



SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

Aboriginal and/or Torres Strait Islander Health Work Training Package Products

Validation Guide

April 2021

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Introduction

SkillsIQ is a not-for-profit Skills Service Organisation (SSO) supporting industry in developing standards to equip the people-facing workforce with the right skills for jobs now and into the future. SkillsIQ is funded by the Department of Education, Skills and Employment to support the Industry Reference Committees (IRCs) responsible for the development and maintenance of training packages in the following sectors:

- Community Services
- Health
- Local Government
- Public Sector
- Floristry
- Hairdressing and Beauty Services
- Funeral Services
- Retail Services
- Sport, Fitness and Recreation
- Tourism, Travel and Hospitality.

IRCs drive the process of training package development and are made up of people with experience, skills and knowledge of their particular industry sector. IRCs are responsible for the provision of strategic input and advice that represents the needs of their workforce, and for ensuring training package products reflect these needs.

Project background

The HLT Health Training Package is the national framework for skills development in the health industries.

The Australian Industry and Skills Council (AISC) approved SkillsIQ, at the direction of the Aboriginal and Torres Strait Islander Health Worker Industry Reference Committee (IRC), to undertake a thorough review of all nationally recognised Aboriginal and/or Torres Strait Islander health worker training package products included in the HLT Health Training Package.

IRC members have been working to guide this review and provide:

- guidance at the national level to ensure training package products are flexible and responsive to changing workplace practices, industry and client needs
- specialist advice and strategic direction in relation to stakeholder feedback and issues relevant to their sector
- views and feedback on behalf of the sector or organisation they represent
- support in facilitating communication and consultation with industry, including other members of their organisation, association members and other industry networks.

Draft 1 to Draft 2

Draft 1 revised units of competency and qualifications was produced in 2020 with national consultation completed in January 2021.

Feedback was received during webinars, by direct email contact and via the SkillsIQ online Feedback Forum.

IRC members met to analyse and discuss feedback received on Draft 1 and determined actions for the development of Draft 2. The IRC has subsequently reviewed Draft 2 content and this is now available for public validation.

Draft 2 Validation activities and timelines

Feedback provided during the consultation period has informed the development of Draft 2. Validation of Draft 2 allows stakeholders to review changes made to Draft 1 components and confirm that resultant training package products meet their needs. It provides an opportunity for final input prior to submission for endorsement.

Webinars

SkillsIQ will host a series of webinars to seek stakeholder input. To register your interest in attending a webinar, please click on the link below.

[Webinar 1: Tuesday, 27 April 2021 2.00pm – 3pm \(AEST\).](#)

[Webinar 2: Friday, 30 April 2021 3.00pm – 4.00pm \(AEST\).](#)

[Webinar 3: Wednesday, 05 May 2021 2.00pm – 3.00pm \(AEST\).](#)

Online Feedback Forum

Feedback can be provided online via the SkillsIQ Feedback Forum. The Feedback Forum is a tool designed to capture stakeholder feedback on draft training package products. It provides an opportunity for stakeholders to view feedback left by others.

To access the Feedback Forum, [click here](#).

For information on how to use the Feedback Forum, please [click here](#).

To remain up to date with project developments, subscribe to SkillsIQ at:
<https://www.skillsiq.com.au>

Project timelines

National validation of Draft 2 will be open for a period of **Monday, 19 April 2021** and will close at **5.00pm on Friday, 7 May 2021**.

The usual period for validation is two weeks, however this has been extended the three weeks for this project to allow additional time for input from those in regional and remote areas.

During this period input will be sought on the following:

- 6 qualifications
- 55 units of competency and associated assessment requirements

Following the close of validation, feedback will be collated and evaluated. This feedback will inform the development of the final draft.

It is anticipated that the Aboriginal and/or Torres Strait Islander health worker training package products will be submitted to the AISC for consideration in June-July 2021.

About this Validation Guide

This guide should be read in conjunction with the Draft 2 training package products, and provides:

- a summary of the proposed changes from Draft 1 to Draft 2 units and qualifications
- a list of Draft 2 units of competency and prerequisites
- mapping of Draft 2 qualifications and units to currently endorsed HLT versions

This guide does not include Draft 2 training package components; these can be accessed [here](#).

Contact details

For more information, please contact:

Emma Gleeson

Skills Engagement Executive

E: emma.gleeson@skillsiq.com.au

P: 0419 000 867

Summary of changes - Draft 1 to Draft 2

Draft 2 Units of competency

The following table outlines overarching comments on Draft 1 units, and resultant changes.

Table 2: Comments and actions for Draft 2 units

Item	Comments and actions for Draft 2
Unit codes	<p>Only codes within the Social and Emotional Wellbeing (SEW) group have changed to account for the merging of two units.</p> <p>There are now five units HLTASEW001 - 005.</p>
Unit titles	<p>Minor amendments have been made to the titles of eight units:</p> <ul style="list-style-type: none"> • Support the rights and needs of Aboriginal and/or Torres Strait Islander clients in the justice system Now <i>Support the rights and needs of clients in the justice system.</i> • Provide support to address social and cultural determinants of Aboriginal and/or Torres Strait Islander health Now <i>Provide support to address social and cultural determinants of client and community health.</i> <p>Both of these changes were required because titles exceeded the maximum character limit for units of competency.</p> <ul style="list-style-type: none"> • Provide basic health information to clients Now <i>Provide basic health service information to clients.</i> • Develop and implement basic health care plans Now <i>Implement basic health care plans.</i> • Develop and implement complex health care plans Now <i>Implement complex health care plans.</i> • Promote awareness and prevention of diabetes Now <i>Promote awareness and early detection of diabetes.</i> • Promote lifestyle behaviour change Now <i>Promote lifestyle change.</i> • Work to support the social and emotional wellbeing of clients Now <i>Work according to the principles of social and emotional wellbeing care.</i> <p>Changes were made to these titles in response to various comments, e.g. the title did not reflect the content of the unit, not all types of diabetes can be prevented.</p>
Application	<p>Minor amendments have been made to some Application statements to remove references which were creating unnecessary complexity, and because some did not reflect the role of the health worker in the function described by the unit, e.g. medications units, units for health assessment and implementing health care plans.</p>

Item	Comments and actions for Draft 2
Elements and Performance Criteria	<p>For the majority of units, only minor comments were received. Therefore, only minor changes have been made for clarity or technical accuracy, and some additions have been made to cover identified missing content.</p> <p>Some units, however, have been significantly changed, e.g. the units for implementing basic and complex health care plans.</p> <p>Please refer to the next heading - Changes to specific units.</p>
Foundation Skills	<p>Only minor changes have been made to the wording of Foundation Skills in response to comments, most particularly for numeracy skills in <i>Administer medications</i>.</p>
Knowledge Evidence	<p>For the majority of units, only minor comments were received. Therefore, only minor changes have been made for clarity or technical accuracy, and some additions have been made to cover identified missing content.</p>
Performance Evidence	<p>For the majority of units, only minor comments were received. These centred on lack of clarity for some requirements. Minor changes have been made to Draft 2 units to provide clarification.</p> <p>There was limited comment on the volume and type of evidence. The following content has been maintained in Draft 2 units, and numbers and type of activities remain the same:</p> <ul style="list-style-type: none"> • The amount (volume/sufficiency) of evidence is specified so that a learner’s consistency of performance can be tested. The number of clients, and the volume of activity for client interaction is specified. • Coverage of different circumstances is included so that learner’s adaptability can be tested. Requirements for exposure to different types of clients, and differing needs are described. <p>Please review and comment on the volume, e.g. providing health care for five clients, number of treatments to be provided.</p> <p>Please review and comment on the variable circumstances described, e.g. client types, types of medications to be administered.</p>
Assessment conditions	<p>All current 2015 HLTAHW units mandate workplace assessment but the requirement is unclear. The information about when a simulation can be used is confusing and makes linkages to unsafe learner assessments (also unsafe for the client) when an emergency or unplanned procedure is happening. This requirement is written into all 2015 units, whether or not they relate to clinical procedures and whether or not there would be a possibility for an emergency.</p> <p>Draft 1 proposed a more defined statement which brought forward the mandated workplace assessment requirement for all units.</p> <p>There was comment that this statement was too restrictive and that not all units should mandate a workplace assessment.</p> <p>The statement has been changed in Draft 2 units. Please refer details under the heading Requirements for workplace assessment - Assessment Conditions</p>
Assessor Requirements	<p>The assessor requirements were accepted as appropriate and have been maintained in Draft 2 units. Further comment can be provided.</p>

Changes to specific units

Details of units which have significantly changed from Draft 1 to Draft 2 are covered in this section.

HLTASEW002 Assess and support the social and emotional wellbeing of clients

Draft 1 proposed splitting, into two different units, the function of assessing a client and providing support to a client. There was considerable comment that this was not appropriate. HLTASEW002 is the result of merging two Draft 1 and covers:

- skills and knowledge required to complete assessments of Aboriginal and/or Torres Strait Islander clients' social and emotional needs as part of a multidisciplinary health care team
- the provision of primary support to assist clients to manage their wellbeing, and make informed choices about their care and use of support services.

Concerns were also raised about the following unit duplicating the provision of support: HLTASEW001 Work to support the social and emotional wellbeing of clients.

This could have been due to an unclear unit title which has been changed to *Work according to the principles of social and emotional wellbeing care*. It is quite different to HLTASEW002 and covers:

- skills and knowledge required work effectively when supporting the social and emotional wellbeing of Aboriginal and/or Torres Strait Islander clients by integrating knowledge of key strategies, service and work practices designed to improve client social and emotional wellbeing
- skills required to work in safe ways to support own wellbeing.

Both units are presented in Draft 2 for further comment.

HLTAHCS009 Provide support to clients with diabetes

HLTAHPR004 Promote awareness and early detection of diabetes

There was considerable comment provided on these units, because they are new to the training package. Changes will be found in Performance Criteria, Knowledge and Performance Evidence.

HLTAHCS005 Implement basic health care plans

HLTAHCS006 Implement complex health care plans

In Draft 1, these were:

- HLTAHCS005 Develop and implement basic health care plans
- HLTAHCS006 Develop and implement complex health care plans

There were considerable comments on these two units which indicated:

- The titles, Performance Criteria and Performance Evidence included content that exceeds the scope of the role of health workers and health practitioners.
- The wording implied that health workers and practitioners were managing/taking the lead role, rather than contributing to the development of plans.
- There should be a bigger differentiation between the basic health care unit and the complex. In particular, lifestyle modifications and brief interventions should be removed from the basic health care unit and included in the complex.

Significant changes have been made to the Performance Criteria, Knowledge and Performance evidence to re-focus each of these units.

HLTAHCS003 Complete routine physical health assessments

HLTAHCS004 Complete comprehensive physical health assessments

There were considerable comments on these two units which indicated:

- The Application statements were confusing and implied that health assessments could be artificially limited, i.e. that during a routine health assessment, the health worker could only assess for short term conditions and would not consider more complex presentations.
- The Performance Evidence needed clarification around types of examinations.

Changes have been made to clarify, and an item has been added to the Performance Evidence - examinations for specific presenting problems. The Performance Criteria and Knowledge Evidence for HCS003 retain references to signs and symptoms of serious health problems and need for investigation.

Comments also said that, because units are packaged in different qualifications, HCS004 (the comprehensive assessment unit most applicable to health practitioners) could not be made available to health workers or selected for inclusion in a Certificate IV course offering.

This is not so. RTOs are able to select units to meet learner and industry needs. Units do not have AQF levels and are not restricted for use in the qualification level in which they first appear. While it would not be appropriate to select a complex skill unit first packaged in a Diploma for inclusion in a Certificate II course offering, the unit it may be appropriate for a Certificate IV.

In this case, HCS004 is most suitable for the Diploma of Practice and for health practitioners. The packaging rules for the Certificate IV allow an “open” selection from HLT (or elsewhere).

HLTAMED003 Administer medications

Additional numeracy skills have been added to Foundation Skills to account for the significant numeracy demands of administering medications.

Apart from that, this unit has not changed significantly. However, there was some comment about the Performance Evidence, and some confusion about the requirement to administer injections.

In some states and territories, vaccinations cannot be administered without the completion of a mandated course. Some stakeholders said that babies and children should be excluded from the list of client types, assuming that these were included because of regular vaccination needs.

As for Draft 2, Draft 1 Performance Evidence for this unit **did not** require administration of vaccinations or any injections to babies or children.

Performance Evidence reads:

- safely administer medication to a total of seven Aboriginal and/or Torres Strait Islander clients to include:
 - babies
 - children
 - adults
 - the elderly
- across the seven clients collectively, administer medication by each of the following routes or methods on three occasions: (51 administrations in total....)

Injections are included in the list along with other types of medications. Vaccinations are not mentioned at all.

RTOs can choose which types of medications, via whatever route or method, for different client types and exclude other types of clients and medications, e.g. injections for babies and children.

To avoid confusion, the statement has been amended to read:

- (51 administrations in total, noting that not all types of medications must be administered to all types of clients)

Requirements for workplace assessment - Assessment Conditions

Please review the Assessment Conditions field in units to provide comment on the suitability of statements relating to the assessment environment and other assessment conditions. They have been amended from Draft 1.

For the majority of Draft 2 units, assessment in the workplace is mandated to ensure that during assessment learners are exposed to:

- actual workplace conditions for providing health and other support services, workplace time constraints and competing priorities
- the realities of working within a multidisciplinary team, and the role of an Aboriginal and/or Torres Strait Island health worker or practitioner within that team
- interaction with a range of actual clients with differing health, wellbeing and social needs.

For health related assessments, industry believes that competency should be demonstrated and assessed in the workplace to account for those particular circumstances that surround the provision of health and support services to clients.

For the majority of units, the Draft 2 Assessment Conditions statement is:

Skills must be demonstrated in a health service workplace within a multidisciplinary primary health care team.

Evidence of performance must be gathered:

- during on-the-job assessments in the workplace under live conditions while interacting with Aboriginal and/or Torres Strait Islander people, **or**
- during off-the-job assessments in the workplace, not under live conditions, using simulated activities while interacting with Aboriginal and/or Torres Strait Islander people.

Evidence of workplace performance can be gathered and reported through third party report processes. (Refer to the Companion Volume Implementation Guide for information on third party reporting.)

Evidence can be supplemented by assessments in a simulated workplace environment using simulated activities, scenarios or case studies only when:

- the full range of situations covered by the unit cannot be provided in the individual's workplace, and or
- situations covered by the unit occur only rarely in the individual's workplace.

Please note that the workplace statement is broad and does not drill down into particular methods that an RTOs may want to implement, e.g. video calls (with relevant permissions). It also provides an option for completing assessments in the workplace where a live interaction with a client may not be achievable.

The Companion Volume will be drafted after validation to accompany the endorsed units of competency and qualifications. This will assist RTOs and assessors to implement a third party report process which is a valid and useful way to provide evidence of workplace performance to an assessor. Please note that AQSA produces a fact sheet that supports the notion of "other parties" assisting with workplace assessment requirements in training packages. – "Using other parties to collect assessment evidence": <https://www.asqa.gov.au/resources/fact-sheets/using-other-parties-to-collect-assessment-evidence>.

For the majority of units, simulations can only be implemented outside of the workplace where workplace circumstances prevent coverage of all unit requirements, e.g. a learner providing eye health care may not have access to a client presenting with minor ocular trauma.

Units which do not mandate workplace assessment

For a range of units, a mandated workplace assessment may not be achievable, may not be necessary or may not be the best way to assess competency. For example:

Support the rights and needs of clients in the justice system - access to justice system environments would be difficult and largely not achievable.

Supporting clients to access health services - the unit is basic, simulated activities would be very suitable for assessment and workplace assessment is not necessary.

Develop medical emergency plan – this involves developing and evaluating the plan which is completed over time, many work activities associated with developing a plan are not observable making workplace assessment unnecessary, and project and case study activities would better suit the complex subject matter of the unit.

The following units have variable statements which allow for project activities, case studies and simulations:

HLTAADV001	Support clients to access health services
HLTAADV002	Support the rights and needs of clients
HLTAADV003	Support the rights and needs of clients in the justice system
HLTAADV004	Advocate on behalf of groups or the community
HLTAEDR001	Respond to community disasters
HLTAEDR002	Assess and respond to medical emergencies
HLTAEDR003	Develop medical emergency plan
HLTAHCS016	Develop primary health care programs
HLTAHPR001	Develop health promotion programs
HLTARES001	Gather information and report on community health
HLTARES002	Prepare and maintain community health profile
HLTARES003	Research community health
HLTASEW005	Provide supervision for Aboriginal and/or Torres Strait Islander health workers
HLTAWOR003	Use and promote reflective practice in Aboriginal and/or Torres Strait Islander primary health care
HLTAWOR005	Contribute to Aboriginal and/or Torres Strait Islander health strategies

Draft 2 Qualifications

List of draft qualifications

There are six Draft 2 qualifications. Codes will be allocated at the time of endorsement. Training pathways for all qualifications are shown on page 14 of this guide.

Table 3: Draft 2 qualifications

Qualification Code	Qualification Title
HLT2xx21	Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care
HLT3xx21	Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care
HLT4xx21	Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care
HLT51x21	Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice
HLT52x21	Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management
HLT6xx21	Advanced Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management

The restructuring of Aboriginal and/or Torres Strait Islander Health Work units of competency means that units have been merged, split or significantly changed, impacting both the number and nature of units to be packaged in qualifications.

Certificate II and III in Aboriginal and/or Torres Strait Islander Primary Health Care

There was some comment to:

- Include *CHCLEG001 Work legally and ethically* in the core of these qualifications.

(There were also comments that directly opposed this view.)

This has not been actioned because this CHC unit is too complex for inclusion in Certificate II and Certificate III qualifications, particularly the Performance Evidence. All HLTA units packaged within the Certificate II and III fully cover legal knowledge needed by workers at this level. At this level, workers are guided by policies and procedures which synthesise legal and ethical requirements; policies and procedures are covered in Knowledge Evidence.

- Extend the range of electives to include more general HLT units including cleaning, laundry and other units from Certificate II in Health Support, and home care and other CHC units.

(There were also comments that directly opposed this view.)

This has not been actioned because these two qualifications should focus on Aboriginal and/or Torres Strait Islander health worker job outcomes. Adding too many elective options will divert the qualifications from their purpose and they may become too similar to other HLT and CHC qualifications. Each qualification allows a selection of “open” electives from HLT (and elsewhere) and any can be selected if required.

- Include *CHCDIV001 Work with diverse people*. Now included in electives. There was one comment about not seeing a unit that covered cultural and racism issues. Covered in the core unit *HLTAWOR001 Work in an Aboriginal and/or Torres Strait Islander health support role*.
- Include a communication unit in CIII and some other additional administrative units.

The Certificate III now includes *Communicate and work in health or community services* (core), *Collect and record data*, and *Apply the principles of confidentiality, privacy and security within the medical environment* (electives).

Certificate IV in Primary Health Care

In response to consultation comments, the following changes have been made:

- Added to core:
 - HLTAHPR007 Promote lifestyle change
 - HLTAMED001 Work under instructions to support the safe use of medications
 - HLTASEW002 Assess and support the social and emotional wellbeing of clients
- Moved from core to electives:
 - HLTASEW001 Work according to the principles of social and emotional wellbeing care
- Core units increased from 13 to 14
- Total number of units increased from 18 to 19

There was no other significant comment on the structure and units included in the *Certificate IV in Primary Health Care* although there was one comment that the core could be reduced. Others did not agree, noting that the core comprises essential and general health (and other) skills required by health workers. Other health care units can be chosen from electives according to RTO consultation on local priority health needs, and variable scopes of practice.

Proposed entry requirement of Certificate IV Primary for Diploma Practice

There was significant and strong comment that the *Certificate IV in Primary Health Care* should not be an entry requirement for the Diploma of Practice.

As a very broad summary, reasons cited were:

- The current HLT40213 Certificate IV Practice is 21 units. An aspiring practitioner would now need to complete 33 units (18 as part of the Draft 1 Certificate IV Primary and 15 for the Draft 1 Diploma Practice).
- Additional time would be required to achieve the Diploma qualification inclusive of the entry requirement. This may be unacceptable to learners, especially those who must temporarily relocate to complete studies.
- The entry requirement creates a barrier to entering the qualification for health practitioners, one which already has low enrolments. Enrolments should be encouraged.
- There is no reason why a learner cannot enter direct.
- The workforce would be affected because of fewer learners choosing to study and a longer time to complete, therefore fewer graduates available especially in the short term.

The entry requirement has been removed and the Diploma of Practice restructured to account for this.

Deletion of Certificate IV Practice and replacement by Diploma Practice

Draft 1 advised that HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice would be deleted in favour of the updated Diploma of Practice. The Diploma of Practice would become the benchmark qualification for Aboriginal and Torres Strait Islander health practitioners.

There was a considerable amount of comment, especially from RTOs, that this should not occur. Others disagreed. Comments were invariably linked to the proposed introduction of the entry requirement. Some stakeholders commented that if the entry requirement was removed, they would be in favour of the Diploma of Practice. Draft 2 still presents the removal of the Certificate IV Practice and replacement by Diploma of Practice.

Please refer to information on page 15: *Rationale for the Diploma of Practice as the benchmark qualification for practitioners.*

Diploma of Practice

Because the entry requirement has been removed with direct entry allowed, the core units have changed in Draft 2. Many units have been brought forward from the core of Certificate IV Primary. Any learners who have completed the Certificate IV will, of course, be given credit for these units.

- Added to core from Certificate IV:
 - CHCCOM002 Use communication to build relationships
 - HLTAADV002 Support the rights and needs of clients
 - HLTAHPR007 Promote lifestyle change
 - HLTAMED002 Support the safe use of medications
 - HLTAWOR002 Work in Aboriginal and/or Torres Strait Islander primary health care
 - HLTINF001 Comply with infection prevention and control policies and procedures
 - HLTWHS001 Participate in workplace health and safety

In response to consultation comments, the following changes have been made:

- Added to electives:
 - HLTPAT001 Identify and respond to clinical risks in pathology
 - HLTPAT002 Perform venous blood collections
 - HLTPAT004 Collect pathology specimens other than blood
 - CHCDIS010 Provide person-centred services to people with disability with complex needs
- Core units increased from 7 to 15
- Total number of units increased from 15 to 23

There was a small amount of comment which said a specialisation is forced because units are now grouped into Group A: Health Care and Clinical Treatment, Group B: Health Care, Support and Promotion, and Group C: General electives with a requirement to select specified numbers across these groups.

There is no requirement to select multiple units of the same “subject matter” or for learners to achieve a specialisation, i.e. the qualification structure does not force a specialisation. For example, there is no requirement to select multiple Maternal and Children’s Health (MAT) units, or multiple Sexual Health (SXH) units. One or more can be selected.

RTOs will continue to consult with local health services and communities to decide on their scope of training/registration and provide appropriate skills coverage for local priority health needs, and variable health practitioner scopes of practice.

Units remain grouped to ensure that:

- The Diploma of Practice builds on the Certificate IV Primary. Additional units that do not appear in the Certificate IV appear in Group A of the Diploma. Three must be selected and there is flexibility of choice.
- The qualification better focuses on Aboriginal and Torres Strait Islander health practitioner job roles. It could otherwise provide a generic outcome which is more closely aligned to a Community Services CHC qualification.

There was general support for this structure.

Diploma and Advanced Diploma of Primary Health Care Management

- HLT52X21 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management
- HLT6XX21 Advanced Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management

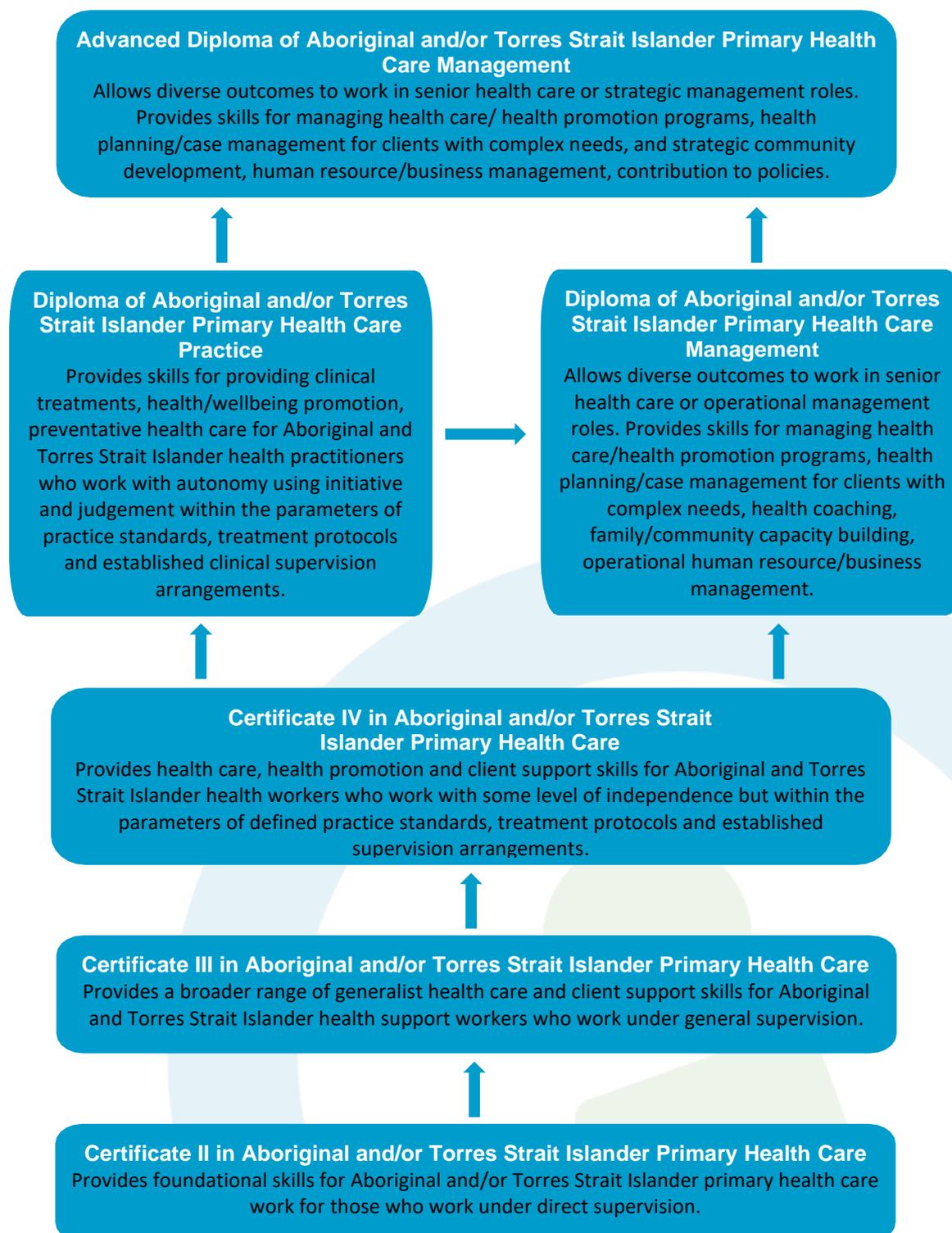
These two qualifications have a small core for flexible job outcomes and this approach was accepted as appropriate in Draft 1 consultation. In keeping with the Draft 2 Diploma of Practice, entry requirements have been removed from both of these qualifications.

Other minor changes have been made to Draft 2 versions of these qualifications in response to consultation comments:

- Diploma PHC Management - three BSB units have been added to electives: *Communicate with influence*, *Develop critical thinking in others*, and *Lead and manage effective workplace relationships*.
- Advanced Diploma PHC Management – one communication unit has been added to the core: *Communicate with influence*, and *Provide supervision for Aboriginal and/or Torres Strait Islander health workers* has been added to electives.

Training and career pathways

The following chart shows possible pathways into and from Aboriginal and/or Torres Strait Islander health qualifications within *HLT Health Training Package*. Direct entry to qualifications is allowed. However, direct entry to the Diploma and Advanced Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management is not advised. In the workplace, people who work at a management level would follow a career and training pathway from working as a health worker or health practitioner, using considerable underpinning skills and work experience to support management activities. The management qualifications are available to support these career pathways.



Rationale for the Diploma of Practice as the benchmark qualification for practitioners

The two overarching reasons for shifting the benchmark practitioner qualification to a Diploma are:

1. to provide appropriate recognition of the considerable skills, knowledge, judgement and responsibilities of Aboriginal and Torres Strait Islander health practitioners, and
2. to correctly recognise the alignment of the practitioner qualification to the appropriate Australian Qualifications Framework (AQF) specification.

Training package qualifications

Training packages specify the skills and knowledge required to perform effectively in the workplace. Qualifications are created by combining units of competency into groups which provide skill outcomes meaningful in the workplace for different job roles, and aligning those groups of competencies to qualification levels consistent with the specifications nominated in the AQF.

The qualification for the job role of Aboriginal and/or Torres Strait Islander health practitioners has been created by:

- determining core units of competency that are essential for all health practitioners, and
- allowing selection of electives that may be required by practitioners with different scopes of practice, and who meet the particular needs of different local communities.

Alignment to the Australian Qualifications Framework

The AQF is the policy for qualifications in the Australian education and training system. The framework includes specifications for each level of qualification. These indicate the level of complexity of the skills and knowledge for qualification coverage along with levels of autonomy and responsibility.

The Standards for Training Packages require developers to ensure that each qualification complies with the AQF specification for that qualification type, e.g. Certificate IV, Diploma. Qualifications should not exceed the requirements for each level nor fall short.

The complexity of skills and knowledge required of Aboriginal and/or Torres Strait Islander health practitioners, as packaged within the practitioner qualification, is in keeping with the AQF specification for a Diploma.

Currently, graduates who complete the benchmark qualification for Aboriginal and/or Torres Strait Islander health practitioners are being awarded a Certificate IV Practice. The contents of that current qualification are actually aligned to the AQF specification for a Diploma.

If the qualification meets the AQF specification for a level 5 Diploma, it can't be called a Certificate IV.

Alignment to AQF Level 5 - Diploma

	<p>Level 5 Diploma, AQF Level Summary Information is reproduced from the current 2013 edition of the AQF. <i>Notes on application to the Aboriginal and/or Torres Strait Islander health practitioner are shown in blue text.</i></p>
Summary	<p>Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.</p> <p><i>Specialised knowledge and skills, in this case, are those for Aboriginal and/or Torres Strait Islander health work. Practitioners are skilled workers. Although registered in their own right, they can be considered as paraprofessionals working alongside/under the guidance of and assisting doctors, nurses, or other registered health practitioners.</i></p>

<p>Knowledge</p>	<p>Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning.</p> <p>The specific area of work, in this case, is Aboriginal and/or Torres Strait Islander health. Practitioners have a considerable depth of technical and theoretical knowledge, across a broad range of areas including those for providing health assessments, clinical treatments, support services, preventative health measures, health promotion and education, and administering medications. Importantly, they have specialist knowledge of cultural protocols and safety. Drilling down, practitioners may have a further depth of knowledge in a particular health field but this is not a requirement of AQF level 5 or of the Diploma Practice as it is not structured to provide a particular specialisation, e.g. sexual health.</p>
<p>Skills</p>	<p>Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> • analyse information to complete a range of activities • provide and transmit solutions to sometimes complex problems • transmit information and skills to others. <p>Aboriginal and/or Torres Strait Islander health practitioners use a complex range of technical, general and culturally focused communication skills to provide health, wellbeing and social/support services to clients. They are required to analyse a broad range of client and clinical information according to different presentations, needs and problems which are unpredictable and can be complex and multi-faceted. They work towards providing client centred solutions through health care planning, treatments, referrals and advocacy.</p>
<p>Application of knowledge and skills</p>	<p>Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters.</p> <p>Aboriginal and/or Torres Strait Islander health practitioners use autonomy and judgement within the established boundaries/parameters of:</p> <ul style="list-style-type: none"> • defined scope of practice • practice standards • standard treatment protocols • policies and procedures • clinical supervision arrangements established by the employing organisation. <p>Depending on location, employment and client circumstances, they may be required to use considerable judgement and significant autonomy.</p>

RTOs currently delivering HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice

As a result of this training package product review, RTOs will be required to update their course content and learning and assessment materials to updated units of competency which replace those currently packaged within the Certificate IV.

Whether or not the qualification is designated a Certificate IV or a Diploma, RTOs would be required to do this.

It is recognised that some RTOs only delivering to Certificate IV level will need to extend their scope of registration to include a Diploma qualification.

Consultation with Aboriginal and Torres Strait Islander Health Practice Board of Australia

Alignment of courses to ATSIHPA requirements

Registration as an Aboriginal and Torres Strait Islander Health Practitioner is not dependent on a learner having completed/being certified in any particular AQF level of qualification, e.g. a Certificate IV or Diploma. It is dependent on having completed a course of study accredited by ATSIHPA.

Course accreditation with ATSHIPA is based on a set of standards inclusive of the professional capabilities (effective June 2020), and course accreditation standards (effective 2019). RTOs that wish to have their courses accredited will need to write to the professional capabilities and/or map their course content to these.

The professional capabilities identify the knowledge, skills and professional attributes needed to safely and competently practise as an Aboriginal and Torres Strait Islander health practitioner in Australia. These capabilities are consistent with the complexity of skills and knowledge reflected in units of competency that comprise the Diploma of Practice.

The IRC and SkillsIQ have consulted with the Aboriginal and Torres Strait Islander Health Practice Board of Australia (ATSIHPA) and will continue to do so as the project progresses.

Appendix A: List of Draft 2 Units and Prerequisites

Unit Code	Unit Title	Prerequisites
Advocacy (ADV)		
HLTAADV001	Support clients to access health services	Nil
HLTAADV002	Support the rights and needs of clients	Nil
HLTAADV003	Support the rights and needs of clients in the justice system	Nil
HLTAADV004	Advocate on behalf of groups or the community	HLTAADV002 Support the rights and needs of clients
Emergency and Disaster Response (EDR)		
HLTAEDR001	Respond to community disasters	Nil
HLTAEDR002	Assess and respond to medical emergencies	Nil
HLTAEDR003	Develop medical emergency plan	Nil
Health Care and Support (HCS)		
HLTAHCS001	Provide basic health service information to clients	Nil
HLTAHCS002	Assist with health assessments	Nil
HLTAHCS003	Complete routine physical health assessments	Nil
HLTAHCS004	Complete comprehensive physical health assessments	Nil
HLTAHCS005	Implement basic health care plans	Nil
HLTAHCS006	Implement complex health care plans	Nil
HLTAHCS007	Provide support to men with cancer	Nil
HLTAHCS008	Provide support to women with cancer	Nil
HLTAHCS009	Provide support to clients with diabetes	Nil
HLTAHCS010	Provide support to clients with chronic disease	Nil
HLTAHCS011	Provide support to clients experiencing alcohol and other drugs problems	Nil
HLTAHCS012	Provide support to older clients	Nil
HLTAHCS013	Provide eye health care	Nil
HLTAHCS014	Provide ear health care	Nil
HLTAHCS015	Facilitate access to tertiary health services	Nil
HLTAHCS016	Develop primary health care programs	Nil
Health Promotion (HPR)		
HLTAHPR001	Develop health promotion programs	Nil
HLTAHPR002	Promote awareness and early detection of cancer to men	Nil
HLTAHPR003	Promote awareness and early detection of cancer to women	Nil
HLTAHPR004	Promote awareness and early detection of diabetes	Nil

Unit Code	Unit Title	Prerequisites
HLTAHPR005	Promote awareness and prevention of chronic disease	Nil
HLTAHPR006	Provide healthy lifestyle information	Nil
HLTAHPR007	Promote lifestyle change	Nil
Maternal and Children's Health (MAT)		
HLTAMAT001	Provide antenatal health care	Nil
HLTAMAT002	Assist with childbirth	Nil
HLTAMAT003	Provide postnatal health care for mothers and babies	Nil
HLTAMAT004	Assess children's health	Nil
HLTAMAT005	Provide health care for children	Ni
Medications (MED)		
HLTAMED001	Work under instructions to support the safe use of medications	Nil
HLTAMED002	Support the safe use of medications	Nil
HLTAMED003	Administer medications	Nil
HLTAMED004	Manage medications in Aboriginal and/or Torres Strait Islander primary health care	HLTAMED003 Administer medications
Community Health Research (RES)		
HLTARES001	Gather information and report on community health	Nil
HLTARES002	Prepare and maintain community health profile	Nil
HLTARES003	Research community health	Nil
Social and Emotional Wellbeing (SEW)		
HLTASEW001	Work according to the principles of social and emotional wellbeing care	Nil
HLTASEW002	Assess and support the social and emotional wellbeing of clients	Nil
HLTASEW003	Provide support to clients affected by loss, grief or trauma	Nil
HLTASEW004	Contribute to the care of clients living with mental illness	Nil
HLTASEW005	Provide supervision for Aboriginal and/or Torres Strait	Nil
Sexual Health (SXH)		
HLTASXH001	Promote men's sexual health	Nil
HLTASXH002	Promote women's sexual health	Nil
HLTASXH003	Provide sexual health care	Nil
Working in Aboriginal and/or Torres Strait Islander Health (WOR)		
HLTAWOR001	Work in an Aboriginal and/or Torres Strait Islander health support role	Nil
HLTAWOR002	Work in Aboriginal and/or Torres Strait Islander primary health care	Nil

Unit Code	Unit Title	Prerequisites
HLTAWOR003	Use and promote reflective practice in Aboriginal and/or Torres Strait Islander primary health care	Nil
HLTAWOR004	Provide support to address social and cultural determinants of client and community health	Nil
HLTAWOR005	Contribute to Aboriginal and/or Torres Strait Islander health strategies	Nil



Appendix B: Mapping of Draft 2 Qualifications to current HLT versions

Determination of equivalence

A qualification is mapped as not equivalent (N) when it provides different skill and knowledge outcomes for one or more of the following reasons:

- Units have been added to the core, providing additional skill and knowledge outcomes.
- Units have been removed from the core, reducing skill and knowledge outcomes.
- A significant number of additional elective units are required.
- Entry requirements are altered creating significant differences to the structure of the qualification.

Previous Qualification	Replacement Qualification Code TBA	Comment in relation to previous version E = Equivalent N = Not Equivalent
HLT20113 Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care (Release 5)	HLT2XX21 Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care	<p>N</p> <p>Total required units retained at 10. Core retained at 7, electives retained at 3.</p> <p>Changes to core units:</p> <ul style="list-style-type: none"> • Two core units merged (HLTAHW001 and HLTAHW004) to become HLTAWOR001 • Added: BSBCMM211 Apply communication skills. <p>Elective unit list has been edited to include only those most relevant to the work outcome. In particular, units which are too complex for fundamental job roles and a Certificate II qualification have been removed.</p> <p>Other appropriate units have been added, including units from the Foundation Skills Training Package.</p>
HLT30113 Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care (Release 5)	HLT3XX21 Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care	<p>N</p> <p>Total required units reduced from 17 to 15. Core units reduced from 12 to 9. Elective units increased from 5 to 6.</p> <p>Changes to core units:</p> <ul style="list-style-type: none"> • Added: CHCCOM005 Communicate and work in health or community services • Added: HLTAAP001 Recognise healthy body systems • Advocacy unit changed to one at more appropriate skills level: HLTAADV001 Support clients to access health services. • Content which is too complex for health care support roles and a Certificate III qualification has been removed, specifically: <ul style="list-style-type: none"> • CHCLEG001 Work legally and ethically. Removed from core. Relevant legal content at an appropriate complexity for this qualification is integrated in HLTA units. • health planning and implementation

Previous Qualification	Replacement Qualification Code TBA	Comment in relation to previous version E = Equivalent N = Not Equivalent
		<ul style="list-style-type: none"> • promotion and education activities (healthy lifestyle promotion retained in electives) • research. <p>Elective unit list has been edited to include only those most relevant to the work outcome. In particular, units which are too complex for health care support roles and a Certificate III qualification have been removed. Other appropriate units have been added.</p>
<p>HLT40113 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care (Release 5)</p>	<p>HLT4XX21 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care</p>	<p>N</p> <p>Total required units reduced from 21 to 19.</p> <p>Core units retained at 14</p> <p>Electives units reduced from 7 to 5</p> <p>Changes to core units:</p> <ul style="list-style-type: none"> • Four units removed: <ul style="list-style-type: none"> • CHCLEG001 Work legally and ethically Relevant legal content at an appropriate complexity for this qualification is integrated in HLTA units. • Promotional program development unit removed to Diploma qualifications as content is too complex for this Certificate IV qualification. • HLTAWOR004 Provide support to address social and cultural determinants of client and community health (retained in electives) • HLTAHW019 Deliver primary health care programs for Aboriginal and/or Torres Strait Islander communities (Content duplicated that of multiple units already in the qualification.) • Three units added: <ul style="list-style-type: none"> • CHCCOM002 Use communication to build relationships • CHCPRP003 Reflect on and improve own professional practice • HLTAMED001 Work under instructions to support the safe use of medications <p>Elective unit list has been edited to include only those most relevant to the work outcome. In particular, units which are too complex for a Certificate IV qualification have been removed. Other appropriate units have been added.</p> <p>Packaging rules amended to include a requirement for selection of a specified number of units from an Aboriginal and/or Torres Strait Islander Health group to focus the qualification on intended outcomes.</p>
<p>HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (Release 5)</p>	<p>Deleted</p>	<p>Qualification deleted in favour of the HLT51X21 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice, which is now the benchmark qualification for Aboriginal and Torres Strait Islander health practitioners.</p>

Previous Qualification	Replacement Qualification Code TBA	Comment in relation to previous version E = Equivalent N = Not Equivalent
HLT50113 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care (Release 5)	HLT52X21 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management	<p>N</p> <p>Title changed.</p> <p>This qualification is now broader in scope and allows for diverse outcomes to work in senior health care or operational management roles. It can provide skills for managing health care/health promotion programs, health planning/case management for clients with complex needs, health coaching, family/community capacity building, or operational human resource/business management. It has a greater differentiation with the Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice.</p> <p>Total required units reduced from 30 to 15 based on:</p> <ul style="list-style-type: none"> • restructuring of units • removal of duplicated units relevant to job outcomes for the Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice • providing an updated focus for the qualification – it is designed for those who follow a career and training pathway from working as a health worker or health practitioner to management. <p>Many units removed from core to create a small core for flexible job outcomes.</p> <p>Elective unit list has been edited to include only those most relevant to the work outcome and to provide greater differentiation with HLT51X21 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice.</p> <p>Elective units are now divided into four groups:</p> <ul style="list-style-type: none"> • Group A: Primary Health Care Health Management • Group B: Health Care Support • Group C: Research and Community Development • Group D: General Electives <p>Packaging rules now require a selection of a specified number of units from Groups A to D to focus the qualification on intended job outcomes. This ensures the most relevant units are selected but still allows flexible choice from within the groups.</p>
HLT50213 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice (Release 5)	HLT51X21 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice	<p>N</p> <p>This is now the benchmark qualification for Aboriginal and/or Torres Strait Islander health practitioners and has greater differentiation with the Diploma of Aboriginal and/or Torres Strait Islander Health Care Management.</p> <p>Total required units reduced from 31 to 23.</p> <p>Core units reduced from 21 to 15.</p> <p>Electives units reduced from 10 to 8.</p>

Previous Qualification	Replacement Qualification Code TBA	Comment in relation to previous version E = Equivalent N = Not Equivalent
		<p>(Note also, that the Certificate IV Practice required 21 units -14 core, 7 electives).</p> <p>The number of units, focus and structure of this qualification has significantly changed:</p> <ul style="list-style-type: none"> • This qualification now focuses on practitioner clinical skills plus health promotion/education as the best fit for novice/progressing practitioner. • Leadership and program planning/management units removed from core based on new practitioner focus for qualification. • Elective unit list has been edited to include only those most relevant to the practitioner job role and to provide greater differentiation with HLT52X21 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management. This includes removal of supervisory and management units not suitable for a novice/progressing health practitioner. <p>Elective units are now divided into three groups:</p> <ul style="list-style-type: none"> • Group A: Health Care and Clinical Treatment • Group B: Health Care, Support and Promotion • Group C: General electives <p>Packaging rules now require a selection of a specified number of units from Group A and from Groups A to C to focus the qualification on practitioner job outcomes.</p> <p>This ensures the most relevant units are selected but still allows flexible choice from within the groups.</p>
<p>HLT60113 Advanced Diploma of Aboriginal and/or Torres Strait Islander Health Care (Release 5)</p>	<p>HLT6XX21 Advanced Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management</p>	<p>N</p> <p>Title changed.</p> <p>This qualification is now broader in scope and allows for diverse outcomes; can provide for job outcomes that primarily focus on health care management or broader strategic management activities.</p> <p>Total required units reduced from 18 to 14 based on restructuring of units.</p> <p>Many units removed from core to create a small core for flexible job outcomes.</p> <p>Elective unit list has been edited to include only those most relevant to a work outcome at Advanced Diploma level.</p> <p>Elective units are now divided into three groups:</p> <ul style="list-style-type: none"> • Group A: Primary Health Care Health Management and Care Support • Group B: Research and Community Development • Group C: General Electives <p>Packaging rules now require a selection of a specified number of units from Groups A to C to focus the qualification on intended job outcomes. This ensures</p>

Previous Qualification	Replacement Qualification Code TBA	Comment in relation to previous version E = Equivalent N = Not Equivalent
		the most relevant units are selected but still allows flexible choice from within the groups.



Appendix C: Unit appearance in Qualifications

Total number of units to achieve each qualification is indicated, e.g. CII = 10 units. This includes imported units not shown in this table.

C = Core unit. E = Elective unit.

Unit	Qualification					
	II Primary 10 Units	III Primary 15 Units	IV Primary 19 Units	Dip Practice 23 Units	Dip PHC MGT 15 Units	Adv Dip PHC MGT 14 Units
HLTAADV001 Support clients to access health services	C	C				
HLTAADV002 Support the rights and needs of clients			C	C	E	
HLTAADV003 Support the rights and needs of clients in the justice system				E		
HLTAADV004 Advocate on behalf of groups or the community					E	
HLTAEDR001 Respond to community disasters		E	E			
HLTAEDR002 Assess and respond to medical emergencies				E		
HLTAEDR003 Develop medical emergency plan					E	E
HLTAHCS001 Provide basic health service information to clients	C	E				
HLTAHCS002 Assist with health assessments		C				
HLTAHCS003 Complete routine physical health assessments			C			
HLTAHCS004 Complete comprehensive physical health assessments				C		
HLTAHCS005 Implement basic health care plans			C			
HLTAHCS006 Implement complex health care plans				C		
HLTAHCS007 Provide support to men with cancer			E	E		
HLTAHCS008 Provide support to women with cancer			E	E		
HLTAHCS009 Provide support to clients with diabetes			E	E		
HLTAHCS010 Provide support to clients with chronic disease				E	E	E
HLTAHCS011 Provide support to clients experiencing alcohol and other drugs problems			E	E		

Unit	Qualification					
	II Primary 10 Units	III Primary 15 Units	IV Primary 19 Units	Dip Practice 23 Units	Dip PHC MGT 15 Units	Adv Dip PHC MGT 14 Units
HLTAHCS012 Provide support to older clients		E	E			
HLTAHCS013 Provide eye health care			E	E		
HLTAHCS014 Provide ear health care			E	E		
HLTAHCS015 Facilitate access to tertiary health services		E	E	E		
HLTAHCS016 Develop primary health care programs					E	E
HLTAHPR001 Develop health promotion programs					E	E
HLTAHPR002 Promote awareness and early detection of cancer to men			E	E		
HLTAHPR003 Promote awareness and early detection of cancer to women			E	E		
HLTAHPR004 Promote awareness and early detection of diabetes			E	E		
HLTAHPR005 Promote awareness and prevention of chronic disease			E	E		
HLTAHPR006 Provide healthy lifestyle information		E				
HLTAHPR007 Promote lifestyle change			C	C	E	
HLTAMAT001 Provide antenatal health care				E		
HLTAMAT002 Assist with childbirth				E		
HLTAMAT003 Provide postnatal health care for mothers and babies				E		
HLTAMAT004 Assess children's health				E		
HLTAMAT005 Provide health care for children				E		
HLTAMED001 Work under instructions to support the safe use of medications		C	C			
HLTAMED002 Support the safe use of medications			C	C		
HLTAMED003 Administer medications				C		
HLTAMED004 Manage medications in Aboriginal and/or Torres Strait Islander primary health care				E		

Unit	Qualification					
	II Primary 10 Units	III Primary 15 Units	IV Primary 19 Units	Dip Practice 23 Units	Dip PHC MGT 15 Units	Adv Dip PHC MGT 14 Units
HLTARES001 Gather information and report on community health			C			
HLTARES002 Prepare and maintain community health profile						E
HLTARES003 Research community health					E	C
HLTASEW001 Work according to the principles of social and emotional wellbeing care			E	C		
HLTASEW002 Assess and support the social and emotional wellbeing of clients			C	C		
HLTASEW003 Provide support to clients affected by loss, grief or trauma		E	E	E		
HLTASEW004 Contribute to the care of clients living with mental illness				E	E	E
HLTASEW005 Provide supervision for Aboriginal and/or Torres Strait Islander health workers					C	E
HLTASXH001 Promote men's sexual health			E	E		
HLTASXH002 Promote women's sexual health			E	E		
HLTASXH003 Provide sexual health care				E		
HLTAWOR001 Work in an Aboriginal and/or Torres Strait Islander health support role	C	C				
HLTAWOR002 Work in Aboriginal and/or Torres Strait Islander primary health care			C	C		
HLTAWOR003 Use and promote reflective practice in Aboriginal and/or Torres Strait Islander primary health care				C	C	
HLTAWOR004 Provide support to address social and cultural determinants of client and community health			E	C		
HLTAWOR005 Contribute to Aboriginal and/or Torres Strait Islander health strategies						C

Appendix D: Mapping of Draft 2 Units to current HLT Versions

Determination of Equivalence

A unit is mapped as equivalent (E) when it provides the same skill and knowledge outcomes, as follows:

- Elements and performance criteria are the same, but are re-ordered and or expressed differently for clarity.
- Knowledge requirements are the same, but are expressed differently for clarity, or statements about scope and depth of knowledge have been added for clarity.

A unit is mapped as not equivalent (N) when it provides different skill and knowledge outcomes, as follows:

- Elements and/or performance criteria have been added or removed.
- Knowledge requirements have been added or removed.
- Unit content has been split to create two or more Units.
- One or more units have been merged.

Previous Unit Code and Title (Units released 2015)	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
<p>HLTAHW001 Work with Aboriginal and/or Torres Strait Islander clients and communities</p> <p>HLTAHW004 Perform work role in Aboriginal and/or Torres Strait Islander primary health care context</p> <p>Merged</p>	<p>HLTAWOR001 Work in an Aboriginal and/or Torres Strait Islander health support role</p>	<p>N</p> <p>Two units merged:</p> <p>HLTAHW001 Work with Aboriginal and/or Torres Strait Islander clients and communities</p> <p>HLTAHW004 Perform work role in Aboriginal and/or Torres Strait Islander primary health care context</p> <p>Minor changes to Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria and to tailor content to merged unit scope.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
<p>HLTAHW002 Support clients to obtain access to health services</p>	<p>HLTAADV001 Support clients to access health services</p>	<p>N</p> <p>Title changed.</p> <p>Minor changes to Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance</p>

Previous Unit Code and Title (Units released 2015)	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
		<p>Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria.</p> <p>Assessment Conditions amended to remove mandatory workplace assessment requirement, to allow for simulated work activities, and clarified to better describe what is required for assessment.</p>
<p>HLTAHW003 Provide basic health information to clients</p>	<p>HLTAHCS001 Provide basic health service information to clients</p>	<p>N</p> <p>Title changed</p> <p>Unit refocused to cover the provision of general information and is suitable for support workers. Providing information to support self-care and client's health care plan removed as this far exceeds scope of the job role.</p> <p>Provision of healthy lifestyle information removed; this is covered in <i>HLTAHPR006 Provide healthy lifestyle information</i>.</p> <p>Significant changes to Elements and Performance Criteria to reflect updated focus of unit.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria, reflect updated focus of unit and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence significantly amended to reflect updated focus of unit.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
<p>HLTAHW004 Perform work role in Aboriginal and/or Torres Strait Islander primary health care context</p> <p>HLTAHW001 Work with Aboriginal and/or Torres Strait Islander clients and communities</p> <p>Merged</p>	<p>HLTAWOR001 Work in an Aboriginal and/or Torres Strait Islander health support role</p>	<p>N</p> <p>Two units merged:</p> <p>HLTAHW004 Perform work role in Aboriginal and/or Torres Strait Islander primary health care context</p> <p>HLTAHW001 Work with Aboriginal and/or Torres Strait Islander clients and communities</p> <p>Minor changes to Elements and Performance Criteria.</p>

Previous Unit Code and Title (Units released 2015)	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
		<p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria and to tailor content to merged unit scope.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
HLTAHW005 Work in an Aboriginal and/or Torres Strait Islander primary health care context	HLTAWOR002 Work in Aboriginal and/or Torres Strait Islander primary health care	<p>N</p> <p>Titled changed</p> <p>Significant changes to Elements and Performance Criteria. Element 4 deleted as it exceeds scope of this foundational unit and repeats content of other units specifically covering formal health strategies and advocacy.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria.</p> <p>Knowledge content about cultural safety and culturally appropriate and safe communication added; underpins a range of other units.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
HLTAHW006 Facilitate and advocate for the rights and needs of clients and community members	HLTAADV002 Support the rights and needs of clients	<p>N</p> <p>Title changed.</p> <p>Wording added to clarify that the focus for this unit is advocacy for individuals.</p> <p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant</p>

Previous Unit Code and Title (Units released 2015)	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
		<p>additions and deletions to fully reflect Performance Criteria.</p> <p>Assessment Conditions amended to remove mandatory workplace assessment requirement, to allow for simulated work activities, and clarified to better describe what is required for assessment.</p>
HLTAHW007 Undertake basic health assessments	HLTAHCS003 Complete routine physical health assessments	<p>N</p> <p>Title changed</p> <p>The overall scope has been retained. As for HLTAHW007, the updated unit covers routine health examinations and tests, the ability to evaluate short term or uncomplicated health conditions and also to recognise serious presentations that require further investigation.</p> <p>Significant changes to Performance Criteria.</p> <p>PCs for providing support removed; now fully covered in units for providing support to those diagnosed.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence. Requirements for specific types of physical examinations and tests are described.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
HLTAHW008 Assist in planning and implementation of basic health care	HLTAHCS005 Implement basic health care plans	<p>N</p> <p>Content of unit HLTAHW008 is covered and superseded by <i>HLTAHCS005 Implement basic health care plans</i>.</p>
HLTAHW009 Provide information about social and emotional support Unit split; content is now covered across two units.	HLTASEW001 Work according to the principles of social and emotional wellbeing care HLTASEW002 Assess and support the social and emotional wellbeing of clients	<p>N</p> <p>HLTAHW009 Provide information about social and emotional support has been split. Content is covered in two different units:</p>

Previous Unit Code and Title (Units released 2015)	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
		<p>HLTASEW001 Work according to the principles of social and emotional wellbeing care</p> <p>HLTASEW002 Assess and support the social and emotional wellbeing of clients</p> <p>Element 5, self-care for workers, and associated knowledge (from HLTAAHW009) housed in <i>HLTASEW001 Work according to the principles of social and emotional wellbeing care.</i></p> <p>Element 1, assessing client, and associated knowledge, and Elements 2, 3, 4, providing support and follow up, and associated knowledge (from HLTAAHW009) housed in <i>HLTASEW002 Assess and support the social and emotional wellbeing of clients.</i></p> <p>Significant changes to structure and content of Elements and Performance Criteria to reflect updated scope of each unit.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria and to tailor content to updated scope of each unit.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
<p>HLTAHW010 Identify community health issues, needs and strategies</p>	<p>HLTARES001 Gather information and report on community health</p>	<p>N</p> <p>Title changed.</p> <p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria.</p>

Previous Unit Code and Title (Units released 2015)	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
		Assessment Conditions amended to remove mandatory workplace assessment requirement, to allow for simulated work activities, and clarified to better describe what is required for assessment.
HLTAHW011 Assist with basic health screening, promotion and education services	Content superseded by various units	<p>N</p> <p>HLTAHW011 was a hybrid which incoherently mixed content from several units, attempting to cover multiple job functions for health workers and health practitioners. Unit described skills and knowledge of varying complexity, and had no comfortable fit with a qualification at any level.</p> <p>Unit content is covered and superseded by the following units:</p> <ul style="list-style-type: none"> • HLTARES001 Gather information and report on community health (appropriate for Certificate IV onwards) • HLTAHPR001 Develop health promotion programs (appropriate for Diploma) • HLTAHPR006 Provide healthy lifestyle information (appropriate for Certificate III onwards) • HLTAHPR007 Promote lifestyle change (appropriate for Certificate IV onwards) • HLTAHPR002 – 005 Health promotion units for specific conditions (chronic disease, diabetes, cancer, packaged in qualifications at various levels) • HLTAHCS002 Assist with health assessments (appropriate for Certificate III) • HLTAHCS003 Complete routine physical health assessments (appropriate for Certificate IV) • HLTAHCS004 Complete comprehensive physical health assessments (appropriate for Diploma)
HLTAHW012 Assist with prevention and minimisation of substance abuse	HLTAHCS011 Provide support to clients experiencing alcohol and other drugs problems	<p>N</p> <p>Title changed.</p> <p>HLTAHW012 had confused and mixed content about promotion, assessment and support. Unit now focuses on support.</p>

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		<p>Significant changes to structure and content of Elements and Performance Criteria to reflect updated focus of unit.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria, reflect updated focus of unit and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence significantly amended to reflect updated focus of unit.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
HLTAHW013 Respond to emergencies	HLTAEDR002 Assess and respond to medical emergencies	<p>N</p> <p>Title changed.</p> <p>HLTAHW013: Focused on broad work role for involvement in emergencies. HLTAEDR002: Unit refocused to cover health practitioner role in assessing and treating emergency clients.</p> <p>Significant changes to structure and content of Elements and Performance Criteria to reflect updated focus of unit.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria, reflect updated focus of unit and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence significantly amended to reflect updated focus of unit.</p> <p>Assessment Conditions amended to remove mandatory workplace assessment requirement and replaced with a requirement for simulated assessment. Clarified to better describe what is required for assessment.</p>
HLTAHW014 Work with Elders in Aboriginal and/or Torres Strait Islander communities	HLTAHCS012 Provide support to older clients	<p>N</p> <p>Title changed.</p> <p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance</p>

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		<p>Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
HLTAHW015 Work under instructions to support the safe use of medication	HLTAMED001 Work under instructions to support the safe use of medications	<p>N</p> <p>Minor change to title, now plural for consistency with other units about medications.</p> <p>Minor changes to Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge about body systems removed (not relevant to unit outcomes); covered in <i>HLTAMED003 Administer medications</i>.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
HLTAHW016 Assess client's physical wellbeing	HLTAHCS004 Complete comprehensive physical health assessments	<p>N</p> <p>Title changed</p> <p>Scope for this unit covers the ability to evaluate short term or uncomplicated health conditions, and also chronic diseases.</p> <p>Significant changes to Performance Criteria.</p> <p>PCs for providing support removed; now fully covered in units for providing support to those diagnosed.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence. Requirements for specific types of physical examinations and tests are described.</p>

Previous Unit Code and Title (Units released 2015)	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
		<p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
HLTAHW017 Assess and support client's social and emotional wellbeing	HLTASEW002 Assess and support the social and emotional wellbeing of clients	<p>N</p> <p>Title changed</p> <p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
HLTAHW018 Plan, implement and monitor health care in a primary health care context	HLTAHCS005 Implement basic health care plans	<p>N</p> <p>Title changed</p> <p>Unit now focuses on contributing to the planning of care, and providing treatments for short term or uncomplicated health conditions.</p> <p>Element 4: provide information about healthy nutrition and lifestyle choices removed. This is covered in <i>HLTAHPR006 Provide healthy lifestyle information</i>.</p> <p>Element 5: chronic condition care removed and covered by <i>HLTAHCS006 Implement complex health care plans</i>.</p> <p>Significant changes to structure and content of Elements and Performance Criteria to reflect updated focus of unit.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria, reflect updated focus of unit and provide clear information about sufficiency of evidence.</p>

Previous Unit Code and Title (Units released 2015)	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
		<p>Knowledge Evidence significantly amended to reflect updated focus of unit.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
HLTAHW019 Deliver primary health care programs for Aboriginal and/or Torres Strait Islander communities	Content superseded by various units	<p>N</p> <p>HLTAHW019 was a hybrid which incoherently mixed content from several units, attempting to cover multiple job functions for health workers and health practitioners. Unit described skills and knowledge of varying complexity and had no fit with a qualification at any level.</p> <p>Unit content is covered and superseded by the following units:</p> <ul style="list-style-type: none"> • Health Care and Support: HCS002-014 and HCS016 • Advocacy: ADV001-002 • Health Promotion: HPR002-007 • Working in industry: WOR002 and 004 • Community Health Research: RES001-002 • Social and emotional wellbeing: SEW001-003
HLTAHW020 Administer medications	HLTAMED003 Administer medications	<p>N</p> <p>Minor changes to Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
HLTAHW021 Provide nutrition guidance for specific health care	HLTAHPR006 Provide healthy lifestyle information	<p>N</p> <p>Title changed.</p> <p>HLTAHW021 focused on specific conditions. There are now dedicated units for specific conditions. Unit included content about babies, toddlers and breastfeeding which is covered in maternal health units.</p>

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		<p>Unit now focuses on providing general healthy lifestyle information based on Australian national dietary and physical activity guidelines.</p> <p>Significant changes to structure and content of Elements and Performance Criteria to reflect updated focus of unit.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria, reflect updated focus of unit and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence significantly amended to reflect updated focus of unit.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
<p>HLTAHW022 Address social determinants of Aboriginal and/or Torres Strait Islander health</p>	<p>HLTAWOR004 Provide support to address social and cultural determinants of client and community health</p>	<p>N</p> <p>Title changed.</p> <p>Unit completely rewritten and refocused. Focus of unit is now practical and covers skills and knowledge to support clients and communities to access services beyond the health system, underpinned by knowledge of social and cultural determinants of Aboriginal and/or Torres Strait Islander health.</p> <p>Significant changes to structure and content of Elements and Performance Criteria to reflect updated focus of unit.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria, reflect updated focus of unit and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence significantly amended to reflect updated focus of unit.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
<p>HLTAHW023 Plan, develop and evaluate health promotion and community development programs</p>	<p>HLTAHPR001 Develop health promotion programs</p>	<p>N</p> <p>Two units merged:</p>

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HLTAAHW067 Manage health education and promotion Merged		HLTAAHW023 Plan, develop and evaluate health promotion and community development programs HLTAAHW067 Manage health education and promotion (Nil enrolments over multiple years) Content of HLTAAHW067 duplicated content of HLTAAHW023 with insufficient different content left in HLTAAHW067 to warrant a separate unit. Element 3 (from HLTAAHW067) removed as this repeated content of advocacy unit and is fully covered in <i>HLTAAADV004 Advocate on behalf of groups or the community</i> . Significant changes to structure and content of Elements and Performance Criteria. Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence. Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to tailor content to merged unit scope. Knowledge of chronic conditions (from HLTAAHW023) removed as this is not relevant to unit outcomes. Assessment Conditions amended to remove mandatory workplace assessment requirement, to allow for simulated work activities, and clarified to better describe what is required for assessment.
HLTAAHW024 Work in alcohol, other drugs & mental health care w/ Aboriginal &/or Torres Strait Islander Comm. HLTAAHW049 Work effectively in social and emotional wellbeing Merged	HLTAASEW001 Work according to the principles of social and emotional care	N Two units merged: HLTAAHW024 Work in alcohol, other drugs & mental health care w/ Aboriginal &/or Torres Strait Islander Comm. HLTAAHW049 Work effectively in social and emotional wellbeing These two units duplicated each other entirely. Title of HLTAAHW024 referred to AOD but unit had no AOD content except one PC:

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		<p><i>HLTASEW001 Work according to the principles of social and emotional care provides knowledge and skill base for all work that supports client social and emotional wellbeing.</i></p> <p>In addition, Element 6 in HLTAAHW024, duplicated content about the justice system now covered in <i>HLTAADV003 Support the rights and needs of clients in the justice system.</i></p> <p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
HLTAHW025 Provide information and strategies in health care	Proposed for deletion	<p>N</p> <p>Nil to low enrolments over multiple years.</p> <p>HLTAHW025 was a generic unit that provided no context for any condition or disease and, therefore, no basis for assessment (Performance and Knowledge Evidence). Knowledge Evidence repeated content of chronic disease units.</p> <p>Unit content is covered and superseded by two units:</p> <p>HLTAHPR005 Promote awareness and prevention of chronic disease</p> <p>HLTAHCS010 Provide support to clients with chronic disease</p>
HLTAHW026 Provide information and strategies in sexual health for men	HLTASXH001 Promote men's sexual health	<p>N</p> <p>Title changed.</p> <p>Unit content clarified so it better focuses on providing education about men's sexual health and STIs. Content about taking a sexual health history removed; that content is</p>

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		<p>covered in <i>HLTASXH003 Provide sexual health care</i>.</p> <p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
<p>HLTAHW027 Provide information and strategies in sexual health for women</p>	<p>HLTASXH002 Promote women’s sexual health</p>	<p>N</p> <p>Title changed.</p> <p>Unit content clarified so it better focuses on providing education about women’s sexual health and STIs. Content about taking a sexual health history and implementing care removed; that content is covered in <i>HLTASXH003 Provide sexual health care</i>.</p> <p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
<p>HLTAHW028 Provide information and strategies in chronic condition care</p> <p>Unit split; content is now covered across two units.</p>	<p>HLTAHCS010 Provide support to clients with chronic disease</p> <p>HLTAHPR005 Promote awareness and prevention of chronic disease</p>	<p>N</p> <p>HLTAHW028 Provide information and strategies in chronic condition care has been split. Content is covered in two different units:</p> <p>HLTAHCS010 Provide support to clients with chronic disease</p>

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		<p>HLTAHPR005 Promote awareness and prevention of chronic disease</p> <p>HLTAHCS010: Unit focuses on providing support for clients being treated for chronic disease. Elements 2 & 3, providing support and associated knowledge (from HLTAAHW028) housed in <i>HLTAHCS010 Provide support to clients with chronic disease.</i></p> <p>HLTAHPR005: Unit focuses on providing education about chronic disease. Element 1, promoting awareness and associated knowledge (from HLTAAHW028) housed in <i>HLTAHPR005 Promote awareness and prevention of chronic disease.</i></p> <p>Significant changes to Elements and Performance Criteria to reflect updated scope of each unit.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria and to tailor content to updated scope of each unit.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
HLTAHW029 Provide information and strategies in maternal and infant health	<p>HLTAMAT001 Provide antenatal health care</p> <p>HLTAMAT003 Provide postnatal health care for mothers and babies</p>	<p>N</p> <p>HLTAHW029 Provide information and strategies in maternal and infant health duplicated entire content of antenatal and postnatal units.</p> <p>Unit content is covered and superseded by two units:</p> <p>HLTAMAT001 Provide antenatal health care</p> <p>HLTAMAT003 Provide postnatal health care for mothers and babies.</p>
HLTAHW030 Provide information and strategies in eye health	HLTAHCS013 Provide eye health care	<p>N</p> <p>Title changed.</p> <p>Content of HLTAAHW030 was very mixed. Content now refocused to provide clearer and relevant scope for assessing and treating eyes.</p>

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		<p>Content about organising clinics (Element 4), measuring for spectacles (Element 6) and managing eye health care programs (Element 7) removed.</p> <p>Significant changes to Elements and Performance Criteria to reflect updated focus of unit.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria, reflect updated focus of unit and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence significantly amended to reflect updated focus of unit.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
HLTAHW031 Provide information/strategies to enhance capacities of Aboriginal/Torres Strait Islander families	<p>Proposed for deletion, replaced by imported units:</p> <p>CHCFAM010 Provide intervention support to families</p> <p>CHCPRT001 Identify and respond to children and young people at risk</p> <p>CHCCCS019 Recognise and respond to crisis situations</p> <p>CHCCCS021 Respond to suspected abuse</p>	<p>Nil enrolments over multiple years.</p> <p>HLTAHW031 content was not cohesive. It covered a mix of skills of different levels of complexity with some that appear across multiple other units.</p> <p>Replaced by imported units that have relevant and better focused content. Some already appeared in relevant currently endorsed qualifications.</p>
HLTAHW032 Supervise individual workers	<p>Proposed for deletion, replaced by imported unit:</p> <p>CHCMGT003 Lead the work team</p>	<p>Nil to very low enrolments over multiple years.</p> <p>Replaced by an imported unit that has relevant and better focused content.</p>
HLTAHW033 Maintain community health profile	HLTARES002 Prepare and maintain community health profile	<p>N</p> <p>Title changed.</p> <p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria.</p>

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		Assessment Conditions amended to remove mandatory workplace assessment requirement, to allow for simulated work activities, and clarified to better describe what is required for assessment.
HLTAHW034 Provide healthy lifestyle programs and advice	HLTAHPR007 Promote lifestyle change	<p>N</p> <p>Title changed.</p> <p>HLTAHW034 covered skills for planning and delivering a training program about diet, exercise and diabetes.</p> <p>Unit completely refocused to cover skills for providing education on lifestyle disease, lifestyle risk factors, and advice on healthy lifestyle choices and for supporting lifestyle change. Covers provision of information to individuals and groups.</p> <p>Significant changes to structure and content of Elements and Performance Criteria to reflect updated focus of unit.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria, reflect updated focus of unit and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence significantly amended to reflect updated focus of unit.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
<p>HLTAHW035 Provide information and support around cancer</p> <p>Unit split; content is now covered across two units.</p>	<p>HLTAHCS007 Provide support to men with cancer</p> <p>HLTAHPR002 Promote awareness and early detection of cancer to men</p>	<p>N</p> <p><i>HLTAHW035 Provide information and support around cancer</i> has been split. Content is covered in two different units:</p> <p>HLTAHCS007 Provide support to men with cancer</p> <p>HLTAHPR002 Promote awareness and early detection of cancer to men</p> <p>HLTAHCS007: Unit focuses on providing support for male clients being treated for cancer. Elements 2 & 3, providing support and associated knowledge (from HLTAHW035)</p>

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		<p>housed in HLTAHCS007 Provide support to men with cancer.</p> <p>HLTAHPR002: Unit focuses on providing education about cancers that are particular to males as well as other cancers that affect both males and females. Element 1, promoting awareness and associated knowledge (from HLTAHW035) housed in <i>HLTAHPR002 Promote awareness and early detection of cancer to men.</i></p> <p>Significant changes to Elements and Performance Criteria to reflect updated scope of each unit.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria and to tailor content to updated scope of each unit.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
<p>HLTAHW036 Provide information and support to women with breast cancer</p> <p>Unit split; content is now covered across two units.</p>	<p>HLTAHCS008 Provide support to women with cancer</p> <p>HLTAHPR003 Promote awareness and early detection of cancer to women</p>	<p>N</p> <p><i>HLTAHW036 Provide information and support to women with breast cancer</i> has been split. Content is covered in two different units:</p> <p>HLTAHCS008 Provide support to women with cancer</p> <p>HLTAHPR003 Promote awareness and early detection of cancer to women</p> <p>HLTAHCS008: Unit focuses on providing support for female clients being treated for cancer. Unit has broader coverage of cancers, not just breast cancer. Elements 3 & 4, providing support and associated knowledge (from HLTAHW036) housed in <i>HLTAHCS008 Provide support to women with cancer.</i></p> <p>HLTAHPR003: Unit focuses on providing education about cancers that are particular to females as well as other cancers that affect both females and males. Unit has broader coverage of cancers, not just breast</p>

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		<p>cancer. Elements 1 & 2, promoting awareness and associated knowledge (from HLTAHW036) housed in <i>HLTAHPR003 Promote awareness and early detection of cancer to women</i>.</p> <p>Significant changes to Elements and Performance Criteria to reflect updated scope of each unit.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria and to tailor content to updated scope of each unit.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
HLTAHW037 Support the safe use of medications	HLTAMED002 Support the safe use of medications	<p>N</p> <p>HLTAHW037 had confused and mixed content and included skills and knowledge for administering medications; covered in <i>HLTAMED003 Administer medications</i>.</p> <p>Content for administering medications removed, specifically Element 2 and required knowledge of infection control procedures and regulatory requirements for administering medications.</p> <p>Unit now focuses on provision of information about medications.</p> <p>Significant changes to Elements, Performance Criteria and Knowledge Evidence.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>

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<p>HLTAHW038 Assess and promote physical and emotional wellbeing of children</p> <p>Unit split; content is now covered across two units.</p>	<p>HLTAMAT004 Assess children's health</p> <p>HLTAMAT005 Provide health care for children</p>	<p>N</p> <p><i>HLTAHW038 Assess and promote physical and emotional wellbeing of children</i> has been split. Content is covered in two different units:</p> <p>HLTAMAT004 Assess children's health</p> <p>HLTAMAT005 Provide health care for children.</p> <p>Element 1, assessing child, and associated knowledge (from HLTAHW038) housed in <i>HLTAMAT004 Assess children's health</i>.</p> <p>Element 2, 3 & 4, planning and monitoring health care of child, and associated knowledge (from HLTAHW038) housed in <i>HLTAMAT005 Provide health care for children</i>.</p> <p>Significant changes to structure and content of Elements and Performance Criteria to reflect updated scope of each unit.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence. Requirements for specific types of physical examinations and tests are described.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to tailor content to updated scope of each unit.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
<p>HLTAHW039 Monitor early childhood growth and development</p> <p>Unit split; content is now covered across two units.</p>	<p>HLTAMAT004 Assess children's health</p> <p>HLTAMAT005 Provide health care for children</p>	<p>N</p> <p><i>HLTAHW039 Monitor early childhood growth and development</i> has been split. Content is covered in two different units:</p> <p>HLTAMAT004 Assess children's health.</p> <p>HLTAMAT005 Provide health care for children.</p>

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		<p>Content for assessing childhood growth and development (from HLTAAHW039) housed in <i>HLTAMAT004 Assess children's health</i>.</p> <p>Content for developing plans, providing information and referrals (from HLTAAHW039) housed in <i>HLTAMAT005 Provide health care for children</i>.</p> <p>Significant changes to structure and content of Elements and Performance Criteria to reflect updated scope of each unit.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to tailor content to updated scope of each unit.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
HLTAHW040 Promote burns prevention in homes and the community	Proposed for deletion	Nil enrolments over multiple years.
HLTAHW041 Assess and manage emergency treatment of burns	Proposed for deletion	<p>Nil to very low enrolments over multiple years.</p> <p>Emergency management of burns is covered by <i>HLTAEMR002 Assess and respond to medical emergencies</i>.</p>
HLTAHW042 Implement a burns rehabilitation care plan	Proposed for deletion	Nil enrolments over multiple years.
HLTAHW043 Facilitate access to tertiary health services	HLTAHCS015 Facilitate access to tertiary health services	<p>N</p> <p>Minor changes to Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria.</p>

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		Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW044 Advocate on behalf of the community	HLTAADV004 Advocate on behalf of groups or the community	<p>N</p> <p>Title changed.</p> <p>Prerequisite added: HLTAADV002 Support the rights and needs of clients</p> <p>Focus of unit has broadened to cover advocacy for groups, organisations and communities.</p> <p>Significant changes to structure and content of Elements and Performance Criteria. New element on negotiating solutions.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria.</p> <p>Assessment Conditions amended to remove mandatory workplace assessment requirement, to allow for simulated work activities, and clarified to better describe what is required for assessment.</p>
<p>HLTAHW045 Plan, develop and evaluate primary health care programs for Aboriginal/Torres Strait Islander comm.</p> <p>HLTAHW066 Manage the delivery of Aboriginal and/or Torres Strait Islander primary health care</p> <p>Merged</p>	HLTAHCS016 Develop primary health care programs	<p>N</p> <p>Two units merged:</p> <p>HLTAHW045 Plan, develop and evaluate primary health care programs for Aboriginal/Torres Strait Islander comm.</p> <p>HLTAHW066 Manage the delivery of Aboriginal and/or Torres Strait Islander primary health care (Low enrolments over multiple years)</p> <p>Content of HLTAHW066 duplicated content of HLTAHW045 with insufficient different content left in HLTAHW066 to warrant a separate unit.</p> <p>Element 4 (from HLTAHW066) removed as this repeated content of advocacy unit and is fully covered in <i>HLTAADV004 Advocate on behalf of groups or the community</i>. Research aspects of HLTAHW066 repeated</p>

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		<p>content of research units and are fully covered in <i>HLTARES003 Research community health</i>.</p> <p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to tailor content to merged unit scope.</p> <p>Assessment Conditions amended to remove mandatory workplace assessment requirement, to allow for simulated work activities, and clarified to better describe what is required for assessment.</p>
<p>HLTAHW046 Apply advanced skills in primary health care</p> <p>Unit split; content is now covered across two units.</p>	<p>HLTAHCS004 Complete comprehensive physical health assessments</p> <p>HLTAHCS006 Implement complex health care plans</p>	<p>N</p> <p>HLTAHW046 Apply advanced skills in primary health care has been split. Content is covered in two different units:</p> <p>HLTAHCS004 Complete comprehensive physical health assessments</p> <p>HLTAHCS006 Implement complex health care plans.</p> <p>Elements 1 & 2, assessing client, interpreting pathology and associated knowledge (from HLTAHW046) housed in <i>HLTAHCS004 Complete comprehensive physical health assessments</i>.</p> <p>Elements 3, 4 & 5, developing, implementing, reviewing plans and associated knowledge (from HLTAHW0046) housed in <i>HLTAHCS006 Implement complex health care plans</i>.</p> <p>Significant changes to structure and content of Elements and Performance Criteria to reflect updated scope of each unit.</p> <p>Performance Evidence amended to remove duplication of Performance</p>

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		<p>Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to tailor content to updated scope of each unit.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
<p>HLTAHW047 Support and promote social and emotional wellbeing of staff and clients</p> <p>Unit split; content is now covered across two units.</p>	<p>HLTASEW002 Assess and support the social and emotional wellbeing of clients</p> <p>HLTASEW005 Provide supervision for Aboriginal and/or Torres Strait Islander health workers</p>	<p>N</p> <p>HLTAHW047 Support and promote social and emotional wellbeing of staff and clients has been split. Content is covered in two different units:</p> <p>HLTASEW002 Assess and support the social and emotional wellbeing of clients</p> <p>HLTASEW005 Provide supervision for Aboriginal and/or Torres Strait Islander health workers</p> <p>Element 1, assessing client, and Element 2, providing support and associated knowledge (from HLTAHW047) housed in <i>HLTASEW002 Assess and support the social and emotional wellbeing of clients</i>.</p> <p>Element 3, providing emotional support to workers and associated knowledge (from HLTAHW047) housed in <i>HLTASEW005 Provide supervision for Aboriginal and/or Torres Strait Islander health workers</i>.</p> <p>Significant changes to structure and content of Elements and Performance Criteria to reflect updated scope of each unit.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria and to tailor content to scope of each unit.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>

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HLTAHW048 Apply a strategic approach to Aboriginal and/or Torres Strait Islander health	HLTAWOR005 Contribute to Aboriginal and/or Torres Strait Islander health strategies	<p>N</p> <p>Title changed.</p> <p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria.</p> <p>Assessment Conditions amended to remove mandatory workplace assessment requirement, to allow for simulated work activities, and clarified to better describe what is required for assessment.</p>
<p>HLTAHW049 Work effectively in social and emotional wellbeing</p> <p>HLTAHW024 Work in alcohol, other drugs & mental health care w/ Aboriginal &/or Torres Strait Islander Comm.</p> <p>Merged</p>	HLTASEW001 Work according to the principles of social and emotional care	<p>N</p> <p>Two units merged:</p> <p>HLTAHW049 Work effectively in social and emotional wellbeing</p> <p>HLTAHW024 Work in alcohol, other drugs & mental health care w/ Aboriginal &/or Torres Strait Islander Comm.</p> <p>These two units duplicated each other entirely. Title of HLTAHW024 referred to AOD but unit had no AOD content except one PC:</p> <p><i>HLTASEW001 Work according to the principles of social and emotional care provides knowledge and skill base for all work that supports client social and emotional wellbeing.</i></p> <p>In addition, Element 6 for HLTAHW024, duplicated content about the justice system now covered in <i>HLTAADV003 Support the rights and needs of clients in the justice system.</i></p> <p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p>

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		<p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
HLTAHW050 Develop a healing framework for social and emotional wellbeing work	Proposed for deletion	<p>Nil to very low enrolments over multiple years.</p> <p>HLTAHW050 described skills and knowledge for facilitating group healing processes and had a strong focus on group counselling. Counselling is outside the scope of job functions for Aboriginal and/or Torres Strait Islander health workers and practitioners.</p>
HLTAHW051 Respond to loss, grief and trauma	HLTASEW003 Provide support to clients affected by loss, grief or trauma	<p>N</p> <p>Title changed.</p> <p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
HLTAHW052 Deliver primary health care to Aboriginal and/or Torres Strait Islander clients in confinement	HLTAADV003 Support the rights and needs of clients in the justice system	<p>N</p> <p>Title changed.</p> <p>HLTAHW052 was limited to people in confinement. Unit has been broadened so it can apply to people involved in different stages of the criminal justice process.</p> <p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance</p>

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		<p>Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria.</p> <p>Assessment Conditions amended to remove mandatory workplace assessment requirement, to allow for simulated work activities, and clarified to better describe what is required for assessment.</p>
HLTAHW053 Address impact of food security on community health	Proposed for deletion	<p>Nil enrolments over multiple years.</p> <p>HLTAHW053 described skills and knowledge for complex task of researching and developing community wide strategies for food security. This specialist function is outside the scope of job functions for Aboriginal and/or Torres Strait Islander health workers and practitioners.</p>
HLTAHW054 Support renal dialysis clients in the community setting	<p>Proposed for deletion, replaced by other HLT units:</p> <p>HLTRNL001 Support a person with chronic kidney disease</p> <p>HLTRNL002 Provide care and support to a person undergoing renal replacement therapy</p>	<p>Nil enrolments over multiple years.</p> <p>Replaced by units that have relevant and better focused content.</p>
HLTAHW055 Provide care to clients undertaking renal dialysis in the community setting	<p>Proposed for deletion, replaced by other HLT units:</p> <p>HLTRNL001 Support a person with chronic kidney disease</p> <p>HLTRNL002 Provide care and support to a person undergoing renal replacement therapy</p>	<p>Nil enrolments over multiple years.</p> <p>Replaced by units that have relevant and better focused content.</p>
HLTAHW056 Provide sexual and reproductive health care	HLTASXH003 Provide sexual health care	<p>N</p> <p>Title changed</p> <p>Content for providing sexual health education minimised; this is fully covered in <i>HLTASXH001 Promote men's sexual health</i> and <i>HLTASXH002 Promote women's sexual health</i>.</p> <p>Unit content clarified so it better focuses on sexual health assessments, care planning and administration of treatments.</p>

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		<p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
HLTAHW057 Provide antenatal health care	HLTAMAT001 Provide antenatal health care	<p>N</p> <p>Content about maintaining registers, schedules and statistics for antenatal care, and for providing staff supervision removed.</p> <p>Significant changes to structure and content of Elements and Performance Criteria. Content for providing social and emotional wellbeing support added.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
HLTAHW058 Prepare for and support childbirth	HLTAMAT002 Assist with childbirth	<p>N</p> <p>Title changed.</p> <p>Purpose and scope of HLTAHW058 was unclear.</p> <p>HLTAHW058 included content already covered in antenatal and postnatal units (birth planning, monitoring care etc.). Content also crossed over to midwifery skills and quite complex emergency care.</p> <p>Unit completely refocused to cover skills required to assist with childbirth under guidance of midwife or medical practitioner.</p>

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		<p>Significant changes to structure and content of Elements and Performance Criteria to reflect updated focus of unit.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria, reflect updated focus of unit and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence significantly amended to reflect updated focus of unit.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
HLTAHW059 Provide postnatal and infant health care	HLTAMAT003 Provide postnatal health care for mothers and babies	<p>N</p> <p>Title changed.</p> <p>Content about maintaining registers, schedules and statistics for postnatal care, and for providing staff support removed.</p> <p>Significant changes to structure and content of Elements and Performance Criteria. Content for postnatal depression screening, and providing social and emotional wellbeing support added.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria.</p> <p>Assessment Conditions clarified to better describe what is required for assessment.</p>
HLTAHW060 Plan for medical emergencies	HLTAEDR003 Develop medical emergency plan	<p>N</p> <p>Title changed.</p> <p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant</p>

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		<p>additions to fully reflect Performance Criteria.</p> <p>Assessment Conditions amended to remove mandatory workplace assessment requirement, to allow for simulated work activities, and clarified to better describe what is required for assessment.</p>
HLTAHW061 Engage in community health research	HLTARES003 Research community health	<p>N</p> <p>Title changed.</p> <p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions to fully reflect Performance Criteria.</p> <p>Assessment Conditions amended to remove mandatory workplace assessment requirement, to allow for simulated work activities, and clarified to better describe what is required for assessment.</p>
HLTAHW062 Supervise health care team	Proposed for deletion, replaced by imported unit: CHCMGT003 Lead the work team.	<p>HLTAHW062 was very broad with minimal requirements.</p> <p>Replaced by an imported unit that has relevant and better focused content.</p>
HLTAHW063 Implement office systems	Proposed for deletion, replaced by imported unit: BSBMED401 Manage patient recordkeeping system	<p>Nil enrolments over multiple years.</p> <p>HLTAHW063 was very broad with minimal requirements.</p> <p>Replaced by an imported unit that has relevant and better focused content.</p>
HLTAHW064 Manage budgets	Proposed for deletion, replaced by imported unit: FNSORG501 Develop and manage a budget	<p>Nil to very low enrolments over multiple years.</p> <p>HLTAHW064 was very broad with minimal requirements.</p> <p>Replaced by an imported unit that has relevant and better focused content.</p>
HLTAHW065 Apply reflective practice in an Aboriginal/Torres Strait Islander primary health care setting	HLTAWOR003 Use and promote reflective practice in Aboriginal and/or Torres Strait Islander primary health care	<p>N</p> <p>Title changed.</p> <p>Significant changes to structure and content of Elements and Performance Criteria. Content about time</p>

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		<p>management and using informatics systems removed.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria.</p> <p>Assessment Conditions amended to remove mandatory workplace assessment requirement, to allow for simulated work activities, and clarified to better describe what is required for assessment.</p>
<p>HLTAHW066 Manage the delivery of Aboriginal and/or Torres Strait Islander primary health care</p> <p>HLTAHW045 Plan, develop and evaluate primary health care programs for Aboriginal/Torres Strait Islander comm.</p> <p>Merged</p>	<p>HLTAHCS016 Develop primary health care programs</p>	<p>N</p> <p>Two units merged:</p> <p>HLTAHW066 Manage the delivery of Aboriginal and/or Torres Strait Islander primary health care (Low enrolments over multiple years)</p> <p>HLTAHW045 Plan, develop and evaluate primary health care programs for Aboriginal/Torres Strait Islander comm.</p> <p>Content of HLTAHW066 duplicated content of HLTAHW045 with insufficient different content left in HLTAHW066 to warrant a separate unit.</p> <p>Element 4 (from HLTAHW066) removed as this repeated content of advocacy unit and is fully covered in <i>HLTAADV004 Advocate on behalf of groups or the community</i>. Research aspects of HLTAHW066 repeated content of research units and are fully covered in <i>HLTARES003 Research community health</i>.</p> <p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect</p>

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		<p>Performance Criteria and to tailor content to merged unit scope.</p> <p>Assessment Conditions amended to remove mandatory workplace assessment requirement, to allow for simulated work activities, and clarified to better describe what is required for assessment.</p>
<p>HLTAHW067 Manage health education and promotion</p> <p>HLTAHW023 Plan, develop and evaluate health promotion and community development programs</p> <p>Merged</p>	<p>HLTAHPR001 Develop health promotion programs</p>	<p>N</p> <p>Two units merged:</p> <p>HLTAHW067 Manage health education and promotion (Nil enrolments over multiple years)</p> <p>HLTAHW023 Plan, develop and evaluate health promotion and community development programs</p> <p>Content of HLTAHW067 duplicated content of HLTAHW023 with insufficient different content left in HLTAHW067 to warrant a separate unit.</p> <p>Element 3 (from HLTAHW067) removed as this repeated content of advocacy unit and is fully covered in <i>HLTAADV004 Advocate on behalf of groups or the community</i>.</p> <p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria and to tailor content to merged unit scope.</p> <p>Knowledge of chronic conditions (from HLTAHW023) removed as this is not relevant to unit outcomes.</p> <p>Assessment Conditions amended to remove mandatory workplace assessment requirement, to allow for simulated work activities, and clarified to better describe what is required for assessment.</p>
<p>HLTAHW068 Develop work plans</p>	<p>Proposed for deletion, replaced by imported unit:</p>	<p>Nil enrolments over multiple years</p>

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	BSBOPS502 Manage business operational plans	<p>HLTAHW068 was very broad with minimal requirements</p> <p>Replaced by an imported unit that has relevant and better focused content.</p> <p>The following two units also cover skills for developing and documenting plans for program development and implementation:</p> <p>HLTAHCS016 Develop primary health care programs</p> <p>HLTAHPR001 Develop health promotion programs</p>
HLTAHW069 Develop health care policy	<p>Proposed for deletion, replaced by imported units:</p> <p>CHCPOL002 Develop and implement policy</p> <p>CHCADV005 Provide systems advocacy services</p>	<p>Nil enrolments over multiple years.</p> <p>HLTAHW069 was a mix of two different skill areas - policy development and advocacy.</p> <p>Replaced by imported units that have relevant and better focused content.</p>
HLTAHW070 Manage human resources	<p>Proposed for deletion, replaced by imported units:</p> <p>BSBHRM415 Coordinate recruitment and onboarding</p> <p>BSBLDR522 Manage people performance</p> <p>BSBHRM523 Coordinate the learning and development of teams and individuals</p>	<p>Nil enrolments over multiple years.</p> <p>HLTAHW070 covered huge range of content area including staffing, recruitment, performance planning, employee relations and training and development.</p> <p>Replaced by imported units that more fully address different areas of HR. These can be selected as required.</p>
HLTAHW071 Manage medicines in Aboriginal and/or Torres Strait Islander primary health care	HLTAMED004 Manage medications in Aboriginal and/or Torres Strait Islander primary health care	<p>N</p> <p>Title changed to medications for consistency with other units about medications.</p> <p>Prerequisite added: HLTAMED003 Administer Medications.</p> <p>Significant changes to structure and content of Elements and Performance Criteria.</p> <p>Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.</p> <p>Knowledge Evidence reworded to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria.</p>

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		Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW072 Provide guidance in social and emotional wellbeing	Proposed for deletion.	Nil enrolments over multiple years. HLTAHW072 described skills and knowledge for providing for therapeutic counselling. Counselling is outside the scope of job functions for Aboriginal and/or Torres Strait Islander health workers and practitioners.
HLTAHW073 Practise social and emotional wellbeing in a clinical setting	HLTASEW004 Contribute to the care of clients living with mental illness	N Title changed. HLTAHW073 had confused and mixed content. Unit refocused to cover skills for planning and coordinating care for clients diagnosed with mental illness, taking a case management approach. Significant changes to structure and content of Elements and Performance Criteria to reflect updated focus of unit. Performance Evidence amended to remove duplication of Performance Criteria, reflect updated focus of unit and provide clear information about sufficiency of evidence. Knowledge Evidence significantly amended to reflect updated focus of unit. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW074 Provide closure on healing processes	Proposed for deletion	Nil enrolments over multiple years. HLTAHW074 described skills and knowledge for facilitating group healing processes and had a strong focus on group counselling. Counselling is outside the scope of job functions for Aboriginal and/or Torres Strait Islander health workers and practitioners.
HLTAHW075 Manage community health projects	Proposed for deletion, replaced by imported unit: CHCCDE007 Develop and provide community projects	Nil enrolments over multiple years. HLTAHW075 was very broad with minimal requirements. Replaced by an imported unit that has relevant and better focused content.

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HLTAHW076 Plan for community emergencies	Proposed for deletion, replaced by another HLT unit: HLTPOP024 Develop a disaster plan	Nil enrolments over multiple years. HLTAHW076 was about disasters and entirely duplicated content of HLTPOP024 Develop a disaster plan. Replaced by a unit that has relevant and better focused content.
HLTAHW077 Provide supervision for social and emotional wellbeing workers	HLTASEW005 Provide supervision for Aboriginal and/or Torres Strait Islander health workers	N Title changed. HLTAHW077 focused only on professional supervision for social and emotional wellbeing workers. Unit has been broadened so it can include all health workers. Significant changes to structure and content of Elements and Performance Criteria. Content about structured debriefings has been made more explicit with a dedicated element. Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence. Knowledge Evidence reworded to indicate scope and depth; additions to fully reflect Performance Criteria. Assessment Conditions amended to remove mandatory workplace assessment requirement, to allow for simulated work activities, and clarified to better describe what is required for assessment.
HLTAHW078 Work within a narrative approach	Proposed for deletion	Nil to low enrolments over multiple years. HLTAHW078 described skills and knowledge for an approach used for counselling. Counselling is outside the scope of job functions for Aboriginal and/or Torres Strait Islander health workers and practitioners.
New unit	HLTAEDR001 Respond to community disasters	Covers skills and knowledge for participating in a community disaster response and covers diverse types of disasters. Unit can cover epidemics and pandemics and content included about the health service role in these.
New Unit	HLTAHCS002 Assist with health assessments	Covers skills and knowledge required by health care workers who have a communication focused role in

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		assisting medical practitioners with health assessments for Aboriginal and/or Torres Strait Islander people.
New unit	HLTAHCS009 Provide support to clients with diabetes	Covers skills and knowledge to provide support for clients living with and managing diabetes after diagnosis.
New unit	HLTAHCS014 Provide ear health care	Covers skills and knowledge to complete ear health assessments, treat minor and emergency ear health issues and support clients with ongoing conditions.
New Unit	HLTAHPR004 Promote awareness and early detection of diabetes	Covers skills and knowledge to provide education about diabetes.