundation for further study in health sciences or pathology-related fields.</p> <p>It prepares individuals to perform routine pathology collection and support tasks in laboratory and clinical environments.</p> <p>It provides practical skills in specimen collection, handling, processing, and basic laboratory procedures under general supervision.</p> <p>Focuses on infection prevention and control, workplace safety, client communication, and documentation.</p> |
| <p><i>HLT37525 Certificate III in Pathology</i></p> | <p>Graduates must specialise in Pathology Collection or Pathology Assistance. They may work in roles such as:</p> <ul style="list-style-type: none"> • pathology collector/ specimen collector • phlebotomy assistant • medical laboratory assistant (support role) • pathology support worker • specimen processing assistant <p>These roles involve collecting patient samples, preparing specimens for testing, maintaining equipment and records, and assisting qualified laboratory professionals to ensure safe and accurate pathology services.</p> | <p>This qualification supports multiple related occupations and reflects the role of administrative workers in the health industry. These workers follow known routines and procedures, taking responsibility for their own work under general supervision. They combine communication, customer service and technical skills, and use discretion and judgment to adapt and transfer their skills to different situations.</p> |

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| <p><i>HLT37315 Certificate III in Health Administration</i></p> | <p>Workers combine communication, customer service and technical skills, and use discretion and judgment to adapt and transfer their skills to different situations.</p> | <p>This qualification supports a single occupation and reflects the role of individuals working as Aboriginal and/or Torres Strait Islander health workers in a diversity of locations including urban, rural and remote settings. It is specific to Aboriginal and/or Torres Strait Islander people who work as part of a multidisciplinary health care team providing primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.</p> <p>At this level work is governed by defined practice standards, treatment protocols and supervision arrangements established by the employing organisation. Individuals work with some level of independence within those guidelines and use a range of health-related skills and knowledge in routine and non-routine situations. They communicate with diverse individuals and small groups both in the local community and across the broader health sector to improve health outcomes for Aboriginal and/or Torres Strait Islander people.</p> |
| <p>Certificate IV</p> | | |
| <p><i>HLT40121 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care</i></p> | <p>Specific to Aboriginal or Torres Strait Islander health workers who are part of a multidisciplinary health care team caring for Aboriginal and/or Torres Strait Islander people</p> | <p>This qualification supports a single occupation and reflects the role of Aboriginal and Torres Strait Islander health practitioners. It is specific to Aboriginal and/or Torres Strait Islander people who work as part of a multidisciplinary health care team providing primary</p> |

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| | | <p>health care services to Aboriginal and/or Torres Strait Islander clients and communities.</p> <p>They provide culturally safe health and wellbeing promotion, preventative health care and clinical treatment services in a diversity of locations including urban, rural and remote settings.</p> <p>Aboriginal and Torres Strait Islander health practitioners use initiative and judgement within the parameters of practice standards, treatment protocols and clinical supervision arrangements established by the employing organisation.</p> |
| <i>HLT40221 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice</i> | Specific to Aboriginal or Torres Strait Islander health workers who are part of a multidisciplinary health care team caring for Aboriginal and/or Torres Strait Islander people | This qualification supports a single occupation and reflects workers who have responsibility for dispatch and call-taking in an ambulance communication or coordination environment. The qualification applies to people working in emergency support and ambulance dispatch and communications. Such individuals are expected to work independently, take responsibility for their own outputs and act on information from a range of sources. |
| <i>HLT41020 Certificate IV in Ambulance Communications (Dispatch)</i> | Workers who have responsibility for dispatch and call-taking in an ambulance communication or coordination environment. | This qualification supports multiple related occupations and reflects workers who provide initial pre-hospital and out-of-hospital basic health care response and assessment to patients requiring urgent medical services. The provision of urgent clinical care includes providing basic life support. The qualification applies to |

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| | | <p>people working in a variety of roles within the health care system.</p> <p>To achieve this qualification, the candidate must have completed at least 80 hours of work as detailed in the assessment requirements of units of competency.</p> |
| <i>HLT41120 Certificate IV in Health Care</i> | Workers who provide initial pre-hospital and out-of-hospital basic health care response and assessment to patients requiring urgent medical services | <p>This qualification supports a single occupation and reflects the role of massage therapists who provide general health maintenance treatments. It does not reflect the role of a remedial massage therapist. Therapists may be self-employed or work within a larger health service.</p> |
| <i>HLT42021 Certificate IV in Massage Therapy</i> | Massage therapists who provide general health maintenance treatments. It does not include remedial massage therapist. | <p>This qualification supports multiple related occupations and reflects the role of allied health assistants who provide therapeutic and program related support to persons, in the health, aged care, disability and any other settings where Allied Health Professionals provide services. Allied Health Assistants work under the delegation and supervision of Allied Health Professionals and assist in identifying circumstances and risks and report issues.</p> <p>Supervision may be direct, indirect or remote and must occur within organisational requirements, according to the individual allied health assistant's scope of practice and experience.</p> |

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| | | They may be engaged to work in single discipline or multidisciplinary roles not limited to health, aged care or disability services and other settings and may also have responsibility for other allied health assistance workers according to their scope of practice. |
| <i>HLT43021 Certificate IV in Allied Health Assistance</i> | Allied health assistants provide therapeutic and program related support to persons, in the health, aged care, disability and any other settings where allied health professionals provide services. Allied health assistants work under the delegation and supervision of allied health professionals and assist in identifying circumstances and risks and report issues. | <p>This qualification supports a single occupation and reflects the role of workers who provide an advanced level of assistance to a dentist, dental hygienist, dental prosthetist, dental therapist or oral health therapist, which contributes to the quality of oral health care.</p> <p>To achieve this qualification, the candidate must have completed at least 250 hours of work as detailed in the assessment requirements of the units of competency.</p> |
| <i>HLT45021 Certificate IV in Dental Assisting</i> | Workers provide an advanced level of assistance to dental practitioners which contributes to the quality of oral health care. | This qualification supports a single occupation and reflects the role of individuals who provide basic support in population health work. At this level, workers may be autonomous with limited responsibility within established parameters and may be required to supervise and lead other workers. |
| <i>HLT46015 Certificate IV in Population Health</i> | Provide basic support in population health work. | This qualification supports a single occupation and reflects the role of individuals who provide basic support in Indigenous environmental health work. At this level, workers may be autonomous with limited responsibility within established parameters and may be required to supervise and lead other workers. |

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| <i>HLT46115 Certificate IV in Indigenous Environmental Health</i> | Provide basic support in indigenous environmental health work. | This qualification supports a single occupation and reflects the role of a team leader or senior technician in a sterilisation or reprocessing area. This worker is responsible for the maintenance of quality requirements and monitoring of technical sterilisation functions. |
| <i>HLT47026 Certificate IV in Sterilisation Services</i> | Role of a team leader or senior technician in a sterilisation or reprocessing area. | This qualification supports a single occupation and prepares individuals to work in sterile services departments, managing and coordinating sterilisation processes, ensuring compliance with infection prevention, WHS, and quality standards, supervising staff, and supporting clinical teams in healthcare settings. It develops advanced knowledge and skills in sterile processing, equipment management, and leadership to enable safe, efficient, and compliant sterilisation services. |
| <i>HLT47121 Certificate IV in Hospital or Health Services Pharmacy Support</i> | Pharmacy technicians work under the supervision of a pharmacist in a hospital or community setting. | This qualification supports multiple related occupations and reflects the role of individuals who work in operational or team leading roles in health administration. |
| <i>HLT47321 Certificate IV in Health Administration</i> | Individuals work in operational or team leading roles in health administration. | This qualification provides the skills and knowledge required to perform a range of administrative tasks in health service settings. The qualification reflects the role of individuals who apply well-developed administrative, communication, and organisational skills to support the effective |

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| | | <p>operation of health services. Work is performed under limited supervision and in accordance with established policies, procedures, and relevant legislation.</p> <p>This qualification applies to a range of health contexts, including medical practices, hospitals, allied health services, and community health organisations, and supports entry to, or progression within, health administration roles.</p> |
| <p><i>HLT47425 Certificate IV in Audiometry</i></p> | <p>Graduates may work in roles such as:</p> <ul style="list-style-type: none"> • audiometry assistant / audiometrist (under supervision) • hearing screening officer • hearing health technician • occupational hearing testing assistant • community hearing support worker <p>These roles involve conducting hearing assessments, assisting audiologists, maintaining equipment, providing hearing health advice, and supporting hearing conservation programs.</p> | <p>The Certificate IV in Audiometry supports a single occupation and prepares individuals to perform basic audiometric assessments and hearing screening under the supervision of an audiologist. This qualification is an entry point into the audiometry workforce, providing a pathway to higher-level audiology roles or further study in audiology or hearing services.</p> <p>Learners gain skills in conducting hearing tests, interpreting audiometric data, maintaining audiometry equipment, and providing advice on hearing health.</p> <p>Focuses on client communication, infection control, occupational health and safety, and working with diverse populations.</p> |
| <p><i>HLT47526 Certificate IV in Operating Theatre Technical Support</i></p> | <p>Graduates typically work in senior peri-operative technical support roles, such as:</p> <ul style="list-style-type: none"> • senior operating theatre technician / senior theatre technician | <p>This qualification prepares experienced operating theatre personnel for senior technical support roles in surgical environments. Graduates develop advanced</p> |

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| | <ul style="list-style-type: none"> operating theatre technical support officer / peri-operative support officer theatre support coordinator <p>These roles involve coordinating theatre setup and turnover, managing theatre equipment, supporting sterile workflows, monitoring infection control and WHS, mentoring junior staff, and assisting surgical and anaesthetic teams in routine and emergency situations in line with organisational policies and national standards.</p> | <p>skills in operating theatre equipment and workflows, infection prevention, risk management, leadership, and teamwork, enabling them to support safe, efficient, and effective peri-operative care and respond to clinical emergencies within their role scope.</p> |
| <i>HLT47715 Certificate IV in Medical Practice Assisting</i> | <p>Broad range of administrative functions and tasks to support medical practitioners in the delivery of care to clients.</p> | <p>This qualification supports a single occupation and reflects the role of medical practice assistants whose work includes a broad range of administrative functions combined with tasks to support medical practitioners in the delivery of care to clients.</p> <p>A medical practice assistant may work under the supervision of a health care professional other than a medical practitioner, but this should only occur where: the health care professional is in the same practice as the medical practitioner and the medical practitioner has agreed to the other health care professional providing the supervision.</p> |
| <i>HLT47825 Certificate IV in Optical Dispensing</i> | <p>Graduates may work in roles such as:</p> <ul style="list-style-type: none"> optical dispenser / optical technician dispensing optician assistant optical retail consultant (dispensing focus) vision care assistant | <p>The Certificate IV in Optical Dispensing supports a single occupation and prepares individuals to provide optical dispensing services, including fitting and adjusting spectacles, and assisting clients with vision correction products. It also provides a pathway to advanced roles in optical practice or further study in</p> |

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| | <ul style="list-style-type: none"> • eyewear fitting specialist <p>These roles involve assessing client needs, dispensing spectacles or optical devices, performing adjustments and repairs, advising on lens options, and supporting optometrists or senior optical practitioners.</p> | <p>allied health or optometry support. Learners develop skills in optical dispensing, client consultation, lens selection, frame fitting, basic eye health knowledge, and workplace safety.</p> <p>The qualification equips graduates to work independently or under supervision in optometry or optical retail settings, ensuring clients receive safe and effective vision correction solutions.</p> |
| Diploma | | |
| <p><i>HLT50121 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice</i></p> | <p>Provide primary health care to Aboriginal and/or Torres Strait Islander clients and communities</p> | <p>This qualification supports a single occupation and reflects the role of experienced Aboriginal and Torres Strait Islander health practitioners. It is specific to Aboriginal and/or Torres Strait Islander people who work as part of a multidisciplinary health care team providing primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.</p> <p>They provide culturally safe health and wellbeing promotion, preventative health care and clinical treatment services in a diversity of locations including urban, rural and remote settings.</p> <p>Experienced Aboriginal and Torres Strait Islander health practitioners are able to work independently using specialist clinical knowledge, discretion and judgement within the parameters of practice standards, treatment</p> |

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

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

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| <i>HLT52021 Diploma of Remedial Massage</i> | Graduates of this qualification work as remedial massage therapist, sports massage therapist, myotherapist | This qualification supports a single occupation and reflects the role of remedial massage therapists who work with clients presenting with soft tissue dysfunction, musculoskeletal imbalance or restriction in range of motion (ROM). Therapists may be self-employed or work within a larger health service. |
| <i>HLT52115 Diploma of Traditional Chinese Medicine (TCM) Remedial Massage</i> | Provide remedial massage therapy according to traditional Chinese medicine (TCM) | This qualification supports a single occupation and reflects the role of massage therapists who provide therapeutic remedial massages according to the Traditional Chinese Medicine (TCM) remedial massage framework. Practitioners may be self-employed as independent practitioners or work in a larger health service. |
| <i>HLT52215 Diploma of Shiatsu and Oriental Therapies</i> | Provide shiatsu treatments and other oriental therapies | This qualification supports a single occupation and reflects the role of Shiatsu therapists who provide therapeutic Shiatsu treatments and other oriental therapies. Practitioners may be self-employed as independent practitioners or work in a larger health service. |
| <i>HLT52315 Diploma of Clinical Aromatherapy</i> | Provide therapeutic treatment to address a wide range of issues | This qualification supports a single occupation and reflects the role of clinical aromatherapists, who provide therapeutic treatments to address a range of health issues. Practitioners may be self-employed or may work within a larger health service. |
| <i>HLT52415 Diploma of Kinesiology</i> | Provide kinesiology to address a broad range of health issues | This qualification supports a single occupation and reflects the role of kinesiologists, who provide kinesiology balances to address a broad range of health |

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

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| | | Nurse Accreditation Standards. To confirm the education provider holds the necessary accreditation check the Australian Health Practitioner Regulation Agency (AHPRA) at www.ahpra.gov.au . |
| <i>HLT55118 Diploma of Dental Technology</i> | Graduates of this qualification work as construction and repair of dentures and other dental appliances | <p>This qualification supports a single occupation and reflects the role of a dental technician responsible for construction and repair of dentures and other dental appliances including crowns, bridges, partial dentures, pre- and post-oral and maxillofacial surgical devices, and orthodontic appliances.</p> <p>Dental technicians work in dental laboratories on their own or in groups, under the prescription of dentists, dental prosthetists, or dental specialists.</p> |
| <i>HLT57425 Diploma of Audiometry</i> | <p>Graduates may work in roles such as:</p> <ul style="list-style-type: none"> • audiometrist • hearing services officer • occupational hearing consultant • community audiometry practitioner • hearing health program coordinator (entry to mid-level) <p>These roles involve conducting comprehensive hearing assessments, fitting and managing hearing aids, implementing hearing conservation programs, advising clients, and collaborating with audiologists and other health professionals.</p> | <p>The Diploma of Audiometry supports a single occupation and prepares individuals to work as audiometrists who are capable of independently conducting comprehensive hearing assessments, identifying hearing loss, and prescribing and dispensing hearing aids and other assistive listening devices in clinical and community settings.</p> <p>It covers comprehensive hearing testing, hearing aid selection and fitting, client education, and equipment maintenance.</p> |

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

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| | | units of competency that include the requirement for work placement hours. |
| <i>HLT57921 Diploma of Anaesthetic Technology and Practice</i> | Works under direction and supervision of anaesthetist during induction, maintenance and emergency phases of anaesthesia | <p>This qualification supports a single occupation and reflects the role of an anaesthesia technician allied health practitioner who works in consultation with, and under the direction of, anaesthetists during the induction, maintenance and emergence phases of anaesthesia.</p> <p>To achieve this qualification, the individual must have completed a total of at least 360 hours of work related to anaesthetic technology in a clinical workplace environment as detailed in the assessment requirements of the units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for work placement hours.</p> |
| Advanced Diploma | | |
| <i>HLT60121 Advanced Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management</i> | <p>Graduates of this qualification work as:</p> <ul style="list-style-type: none"> • strategic management level worker • health program management • health planning • case management | This qualification supports a single occupation and reflects the role of individuals working in organisations that provide health care services to Aboriginal and/or Torres Strait Islander clients and communities. It is specific to Aboriginal and/or Torres Strait Islander people working in a diversity of senior health care or strategic management roles and in diverse locations including urban, rural and remote settings. |

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| | | <p>This qualification is intended for people who are following a career and training pathway from working as a health worker or health practitioner to work at a strategic management level, using considerable underpinning skills and work experience to support management activities.</p> <p>Depending on their role, work may be primarily focussed on health care management or broader strategic management activities. This may involve health care and/or health promotion program management, health planning and case management for clients with complex needs, contribution to policy making, or strategic community development, human resource and business management activities. This qualification allows for diverse outcomes.</p> |
| <p>HLT62615 <i>Advanced Diploma of Ayurveda</i></p> | <p>Graduates of this qualification work as ayurvedic medicine practitioner</p> | <p>This qualification supports a single occupation and reflects the role of Ayurvedic practitioners who possess well- developed cognitive and communication skills plus specialised knowledge of Ayurvedic medicine that allows them to formulate responses to specific therapeutic needs. Practitioners at this level may be self-employed as independent practitioners or work in a larger health service.</p> |
| <p>HLT64121 <i>Advanced Diploma of Nursing</i></p> | <p>Graduates of this qualification work as:</p> <ul style="list-style-type: none"> • nurse manager • clinical nurse specialist | <p>This qualification supports a single occupation and reflects the role of enrolled nurses with advanced skills who work in a specialised area of nursing practice under the direct or indirect supervision of a registered</p> |

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| | <ul style="list-style-type: none"> • advanced practice nurse | <p>nurse. Enrolled nurses integrate and adapt specialised, technical and theoretical knowledge to address a diverse range of clinical situations and challenges in their area of specialisation. They contribute to the continuous improvement of clinical practice using research and participation in broader organisational quality processes. Enrolled nurses retain responsibility for their own actions while remaining accountable to the registered nurse for all delegated functions.</p> <p>To be eligible to apply for registration as an enrolled nurse and to practice in Australia, individuals must complete a Diploma of Nursing program accredited by the Australian Nursing and Midwifery Accreditation Council (ANMAC) and approved as ‘an approved program of study’ by the Nursing and Midwifery Board of Australia (NMBA) in accordance with the Enrolled Nurse Accreditation Standards. To confirm the education provider holds the necessary accreditation check the Australian Health Practitioner Regulation Agency (AHPRA) at www.ahpra.gov.au.</p> |
| <p><i>HLT65015 Advanced Diploma of Dental Prosthetists</i></p> | <p>Graduates of this qualification work as Dental Prosthetist</p> | <p>This qualification supports a single occupation and reflects the role of a dental prosthetist who works as independent practitioner in the assessment, treatment, management of a person who requires provision of removable dentures; and who also provides unique</p> |

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| | | <p>flexible removable mouthguards used for sporting activities.</p> <p>To achieve this qualification, the candidate must have completed at least of 240 hours of dental prosthetist clinical practice work as detailed in the assessment requirements of the units of competency.</p> |
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12 Useful links

12.1 General

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

12.2 State and territory training authorities

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

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

12.3 HLT Specific links

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

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| ANMF | Australian Nursing & Midwifery Federation |
| Ahpra | Australian Health Practitioner Regulation Agency |
| ASQA | Australian Skills Quality Authority - the national regulator for Australia's vocational education and training (VET) sector. |
| Assistance Dogs | These specially trained dogs provide a non-judgmental, comforting presence that can help children feel more secure and open to learning. Interactions with therapy dogs have been shown to increase students' empathy and understanding of social cues. |
| Australian Qualifications Framework (AQF) | The AQF is the national policy for regulated qualifications in Australian education and training. It consists of 10 levels, ranging from entry-level certificates to doctoral degrees, ensuring that qualifications are consistent, standardised, and widely recognised. |
| Australian Skills Quality Authority (ASQA) | ASQA is the national regulator for Australia's vocational education and training (VET) sector. |
| Companion Volume Implementation Guide (CVIG) | The CVIG is designed to assist assessors, trainers, ROTs and enterprises to deliver nationally endorsed training packages. |
| Competency-based | Training packages are competency-based, meaning that learners are assessed on their ability to perform tasks and demonstrate skills at industry standards, rather than through traditional grades or time-based measures. |
| Consent | Consent is mentioned in many HLT units. Consent has been replaced by "informed consent" to reflect current industry terminology. |
| Credit transfer | If a unit is deemed equivalent, learners can use credits from the older version towards completing the new qualification without having to re-do the learning. |
| Cross-sector unit | There are competency units that cover essential knowledge and skills applicable across multiple industries, supporting occupational mobility and reducing duplication in the training system. |
| Department of Employment and Workplace Relations (DEWR) | An Australian Government department responsible for policies, programs, and initiatives related to employment, skills, training, and workplace relations. DEWR plays a key role in shaping Australia's |

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| | workforce by ensuring people have the skills needed to enter employment, remain competitive, and contribute effectively to the national economy. |
| Equivalence of unit of competencies (UoCs) | When a new version of a unit of competency (UoC) is released as part of an updated training package, it is compared to the previous version. If the learning outcomes, skills and knowledge requirements are substantially the same, the two units may be deemed equivalent. |
| Foundation Skills | Many units of competency include Foundation Skills, such as literacy, numeracy, communication, and problem-solving. Assessors must ensure that learners demonstrate competency in these skills as they relate to the specific unit being assessed. |
| HSU | Health Services Union |
| Imported Units | Imported units are UoC that are included in a qualification or skill set from a different training package or accredited course to meet specific skills or knowledge requirements that are relevant across industries or sectors. |
| JSA | Jobs and Skills Australia (JSA) is a government agency funded to provide quality data, analysis, and insights to better understand Australia's skills and labour shortages. |
| Jobs and Skills Councils (JSCs) | A JSC is an industry-led organisation in Australia that plays a key role in shaping the skills, workforce development, and training requirements within specific industry sectors. |
| Mapping | Mapping in the context of VEYT refers to the process of identifying and aligning the content, skills, and assessment requirements of a UoC, qualification, or training package. Mapping ensures that the training and assessment provided are comprehensive, meet the specified standards, and align with both industry requirements and learning outcomes. |
| My Health Record | My health record is a safe and secure place to keep key health information and includes: <ul style="list-style-type: none"> • COVID-19 information • Vaccinations • Pathology and diagnostic imaging reports • Prescription and dispensing information Hospital discharge summaries |

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| National Training Register (NTR) | Training.gov.au is Australia's national training register. |
| Pre-requisite unit | A pre-requisite unit is a UoC in which the learner must be assessed as competent prior to the determination of competency in the subsequent unit. |
| Principles of Assessment | <p>Fairness: Assessment must consider the needs of each learner and be fair by providing opportunities to clarify information, challenge outcomes, and receive additional support if required.</p> <p>Validity: The assessment must measure what it claims to measure, cover all aspects of the UoC and be directly relevant to the skills and knowledge required.</p> <p>Reliability: Assessments should provide consistent results if conducted by different assessors in similar circumstances.</p> <p>Flexibility: Assessments must be sufficiently flexible to cater to individual learner needs, such as incorporating Recognition of Prior Learning (RPL) or allowing for different learning styles.</p> |
| Qualification | A qualification refers to a formal certification that recognises a person's competence in a specific field of work, skill set, or industry. It signifies that the individual has successfully met the requirements for skills, knowledge, and performance as specified in a training package or accredited course. A qualification is made up of several UoC, which define the specific skills and knowledge a person must demonstrate to be considered competent. |
| Recognition of Prior Learning (RPL) | RPL acknowledges the skills and knowledge that a learner has acquired through previous formal education, informal learning, or work experience, and contributes towards the learner's new qualification without them needing to relearn prior knowledge. |
| Registered Training Organisation (RTO) | An Australian education provider that is approved to deliver VET courses and qualifications. RTOs must meet specific national standards to ensure the quality of training and assessment, and they are authorised by government bodies to provide nationally recognised qualifications. |
| Rules of Evidence | Validity: Evidence gathered must relate directly to the UoC and prove that the learner meets the specific performance requirements. |

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| | <p>Sufficiency: There must be enough evidence to confidently assess that the learner is competent in the unit. This means gathering multiple forms of evidence to confirm competence.</p> <p>Authenticity: Evidence must be authentic and demonstrate that the learner being assessed is the one who produced the evidence. Oral questioning and supervisor verification can help confirm authenticity.</p> <p>Currency: The evidence must be recent enough to demonstrate that the learner's skills and knowledge are current, usually within a stipulated timeframe.</p> |
| Scope of Practice | Defines the specific professional boundaries - the authorised activities, tasks, and responsibilities - that a qualified individual is permitted to perform within their profession, based on their education, training, competence, and legal/regulatory permissions. |
| Skill Set | A skill set is a group of units that reflect a specific role or function. These allow learners to gain targeted competencies that address industry needs or licensing, without completing a full qualification. Whilst a skill set is not endorsed, it includes units of competency that are endorsed. |
| State Training Authority (STA) | These are government departments responsible for apprenticeships and traineeships within their state or territories. This includes overseeing training contracts and Group Training Organisations and providing information and support throughout the apprenticeship process. |
| Training Package | A Training Package is a set of nationally endorsed and recognised standards and qualifications designed to provide the skills and knowledge necessary for employment in specific industries. |
| Unit of Competency (UoC) | A specific component of a training package that defines the skills, knowledge, and standards required to perform effectively in a particular job role or work function. It forms the building blocks of qualifications in the Australian Vocational Education and Training (VET) system. Each unit is designed to describe the performance standards expected in the workplace, ensuring that learners are competent in their sector's tasks and responsibilities. |
| VET Assessment Requirements | A set of criteria and standards that define how learners in the Vocational Education and Training (VET) sector are assessed to determine their competency in a particular unit or qualification. These requirements include assessment conditions, evidence requirements, assessment methods, and adherence to the principles of assessment and rules of evidence. |

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| VRQA | Victorian Registration and Qualifications Authority. |
| WA TAC | Training Accreditation Council in Western Australia |

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14 Mapping information

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

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

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

Previous Implementation Guides

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

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

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

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