SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

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

Draft 1 Consultation Guide

November 2020

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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 Commonwealth 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
- Floristry
- Funeral Services
- Hairdressing and Beauty Services
- Health
- Local Government
- Public Sector
- 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 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) has 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 to 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 the sector
- views and feedback on behalf of the sector and organisations they represent
- support in facilitating communication and consultation with industry, including other members of their organisations, association members and other industry networks.

Consultation activities and timelines

National consultation for Draft 1 will be open for a period of eight weeks from **Wednesday, 04 November 2020** to **Thursday, 24 December 2020**. During this period input will be sought on the following:

- 6 Qualifications
- 56 Units of Competency and associated Assessment Requirements.

Webinars

SkillsIQ will be undertaking a number of key activities to engage industry stakeholders and VET professionals. To participate in consultation activities and forums please access the following links:

- Webinar 1: Tuesday, 10 November 2020 2.00pm – 4.00pm
- Webinar 2: Wednesday, 11 November 2020 11.00am – 1.00pm
- Webinar 3: Tuesday, 01 December 2020 2.00pm – 4.00pm
- Webinar 4: Wednesday, 02 December 2020 11.00am – 1.00pm
- Webinar 5: Monday, 14 December 2020 2.00pm – 4.00pm

Feedback Forum

Feedback can also be provided online via the SkillsIQ Feedback Forum. The Feedback Forum is an online 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 visit the following page: https://www.skillsiq.com.au/FeedbackForum/How-To

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

Project timelines

Following the close of the Draft 1 consultation period, feedback received will be collated and evaluated. This feedback will inform the development of Draft 2, which will be made publicly available for validation prior to the submission for endorsement.

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 2021.

Table 1: Timelines for the Aboriginal and Torres Strait Islander Health Worker update

Consultation Draft 1	02 Nov 2020 – 24 Dec 2020
Feedback analysis & Draft 2 Development	04 Jan 2021 – 22 Feb 2021
Validation Draft 2	22 Feb 2021 – 12 Mar 2021
Preparation of Final Draft and Case for Endorsement	12 Mar 2021 – 09 Apr 2021
Quality Check	09 Apr 2021 – 23 Apr 2021
State Training Authorities' Engagement	26 Apr 2021 – 07 May 2021
Submission	12 May 2021

About this Consultation Guide

This Guide, which should be read in conjunction with the Draft 1 Training Package Products, provides:

- information on the proposed changes to existing HLT Training Package Products
- key consultation questions to guide your feedback
- a list of Draft 1 Qualifications
- a list of Draft 1 Units of Competency and associated Assessment Requirements
- mapping of Draft 1 Qualifications and Units to currently endorsed HLT versions.

This guide does not include Draft 1 Training Package components. These can be accessed here: https://www.skillsiq.com.au/FeedbackForum/TrainingPackages1/HLTHealth/AboriginalandTorresStraitIslanderHealthWorkerDraft1

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All Draft 1 Units and Qualifications are submitted as proposals. They are subject to change after this public consultation period.

Rationale for change

Aboriginal and/or Torres Strait Islander health workers and health practitioners today are able to respond to local health needs and contexts and perform different tasks depending on the services needed. This is reflected in the wide variation that exists in health worker and practitioner roles which can be generalist or specialist, or location-specific.

The key driver for Training Package Product change is stakeholder concern that existing Units of Competency and Qualifications do not align well with current and emerging roles for Aboriginal and/or Torres Strait Islander health workers and health practitioners. Additionally, their roles are continuing to expand in order to service emerging or persisting health and wellbeing issues, and the following community needs and skills gaps have been identified:

- advocacy
- assistance with nutrition and other healthy lifestyle practices
- assisting people affected by alcohol and other drugs, and by domestic violence
- sexual health
- mental health, particularly skills for trauma-informed care
- palliative care
- prevention, early detection and management of chronic disease, particularly diabetes
- rural and remote emergency services
- language, literacy and numeracy skills.

Currently endorsed *HLTAHW* Units of Competency and Qualifications have been analysed and evaluated to inform Draft 1 versions. Many of the identified issues are directly relevant to this health sector's concerns about Training Package Products not aligning to key job roles. For example:

- Current Qualifications are not well aligned to different job roles at different levels of seniority and to Australian Qualification Framework (AQF) levels. Some contain Units that far exceed the scope of the role and AQF level, e.g. developing health promotion programs at Certificate III. The *Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice* is undersold; skills for this job role are better aligned to a Diploma.
- Many Qualifications force the completion of core Units which are not relevant to all job roles. They do not allow for the vast diversity of Aboriginal and/or Torres Strait Islander health worker and health practitioner roles, and do not allow for diversity in national application.
- Units of Competency have structural problems and combine multiple job functions (or processes). Some functions apply to different workers. For example, skills for health promotion/education and health care and support are combined. Some workers specialise in health education and others combine these two functions. Units should describe the discrete functions so that one or both Units can be selected according to need.

In addition:

- Packaging Rules for Qualifications allow users to avoid selection of the most relevant elective Units. Also, elective Units appear as very long 'shopping lists' and require rationalisation.
- There are deficits in the quality of Units, making it difficult to design and deliver the appropriate training and assessment. For example, a vast amount of required knowledge is missing.
- There is duplication of content across Units, and some Units can be merged. Others have had nil to minimal enrolments over several years and can be replaced with imported Units.

All issues are fully canvassed within this Guide, together with an explanation of the actions taken to improve the Units and Qualifications.

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Unit issues and how these have been actioned

Structural issues for Units

Units of Competency:

- are statements about the skills and knowledge required for effective performance in a particular job function (or process), e.g. promoting the prevention and early detection of disease
- describe work outcomes, not training input or modular ways of delivering training
- logically describe stand-alone skills which are used in a work situation
- can be combined in different ways to align to different job roles, just as skills are in the workplace, for training and assessment purposes.

Some current Units do not adhere to this principle and some read more like a training course or have been written too holistically and cover too many linked job functions.

Table 2: Structural Unit issues

Issue with existing Units	Action for Draft 1
• Many Units describe multiple job functions (or processes), rather than discrete skills which make up a job role. For example, some Units describe providing preventative education to groups and individuals, providing support and referrals for those already diagnosed, and recalling clients for check-ups. • Some individual Units combine skills and knowledge that apply to different health workers and practitioners, and to those who work at different levels of seniority. • Some Units duplicate content, with the same skills and knowledge included across many Units. Some duplication in some Units use 'throw-away lines' to cover skills and knowledge that are comprehensively covered in other Units.	Many Units have been deconstructed and reconstructed to formulate sensible 'on-topic' Units which focus on discrete workplace skills for different job functions and different job roles at different levels. This means: • Units better and more fully describe skills and knowledge for the particular work function. • Significant amounts of duplication across Units has been removed or minimised as far as possible because content does not drift across Units and each individual Unit remains 'on topic'. • Individual Units are available for those workers who only perform half of the tasks currently described in a composite Unit, e.g. health promotion/education but not health care/support. • Individual Units can be combined in different ways for different job roles, just as skills are in the workplace, for training purposes. The mapping contained within this document provides full details of how Units have changed. The mapping for some units will say 'Unit split; content is covered across two Units'. One or both of the Units can be selected according to need. In other cases, Units have been merged because content is duplicated and only one Unit is required. For example, the planning, developing and managing of health promotion programs was covered across two duplicative Units which have now been merged into one. The outcome of this restructure is that many Units look significantly different to current versions. When reviewing, it is important to look through other Units to find content which might at first be considered to have been lost. Skill and knowledge content has not been lost. It has, rather, been 'rehoused' in appropriate Units, and this is indicated in the mapping table.

Coding, Titles and Application Statements are unclear

Table 3: Improvements to Coding, Titles and Application Statements

Issue with existing Units	Action for Draft 1
Coding All 78 Units are presented in a long numerical and unclassified list.	Units have been categorised into groups, based on different job functions, with a new coding system applied. HLT= Health Training Package A = Aboriginal and/or Torres Strait Islander Health sector ADV = Competency Field, in this example Advocacy 001 = Units are numbered in sequence within each field Examples are: Maternal and Children's Health, coded as MAT *HLTAMAT001 Provide antenatal health care* Health Promotion, coded as HPR *HLTAHPR007 Promote lifestyle behaviour change*.
Titles Many Unit Titles are convoluted, and some are not reflective of the Unit content. Units with similar coverage of skills have vastly different Titles with no real pattern.	Complicated titles have been simplified. They now reflect the content of the Unit and are written in workplace language. For example: Existing: *Apply advanced skills in primary health care* New: *Develop and implement complex health care plans* Units with similar content now follow a pattern, e.g. *Provide support to clients with chronic disease* *Provide support to clients with diabetes*
Application Statements These Statements are unclear about: • the Unit's specific applicability to Aboriginal and Torres Strait Islander people, and • the connection with occupational licensing and certification.	Application Statements have been reworded to make it clear that the Unit only applies to Aboriginal and/or Torres Strait Islander people: 'This Unit is specific to Aboriginal and/or Torres Strait Islander people working as health care workers.' The regulatory statement for Units generally reads: 'No regulatory requirement for certification, occupational or business licensing is linked to this Unit at the time of publication. For information about practitioner registration and accredited courses of study, contact the Aboriginal and Torres Strait Islander Health Practice Board of Australia (ATSIHPBA).' While Aboriginal and/or Torres Strait Islander health practitioners must be registered, this means: • A person does not have to complete this Unit (be certified in this Unit) to be registered. • The registration process is not directly or automatically linked to this Unit. The ATSIHPBA process is now based on key capability statements. Training providers must prove that they cover those key capabilities in the design of the courses in order to have their courses accredited. An aspiring registrant must complete an accredited course to apply for registration.

Performance Criteria and Foundation Skills are unclear

Table 4: Improvements to Performance Criteria and Foundation Skills

Issues with existing Units	Action for Draft 1
Many Elements and Performance Criteria are wordy, and some contain duplication within a Unit. Others are written in 'training speak' rather than workplace language, and there is no real pattern across similar Units.	Units have been changed so that: • clearer and simpler workplace language is used for Elements and Performance Criteria (PCs) • duplication has been removed by merging or removing some PCs • by reordering some Elements and PCs they now appear in a more logical sequence • missing skills (tasks) are now incorporated and duplication across Units has been deleted • Units that describe the same function but cover different conditions or diseases now follow a more consistent pattern. Examples include: *HLTAHCS007 Provide support to men with cancer* *HLTAHCS008 Provide support to women with cancer* Additions and deletions mean that Unit outcomes are different, and this is a major reason for Units being deemed Not Equivalent.
Language, literacy and numeracy skills are not highlighted in the Foundation Skills section to assist trainers and assessors to understand workplace requirements and provide LLN learning opportunities.	Foundation Skills fields have been populated to provide a more detailed explanation of the language, literacy and numeracy skills required. Changes will assist trainers and assessors to understand the specific workplace requirement and level of LLN skill required. For example: 'Writing skills to use fundamental sentence structure to complete forms and reports that require factual information.' 'Writing skills to produce detailed plans and procedures for emergency response using language and format easily understood by a diverse audience.' Populating this field is a response to identified training needs of the Aboriginal and/or Torres Strait Islander health workforce. LLN skills gaps exist, and skills training should be designed and could be provided before and during courses. Clarifying LLN requirements within the Foundation Skills section facilitates this.

Knowledge Evidence is unclear and deficient

Table 5: Improvements to Knowledge Evidence

Issues with existing Units	Action for Draft 1
Knowledge Evidence is deficient in many Units: • In some cases, the listed knowledge does not relate to the Performance Criteria (the skills and tasks) and is not required. For example, a generic list of policies and procedures appears across many Units. However, all these policies are the same whether or not they apply to the skills covered by the Unit. • In other cases, there is missing required knowledge. • Some Knowledge Evidence duplicates across many Units. For example, knowledge of chronic diseases is consistently repeated using the same broad general statements about these diseases. • Current information is very broad so that assessors would have difficulty interpreting the scope (breadth and depth) required.	Knowledge Evidence has been updated to cover the essential workplace knowledge required of an individual to perform the tasks described in the Performance Criteria. Knowledge that does not relate to the Performance Criteria has been deleted. Missing required knowledge has been added. Required knowledge has been tailored to each Unit of Competency, rather than simply repeating broad general statements across similar Units. For example, when assessing for a chronic disease a health worker or practitioner needs to know about common signs and symptoms, as well as blood tests and other tests used for diagnostic purposes. When providing support for those with chronic disease, a health worker or practitioner needs a different body of knowledge, e.g. knowledge relating to common forms of treatment, the importance of monitoring, and self-care. A more detailed explanation of the scope (breadth and depth) of required knowledge has been provided. All of these changes should mean that the Knowledge Evidence is clearer and easier for trainers and assessors to understand. The Knowledge Evidence section will be very different to that relating to existing Units. Additions and deletions mean that Unit outcomes are different, and this is a major reason for Units being deemed as Not Equivalent.

Performance Evidence is unclear and deficient

Table 6: Improvements to Performance Evidence

Issues with existing Units	Action for Draft 1
Performance Evidence (PE) is deficient in many Units and: • relies on repetition of Performance Criteria. PE should not simply repeat the Performance Criteria, all of which must be assessed • is unclear about the amount of evidence that should be collected – and in other cases does not require adaptability to different circumstances • in most instances, is unclear, not measurable and not auditable.	Unnecessary duplication within the Performance Criteria has been removed, and Performance Evidence has been totally rewritten so that: • The amount (volume/sufficiency) of evidence is clear and so that a learner's consistency of performance can be tested. The number of clients, and the volume of activity when interacting with each of the clients, is better specified. • Coverage of different circumstances is included so that learners' adaptability can be tested. Requirements for different types of clients of different ages and with different conditions are described so that learners are exposed to a range of client types. • Assessment requirements are clear, measurable and auditable. Assessors should know exactly what they

Issues with existing Units	Action for Draft 1
	must do and RTO assessments can be better audited.

Assessment Conditions are unclear

Table 7: Clarification of what is required for assessment

Issues with existing Units	Action for Draft 1
Assessment Conditions include generic statements for all Units. Some are only advisory and this section does not assist assessors, RTOs or auditors to understand what is required for assessment. Information about the use of simulations, instead of workplace assessments, is unclear.	The Assessment Conditions section now has better defined mandated requirements for assessment. RTOs and assessors should know exactly what they must provide for assessment. A statement has been added to clarify what 'working' means, as follows: 'Individuals can be employed or completing work placements.' The statement about when simulations can be used has been clarified. The Aboriginal and Torres Strait Islander health sector firmly supports assessment in the workplace while interacting with clients. Simulations outside of the workplace should be used as a last option, and not the default. The statement reads: '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.' Evidence can be supplemented by 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 can further 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, or • when situations covered by the Unit occur only rarely in the individual's workplace. Note that the workplace statement refers to 'evidence of performance' which allows for third-party reports and does not indicate that the assessor certifying competence must always be in the workplace observing. The generic and advisory statement about simulated assessment environments and equipment has been removed. Statements tailored to each Unit have been added and list the required equipment, consumable resources and workplace documents that must be provided for assessment. These must be provided regardless of whether assessment is completed in the workplace or in a simulated environment.

Assessor Requirements

The Assessor Requirements in currently endorsed Units are very unclear and, together, all requirements are confusing.

There are two important issues for this health sector. The assessor must:

- be an Aboriginal or Torres Strait Islander person (or be assisted), to ensure cultural understanding and safety
- have experience particular to the Unit of Competency.

The requirement within current Units for the assessor to have 'expertise' is not measurable and not auditable. This reference has been replaced by a requirement for experience working as an Aboriginal and/or Torres Strait Islander health worker or practitioner. Evidence of work which directly relates to the Unit can be provided and evaluated for RTO recruitment and auditing purposes.

The Draft 1 Assessor Requirements are as follows:

Assessors must satisfy the Standards for Registered Training Organisations' (RTOs') Requirements for Assessors, and:

- be an Aboriginal and/or Torres Strait Islander person who has applied the skills and knowledge covered in this Unit of Competency through experience working as an Aboriginal and/or Torres Strait Islander health worker or practitioner, **or**
- be a registered health practitioner with experience relevant to this Unit of Competency and be accompanied by, or have assessments validated by, an Aboriginal and/or Torres Strait Islander person.

Statements will vary for some Units and each Unit should be reviewed:

- Units that cover skills for Aboriginal and/or Torres Strait Islander health practitioners indicate the assessor must have experience working as an Aboriginal and/or Torres Strait Islander health practitioner.
- For some Units, the alternative registered health practitioner is not imperative. The practitioner could be an appropriate person but another type of worker could be equally, or more, appropriate. Some Units nominate other types of workers as permissible alternative assessors. For example, some advocacy Units allow an advocate as the alternative, and some health promotion Units allow for a health educator.

A note on currency:

The *Standards for Registered Training Organisations (2012)* have explicit requirements for assessors to maintain current skills:

> *'… training and assessment is delivered only by persons who have … current industry skills directly relevant to the training and assessment being provided.' (Excerpt from Standard 1.13).*

It is, therefore, not necessary to repeat a requirement for currency in the Assessor Requirements' statement.

A note on working experience:

The Standards for RTOs do not have explicit requirements for assessors to have worked in an industry, sector or particular job role. Assessors are required to have 'vocational competencies' which are not defined. The Australian Skills Quality Authority (ASQA) produces a fact sheet which allows for options to meet vocational competency requirements unless a Training Package defines them. This health sector considers experience working in health work to be essential for assessors and has stipulated this requirement for *HLTA* Units of Competency.

Skills Gaps

The Aboriginal and/or Torres Strait Islander health sector has identified a number of skills gaps in the health worker and/or health practitioner workforce.

Please note that workforce skills gaps are not the same as gaps in Training Package coverage. Skills can be included in Training Packages, but learner- or employer-driven uptake of training may not be taking place; RTOs may not be offering training; or the implementation of training may not be of sufficient quality to address the skills gaps. The Training Package can be the starting point, however, to address these issues.

The identified skills gaps in this workforce were considered carefully when reviewing and redrafting Units of Competency. In many cases, the Units already covered skills that have been identified as being in short supply. This has meant that whole new Units are mostly not required.

However, there were some quality issues within the currently endorsed Units and Qualifications:

- In some cases, coverage of the skill in short supply was included, e.g. for chronic diseases and sexual health, but the content was generic across Units (i.e. not sufficiently tailored) or otherwise unclear, and sometimes contained within the wrong Unit as opposed to the appropriate one.
- Knowledge and Performance Evidence for Units was deficient and unclear across Units.
- The structure of the current individual Units was also confusing, mixing diverse workplace skills used by different types of workers working at different levels of seniority in a composite Unit. This may have meant that it would not be possible to select the appropriate Unit to match the job role for training purposes.
- Qualification Packaging Rules allowed users to avoid selecting any Aboriginal and/or Torres Strait Islander health Units as electives, meaning that the core could be completed but a whole raft of non-health Units could be selected to complete the Qualification.

Quality issues have been addressed in this review. This includes filling some content gaps within the redrafted Units, particularly those relating to the required Knowledge. This will better allow RTOs to develop clear and appropriate training and assessment activities to address identified skills gaps.

Identified skills gaps and how these have been treated

Table 8: Skills gaps and treatment

Advocacy
HLTAADV001 Support clients to access health services – basic advocacy for assisting clients to access health services to meet their needs *HLTAADV002 Support the rights and needs of clients* – focuses on advocacy for individuals. *HLTAADV003 Support the rights and needs of Aboriginal and/or Torres Strait Islander clients in the justice system* – Unit amended to ensure it clearly relates to advocacy *HLTAADV004 Advocate on behalf of groups or the community* – covers complex advocacy skills for groups and families and also covers community advocacy. Skills for advocacy are now more explicit within each Unit and the Units have been scaffolded to create a hierarchy of skills applicable to different job roles covered by Certificate III to Diploma-level Qualifications.
Nutrition and other healthy lifestyle practices
HLTAHPR006 Provide healthy lifestyle information *HLTAHPR007 Promote lifestyle behaviour change* Two Units retained and strengthened. The *HPR007* Unit has been completely refocused to cover skills for providing education on lifestyle disease, lifestyle risk factors, and advice on healthy lifestyle choices in order to support behaviour change.

Alcohol and other drugs (AOD)

HLTAHCS011 Provide support to clients experiencing alcohol and other drugs problems

The previous Unit had confused and mixed content about promotion, assessment and support. The Unit now focuses on support, and all content has been strengthened.

Assisting with problems with alcohol and other drugs (AOD) features strongly in social and emotional wellbeing units (*HLTASEW*), with strengthened content.

HLTAHPR007 Promote lifestyle behaviour change – now covers AOD

A range of relevant and focused Units has been imported from the Community Services Training Package (CHC) and used in Qualifications:

CHCAOD001 Work in an alcohol and other drugs context

CHCCCS014 Provide brief interventions

CHCAOD004 Assess needs of client with alcohol and other drugs issues

CHCAOD005 Provide alcohol and other drugs withdrawal services

CHCAOD007 Develop strategies for alcohol and other drugs relapse prevention and management

CHCAOD008 Provide advanced interventions to meet the needs of clients with alcohol and other drugs issues

CHCAOD009 Develop and review individual alcohol and other drugs treatment plans.

Domestic violence and family issues

A range of relevant and focused Units has been imported from the Community Services Training Package (CHC) and used in Qualifications:

CHCDFV001 Recognise and respond appropriately to domestic and family violence

CHCDFV002 Provide support to children affected by domestic and family violence

CHCDFV003 Promote community awareness of domestic and family violence

CHCDFV004 Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities

CHCDFV006 Counsel clients affected by domestic and family violence

CHCFAM010 Provide intervention support to families

CHCPRT001 Identify and respond to children and young people at risk

CHCCCS019 Recognise and respond to crisis situations

CHCCCS021 Respond to suspected abuse

CHCFAM010 Provide intervention support to families.

Mental Health, particularly skills for trauma-informed care, self-harm and suicide

Content for mental health, suicide prevention, self-harm, intergenerational trauma and trauma-informed care has been incorporated in a range of HLTASEW Units, including:

HLTASEW001 Work in Aboriginal and/or Torres Strait Islander social and emotional wellbeing

HLTASEW002 Assess social and emotional wellbeing

HLTASEW003 Provide support to clients experiencing social and emotional wellbeing problems

HLTASEW004 Provide support to clients affected by loss, grief or trauma

HLTASEW005 Contribute to the care of clients living with mental illness.

- Trauma, intergenerational trauma and trauma-informed care are now covered in Units *SEW001 – 005*

- Self-harm and risk of suicide are covered in *SEW002 – 005*.

An imported Unit is also included in the Qualifications:

CHCCCS003 Increase the safety of individuals at risk of suicide.

Chronic disease

Multiple actions have been taken to strengthen content for prevention, early detection and management of chronic disease.

Units for health assessments, care planning, administering treatments and monitoring health conditions have been strengthened:

HLTAHCS004 Complete comprehensive physical health assessments covers assessing the ongoing health and clinical progress of clients with complex health conditions, including chronic disease. Comorbidity is now included in Performance and Knowledge Evidence.

HLTAHCS006 Develop and implement complex health care plans covers skills to implement, monitor and review plans for the care of clients with complex health conditions, including chronic disease. It also includes administering clinical treatments and coordinating ongoing care.

Units for health education and promotion have been separated from those that provide support to clients already diagnosed with chronic disease and under care. This allows Units to better and more fully cover requirements. The Units

HLTAHCS007 Provide support to men with cancer

HLTAHCS008 Provide support to women with cancer

HLTAHCS010 Provide support to clients with chronic disease

focus on providing support for clients diagnosed with and being treated for cancer and chronic disease. Comorbidity is now included in the Knowledge Evidence relating to the chronic disease Unit.

The Units

HLTAHPR002 Promote awareness and early detection of cancer to men

HLTAHPR003 Promote awareness and early detection of cancer to women

HLTAHPR005 Promote awareness and prevention of chronic disease

focus on providing education about cancer and chronic disease. Comorbidity is now included in the Performance and Knowledge Evidence relating to the chronic disease Unit.

The Knowledge Requirement has been tailored, and the knowledge relating to supporting clients is different to the knowledge required to educate clients.

Two HLT Units cover chronic kidney disease:

HLTRNL001 Support a person with chronic kidney disease

HLTRNL002 Provide care and support to a person undergoing renal replacement therapy.

Diabetes

Two new Units have been created:

HLTAHCS009 Provide support to clients with diabetes

HLTAHPR004 Promote awareness and prevention of diabetes.

The Knowledge Requirement has been tailored, and the knowledge relating to supporting clients is different to the knowledge required to educate clients.

Palliative care

Two relevant and focused Units have been imported from Community Services Training Package (CHC) and included in the Qualifications:

CHCPAL001 Deliver care services using a palliative approach

CHCPAL002 Plan for and provide care services using a palliative approach.

Rural and remote emergency services

Multiple actions have been taken to strengthen the content relating to providing emergency services.

HLTAEDR001 Respond to community disasters – This is a new unit covering the skills and knowledge required to participate in a community disaster response and covers diverse types of disasters.

HLTAEDR002 Assess and respond to medical emergencies – The previous Unit focused on the broad work role for involvement in emergencies. The Unit has been refocused to cover the role of the health practitioner in assessing and treating emergency clients.

HLTAEDR003 Develop medical emergency plan – This Unit has been rewritten and strengthened throughout.

Relevant and focused Units have been imported and included in the Qualifications:

PUAECO002 Process emergency incident calls and enquiries

PUASAR022 Participate in a rescue operation

PUASAR024 Undertake road crash rescue

HLTPOP024 Develop a disaster plan.

Sexual health

Current sexual health Units had mixed and confused content. All three covered the provision of education about sexual health and STIs and the recording of sexual health histories. The Knowledge was deficient and not tailored in each Unit. Additionally, the Performance Evidence was weak and confused.

Three Units have been retained and strengthened:

HLTASXH001 Promote men's sexual

HLTASXH002 Promote women's sexual health

In these two Units the content has been clarified so they can now firmly focus on providing education about men's/women's sexual health and STIs. The Performance and Knowledge Evidence are now both more comprehensive and tailored.

HLTASXH003 Provide sexual health care

The content of this third Unit has been clarified to explicitly cover sexual health assessments, care planning and the administration of treatments. The Performance and Knowledge Evidence have again been more updated to be more comprehensive and tailored.

Language, literacy and numeracy (LLN)

Language, literacy and numeracy skills are now highlighted in the Foundation Skills section of each Unit to assist trainers and assessors to understand workplace requirements and provide LLN learning opportunities. LLN skills training can be pitched at the level described and provided before and during courses, in context and holistically with the 'technical' skills described in the Unit.

In addition:

- The Performance Criteria more clearly express LLN skills, e.g. 'Accurately document client history according to organisational policies and procedures'.
- The Performance Evidence has explicit requirements for assessing the learner's ability to accurately document a range of issues for each client contact, e.g. health history, examination, completed tests and evaluation notes.
- In the case of complex skills, e.g. those skills required for the preparation of program plans, the more complex oral and written skills have been made more explicit in both the Performance Criteria and Performance Evidence.

New Units

Five new Units have been drafted in response to an identified need.

Table 9: New Units

Unit Code and Title	Coverage
HLTAEDR001 Respond to community disasters	Covers skills and knowledge for participating in a community disaster response and covers diverse types of disasters. The Unit covers epidemics and pandemics, and content has been included relating to the role of health services in these instances.
HLTAHCS002 Assist with health assessments	Covers skills and knowledge required by health care workers who have a communications-focused role in assisting medical practitioners with health assessments for Aboriginal and/or Torres Strait Islander people.
HLTAHCS009 Provide support to clients with diabetes	Covers skills and knowledge to provide support for clients diagnosed with and being treated for diabetes.
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.
HLTAHPR004 Promote awareness and prevention of diabetes	Covers skills and knowledge to provide education about diabetes.

Units proposed for deletion

There are 21 Units proposed for deletion for several reasons:

- The unit is completely **generic**, has nil to low enrolments over several years and relevant imported Units can be chosen by users if required. (The relevant imported Units are noted in the table below.)
- The unit is generic or has **mixed and unclear content** and there are imported Units that have relevant and better-focused content. (Again, the relevant imported Units are noted in the table below.)
- The unit is **obsolete**, and no demand on the part of either learners or employers has been indicated as a result of nil or minimal enrolments over several years. There is no proposal to replace this type of Unit in any Draft 1 Qualifications.

Units listed as “’replacement Units’ are included within the Draft 1 Qualifications.

Table 10: Units proposed for deletion

Unit Code and Title	Replacement Unit/s	Reason for deletion
HLTAHW025 Provide information and strategies in health care	Proposed for deletion. Unit content is covered in: *HLTAHPR005 Promote awareness and prevention of chronic disease* *HLTAHCS010 Provide support to clients with chronic disease*	N Nil to low enrolments over multiple years. *HLTAHW025* is a generic Unit that provides no context for any condition or disease and, therefore, no basis for assessment (Performance and Knowledge Evidence). Knowledge

Unit Code and Title	Replacement Unit/s	Reason for deletion
		Evidence repeats content of chronic disease Units. Unit content is covered and superseded by two Units: *HLTAHPR005 Promote awareness and prevention of chronic disease* *HLTAHCS010 Provide support to clients with chronic disease.*
HLTAHW031 Provide information/strategies to enhance capacities of Aboriginal/Torres Strait Islander families	Proposed for deletion, to be replaced by imported Units: *CHCFAM010 Provide intervention support to families* *CHCPRT001 Identify and respond to children and young people at risk* *CHCCCS019 Recognise and respond to crisis situations* *CHCCCS021 Respond to suspected abuse.*	Nil enrolments over multiple years. *HLTAHW031* content is not cohesive. It covers a mix of skills of different levels of complexity with some that appear across multiple other Units. It has been replaced by imported Units that have relevant and better-focused content. Some already appear in the relevant 2015 (Release 5) Qualifications.
HLTAHW032 Supervise individual workers	Proposed for deletion, to be replaced by an imported Unit: *CHCMGT003 Lead the work team.*	Nil to very low enrolments over multiple years. Replaced by an imported Unit that has relevant and better-focused content.
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	Nil to very low enrolments over multiple years. Emergency management of burns is covered by *HLTAEMR002 Assess and respond to medical emergencies.*
HLTAHW042 Implement a burns rehabilitation care plan	Proposed for deletion	Nil enrolments over multiple years.
HLTAHW050 Develop a healing framework for social and emotional wellbeing work	Proposed for deletion	Nil to very low enrolments over multiple years. *HLTAHW050* describes skills and knowledge for facilitating group healing processes and has 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.
HLTAHW053 Address impact of food security on community health	Proposed for deletion	Nil enrolments over multiple years. *HLTAHW053* describes skills and knowledge relating to the 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

Unit Code and Title	Replacement Unit/s	Reason for deletion
		Islander health workers and practitioners.
HLTAHW054 Support renal dialysis clients in the community setting	Proposed for deletion and replaced by other HLT units: *HLTRNL001 Support a person with chronic kidney disease* *HLTRNL002 Provide care and support to a person undergoing renal replacement therapy.*	Nil enrolments over multiple years. Replaced by Units that have relevant and better-focused content.
HLTAHW055 Provide care to clients undertaking renal dialysis in the community setting	Proposed for deletion, to be replaced by other HLT Units: *HLTRNL001 Support a person with chronic kidney disease* *HLTRNL002 Provide care and support to a person undergoing renal replacement therapy.*	Nil enrolments over multiple years. Replaced by Units that have relevant and better-focused content.
HLTAHW062 Supervise health care team	Proposed for deletion and replaced by imported Unit *CHCMGT003 Lead the work team.*	*HLTAHW062* is very broad with minimal requirements. Replaced by an imported Unit that has relevant and better-focused content.
HLTAHW063 Implement office systems	Proposed for deletion and replaced by imported Unit *BSBMED401 Manage patient recordkeeping system.*	Nil enrolments over multiple years. *HLTAHW063* is very broad with minimal requirements. Replaced by an imported Unit that has relevant and better focused content.
HLTAHW064 Manage budgets	Proposed for deletion, to be replaced by imported Unit *FNSORG501 Develop and manage a budget.*	Nil to very low enrolments over multiple years. *HLTAHW064* is very broad with minimal requirements. Replaced by an imported Unit that has relevant and better focused content.
HLTAHW068 Develop work plans	Proposed for deletion, to be replaced by imported Unit *BSBOPS502 Manage business operational plans.*	Nil enrolments over multiple years *HLTAHW068* is very broad with minimal requirements Replaced by an imported Unit that has relevant and better-focused content. The following two Units also cover skills for developing and documenting plans for program development and implementation: *HLTAHCS016 Develop primary health care programs* *HLTAHPR001 Develop health promotion programs.*
HLTAHW069 Develop health care policy	Proposed for deletion, to be replaced by imported Units: *CHCPOL002 Develop and implement policy*	Nil enrolments over multiple years. *HLTAHW069* is a mix of two different skill areas: policy development and advocacy

Unit Code and Title	Replacement Unit/s	Reason for deletion
	CHCADV005 Provide systems advocacy services.	Replaced by imported Units that have relevant and better-focused content.
HLTAHW070 Manage human resources	Proposed for deletion, to be replaced by imported Units: *BSBHRM415 Coordinate recruitment and onboarding* *BSBLDR522 Manage people performance* *BSBHRM523 Coordinate the learning and development of teams and individuals*	Nil enrolments over multiple years. *HLTAHW070* covers a huge range of content areas including staffing, recruitment, performance planning, employee relations and training and development. Replaced by imported Units that more fully address different areas of HR. These can be selected as required.
HLTAHW072 Provide guidance in social and emotional wellbeing	Proposed for deletion	Nil enrolments over multiple years. *HLTAHW072* describes skills and knowledge for providing therapeutic counselling. Counselling is outside the scope of job functions for Aboriginal and/or Torres Strait Islander health workers and practitioners.
HLTAHW074 Provide closure on healing processes	Proposed for deletion	Nil enrolments over multiple years. *HLTAHW074* describes skills and knowledge for facilitating group healing processes and has 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, to be replaced by imported Unit *CHCCDE007 Develop and provide community projects*	Nil enrolments over multiple years. *HLTAHW075* is very broad with minimal requirements. Replaced by an imported Unit that has relevant and better-focused content.
HLTAHW076 Plan for community emergencies	Proposed for deletion, to be replaced by another HLT Unit, *HLTPOP024 Develop a disaster plan.*	Nil enrolments over multiple years. *HLTAHW076* relates to disasters and the content duplicates *HLTPOP024 Develop a disaster plan in entirety*. Replaced by a Unit that has relevant and better-focused content.
HLTAHW078 Work within a narrative approach	Proposed for deletion	Nil to low enrolments over multiple years. *HLTAHW078* describes 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.

Questions to guide the review of Units appear in Appendix A of this document.

A full mapping of Units appears in Appendix E of this document

Qualification issues and how these have been actioned

Issues with Qualifications

Table 11: Current Qualification issues

Issue with existing qualifications	Action for Draft 1
Elective Units in Qualifications appear as very long 'shopping lists' of Units, making Qualifications unwieldy and confusing to users. For example, the current *Diploma of Aboriginal and/or Torres strait Islander Primary Health Care Practice* includes a total of 101 elective Units.	The long lists of Units have been edited and now include only those most relevant to each Qualification and associated job roles. This rationalisation has simplified and focussed the Qualifications. This will assist users to select those Units most relevant to job roles covered by the Qualifications. Many of those Units duplicated the content of AHW Units and therefore served no purpose. Many Units were inappropriate for the AQF Qualification level and the content was either too simple or too complex for the Qualification and the related job roles. Others were very generic, and their inclusion added no value. The 'open' Packaging Rules allow a selection of Units from the HLT Health Training Package or any other endorsed Training Package and it is therefore unnecessary for a Qualification to cover all circumstances.
The Packaging Rules for the Qualifications allow users to avoid selection of the most relevant elective Units. Pools of elective lists combine current *AHW* Units with others, including *CHC, BSB* and *TAE* Units. The current Packaging Rules allow users to avoid selecting any further AHW Units which are those most relevant to job outcomes covered by the Qualifications.	Packaging Rules have changed along with the grouping of elective Units. For relevant qualifications, Aboriginal and/or Torres Strait Islander health work (HLTA) Units are contained in specified groups. A specified number of electives must be chosen from those groups. Additional electives can be chosen from the general elective Units, or users can select more from the health work groups. Certificate IV, for example comprises: • 5 elective Units, consisting of: ◦ 3 Units from Group A (*HLTA* Units) ◦ 2 Units either from Group A, from Group B, from elsewhere in the HLT Training Package or from any other current Training Package or accredited course. These modifications will ensure the integrity of the Qualification designed for Aboriginal and/or Torres Strait Islander health workers or practitioners and will encourage uptake of the most relevant Units. They will still allow flexibility in recognition of the diverse job functions of Aboriginal and/or Torres Strait Islander health workers and practitioners. These modifications do not apply to Certificate II or III Qualifications.

List of draft Qualifications

There are six Draft 1 Qualifications. Codes will be allocated at the time of endorsement.

Table 12: Draft 1 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*
HLT5xx21	*Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice*
HLT5xx21	*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 proposed restructuring of Aboriginal and/or Torres Strait Islander Health Worker 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 the Qualifications.

Deleted Qualification and benchmark Qualification for practitioners

HLT40213 *Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice* has been deleted in favour of the *Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice.*

The complexity of skills and knowledge required of novice Aboriginal and/or Torres Strait Islander health practitioners is in keeping with the Australian Qualifications Framework (AQF) descriptor for a Diploma. This *Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice* becomes the benchmark Qualification for Aboriginal and Torres Strait Islander health practitioners.

Proposed Entry Requirements

The *Certificate IV in Primary Health Care* qualification now becomes an Entry Requirement for the *Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice (*'the Diploma of Practice'*)*. This creates a natural career and training pathway for health workers to become health practitioners.

The Diploma has been structured to provide scaffolding of skills from the Certificate IV Qualification.

Because the Diploma of Practice has an Entry Requirement, the number of both core and elective Units has been reduced. The Draft 1 Certificate IV requires completion of 18 Units and the draft Diploma requires the completion of15. The completion of 33 Units via both Qualifications is in keeping with the requirement of 31 units for the current Diploma of Practice.

It is also proposed that:

- the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Qualification ('the Certificate IV in Health Care') becomes an Entry Requirement for the *Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management (*'the Diploma of Management')

- an Entry Requirement be added for the Advanced Diploma. This could be either the Diploma of Management or the Diploma of Practice.

Please note that all Entry Requirements are include current or previous versions of the Qualification so that barriers to entry are avoided.

Questions to guide the review of Qualifications appear in Appendix A of this document.

A full mapping of Qualifications appears in Appendix C of this document.

Skill Sets

No drafting has been completed on Skill Sets for Draft 1 consultation. There are 18 Skill Sets proposed for deletion because there is no learner or employer demand, as indicated by consistent nil enrolments over several years:

Table 13: Skill Sets proposed for deletion

Skill Set Code	Skill Set Title
HLTSS00028	*Renal Care Skill Set for Aboriginal and/or Torres Strait Islander Primary Health Care Practice*
HLTSS00029	*Ear and Hearing Health Skills Set for Aboriginal and/or Torres Strait Islander Primary Health Care*
HLTSS00030	*Aboriginal and/or Torres Strait Islander Maternal and Infant Care Skill Set*
HLTSS00031	*Aboriginal and/or Torres Strait Islander Maternal and Infant Care Skill Set – Clinical*
HLTSS00032	*Aboriginal and/or Torres Strait Islander Healthy Children Skill Set*
HLTSS00033	*Aboriginal and/or Torres Strait Islander Family Health Skill Set*
HLTSS00034	*Aboriginal and/or Torres Strait Islander Youth Health Skill Set*
HLTSS00035	*Chronic Condition Self-management for Aboriginal and/or Torres Strait Islander Clients Skill Set*
HLTSS00036	*Aboriginal and/or Torres Strait Islander Eye Health Coordinator Skill Set*
HLTSS00037	*Advanced Practice for Aboriginal and/or Torres Strait Islander Health Workers Skill Set*
HLTSS00038	*Aboriginal and/or Torres Strait Islander Disability Care Skill Set*
HLTSS00039	*Aboriginal and/or Torres Strait Islander Aged Care Skill Set*
HLTSS00040	*Smoking Cessation Skill Set*
HLTSS00041	*Aboriginal and/or Torres Strait Islander Sexual Health Skill Set*
HLTSS00042	*Aboriginal and/or Torres Strait Islander Men's Health Skill Set*
HLTSS00044	*Nutrition Support Skill Set for Aboriginal and/or Torres Strait Islander Communities*
HLTSS00045	*Aboriginal and/or Torres Strait Islander Community Nutrition and Food Security*
HLTSS00050	*Oral Health Care Skill Set for Aboriginal and/or Torres Strait Islander Health Workers*

Appendix A: Questions to guide review

Questions to guide review of Units

Grouping of Units (Competency Fields)	Have the Units been housed in appropriate groups? If not, can you suggest a better way of grouping Units? Are the Group Titles appropriate and easy to understand? If not, can you suggest a better group title? Are there any Units that should be moved into a different group for a better fit?
Unit Titles and Application Statements	Does the Title, simply and clearly, reflect the Unit content and workplace skill described by the Unit? If not, can you provide a suggested alternative? Does the Application Statement provide a clear and accurate description of the skill covered by the Unit? Does the Application Statement provide a sense of the complexity of the Unit and to what level of worker it may apply?
Performance Criteria and Foundation Skills	Do Elements and Performance Criteria (PCs) accurately describe what people do on a day-to-day basis in the workplace? Do the PCs use clear workplace language and are they sequenced logically? Do the language, literacy and numeracy (LLN) skills within the Foundation Skills section (FS) describe workplace application and an appropriate level of skill for the Unit? Do the LLN statements add value to assist trainers and assessors to better train and assess learners to the level required? Is there anything missing from the PCs and Foundation Skills that needs to be added? Anything to delete?
Knowledge Evidence	Do the Statements cover the essential workplace knowledge required of an individual to perform the tasks described by the Performance Criteria? Is there anything to add or delete? Is the Knowledge Evidence requirement specific enough and tailored to the Unit? Is the breadth and depth of knowledge described well enough to assist assessors to understand the scope?
Performance Evidence	Would the evidence requirements prove that a person is competent in all the Unit outcomes? Is the suggested volume (sufficiency) of evidence appropriate to ensure that consistency of performance is assessed? Too little, too much? Would the evidence prove that a person can adapt to different circumstances, e.g. complete health assessments of different types of clients of varying genders and ages? Are the statements clear? Would assessors understand exactly what they must do?

Assessment Conditions	Is the statement about the requirement to collect evidence from the workplace during interaction with clients clear, and is this achievable? Are the options for collecting evidence in the workplace and in simulated environment clear? Anything to change, add or delete? What equipment, consumable resources and workplace documents do people currently use for the work covered by the Unit? Are those listed relevant to the Unit? Should anything be added or deleted? Are the statements clear? Would assessors understand what they must provide for assessment?
Assessor Requirements	Are the assessor competency requirements for experience working as an Aboriginal and/or Torres Strait Islander health worker or practitioner clear and appropriate? Are the alternative statements for involving other types of practitioners and workers, with assistance from an Aboriginal and/or Torres Strait Islander person clear, appropriate and achievable? Should anything be added or deleted?
Structure of Units	Do the draft Units correctly describe individual skills aligned to discrete job functions? Do you agree with the proposal to merge some Units and split others? If not, please provide your reasons and how Units could be structured differently.
Whole Suite of Units	Does the suite of Units cover all required skills for the range of job roles? Are there any Units missing? If anything, nominate proposed title and general content.
Units Proposed for Deletion	Do you agree with the proposal to delete some Units? Please provide your rationale for agreeing or disagreeing.

Questions about Skill Sets

Deletion of Skill Sets	Do you agree with the proposal to delete the currently endorsed and unused Skill Sets? Please provide your rationale for agreeing or disagreeing.
Potential for New Skill Sets	Can you advise whether you think any new Skill Sets should be developed? If so, what Units would you include?

Questions to guide review of Qualifications

Qualification Titles	The *Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management* is designed for people who work in a diversity of senior health care or operational management roles. The title of the qualification now includes 'management'. Are all Qualification titles appropriate? If not, can you suggest other titles?
Core Units	Are the core Units appropriate? Do they reflect the essential skills required by all Aboriginal and/or Torres Strait Islander health workers or practitioners at each level? Should any Units be added to or deleted from the core Units?
Elective Units	Do you agree with rationalising the lists of elective Units? Are the *HLTA* Units included in elective lists those most relevant? Are the general/imported electives those most relevant to Aboriginal and/or Torres Strait Islander health workers and practitioners at each level? Should any Units be added to or deleted from the elective lists?
Packaging Rules	Are the Packaging Rules appropriate to allow employers, learners and Registered Training Organisations flexibility to meet their needs? The Packaging Rules for the Certificate IV and for both Diplomas require selection of Units from specified groups. Is this appropriate?
Removed Qualification and Entry Requirement	Is it appropriate to remove the Certificate IV Practice Qualification in favour of the Diploma of Practice? Should an *Advanced Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice* be introduced? If so, what skills and knowledge should this Qualification cover? Is it appropriate to introduce an Entry Requirement of the Certificate IV in Primary Health Care for both the Diploma of Practice and Diploma of Management? Please provide your rationale if you feel it is not.

Appendix B: List of Draft 1 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 Aboriginal and/or Torres Strait Islander 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 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	*Develop and implement basic health care plans*	Nil
HLTAHCS006	*Develop and 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 prevention 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 behaviour 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*	Nil
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 to support the social and emotional wellbeing of clients*	Nil
HLTASEW002	*Assess social and emotional wellbeing*	Nil
HLTASEW003	*Provide support to clients experiencing social and emotional wellbeing problems*	Nil
HLTASEW004	*Provide support to clients affected by loss, grief or trauma*	Nil
HLTASEW005	*Contribute to the care of clients living with mental illness*	Nil
HLTASEW006	*Provide supervision for Aboriginal and/or Torres Strait Islander health workers*	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

Unit Code	Unit Title	Prerequisites
HLTAWOR002	*Work in Aboriginal and/or Torres Strait Islander primary health care*	Nil
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 Aboriginal and/or Torres Strait Islander health*	Nil
HLTAWOR005	*Contribute to Aboriginal and/or Torres Strait Islander health strategies*	Nil

Appendix C: Mapping of Qualifications

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*	N Changes to core Units: • Two core units merged (*HLTAHW001 and HLTAHW004)* to become *HLTAWOR001* • *BSBCMM211 Apply communication skills* added. The 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 II Qualification have been removed. Other appropriate Units have been added, including Units from the Foundation Skills Training Package.

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*	N
		Number of Units required reduced from 17 to 13.
		Changes to core Units:
		• *CHCLEG001 Work legally and ethically* removed as relevant content for this Qualification is integrated in other Units
		• Advocacy Unit changed to one at more appropriate skills level
		• *HLTAAP001 Recognise healthy body systems* added
		• Content which is too complex for a Certificate III Qualification has been removed, specifically:
		  ◦ health planning and implementation
		  ◦ promotion and education activities (healthy lifestyle promotion retained in electives)
		  ◦ research.
		The elective Unit list has been edited to include only those electives most relevant to the work outcome. In particular, Units which are too complex for a Certificate III Qualification have been removed. Other appropriate Units have been added.

HLT40113 Certificate IV in Aboriginal and/or Torres Strait Islander	*HLT4XX21 Certificate IV in Aboriginal and/or*	N

Previous Qualification	Replacement Qualification Code TBA	Comment in relation to previous version E = Equivalent N = Not Equivalent
Primary Health Care (Release 5)	*Torres Strait Islander Primary Health Care*	Number of Units required reduced from 21 to 18 based on restructuring of Units. Changes to core Units: • *CHCLEG001 Work legally and ethically* removed as relevant content for this Qualification is integrated in HLTA Units • Promotional program development Unit moved to Diploma Qualifications as content is too complex for this Certificate IV Qualification • *HLTAWOR004 Provide support to address social and cultural determinants of local Aboriginal and/or Torres Strait Islander health* moved from core to elective • *HLTAHW019 Deliver primary health care programs for Aboriginal and/or Torres Strait Islander communities* removed as content duplicates that of multiple Units already in the Qualification • *CHCCOM002 Use communication to build relationships* added • *CHCPRP003 Reflect on and improve own professional practice* added • *HLTAWSEW001 Work to support the social and emotional wellbeing of clients* added. Elective Unit list has been edited to include only those electives most relevant to the work outcome. In particular, Units which are too complex for a Certificate IV Qualification have been removed, while other appropriate Units have been added. The Packaging Rules have been amended to include a requirement for the selection of a specified number of Units from an Aboriginal and/or Torres Strait Islander Health group.
HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice (Release 5)	Deleted	Qualification deleted in favour of the HLT5XX21 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.
HLT50113 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care (Release 5)	*HLT5XX21 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management*	N Title changed. This Qualification is now broader in scope and has greater differentiation from the Diploma of Aboriginal and/or Primary Health Care Practice. Entry Requirement added. This can be any current or previous version of a *Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care*. Number of Units required reduced from 30 to 15 as a result of the Entry Requirement. Changes to core Units:

Previous Qualification	Replacement Qualification Code TBA	Comment in relation to previous version E = Equivalent N = Not Equivalent
		• Multiple Units removed as they are covered in the Entry Requirement Qualification • Many other Units moved from core to elective to create a small core for flexible job outcomes Elective Unit list has been edited to include only those most relevant to the work outcome and to provide greater differentiation from HLT5XX21 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice. Groups created within the elective list with a required selection to ensure the most relevant Units are selected but this still allows flexible choice from within the groups. Packaging Rules have been amended to include a requirement for selection of a specified number of units from a Primary Health Care Management group to focus the Qualification on PHC management. Rules also require the selection from one of two other groups, Health Care Support or Research and Community Development.
HLT50213 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice (Release 5)	*HLT5XX21 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice*	N This is now the benchmark Qualification for Aboriginal and/or Torres Strait Islander health practitioners and has greater differentiation from the Diploma of Aboriginal and/or Torres Strait Islander Health Care Management. This Qualification now focuses on practitioner clinical skills plus health promotion/education as the best fit for novice/progressing practitioners. The Entry Requirement has been added. This can be any current or previous version of a *Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care.* The number of Units required has been reduced from 31 to 15 as a result of the Entry Requirement. Changes to core Units: • Multiple Units removed as they are covered in the Entry Requirement Qualification • Many other Units removed from the core to create a small core for flexible job outcomes • Leadership Units removed from core based on new practitioner focus for Qualification Elective Unit list has been edited to include only those electives most relevant to the work outcome and to provide greater differentiation from the *HLT5XX21 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. Groups created within the elective list with a required selection to ensure the most relevant Units are

Previous Qualification	Replacement Qualification Code TBA	Comment in relation to previous version E = Equivalent N = Not Equivalent
		selected, but this still allows flexible choice from within the groups. Packaging Rules amended to include a requirement for selection of a specified number of units from an Aboriginal and/or Torres Strait Islander Health Care and Clinical Treatment group to focus the Qualification on practitioner job outcomes.
HLT60113 Advanced Diploma of Aboriginal and/or Torres Strait Islander Health Care (Release 5)	*HLT6XX21 Advanced Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management*	N Title changed. This Qualification is now broader in scope and allows for diverse outcomes. It can now provide for job outcomes that primarily focus on health care management or broader strategic management activities. Entry requirement added. This can be any current or previous version of a Diploma in Aboriginal and/or Torres Strait Islander Primary Health Care, Health Care Practice or Health Care Management. Number of Units required reduced from 18 to 13 based on restructuring of the Units. Many Units have been removed from the core to create a small core for flexible job outcomes. The elective Unit list has been edited to include only those most relevant to a work outcome at the Advanced Diploma level. Groups have been created within the elective list with a required selection to ensure the most relevant Units are chosen whilst also allowing for flexibility of choice within the groups. Packaging Rules have been amended to include a requirement for selection of a specified number of Units from one of two groups, in order to focus the Qualification on intended job outcomes.

Appendix D: Unit appearance in Qualifications

Unit	Qualification					
	II Primary 10 Units	III Primary 13 Units	IV Primary 18 Units	Dip Practice 15 Units	Dip PHC MGT 15 Units	Adv Dip PHC MGT 13 Units
HLTAADV001 Support clients to access health services	C	C				
HLTAADV002 Support the rights and needs of clients			C	Entry	Entry	Entry
HLTAADV003 Support the rights and needs of Aboriginal and/or Torres Strait Islander 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 information to clients	C					
HLTAHCS002 Assist with health assessments		C				
HLTAHCS003 Complete routine physical health assessments			C	Entry	Entry	Entry
HLTAHCS004 Complete comprehensive physical health assessments				C		
HLTAHCS005 Develop and implement basic health care plans			C	Entry	Entry	Entry
HLTAHCS006 Develop and 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		
HLTAHCS012 Provide support to older clients		E	E			
HLTAHCS013 Provide eye health care			E	E		
HLTAHCS014 Provide ear health care			E	E		

Unit	Qualification					
	II Primary 10 Units	III Primary 13 Units	IV Primary 18 Units	Dip Practice 15 Units	Dip PHC MGT 15 Units	Adv Dip PHC MGT 13 Units
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 prevention of diabetes			E	E		
HLTAHPR005 Promote awareness and prevention of chronic disease			E	E		
HLTAHPR006 Provide healthy lifestyle information		E	C	Entry	Entry	Entry
HLTAHPR007 Promote lifestyle behaviour change			E	E	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				
HLTAMED002 Support the safe use of medications			C	Entry	Entry	Entry
HLTAMED003 Administer medications				C		
HLTAMED004 Manage medications in Aboriginal and/or Torres Strait Islander primary health care				E		
HLTARES001 Gather information and report on community health			C	Entry	Entry	Entry
HLTARES002 Prepare and maintain community health profile						E
HLTARES003 Research community health					E	C
HLTASEW001 Work to support the social and emotional wellbeing of clients		E	C	Entry	Entry	Entry
HLTASEW002 Assess social and emotional wellbeing			E	C		

Unit	Qualification					
	II Primary 10 Units	**III Primary 13 Units**	**IV Primary 18 Units**	**Dip Practice 15 Units**	**Dip PHC MGT 15 Units**	**Adv Dip PHC MGT 13 Units**
HLTASEW003 Provide support to clients experiencing social and emotional wellbeing problems			E	E		
HLTASEW004 Provide support to clients affected by loss, grief or trauma		E	E	E		
HLTASEW005 Contribute to the care of clients living with mental illness				E	E	E
HLTASEW006 Provide supervision for Aboriginal and/or Torres Strait Islander health workers					C	
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	Entry	Entry	Entry
HLTAWOR003 Use and promote reflective practice in Aboriginal and/or Torres Strait Islander primary health care				C	C	Entry
HLTAWOR004 Provide support to address social and cultural determinants of Aboriginal and/or Torres Strait Islander health			E	C		
HLTAWOR005 Contribute to Aboriginal and/or Torres Strait Islander health strategies.						C

Appendix E: Mapping of Units

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

Previous Unit Code and Title	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
		Criteria and provide clear information about sufficiency of evidence. Knowledge Evidence extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW003 Provide basic health information to clients	*HLTAHCS013 Provide basic health information to clients*	N 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. Provision of healthy lifestyle information removed; this is covered in *HLTAHPR006 Provide healthy lifestyle information*. Significant changes to Elements and Performance Criteria to reflect new focus of Unit. Performance Evidence amended to remove duplication of Performance Criteria, reflect new focus of Unit and provide clear information about sufficiency of evidence. Knowledge Evidence significantly amended to reflect new focus of Unit. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW004 Perform work role in Aboriginal and/or Torres Strait Islander primary health care context *HLTAHW001 Work with Aboriginal and/or Torres Strait Islander clients and communities* *Merged*	*HLTAWOR001 Work in an Aboriginal and/or Torres Strait Islander health support role*	N Two Units merged: *HLTAHW004 Perform work role in Aboriginal and/or Torres Strait Islander primary health care context* *HLTAHW001 Work with Aboriginal and/or Torres Strait Islander clients and communities.* Minor changes to Elements and Performance Criteria. Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.

Previous Unit Code and Title	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
		Knowledge Evidence extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
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	N Titled changed Content about cultural safety and culturally appropriate and safe communication added. This content underpins a range of other Units. Significant changes to Elements and Performance Criteria. Element 4 deleted as it exceeds scope of this foundational Unit and repeats content of *HLTAWOR004 Provide support to address social and cultural determinants of local Aboriginal and/or Torres Strait Islander health*. Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence. Knowledge Evidence extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW006 Facilitate and advocate for the rights and needs of clients and community members	*HLTAADV002 Support the rights and needs of clients*	N Title changed. Wording added to clarify that the focus of this Unit is advocacy for individuals. 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 extended to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria.

Previous Unit Code and Title	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
		Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW007 Undertake basic health assessments	*HLTAHCS003 Complete routine physical health assessments*	N Title changed. Significant changes to Performance Criteria. PCs for providing support removed; now fully covered in Units for providing support to those diagnosed. Unit focuses on short-term/uncomplicated health conditions. 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. Knowledge Evidence extended to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW008 Assist in planning and implementation of basic health care	*HLTAHCS005 Develop and implement basic health care plans*	N HLTAHW008 duplicated entire content of another Unit about developing health care plans. Unit content is covered and superseded by *HLTAHCS005 Develop and implement basic health care plans*.
HLTAHW009 Provide information about social and emotional support *Unit split; content is covered across multiple Units.*	*HLTASEW001 Work to support the social and emotional wellbeing of clients* *HLTASEW002 Assess social and emotional wellbeing* *HLTASEW003 Provide support to clients experiencing social and emotional wellbeing problems*	N HLTAHW009 Provide information about social and emotional support has been split. Content is covered across the following three units: *HLTASEW001 Work to support the social and emotional wellbeing of clients* *HLTASEW002 Assess social and emotional wellbeing* *HLTASEW003 Provide support to clients experiencing social and emotional wellbeing problems*

Previous Unit Code and Title	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
		HLTASEW001: Unit provides knowledge and skill base for all work that supports client social and emotional wellbeing. Element 5, self-care for workers, and associated knowledge (from *HLTAHW009*) housed in *HLTASEW001*. *HLTASEW002*: Unit focuses on assessment of social and emotional wellbeing. Element 1, basic assessment, and associated knowledge (from *HLTAHW009)* housed in *HLTASEW002.* *HLTASEW003*: Unit focuses on providing support for clients experiencing social and emotional wellbeing problems. Elements 2, 3, 4, providing support and follow up, and associated knowledge (from HLTAHW009) housed in HLTASEW003. 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 extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW010 Identify community health issues, needs and strategies	*HLTARES001 Gather information and report on community health*	N Title changed. 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 extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for

Previous Unit Code and Title	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
		assessment, and also clarified that community-based projects are suitable for this Unit.
HLTAHW011 Assist with basic health screening, promotion and education services	Content superseded by various Units	N *HLTAHW011* was a hybrid which incoherently mixed content from several Units, attempting to cover multiple job functions for health workers and health practitioners. The Unit described skills and knowledge of varying complexity, and had no comfortable fit with a Qualification at any level. Unit content is covered and superseded by the following Units: • *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 behaviour 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 onwards) • *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*	N Title changed. *HLTAHW012* had confused and mixed content about promotion, assessment and support. Unit now focuses on support.

Previous Unit Code and Title	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
		Significant changes to structure and content of Elements and Performance Criteria to reflect new focus of Unit. Performance Evidence amended to remove duplication of Performance Criteria, reflect new focus of Unit and provide clear information about sufficiency of evidence. Knowledge Evidence significantly amended to reflect new focus of unit. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW013 Respond to emergencies	*HLTAEDR002 Assess and respond to medical emergencies*	N Title changed. *HLTAHW013* focused on broad work role for involvement in emergencies. Unit refocused to cover health practitioner role in assessing and treating emergency clients. Significant changes to structure and content of Elements and Performance Criteria to reflect new focus. Performance Evidence amended to remove duplication of Performance Criteria, reflect new focus of Unit and provide clear information about sufficiency of evidence. Knowledge Evidence significantly amended to reflect new focus of Unit. Assessment Conditions clarified to better describe what is required for assessment and clarification that simulated assessment is required for this Unit.
HLTAHW014 Work with Elders in Aboriginal and/or Torres Strait Islander communities	*HLTAHCS012 Provide support to older clients*	N Title changed. 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 extended to indicate scope and depth; significant additions to fully reflect Performance Criteria.

Previous Unit Code and Title	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
		Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW015 Work under instructions to support the safe use of medication	*HLTAMED001 Work under instructions to support the safe use of medications*	N Minor change to Title, now plural for consistency with other Units about medications. Minor changes to Elements and Performance Criteria. Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence. Knowledge about body systems removed (not relevant to Unit outcomes); covered in *HLTAMED003 Administer medications*. Knowledge Evidence extended to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW016 Assess client's physical wellbeing	*HLTAHCS004 Complete comprehensive physical health assessments*	N Title changed. Significant changes to Performance Criteria. PCs for providing support removed; now fully covered in Units for providing support to those diagnosed. Unit focuses on complex acute, chronic and communicable disease. 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. Knowledge Evidence extended to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.

Previous Unit Code and Title	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
HLTAHW017 Assess and support client's social and emotional wellbeing Unit split; content is covered across two Units.	*HLTASEW002 Assess social and emotional wellbeing* *HLTASEW003 Provide support to clients experiencing social and emotional wellbeing problems*	N *HLTAHW017 Assess and support client's social and emotional wellbeing* has been split. Content is covered across the following two Units: *HLTASEW002 Assess social and emotional wellbeing* *HLTASEW003 Provide support to clients experiencing social and emotional wellbeing problems* Elements 1 and 2, assessing client, and associated knowledge (from *HLTAHW017*) housed in *HLTASEW002*. Element 3, providing support, and associated knowledge (from *HLTAHW017*) housed in *HLTASEW003*. 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 extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW018 Plan, implement and monitor health care in a primary health care context	*HLTAHCS005 Develop and implement basic health care plans*	N Title changed. Unit focuses on short term/uncomplicated conditions; chronic removed and covered by *HLTAHCS006 Develop and implement complex health care plans*. Element 4: provide information about healthy nutrition and lifestyle choices removed. This is covered in *HLTAHPR006 Provide healthy lifestyle information*. Significant changes to structure and content of Elements and Performance Criteria. Performance Evidence amended to remove duplication of Performance

Previous Unit Code and Title	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
		Criteria and provide clear information about sufficiency of evidence. Knowledge Evidence extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW019 Deliver primary health care programs for Aboriginal and/or Torres Strait Islander communities	Content superseded by various Units	N *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 comfortable fit with a Qualification at any level. Unit content is covered and superseded by the following Units: • 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 – 004*
HLTAHW020 Administer medications	*HLTAMED003 Administer medications*	N Minor changes to Elements and Performance Criteria. Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence. Knowledge Evidence extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW021 Provide nutrition guidance for specific health care	*HLTAHPR006 Provide healthy lifestyle information*	N Title changed. *HLTAHW021* focused on specific conditions. There are now dedicated

Previous Unit Code and Title	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
		Units for specific conditions. Unit included content about babies, toddlers and breastfeeding which is covered in maternal health Units. Unit now focuses on providing general healthy lifestyle information based on Australian national dietary and physical activity guidelines. Significant changes to structure and content of Elements and Performance Criteria to reflect new focus of Unit. Performance Evidence amended to remove duplication of Performance Criteria, reflect new focus of Unit and provide clear information about sufficiency of evidence. Knowledge Evidence significantly amended to reflect new focus of Unit. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW022 Address social determinants of Aboriginal and/or Torres Strait Islander health	*HLTAWOR004 Provide support to address social and cultural determinants of Aboriginal and/or Torres Strait Islander health*	N Title changed. 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. Significant changes to structure and content of Elements and Performance Criteria to reflect new focus of Unit. Performance Evidence amended to remove duplication of Performance Criteria, reflect new focus of Unit and provide clear information about sufficiency of evidence. Knowledge Evidence significantly amended to reflect new focus of Unit. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW023 Plan, develop and evaluate health promotion and community development programs	*HLTAHPR001 Develop health promotion programs*	N Two Units merged:

Previous Unit Code and Title	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
HLTAHW067 Manage health education and promotion Merged		*HLTAHW023 Plan, develop and evaluate health promotion and community development programs* *HLTAHW067 Manage health education and promotion* (Nil enrolments over multiple years) Content of *HLTAHW067* duplicated content of *HLTAHW023* with insufficient different content left in *HLTAHW067* to warrant a separate Unit. Element 3 (from *HLTAHW067*) removed as this repeated content of advocacy Unit and is fully covered in *HLTAADV004 Advocate on behalf of groups or the community*. 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 extended to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria. Knowledge of chronic conditions (from *HLTAHW023*) removed as this is not relevant to Unit outcomes. Assessment Conditions clarified to better describe what is required for assessment. Clarification that community-based projects are suitable for this Unit.
HLTAHW024 Work in alcohol, other drugs & mental health care w/ Aboriginal &/or Torres Strait Islander Comm. *HLTAHW049 Work effectively in social and emotional wellbeing* Merged	*HLTASEW001 Work to support the social and emotional wellbeing of clients*	N Two Units merged: *HLTAHW024 Work in alcohol, other drugs & mental health care w/ Aboriginal &/or Torres Strait Islander Comm.* *HLTAHW049 Work effectively in social and emotional wellbeing* These two Units duplicated each other entirely. Title of *HLTAHW024* referred to AOD but Unit had no AOD content except one PC. HLTASEW001 provides knowledge and skill base for all work that

Previous Unit Code and Title	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
		supports client social and emotional wellbeing. In addition, Element 6 for *HLTAHW024* duplicated content about the justice system now covered in *HLTAADV003 Support the rights and needs of Aboriginal and/or Torres Strait Islander clients in the justice system*. 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 extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW025 Provide information and strategies in health care	Proposed for deletion	N Nil to low enrolments over multiple years. *HLTAHW025* is a generic Unit that provides no context for any condition or disease and therefore no basis for assessment (Performance and Knowledge Evidence). Knowledge Evidence repeats content of chronic disease Units. Unit content is covered and superseded by two Units: HLTAHPR005 Promote awareness and prevention of chronic disease HLTAHCS010 Provide support to clients with chronic disease.
HLTAHW026 Provide information and strategies in sexual health for men	*HLTASXH001 Promote men's sexual health*	N Title changed. 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 covered in *HLTASXH003 Provide sexual health care*.

Previous Unit Code and Title	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
		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 extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW027 Provide information and strategies in sexual health for women	*HLTASXH002 Promote women's sexual health*	N Title changed. 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 *HLTASXH003 Provide sexual health care*. 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 extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW028 Provide information and strategies in chronic condition care Unit split; content is covered across two Units.	*HLTAHCS010 Provide support to clients with chronic disease* *HLTAHPR005 Promote awareness and prevention of chronic disease*	N HLTAHW028 Provide information and strategies in chronic condition care has been split. Content is covered across the following two Units: *HLTAHCS010 Provide support to clients with chronic disease* *HLTAHPR005 Promote awareness and prevention of chronic disease*. *HLTAHCS010*: Unit focuses on providing support for clients being

Previous Unit Code and Title	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
		treated for chronic disease. Elements 2 & 3, providing support and associated knowledge (from *HLTAHW028*) housed in *HLTAHCS010*. *HLTAHPR005*: Unit focuses on providing education about chronic disease. Element 1, promoting awareness and associated knowledge (from *HLTAHW028*) housed in *HLTAHPR005*. Significant changes to Elements and Performance Criteria. Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence. Knowledge Evidence extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW029 Provide information and strategies in maternal and infant health	*HLTAMAT001 Provide antenatal health care* *HLTAMAT003 Provide postnatal health care for mothers and babies*	N *HLTAHW029 Provide information and strategies in maternal and infant health* duplicated entire content of antenatal and postnatal Units. Unit content is covered and superseded by two Units: *HLTAMAT001 Provide antenatal health care* *HLTAMAT003 Provide postnatal health care for mothers and babies*.
HLTAHW030 Provide information and strategies in eye health	*HLTAHCS013 Provide eye health care*	N Title changed. Content of *HLTAHW030* was very mixed. Content now refocused to provide clearer and relevant scope for assessing and treating eyes. Content about organising clinics (Element 4), measuring for spectacles (Element 6) and managing eye health care programs (Element 7) removed. Significant changes to structure and content of Elements and Performance Criteria.

Previous Unit Code and Title	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
		Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence. Knowledge Evidence extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW031 Provide information/strategies to enhance capacities of Aboriginal/Torres Strait Islander families	Proposed for deletion, replaced by imported Units: *CHCFAM010 Provide intervention support to families* *CHCPRT001 Identify and respond to children and young people at risk* *CHCCCS019 Recognise and respond to crisis situations* *CHCCCS021 Respond to suspected abuse*	Nil enrolments over multiple years. *HLTAHW031* content is not cohesive. It covers a mix of skills of different levels of complexity with some that appear across multiple other units. Replaced by imported Units that have relevant and better-focused content. Some already appear in relevant Qualifications.
HLTAHW032 Supervise individual workers	Proposed for deletion, replaced by imported unit: *CHCMGT003 Lead the work team*	Nil to very low enrolments over multiple years. Replaced by an imported unit that has relevant and better focused content.
HLTAHW033 Maintain community health profile	HLTARES002 Prepare and maintain community health profile	N Title changed. 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 extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment. Clarification that community-based projects are suitable for this Unit.
HLTAHW034 Provide healthy lifestyle programs and advice	*HLTAHPR007 Promote lifestyle behaviour change*	N Title changed.

Previous Unit Code and Title	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
		HLTAHW034 covered skills for planning and delivering a training program about diet, exercise and diabetes. Unit completely refocused to cover skills for providing education on lifestyle disease, lifestyle risk factors, and advice on healthy lifestyle choices and for supporting behaviour change. Covers provision of information to individuals and groups. Significant changes to structure and content of Elements and Performance Criteria to reflect new focus of Unit. Performance Evidence amended to remove duplication of Performance Criteria, reflect new focus of Unit and provide clear information about sufficiency of evidence. Knowledge Evidence significantly amended to reflect new focus of Unit. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW035 Provide information and support around cancer Unit split; content is covered across two Units.	*HLTAHCS007 Provide support to men with cancer* *HLTAHPR002 Promote awareness and early detection of cancer to men*	N *HLTAHW035 Provide information and support around cancer* has been split. Content is covered across the following two Units: *HLTAHCS007 Provide support to men with cancer* *HLTAHPR002 Promote awareness and early detection of cancer to men* *HLTAHCS007*: Unit focuses on providing support for male clients being treated for cancer. Elements 2 & 3, providing support and associated knowledge (from *HLTAHW035*) housed in *HLTAHCS007*. *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 *HLTAHPR002*. Significant changes to Elements and Performance Criteria.

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		Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence. Knowledge Evidence extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW036 Provide information and support to women with breast cancer Unit split; content is covered across two Units.	*HLTAHCS008 Provide support to women with cancer* *HLTAHPR003 Promote awareness and early detection of cancer to women*	N *HLTAHW036 Provide information and support to women with breast cancer* has been split. Content is covered across the following two Units: HLTAHCS008 Provide support to *women with cancer* *HLTAHPR003 Promote awareness and early detection of cancer to women.* *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 *HLTAHCS008*. *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 cancer. Elements 1 & 2, promoting awareness and associated knowledge (from HLTAHW036) housed in *HLTAHPR003*. Significant changes to Elements and Performance Criteria. Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence. Knowledge Evidence extended to indicate scope and depth; significant additions to fully reflect Performance Criteria.

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		Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW037 Support the safe use of medications	*HLTAMED002 Support the safe use of medications*	N *HLTAHW037* had confused and mixed content and included skills and knowledge for administering medications; covered in *HLTAMED003 Administer medications*. Content for administering medications removed, specifically Element 2 and required knowledge of infection control procedures and regulatory requirements for administering medications. Unit now focuses on provision of information about medications. Significant changes to Elements, Performance Criteria and Knowledge Evidence. Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence. Knowledge Evidence extended to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW038 Assess and promote physical and emotional wellbeing of children Unit split; content is covered across two Units.	*HLTAMAT004 Assess children's health* *HLTAMAT005 Provide health care for children*	N *HLTAHW038 Assess and promote physical and emotional wellbeing of children* has been split. Content is covered across the following two Units: *HLTAMAT004 Assess children's health* *HLTAMAT005 Provide health care for children*. Element 1, assessing child, and associated knowledge (from *HLTAHW038*) housed in *HLTAMAT004*. Element 2, 3 & 4, planning and monitoring health care of child, and associated knowledge (from

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		HLTAHW038) housed in *HLTAMAT005*. 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. Requirements for specific types of physical examinations and tests are described. Knowledge Evidence extended to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW039 Monitor early childhood growth and development Unit split; content is covered across two Units.	*HLTAMAT004 Assess children's health* *HLTAMAT005 Provide health care for children*	N HLTAHW039 Monitor early childhood growth and development has been split. Content is covered across the following two Units: *HLTAMAT004 Assess children's health* *HLTAMAT005 Provide health care for children.* Content for assessing childhood growth and development (from *HLTAHW039*) housed in *HLTAMAT004*. Content for developing plans, providing information and referrals (from *HLTAHW039*) housed in H*LTAMAT005*. 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 extended to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria.

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		Assessment Conditions clarified to better describe what is required for assessment.
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	Nil to very low enrolments over multiple years. Emergency management of burns is covered by *HLTAEMR002 Assess and respond to medical emergencies*.
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*	N Minor changes to Elements and Performance Criteria. Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence. Knowledge Evidence extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. 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*	N Title changed. Prerequisite added: *HLTAADV002 Support the rights and needs of clients* Focus of Unit has broadened to cover advocacy for groups, organisations and communities. Significant changes to structure and content of Elements and Performance Criteria. New Element on negotiating solutions. Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence. Knowledge Evidence extended to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria.

Previous Unit Code and Title	Replacement Unit Code and Title HLT VXX (version TBA)	Comment in relation to previous version E = equivalent N = not equivalent
		Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW045 Plan, develop and evaluate primary health care programs for Aboriginal/Torres Strait Islander comm. *HLTAHW066 Manage the delivery of Aboriginal and/or Torres Strait Islander primary health care* Merged	*HLTAHCS016 Develop primary health care programs*	N Two Units merged: HLTAHW045 Plan, develop and evaluate primary health care programs for Aboriginal/Torres Strait Islander comm. HLTAHW066 Manage the delivery of Aboriginal and/or Torres Strait Islander primary health care (Low enrolments over multiple years) Content of *HLTAHW066* duplicated content of *HLTAHW045* with insufficient different content left in *HLTAHW066* to warrant a separate unit. Element 4 (from *HLTAHW066*) removed as this repeated content of advocacy Unit and is fully covered in *HLTAADV004 Advocate on behalf of groups or the community*. Research aspects of *HLTAHW066* repeated content of research Units and are fully covered in HLTARES003 Research community health. 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 extended to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment. Clarified that community based projects are suitable for this unit.
HLTAHW046 Apply advanced skills in primary health care Unit split; content is covered across two Units.	*HLTAHCS004 Complete comprehensive physical health assessments* *HLTAHCS006 Develop and implement complex health care plans*	N *HLTAHW046 Apply advanced skills in primary health care* has been split. Content is covered across the following two Units:

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		HLTAHCS004 Complete comprehensive physical health assessments *HLTAHCS006 Develop and implement complex health care plans.* Elements 1 & 2, assessing client, interpreting pathology and associated knowledge (from *HLTAHW0046*) housed in *HLTAHCS004*). Elements 3, 4 & 5, developing, implementing, reviewing plans and associated knowledge (from *HLTAHW0046*) housed in *HLTAHCS006* 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 extended to indicate scope and depth; significant deletions and additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW047 Support and promote social and emotional wellbeing of staff and clients Unit split; content is covered across three Units.	*HLTASEW002 Assess social and emotional wellbeing* *HLTASEW003 Provide support to clients experiencing social and emotional wellbeing problems* *HLTASEW006 Provide supervision for Aboriginal and/or Torres Strait Islander health workers*	N *HLTAHW047 Support and promote social and emotional wellbeing of staff and clients* has been split. Content is covered across the following three Units: *HLTASEW002 Assess social and emotional wellbeing* *HLTASEW003 Provide support to clients experiencing social and emotional wellbeing problems* *HLTASEW006 Provide supervision for Aboriginal and/or Torres Strait Islander health workers*. *HLTASEW002*: Unit focuses on assessment of social and emotional wellbeing. Element 1, assessing client, and associated knowledge (from HLTAHW047) housed in *HLTASEW002*

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		HLTASEW003: Unit focuses on providing support for clients experiencing social and emotional wellbeing problems. Element 2, providing support, and associated knowledge (from *HLTAHW047*) housed in *HLTASEW003* H*LTASEW006*: Unit focuses on providing professional supervision for health workers. Element 3, providing emotional support to workers and associated knowledge (from *HLTAHW047*) housed in *HLTASEW006*). 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 extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW048 Apply a strategic approach to Aboriginal and/or Torres Strait Islander health	*HLTAWOR005 Contribute to Aboriginal and/or Torres Strait Islander health strategies*	N Title changed. 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 extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment. Clarification that community-based projects are suitable for this Unit.

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HLTAHW049 Work effectively in social and emotional wellbeing *HLTAHW024 Work in alcohol, other drugs & mental health care w/ Aboriginal &/or Torres Strait Islander Comm.* Merged	*HLTASEW001 Work to support the social and emotional wellbeing of clients*	N Two Units merged: HLTAHW049 Work effectively in social and emotional wellbeing HLTAHW024 Work in alcohol, other drugs & mental health care w/ Aboriginal &/or Torres Strait Islander Comm. These two Units duplicated each other entirely. Title of *HLTAHW024* referred to AOD but Unit had no AOD content except one PC: *HLTASEW001* provides knowledge and a skill base for all work that supports client social and emotional wellbeing. In addition, Element 6 of *HLTAHW024*, duplicated content about the justice system now covered in *HLTAADV003 Support the rights and needs of Aboriginal and/or Torres Strait Islander clients in the justice system*. 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 extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW050 Develop a healing framework for social and emotional wellbeing work	Proposed for deletion	Nil to very low enrolments over multiple years. *HLTAHW050* describes skills and knowledge for facilitating group healing processes and has 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.

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HLTAHW051 Respond to loss, grief and trauma	*HLTASEW004 Provide support to clients affected by loss, grief or trauma*	N Title changed. 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 extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW052 Deliver primary health care to Aboriginal and/or Torres Strait Islander clients in confinement	*HLTAADV003 Support the rights and needs of Aboriginal and/or Torres Strait Islander clients in the justice system*	N Title changed. *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. 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 extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW053 Address impact of food security on community health	Proposed for deletion	Nil enrolments over multiple years. HLTAHW053 describes 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.

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HLTAHW054 Support renal dialysis clients in the community setting	Proposed for deletion, replaced by other HLT Units: *HLTRNL001 Support a person with chronic kidney disease* *HLTRNL002 Provide care and support to a person undergoing renal replacement therapy*.	Nil enrolments over multiple years. Replaced by Units that have relevant and better-focused content.
HLTAHW055 Provide care to clients undertaking renal dialysis in the community setting	Proposed for deletion, replaced by other HLT Units: *HLTRNL001 Support a person with chronic kidney disease* *HLTRNL002 Provide care and support to a person undergoing renal replacement therapy.*	Nil enrolments over multiple years. Replaced by Units that have relevant and better-focused content.
HLTAHW056 Provide sexual and reproductive health care	*HLTASXH003 Provide sexual health care*	N Title changed. Content for providing sexual health education minimised; this is fully covered in *HLTASXH001 Promote men's sexual health* and *HLTASXH002 Promote women's sexual health*. Unit content clarified so it better focuses on sexual health assessments, care planning and administration of treatments. 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 extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW057 Provide antenatal health care	*HLTAMAT001 Provide antenatal health care*	N Content about maintaining registers, schedules and statistics for antenatal care, and for providing staff supervision, removed. Significant changes to structure and content of Elements and Performance Criteria. Content for providing social

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		and emotional wellbeing support added. Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence. Knowledge Evidence extended to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW058 Prepare for and support childbirth	*HLTAMAT002 Assist with childbirth*	N Title changed. Purpose and scope of *HLTAHW058* was unclear. *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. Unit completely refocused to reflect skills to assist with childbirth under guidance of midwife or medical practitioner. Significant changes to structure and content of Elements and Performance Criteria to reflect new focus of Unit. Performance Evidence amended to remove duplication of Performance Criteria, reflect new focus of Unit and provide clear information about sufficiency of evidence. Knowledge Evidence significantly amended to reflect new focus of Unit. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW059 Provide postnatal and infant health care	*HLTAMAT003 Provide postnatal health care for mothers and babies*	N Title changed. Content about maintaining registers, schedules and statistics for postnatal care, and for providing staff support removed. Significant changes to structure and content of Elements and Performance

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		Criteria. Content for postnatal depression screening, and providing social and emotional wellbeing support added. Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence. Knowledge Evidence extended to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment.
HLTAHW060 Plan for medical emergencies	*HLTAEDR003 Develop medical emergency plan*	N Title changed. 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 extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment. Clarified that community based projects are suitable for this unit.
HLTAHW061 Engage in community health research	*HLTARES003 Research community health*	N Title changed. 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 extended to indicate scope and depth; significant additions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment. Clarification that

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		community-based projects are suitable for this Unit.
HLTAHW062 Supervise health care team	Proposed for deletion, replaced by imported Unit: *CHCMGT003 Lead the work team*.	*HLTAHW062* is very broad with minimal requirements. Replaced by an imported Unit that has relevant and better-focused content.
HLTAHW063 Implement office systems	Proposed for deletion, replaced by imported Unit: BSBMED401 Manage patient recordkeeping system.	Nil enrolments over multiple years. *HLTAHW063* is very broad with minimal requirements. Replaced by an imported Unit that has relevant and better-focused content.
HLTAHW064 Manage budgets	Proposed for deletion, replaced by imported Unit: *FNSORG501 Develop and manage a budget*	Nil to very low enrolments over multiple years. *HLTAHW064* is very broad with minimal requirements. Replaced by an imported Unit that has relevant and better-focused content.
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*	N Title changed. Significant changes to structure and content of Elements and Performance Criteria. Content about time management and using informatics systems removed. Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence. Knowledge Evidence extended to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment. Clarification that community-based projects are suitable for this Unit.
HLTAHW066 Manage the delivery of Aboriginal and/or Torres Strait Islander primary health care *HLTAHW045 Plan, develop and evaluate primary health care programs for Aboriginal/Torres Strait Islander comm.* Merged	*HLTAHCS016 Develop primary health care programs*	Two Units merged: HLTAHW066 Manage the delivery of Aboriginal and/or Torres Strait Islander primary health care (Low enrolments over multiple years) *HLTAHW045 Plan, develop and evaluate primary health care programs for Aboriginal/Torres Strait Islander comm.*

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		Content of *HLTAHW066* duplicated content of HLTAHW045 with insufficient different content left in *HLTAHW066* to warrant a separate Unit. Element 4 (from *HLTAHW066*) removed as this repeated content of advocacy Unit and is fully covered in *HLTAADV004 Advocate on behalf of groups or the community*. Research aspects of *HLTAHW066* repeated content of research Units and are fully covered in HLTARES003 Research community health. 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 extended to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria. Assessment Conditions clarified to better describe what is required for assessment. Clarification that community-based-projects are suitable for this Unit.
HLTAHW067 Manage health education and promotion *HLTAHW023 Plan, develop and evaluate health promotion and community development programs* Merged	*HLTAHPR001 Develop health promotion programs*	Two Units merged: *HLTAHW067 Manage health education and promotion* (Nil enrolments over multiple years) *HLTAHW023 Plan, develop and evaluate health promotion and community development programs*. Content of *HLTAHW067* duplicated content of HLTAHW023 with insufficient different content left in *HLTAHW067* to warrant a separate Unit. Element 3 (from *HLTAHW067*) removed as this repeated content of advocacy Unit and is fully covered in *HLTAADV004 Advocate on behalf of groups or the community*. Significant changes to structure and content of Elements and Performance Criteria.

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		Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence. Knowledge Evidence extended to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria. Knowledge of chronic conditions (from *HLTAHW023*) removed as this is not relevant to Unit outcomes. Assessment Conditions clarified to better describe what is required for assessment. Clarified that community based projects are suitable for this unit.
HLTAHW068 Develop work plans	Proposed for deletion, replaced by imported Unit: *BSBOPS502 Manage business operational plans*	Nil enrolments over multiple years *HLTAHW068* is very broad with minimal requirements Replaced by an imported Unit that has relevant and better-focused content. The following two Units also cover skills for developing and documenting plans for program development and implementation: HLTAHCS016 Develop primary health care programs HLTAHPR001 Develop health promotion programs.
HLTAHW069 Develop health care policy	Proposed for deletion; replaced by imported Units: *CHCPOL002 Develop and implement policy* *CHCADV005 Provide systems advocacy services.*	Nil enrolments over multiple years. *HLTAHW069* is a mix of two different skill areas - policy development and advocacy. Replaced by imported Units that have relevant and better-focused content.
HLTAHW070 Manage human resources	Proposed for deletion; replaced by imported Units: *BSBHRM415 Coordinate recruitment and onboarding* *BSBLDR522 Manage people performance* *BSBHRM523 Coordinate the learning and development of teams and individuals.*	Nil enrolments over multiple years. *HLTAHW070* covers a huge range of content areas including staffing, recruitment, performance planning, employee relations and training and development. Replaced by imported Units that more fully address different areas of HR. These can be selected as required.
HLTAHW071 Manage medicines in Aboriginal	*HLTAMED004 Manage medications in Aboriginal and/or*	N

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and/or Torres Strait Islander primary health care	*Torres Strait Islander primary health care*	Title changed to medications for consistency with other Units about medications. Prerequisite added: *HLTAMED003 Administer medications*. 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 extended to indicate scope and depth; significant additions and deletions to fully reflect Performance Criteria. 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 describes 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	*HLTASEW005 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. It now takes a case management approach. Significant changes to structure and content of Elements and Performance Criteria to reflect new focus of Unit. Performance Evidence amended to remove duplication of Performance Criteria, reflect new focus of Unit and provide clear information about sufficiency of evidence. Knowledge Evidence significantly amended to reflect new focus of Unit.

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		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* describes skills and knowledge for facilitating group healing processes and has 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* is very broad with minimal requirements. Replaced by an imported Unit that has relevant and better-focused content.
HLTAHW076 Plan for community emergencies	Proposed for deletion; replaced by another HLT Unit: *HLTPOP024 Develop a disaster plan.*	Nil enrolments over multiple years. *HLTAHW076* is about disasters and content duplicates HLTPOP024 Develop a disaster plan in entirety. Replaced by a Unit that has relevant and better-focused content.
HLTAHW077 Provide supervision for social and emotional wellbeing workers	*HLTASEW006 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 extended to indicate scope and depth; additions to fully reflect Performance Criteria. Assessment Conditions 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.

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		HLTAHW078 describes 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 includes content 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 communications focused role in 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 diagnosed with and being treated for diabetes.
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 prevention of diabetes*	Covers skills and knowledge to provide education about diabetes.