



SKILLSIQ

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

Consultation on the proposed Diploma of Practice

August 2021

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Introduction

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

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

Project background

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.

Draft 1 revised units of competency and qualifications were produced in 2020 with national consultation completed in January 2021. Draft 2 validation content was released in April 2021 with national consultation completed in May 2021.

In each of these drafts, the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice was proposed for replacement (to be superseded) by the Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice. This Diploma would become the benchmark qualification for Aboriginal and Torres Strait Islander health practitioners

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

1. to provide appropriate recognition of the considerable skills, knowledge, judgement and responsibilities of Aboriginal and/or Torres Strait Islander Health Practitioners; and
2. to correctly recognise the alignment of the practitioner qualification to the appropriate Australian Qualifications Framework (AQF) specification. (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 descriptor for a Diploma.)

Stakeholder comment

Most, but not all, stakeholders who provided comment and individual submissions on the Diploma of Practice did not support it replacing the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice

There were a number of concerns raised with implementing the proposed Diploma, which resulted in stakeholders withholding support of the proposed Diploma. Please refer to the table on page 3 for a summary of those concerns.

Those who support, comment that it is historically time to, again, progress the practitioner qualification in recognition of the complex skills they use in day-to-day practice, and as a key means of uplifting the professional status of Aboriginal and/or Torres Strait Islander Health Practitioner workforce.

The current proposal

The IRC has considered all comments and submissions along with options available to progress the endorsement of reviewed Aboriginal and/or Torres Strait Islander health work training package products.

It is still proposed that the Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice qualification supersedes the currently endorsed HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice.

The Diploma Practice would be introduced while allowing the Certificate IV Practice, in its current form, to have an extended life. This allows a significant period of time to transition through implementation difficulties raised by stakeholders.

Information linked to concerns is outlined throughout this document, starting with information in the table on page 3. This will allow stakeholders to further consider the proposed Diploma.

We now seek your feedback on whether or not the health practitioner qualification, **as drafted** (see page 8), is most appropriately packaged at a Diploma or a Certificate IV level.

Should the qualification be held back to Certificate IV level, the Diploma qualification instead would be removed. This would not affect the Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management, which would remain in place.

This project is due to be considered by the Australian Industry and Skills Committee at its October 2021 meeting. This consultation specifically concentrates on the proposed HLT51XX21 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice.

Consultation

Direct submission

Feedback can be provided by direct submission to SkillsIQ via email emma.gleeson@skillsiq.com.au

Consultation timelines

Consultation on the proposed Diploma of Practice will be open for a period of two weeks from **Monday 2nd August to Friday 13 August 2021**. Following the close of consultation, comments and submissions will be evaluated by the IRC. This feedback will inform the development of the final draft of qualifications.

Contact details

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Summary of issues

Certificate IV to Diploma of Practice

The Aboriginal and Torres Strait Islander Health Worker IRC has proposed and consulted on a Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice qualification to supersede the currently endorsed HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice.

The following table provides an overarching summary of comments from those opposed to the proposed Diploma of Practice becoming the benchmark qualification for practitioners. The table provides information linked to those concerns to allow stakeholders to further consider the proposed Diploma.

| Comment/Concern | Information |
|---|---|
| <p>Consultation with:</p> <ul style="list-style-type: none"> the Aboriginal and Torres Strait Islander Health Practice Board – ATSIHPBA (under AHPRA) the Aboriginal and Torres Strait Islander Health Practice Accreditation Committee (ATSIHPAC). | <p>SkillsIQ and the Aboriginal and Torres Strait Islander Health Worker IRC have consulted with the ATSIHPBA via the ATSIHPAC throughout the life of the project.</p> <p>The proposed Diploma of Practice core units of competency have been mapped to the 2020 Professional capabilities for registered Aboriginal and Torres Strait Islander Health Practitioners.</p> <p>Minor gaps were identified, and Draft 2 units were updated to address these gaps.</p> <p>ATSIHPAC has expressed general support for the move to a Diploma to better align the nationally endorsed VET practitioner qualification with current and emerging roles of Aboriginal and Torres Strait Islander health practitioners.</p> <p>Most recently, ATSIHPAC has advised that its support of the introduction of the proposed Diploma of Practice is contingent on an extended period of transition (of at least three years) that enables continuity of delivery of qualifications by RTOs.</p> <p>The IRC has responded by agreeing to request that the Certificate IV Practice, in its current form, to have an extended life to allow an extended period of transition to the Diploma.</p> <p>An extended transition period is canvassed in the following section of this guide.</p> |
| <p>Future registration for Aboriginal and Torres Strait Islander health practitioners may be disrupted.</p> | <p>The Aboriginal and Torres Strait Islander Health Practice Board – ATSIHPBA (under AHPRA) has indicated that there will be no adverse impacts on registration, including for those currently and previously registered as Aboriginal and/or Torres Strait Islander Health Practitioners.</p> <p>The National Association of Aboriginal and Torres Strait Islander Health Workers and Practitioners (NAATSIHWP) has produced a factsheet which directly answers concerns with future health practitioner registration.</p> <p>This fact sheet is reproduced in Appendix A of this guide.</p> |

| Comment/Concern | Information |
|--|---|
| <p>A Diploma qualification will take longer to achieve than a Certificate IV qualification.</p> <p>(On this basis, stakeholders have said that enrolments will drop and workforce numbers will be affected.)</p> | <p>There is no specified or regulated duration* attached to any training package qualification. Training package Diplomas vary in content, structure and unit numbers, and therefore in training and assessment duration.</p> <p>The AQF qualification type descriptors recognise differences in qualification content and only nominate typical volume of learning, e.g.:</p> <ul style="list-style-type: none"> • Certificate IV typically 0.5 – 2 years • Diploma typically 1 – 2 years <p>In this case, the currently endorsed HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice comprises 21 units, made up of 14 core and 7 elective units.</p> <p>The proposed Diploma of Practice (Draft 3) comprises 20 units, made up of 14 core and 6 elective units.</p> <p>The number of required units is less than the current qualification. The subject matter of core and elective units for the proposed Diploma is very similar, and in many cases the same as those within the current Certificate IV. On this basis, there is no reason to assume that the duration of the Diploma would automatically extend past that of the current Certificate IV.</p> <p>A direct comparison mapping of core units is provided on page 12 of this guide.</p> <p>In addition to this, the Certificate IV in Primary Health Care and the proposed Diploma of Practice have been purposefully designed to provide a “fast track” pathway to the achievement of the Diploma.</p> <p>Please refer to the pathways chart on page 16 of this guide.</p> <p><i>* Note, it is recognised that a time served requirement can be attached to indentured training and employment pathways to qualifications, i.e. traineeships and apprenticeships.</i></p> |
| <p>There will be significant time and cost implications for RTOs to deliver the Diploma of Practice, including:</p> <ul style="list-style-type: none"> • updating courses and resources • adding the Diploma to scope of registration • accrediting course with ATSIHPAC/ ATSIHPA • updating the VET qualification of training staff to deliver the Diploma. | <p>The IRC has responded to time concerns by agreeing to recommend that the Certificate IV Practice, in its current form, to have an extended life to allow an extended period of transition to the Diploma.</p> <p>This extended transition period is proposed to allow RTOs time to implement the proposed Diploma of Practice.</p> <p>Please refer to the following section of this guide for details.</p> <p>Please note that there is no requirement for trainers and assessors to be certified in the Diploma of Practice to deliver and assess that qualification.</p> <p>That is not a requirement specified by this training package. As specified in units of competency, assessors must have applied the skills and knowledge covered in the unit of competency through experience working as an</p> |

| Comment/Concern | Information |
|--|--|
| | <p>Aboriginal and/or Torres Strait Islander health practitioner (or health worker for some units).</p> <p>To satisfy the Standards for Registered Training Organisations (2012), RTOs must prove, for registration requirements, that trainers and assessors have vocational competency.</p> <p>Trainers and assessors can demonstrate they have vocational competency at least to the level being delivered and assessed by either:</p> <ul style="list-style-type: none"> • holding the competency they are delivering (i.e. being certified), or • demonstrating equivalence of competency (usually via mapping previous or existing work experience). |
| <p>Language, literacy and numeracy considerations.</p> | <p>Please refer to information on page 16 of this guide.</p> |
| <p>Industrial relations issues across different state and federal awards, and enterprise agreements. Workers with Diplomas can have higher classification and slightly higher pay rates. Disparity of pay rates may occur between those with different qualification levels.</p> | <p>Some stakeholders have advised that an extended transition period will allow for negotiation around industrial arrangements so that practitioners are recognised at the appropriate award classification, which is largely based on qualification levels.</p> <p>Recognition of prior learning (RPL) processes might be implemented for those with a Certificate IV qualification to achieve the Diploma, thus achieving parity for workers.</p> |

Extended transition period

It is still proposed that the Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice qualification supersedes the currently endorsed HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice.

The Diploma Practice would be introduced while allowing the Certificate IV Practice, in its current form, to have an extended life.

What is the VET norm for transitioning to an updated qualification?

Under usual requirements, if the Diploma Practice **supersedes** (replaces) the Certificate IV Practice, existing or newly enrolled learners need to complete the Certificate IV within 12 months of the release date of the Diploma, or be transferred to the Diploma. RTOs can continue to enrol new learners in the current Certificate IV Practice.

If a qualification is **deleted**, enrolled learners need to complete within two years. (The extra time recognises that they may have only recently enrolled.)

If a qualification is **deleted**, no new enrolments are allowed from the date it is deleted.

The policy relating to this may be found on the ASQA website here:

<https://www.asqa.gov.au/standards/training-assessment/clauses-1.26-1.27>

What is proposed?

The IRC and SkillsIQ will request, in the Case for Endorsement, for the HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice Cert IV Practice to be deleted, but for that deletion to take effect on a pre-determined date.

This date is proposed to be three years from the date of endorsement of the replacement Diploma of Practice.

This would see the Certificate IV Practice remain live on training.gov.au for three years after the date of endorsement of the new training package products. This would allow both new enrolments and those already enrolled in the Certificate IV Practice to continue for three years.

What will happen in three years' time?

The Certificate IV Practice would be deleted on the pre-determined date (three years from the date of endorsement of the new training package products). If VET rules stay the same:

- Enrolled learners would have a two year period AFTER the deletion takes effect to complete the qualification.
- No new enrolments are allowed in the Cert IV Practice from the date it is formally declared deleted (in three years' time).

Therefore, the Certificate IV Practice could be given a lifespan of five years, if RTOs enrol learners close to the pre-determined deletion date (in three years' time).

What would a longer Certificate IV Practice lifespan achieve for RTOs?

This would allow RTOs extended time to:

- update their Diploma course for ATSIHPAC/ ATSIHPA accreditation and approval for registration of graduates
- update training and assessment materials
- add the Diploma Practice to their VET scope of registration
- phase out the Certificate IV Practice at a time of their choosing, and choose their own teach out periods (within the parameters of the timeframes outlined above).

Can the two qualifications run side by side?

Any RTO can choose to take-up the new Diploma Practice qualification at any point during the extended life-span of the old Certificate IV Practice.

Other RTOs may choose to continue to offer the Certificate IV Practice for as long as the extension allows.

The Aboriginal and Torres Strait Islander Health Practice Accreditation Committee has indicated that a training provider could map either their Certificate IV or Diploma course, and have either course accredited and approved during this period.

Proposed Diploma of Practice – Draft 3

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|----------------------------------|---|
| QUALIFICATION CODE | HLT51XX21 |
| QUALIFICATION TITLE | Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice |
| QUALIFICATION DESCRIPTION | <p>This qualification reflects the role of Aboriginal and Torres Strait Islander health practitioners. It is specific to Aboriginal and/or Torres Strait Islander people who work as part of a multidisciplinary health care team providing primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.</p> <p>They provide culturally safe health and wellbeing promotion, preventative health care and clinical treatment services in a diversity of locations including urban, rural and remote settings.</p> <p>Aboriginal and Torres Strait Islander health practitioners work with autonomy using initiative and judgement within the parameters of practice standards, treatment protocols and clinical supervision arrangements established by the employing organisation. Clinical supervision might be provided by doctors, nurses, or other registered health practitioners.</p> <p>This qualification provides a pathway to work in a range of health care settings including Aboriginal and/or Torres Strait Islander community organisations, and the public or private health sector.</p> <p>Aboriginal and Torres Strait Islander health practitioners are registered with the Aboriginal and Torres Strait Islander Health Practice Board of Australia (ATSIHPBA) and, only when registered, can use the protected title of Aboriginal and/or Torres Strait Islander health practitioner. However, registration is not automatically linked to an individual's certification in this qualification. Current requirements for practitioners to complete an accredited course of study, and how training organisations accredit their course, should be checked with ATSIHPBA.</p> |
| ENTRY REQUIREMENTS | There are no entry requirements for this qualification. |
| PACKAGING RULES | <p>20 units must be completed:</p> <ul style="list-style-type: none"> • 14 core units • 6 elective units, consisting of: <ul style="list-style-type: none"> • 3 units from Group A • 2 units from Group A or Group B • 1 additional unit from Group A or Group B, or from Group C, from elsewhere in the HLT Training Package or from any other current training package or accredited course. <p>The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.</p> |

| | |
|------------|---|
| | <p>Pink highlights = units common to CIV Primary 9 core are common to CIV Primary Health Care Additional core units = 5</p> |
| | Core |
| CHCCOM002 | Use communication to build relationships |
| CHCLEG001 | Work legally and ethically |
| HLTAADV002 | Support the rights and needs of clients |
| HLTAHCS004 | Complete comprehensive physical health assessments |
| HLTAHCS006 | Implement complex health care plans |
| HLTAHPR007 | Promote lifestyle change |
| HLTAMED002 | Support the safe use of medications |
| HLTAMED003 | Administer medications |
| HLTASEW002 | Assess and support the social and emotional wellbeing of clients |
| HLTAWOR003 | Use and promote reflective practice in Aboriginal and/or Torres Strait Islander primary health care |
| HLTAWOR002 | Work in Aboriginal and/or Torres Strait Islander primary health care |
| HLTAWOR004 | Provide support to address social and cultural determinants of client and community health |
| HLTINF001 | Comply with infection prevention and control policies and procedures |
| HLTWHS001 | Participate in workplace health and safety |
| | Electives |
| | Group A: Health Care and Clinical Treatment |
| CHCPAL002 | Plan for and provide care services using a palliative approach |
| HLTAID011 | Provide first aid |
| HLTAEDR002 | Assess and respond to medical emergencies |
| HLTAHCS010 | Provide support to clients with chronic disease |
| HLTAMAT001 | Provide antenatal health care |
| HLTAMAT002 | Assist with childbirth |
| HLTAMAT003 | Provide postnatal health care for mothers and babies |
| HLTAMAT004 | Assess children's health |
| HLTAMAT005 | Provide health care for children |
| HLTAMED004 | Manage medications in Aboriginal and/or Torres Strait Islander primary health care <i>Note prerequisite: HLTAMED003 Administer medications</i> |
| HLTASEW004 | Contribute to the care of clients living with mental illness |
| HLTASXH003 | Provide sexual health care |
| HLTAUD001 | Assess hearing |
| HLTAUD002 | Conduct play audiometry |
| HLTRNL003 | Contribute to the nursing care of a person with renal impairment |
| HLTRNL004 | Apply renal replacement therapy |
| HLTPAT001 | Identify and respond to clinical risks in pathology |
| HLTPAT002 | Perform venous blood collections |
| HLTPAT004 | Collect pathology specimens other than blood |
| | Group B: Health Care, Support and Promotion |

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|-----------------------------------|---|
| HLTAADV003 | Support the rights and needs of clients in the justice system |
| HLTAHCS007 | Provide support to men with cancer |
| HLTAHCS008 | Provide support to women with cancer |
| HLTAHCS009 | Provide support to clients with diabetes |
| HLTAHCS011 | Provide support to clients experiencing alcohol and other drugs problems |
| HLTAHCS013 | Provide eye health care |
| HLTAHCS014 | Provide ear health care |
| HLTAHCS015 | Facilitate access to tertiary health services |
| HLTAHPR002 | Promote awareness and early detection of cancer to men |
| HLTAHPR003 | Promote awareness and early detection of cancer to women |
| HLTAHPR004 | Promote awareness and early detection of diabetes |
| HLTAHPR005 | Promote awareness and prevention of chronic disease |
| HLTASEW001 | Work according to the principles of social and emotional wellbeing care |
| HLTASEW003 | Provide support to clients affected by loss, grief or trauma |
| HLTASXH001 | Promote men's sexual health |
| HLTASXH002 | Promote women's sexual health |
| HLTOHC007 | Recognise and respond to oral health issues |
| HLTOHC008 | Inform and support patients and groups about oral health |
| HLTOHC009 | Apply and use basic oral health products |
| HLTOHC010 | Use basic oral health screening tools |
| HLTOHC011 | Apply fluoride varnish |
| HLTPAT001 | Identify and respond to clinical risks in pathology |
| HLTPAT002 | Perform venous blood collections |
| HLTPAT004 | Collect pathology specimens other than blood |
| HLTPOP030 | Determine and implement disease prevention and control measures |
| HLTPOP031 | Provide information and support on environmental health issues |
| Group C: General electives | |
| BSBCM411 | Make presentations |
| BSBOPS403 | Apply business risk management processes |
| 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 |
| CHCCCS003 | Increase the safety of individuals at risk of suicide |
| CHCCCS020 | Respond effectively to behaviours of concern |
| CHCCSL001 | Establish and confirm the counselling relationship |
| CHCCSL003 | Facilitate the counselling relationship and process |
| CHCCSL007 | Support counselling clients in decision-making processes |

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| | <p>CHCDFV001 Recognise and respond appropriately to domestic and family violence</p> <p>CHCDFV002 Provide support to children affected by domestic and family violence</p> <p>CHCDFV003 Promote community awareness of domestic and family violence</p> <p>CHCDFV004 Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities</p> <p>CHCDFV006 Counsel clients affected by domestic and family violence</p> <p>CHCDIS010 Provide person-centred services to people with disability with complex needs</p> <p>CHCFAM010 Provide intervention support for families</p> <p>CHCGRP002 Plan and conduct group activities</p> <p>CHCMHS005 Provide services to people with coexisting mental health and alcohol and other drugs issues</p> <p>CHCPRT001 Identify and respond to children and young people at risk</p> <p>CHCPRT002 Support the rights and safety of children and young people</p> <p>CHCPRT003 Work collaboratively to maintain an environment safe for children and young people</p> <p>HLTAID003 Provide first aid (<i>Note this prerequisite for PUASAR024 Undertake road crash rescue</i>)</p> <p>HLTAID013 Provide first aid in remote or isolated site</p> <p>HLTAID015 Provide advanced resuscitation and oxygen therapy</p> <p>HLTPOP014 Assess readiness for and effect behaviour change</p> <p>HLTPOP015 Provide information on smoking and smoking cessation</p> <p>HLTPOP016 Provide interventions to clients who are nicotine dependent</p> <p>PUAECO002 Process emergency incident calls and enquiries</p> <p>PUASAR022 Participate in a rescue operation</p> <p>PUASAR024 Undertake road crash rescue <i>Note prerequisites: PUASAR022 Participate in a rescue operation and HLTAID003 Provide first aid</i></p> |
| QUALIFICATION MAPPING INFORMATION | No equivalent qualification |
| LINKS | Companion Volume Implementation Guide |

Mapping of core units – current CIV Practice to proposed Diploma Practice

For all updated units, the following changes have been made:

- Performance Evidence amended to remove duplication of Performance Criteria and provide clear information about sufficiency of evidence.
- Knowledge Evidence reworded to indicate scope and depth; a number of additions and sometimes deletions to fully reflect Performance Criteria.
- Assessment Conditions clarified to better describe what is required for assessment.

| Current HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice 21 Units, 14 core, 7 electives | Draft 3 HLT51XX21 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice 20 Units, 14 core, 6 electives | Mapping of Core Units |
|--|--|--|
| HLTAID003 Provide first aid | | Replaced with updated HLTAID011 Provide first aid. Now appears in elective Group A. |
| HLTAHW019 Deliver primary health care programs for Aboriginal and/or Torres Strait Islander communities | | Not included. Duplicates content of other units. |
| | CHCCOM002 Use communication to build relationships | CHC communication unit added. No changes to this CHC unit as part of this review. This unit covers skills and knowledge to use specific communication techniques to establish, build and maintain relationships with clients, colleagues and other stakeholders based on respect and trust. |
| | HLTAWOR003 Use and promote reflective practice in Aboriginal and/or Torres Strait Islander primary health care | Reflective practice unit added. Maps to <i>HLTAHW065 Apply reflective practice in an Aboriginal/Torres Strait Islander primary health care setting</i> . This unit, HLTAWOR003, covers skills and knowledge required to review current strategies and frameworks for the provision of Aboriginal and/or Torres Strait Islander primary health care, and to use and promote reflective practice to enhance work practices and client outcomes. |
| CHCLEG001 Work legally and ethically | CHCLEG001 Work legally and ethically | CHC unit. No changes made as part of this review. |
| 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. |

| Current HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice 21 Units, 14 core, 7 electives | Draft 3 HLT51XX21 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice 20 Units, 14 core, 6 electives | Mapping of Core Units |
|--|--|---|
| | | <p>Wording added to clarify that the focus for this unit is advocacy for individuals.</p> <p>Changes to structure and content of Elements and Performance Criteria.</p> <p>Assessment Conditions amended to remove mandatory workplace assessment requirement, to allow for simulated work activities.</p> |
| HLTAHW016 Assess client's physical wellbeing | HLTAHCS004 Complete comprehensive physical health assessments | <p>This unit, HLTAHCS004, integrates duplicative content from:</p> <p>HLTAHW016 Assess client's physical wellbeing</p> <p>HLTAHW046 Apply advanced skills in primary health care</p> <p>Scope of skills for health assessments has been retained. Updated unit covers both routine and comprehensive health examinations and tests, the ability to evaluate short term or uncomplicated health conditions, and also complex conditions and chronic disease.</p> <p>Elements 1 & 2, assessing client, interpreting pathology and associated knowledge (from HLTAHW046) housed in <i>HLTAHCS004 Complete comprehensive physical health assessments</i>.</p> <p>Changes to Performance Criteria.</p> |
| HLTAHW018 Plan, implement and monitor health care in a primary health care context | HLTAHCS006 Implement complex health care plans | <p>This unit, HLTAHCS006, maps to <i>HLTAHW046 Apply advanced skills in primary health care</i></p> <p>Elements 3, 4 & 5, developing, implementing, reviewing plans and associated knowledge (from HLTAHW0046) housed in <i>HLTAHCS006 Implement complex health care plans</i>.</p> <p>Changes to structure and content of Elements and Performance Criteria.</p> |

| Current HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice 21 Units, 14 core, 7 electives | Draft 3 HLT51XX21 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice 20 Units, 14 core, 6 electives | Mapping of Core Units |
|--|--|---|
| HLTAHW021 Provide nutrition guidance for specific health care | HLTAHPR007 Promote lifestyle change | <p>This unit HLTAHPR007, maps to <i>HLTAHW034 Provide healthy lifestyle programs and advice</i>.</p> <p>This unit, HLTAHPR007, covers skills for providing education on lifestyle disease and lifestyle risk factors, providing advice on healthy lifestyle choices, and for supporting lifestyle change. Covers provision of information to individuals and groups.</p> |
| HLTAHW037 Support the safe use of medications | HLTAMED002 Support the safe use of medications | <p>N</p> <p>Unit now focuses on provision of information about medications.</p> <p>Content for administering medications removed, specifically Element 2 and required knowledge of infection control procedures and regulatory requirements for administering medications. This is covered in <i>HLTAMED003 Administer medications</i>.</p> <p>Changes to Elements and Performance Criteria.</p> |
| HLTAHW020 Administer medications | HLTAMED003 Administer medications | <p>N</p> <p>Minor changes to Elements and Performance Criteria.</p> |
| HLTAHW017 Assess and support client's social and emotional wellbeing | HLTASEW002 Assess and support the social and emotional wellbeing of clients | <p>This unit, HLTASEW002, integrates duplicative content from:</p> <p>HLTAHW009 Provide information about social and emotional support</p> <p>HLTAHW017 Assess and support client's social and emotional wellbeing</p> <p>HLTAHW047 Support and promote social and emotional wellbeing of staff and clients</p> <p>Element 1, assessing client, and Element 2, providing support (from HLTAHW047) housed in <i>HLTASEW002 Assess and support the social and emotional wellbeing of clients</i>.</p> <p>Changes to structure and content of Elements and Performance Criteria.</p> |

| Current HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice 21 Units, 14 core, 7 electives | Draft 3 HLT51XX21 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice 20 Units, 14 core, 6 electives | Mapping of Core Units |
|--|--|---|
| 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 Changes to Elements and Performance Criteria. Element 4 deleted as it exceeds scope of this foundational unit and repeats content of other units specifically covering formal health strategies and advocacy. |
| HLTAHW022 Address social determinants of Aboriginal and/or Torres Strait Islander health | HLTAWOR004 Provide support to address social and cultural determinants of client and community health | N Title changed. Unit changed to be more practically focused on supporting 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. Changes to structure and content of Elements and Performance Criteria to reflect updated focus of unit. |
| HLTINF001 Comply with infection prevention and control policies and procedures | HLTINF001 Comply with infection prevention and control policies and procedures | HLT unit. No changes made as part of this review. |
| HLTWHS001 Participate in workplace health and safety | HLTWHS001 Participate in workplace health and safety | HLT unit. No changes made as part of this review. |

Direct pathway from Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care to Diploma of Practice

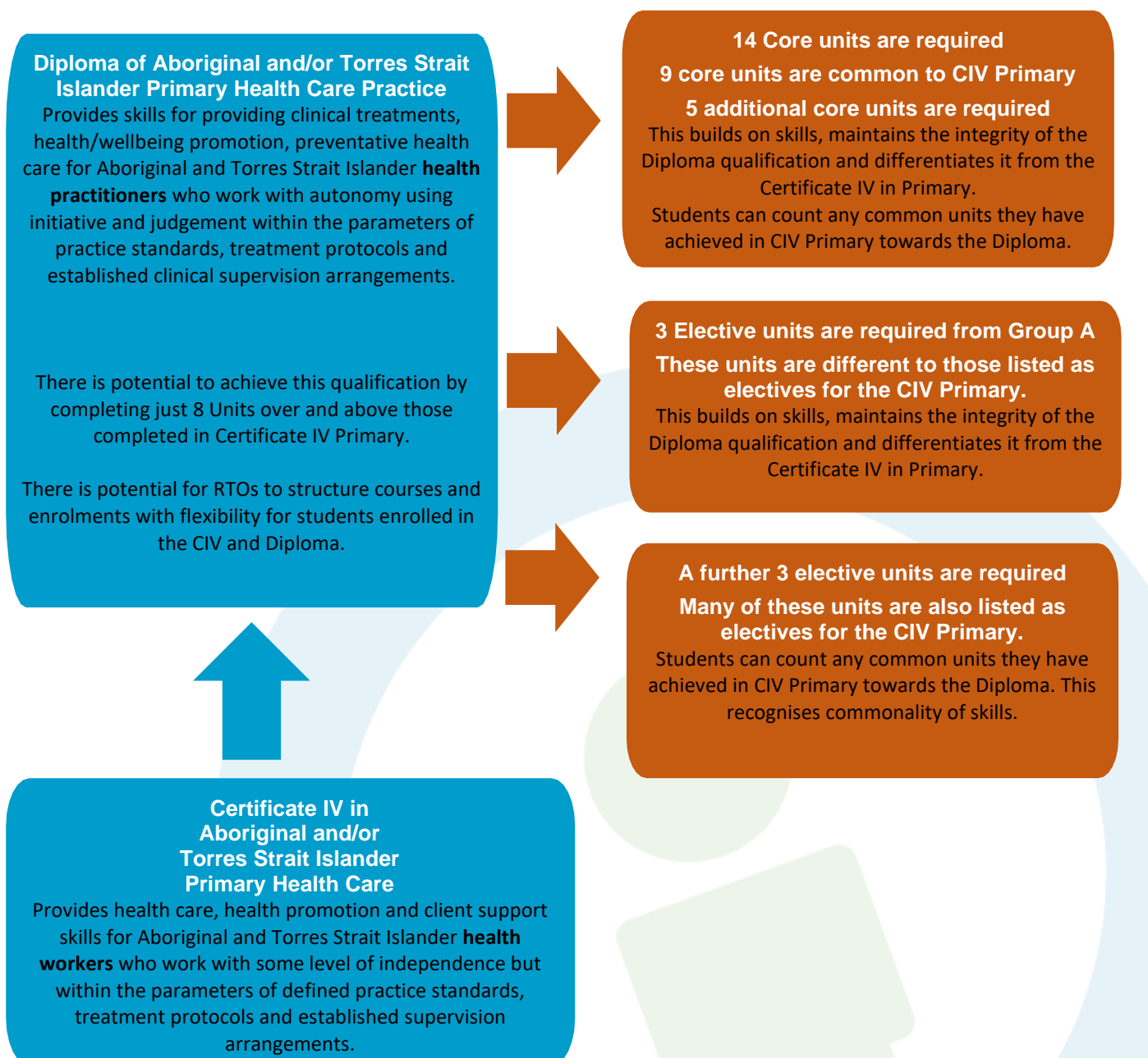
There are many possible pathways into and from Aboriginal and/or Torres Strait Islander health qualifications within HLT Health Training Package.

The most significant and likely training pathway into the proposed Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice is via Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care. (2021 codes for both to be advised.)

Many core units are common. Many Elective units are common.

This means students who have completed the Certificate IV Primary qualification will receive automatic credit transfer for any units they have already achieved. **This reduces time required to complete the Diploma.**

The qualification packaging rules do not place any restrictions on counting units achieved from the Certificate IV Primary towards the Diploma Practice. This is purposeful to encourage a most logical career progression and training pathway.



Language, literacy and numeracy considerations

Some stakeholders have commented that some students may not be able to cope with the language, literacy and numeracy (LLN) demands of studying a Diploma course. An educational notion is often expressed that LLN demands automatically increase when teaching and assessing at Diploma level.

There is no automatic requirement to add LLN complexity to training and assessment texts, resources, and activities because of a VET qualification level. Instead, each unit of competency that is found within a particular VET qualification, describes the LLN requirements of the unit.

Skills in reading, and written and oral communication are evident in Performance Criteria and further outlined in the separate Foundation Skills field. These requirements reflect but do not exceed those required to complete the workplace tasks described by the units of competency. Training and assessment, therefore, does not need to exceed these requirements.

The subject matter of core and elective units for the proposed Diploma is very similar, and in many cases the same as those within the current Certificate IV. On this basis, there is no reason to assume that LLN demands would automatically extend past those within the current Certificate IV.

During this review, it was found that LLN skills were not always highlighted in the Foundation Skills section of currently endorsed 2015 units. Foundation Skills fields have been populated to provide a more detailed explanation of the LLN skills required, written in a way that reflects both the job task and skill level. This should assist trainers and assessors to understand the specific workplace LLN requirement. The LLN skill and complexity has not changed for units, it is just more explicitly explained.

LLN skills found within the Foundation Skills field for core units of the currently endorsed HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice have been mapped to the proposed Diploma of Practice. Note that the following units have not been changed as part of this review, and are not mapped:

- CHCCOM002 Use communication to build relationships
- CHCLEG001 Work legally and ethically
- HLTINF001 Comply with infection prevention and control policies and procedures
- HLTWHS001 Participate in workplace health and safety

| 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 | |
|--|--|--|--|
| LLN SKILL | DESCRIPTION | LLN SKILL | DESCRIPTION |
| Learning (Actually, a reading skill) | <ul style="list-style-type: none"> • in order to locate, evaluate and organise information and filter out irrelevant data | Reading skills to: | <ul style="list-style-type: none"> • interpret varied, unfamiliar and potentially complex systemic information and research data about primary health care. |
| | | Oral communication skills to: | <ul style="list-style-type: none"> • explain and share ideas on potentially complex or systemic issues. |

| HLTAHW006 Facilitate and advocate for the rights and needs of clients and community members | | HLTAADV002 Support the rights and needs of clients | |
|---|--|--|--|
| LLN SKILL | DESCRIPTION | LLN SKILL | DESCRIPTION |
| Reading | <ul style="list-style-type: none"> in order to interpret and synthesise information and provide to client | Reading skills to: | <ul style="list-style-type: none"> interpret familiar detailed organisational policies and procedures interpret unfamiliar information that may include health service terminology. |
| | | Writing skills to: | <ul style="list-style-type: none"> draft persuasive information statements, letters or emails on client's behalf. |
| | | Oral communication skills to: | <ul style="list-style-type: none"> provide clear and succinct information or instructions to clients to assist them to self-advocate provide clear and persuasive information about client needs to other individuals or agencies. |

| HLTAHW016 Assess client's physical wellbeing (HLTAHW046 Apply advanced skills in primary health care) | | HLTAHCS004 Complete comprehensive physical health assessments | |
|---|--|---|---|
| LLN SKILL | DESCRIPTION | LLN SKILL | DESCRIPTION |
| Reading | <ul style="list-style-type: none"> to interpret various pieces of written information regarding the client's health, including referrals, test outcomes and reports | Reading skills to: | <ul style="list-style-type: none"> interpret detailed familiar organisational policies and procedures interpret sometimes complex and unfamiliar standard treatment protocols and client records involving medical terminology and abbreviations. |
| | | Writing skills to: | <ul style="list-style-type: none"> use fundamental sentence structure, health terminology and abbreviations to complete forms and reports that require factual information. |
| | | Oral communication skills to: | <ul style="list-style-type: none"> ask open and closed probe questions and actively listen to elicit information from clients and determine understanding of information provided. |
| Numeracy | <ul style="list-style-type: none"> in order to use and interpret readings of medical equipment including haemoglobinometer, tape measure, sphygmomanometer, scales, thermometers, | Numeracy skills to: | <ul style="list-style-type: none"> interpret sometimes complex medical numerical data and abbreviations in standard treatment protocols and client records take and record accurate measurements involving |

| | | | |
|--|--|--|---|
| | <p>glucometer, peak expiratory flow rate meters</p> <ul style="list-style-type: none"> • in order to measure vital signs, including temperature, pulse, blood pressure and respiratory rate • in order to interpret common haematological, biochemical and microbiological test abnormalities and other pathology test results | | <p>weights, lengths, rates and degrees</p> <ul style="list-style-type: none"> • count to 100 with sufficient speed to measure pulse rate • interpret pathology test results involving graphs, percentages and ratios • document medical numerical abbreviations in client records. |
|--|--|--|---|

| HLTAHW018 Plan, implement and monitor health care in a primary health care context | | HLTAHCS006 Implement complex health care plans | |
|--|---|--|---|
| LLN SKILL | DESCRIPTION | LLN SKILL | DESCRIPTION |
| | | Reading skills to: | <ul style="list-style-type: none"> • interpret sometimes complex and unfamiliar standard treatment protocols and client records involving medical terminology and abbreviations. |
| | | Writing skills to: | <ul style="list-style-type: none"> • use fundamental sentence structure, health terminology and abbreviations to complete forms and reports that require factual information. |
| | | Oral communication skills to: | <ul style="list-style-type: none"> • provide unambiguous information to clients using plain language and terms easily understood • incorporate motivational interviewing techniques into client interactions and brief interventions • ask open and closed probe questions and actively listen to elicit information from clients and determine understanding of information provided. |
| Numeracy | <ul style="list-style-type: none"> • in order to measure and administer medication • in order to use medical equipment, including peak flow meter, glucometer, scales and sphygmomanometer • in order to carry out care plan treatments, including immunisations, CPR and nebuliser administration | Numeracy skills to: | <ul style="list-style-type: none"> • interpret sometimes complex medical numerical data and abbreviations in standard treatment protocols and client records • complete a range of calculations for treatments and plan evaluations involving volume, percentages and ratios. |

| HLTAHW021 Provide nutrition guidance for specific health care (HLTAHW034 Provide healthy lifestyle programs and advice) | | HLTAHPR007 Promote lifestyle change | |
|---|--|-------------------------------------|---|
| LLN SKILL | DESCRIPTION | LLN SKILL | DESCRIPTION |
| | | Reading skills to: | <ul style="list-style-type: none"> extract and comprehend routine information from national guideline documentation; key recommendations and implementation advice. |
| | | Oral communication skills to: | <ul style="list-style-type: none"> ask open and closed probe questions and actively listen to determine client understanding of information use facilitation techniques to support client learning. |
| Numeracy | <ul style="list-style-type: none"> in order to interpret nutritional information as expressed in kj, calories, g, mg, mcg, percentages and decimals in order to calculate daily nutritional requirements and energy expenditure of clients and design meal options to meet needs (carbohydrate, fats, protein amounts per meal/ per day) | Numeracy skills to: | <ul style="list-style-type: none"> interpret numerical aspects of the national dietary guidelines: <ul style="list-style-type: none"> food intake expressed in proportions measurement information expressed in kilojoules, cups, grams, millilitres, centimetres, percentages and fractions. |

| HLTAHW037 Support the safe use of medications | | HLTAMED002 Support the safe use of medications | |
|---|-------------|--|--|
| LLN SKILL | DESCRIPTION | LLN SKILL | DESCRIPTION |
| | | Reading skills to: | <ul style="list-style-type: none"> interpret detailed and sometimes unfamiliar client records, and medication information involving medication terminology and abbreviations. |
| | | Writing skills to: | <ul style="list-style-type: none"> use fundamental sentence structure, medication terminology and abbreviations to complete forms and reports that require factual information. |
| | | Oral communication skills to: | <ul style="list-style-type: none"> provide unambiguous information to clients and family or community groups using plain language and terms easily understood ask open and closed probe questions and actively listen to determine understanding of information. |

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|----------|---|---------------------|---|
| Numeracy | <ul style="list-style-type: none"> in order to interpret and explain dosage requirements to client | Numeracy skills to: | <ul style="list-style-type: none"> interpret and explain dosage requirements to clients. |
|----------|---|---------------------|---|

| HLTAHW020 Administer medications | | HLTAMED003 Administer medications | |
|----------------------------------|--|-----------------------------------|--|
| LLN SKILL | DESCRIPTION | LLN SKILL | DESCRIPTION |
| Reading | <ul style="list-style-type: none"> in order to interpret medicine manufacturer's specifications in order to access and use written information in approved product information sources relating to medications | Reading skills to: | <ul style="list-style-type: none"> interpret detailed and potentially complex organisational policies and procedures interpret detailed and sometimes unfamiliar client records, medication instructions and potentially complex published medications information involving medication terminology and abbreviations. |
| | | Writing skills to: | <ul style="list-style-type: none"> use fundamental sentence structure, medication terminology and abbreviations to complete forms and reports that require factual information. |
| | | Oral communication skills to: | <ul style="list-style-type: none"> provide clear and unambiguous instructions to clients using plain language and terms easily understood ask open and closed probe questions and actively listen to determine client understanding of instructions. |
| Numeracy | <ul style="list-style-type: none"> in order to reconstitute powdered medicine as a mixture using ratios in order to measure specified dosages of tablets and medicines for injection | Numeracy skills to: | <ul style="list-style-type: none"> extract, interpret, calculate and record numerical information of varying complexity for different types of medications use fractions, percentages, ratios and volumes interpret, use and communicate temporal data, including minutes, hours, days and weeks. |

| HLTAHW017 Assess and support client's social and emotional wellbeing | | HLTASEW002 Assess and support the social and emotional wellbeing of clients | |
|--|--|---|--|
| LLN SKILL | DESCRIPTION | LLN SKILL | DESCRIPTION |
| Reading | <ul style="list-style-type: none"> in order to interpret relevant policy and regulatory information | Reading skills to: | <ul style="list-style-type: none"> interpret the meaning of questions in assessment tools used to evaluate emotional wellbeing interpret detailed and sometimes unfamiliar plain language consumer based education resources. |
| | | Writing skills to: | <ul style="list-style-type: none"> use fundamental sentence structure, health terminology and abbreviations to complete forms and reports that require factual and subjective information. |
| | | Oral communication skills to: | <ul style="list-style-type: none"> use language and terms sensitive to clients' values and emotional state select and use terms that are respectful, non-judgmental, and which emphasise positivity ask open and closed probe questions and actively listen to elicit information and preferences from clients. |

| 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 | |
|---|--|---|--|
| LLN SKILL | DESCRIPTION | LLN SKILL | DESCRIPTION |
| Reading | <ul style="list-style-type: none"> in order to interpret key information in organisational policies and regulations, health strategies and relevant resources | Reading skills to: | <ul style="list-style-type: none"> interpret and evaluate sometimes unfamiliar documents of varying complexity interpret detailed familiar organisational policies which include information on potentially complex regulatory requirements. |
| | | Writing skills to: | <ul style="list-style-type: none"> produce client based documents that use culturally appropriate and safe terms. |
| | | Oral communication skills to: | <ul style="list-style-type: none"> adhere to cultural protocols to deliver client information and ask questions clearly and safely interpret and respond appropriately to common cultural non-verbal cues. |

| HLTAHW022 Address social determinants of Aboriginal and/or Torres Strait Islander health | | HLTAWOR004 Provide support to address social and cultural determinants of client and community health | |
|--|--|---|--|
| LLN SKILL | DESCRIPTION | LLN SKILL | DESCRIPTION |
| Learning (Actually, a reading skill) | <ul style="list-style-type: none"> in order to locate, access, interpret, and translate information on social determinants into an appropriate and suitable medium for target audiences | Reading skills to: | <ul style="list-style-type: none"> interpret and evaluate unfamiliar and potentially complex information about social and cultural determinants of health and extract relevant information. |
| | | Oral communication skills to: | <ul style="list-style-type: none"> use language and terms sensitive to clients' values and circumstances ask open and closed probe questions and actively listen to elicit information from clients and determine understanding of information provided present complex information about determinants of health to individuals and groups using language and terms suited to the audience. |



Appendix A: NAATSIHWP Fact Sheet





NAATSIHWP
National Association of Aboriginal and Torres
Strait Islander Health Workers and Practitioners

Factsheet

(NAATSIHWP FACTSHEET on Proposed Training Package and the possible effects on registration with A&TSI Health Practice Board -AHPRA)

Commonly Asked Questions

*With the recent discussions and **draft changes** to the Aboriginal Health Worker Training package, there have been questions from members and Organisations about how these changes **may** affect them. We have developed the following factsheet to help answer some of those questions.*

I am currently registered as an Aboriginal and Torres Strait Islander Health Practitioner with A&TSI Health Practice Board -AHPRA. Will they require me to upskill my qualification to the proposed Diploma* in order to maintain registration?

No, you will not be required to change your qualification or do any additional training (Apart from your annual CPD requirements) in order to maintain your registration.

If I have previously registered as an Aboriginal and Torres Strait Islander Health Practitioner and let my registration lapse for a period of time, will i be required to complete the proposed Diploma* to reregister as an Aboriginal and Torres Strait Islander Health Practitioner?

No, you will not be required to complete the proposed Diploma to register.

Section 53(d) of the National law outlines that if you have been registered with the qualification previously, you can reregister again. Additional information you will need to include when reapplying for registration include:

What have you been doing during the break period in connection to your profession?

What completed Continuous Professional Development has been done during the break?

What was your previous job role prior to the registration lapse?

What job role will you be doing once reregistered?

The A&TSI Health Practice Board - AHPRA will look at all of this information and may put in safeguards such as supervision for a period of time to minimise any risk of harm.

Will there be an increase in registration costs if the Diploma becomes accredited with A&TSI Health Practice Board - AHPRA?

The A&TSI Health Practice Board - AHPRA have indicated that they do not believe there will be an increase in registration costs as the regulation fees are only used to run the regulatory functions.

Will there be a time limit period for students to register with the A&TSI Health Practice Board -AHPRA who are currently completing the Current Certificate IV in Practice?

As part of the process of transitioning to a new qualification, Registered Training Organisations have a teach out period that they must adhere to in order to complete currently enrolled students. The A&TSI Health Practice Board -AHPRA will work with Registered Training Organisations to ensure students are able to Register with the A&TSI Health Practice Board - AHPRA as soon as they finish their qualification.

I have noticed that the First Aid unit is no longer a part of the new training package, will this affect my registration with the A&TSI Health Practice Board -AHPRA?

No, in a Newsletter the A&TSI Health Practice Board - AHPRA published in May 2019, the A&TSI Health Practice Board -AHPRA stated that First Aid Certificates are no longer required for registration.

“As the Board does not define the scope of practice for registrants, it knows that not everyone works in a job where the first aid certificate is needed - if it is, the training is generally provided by the workplace employer.”

***The proposed Diploma will still be subject to accreditation and approval with the A&TSI Health Practice Board prior to it being recognised as a registerable qualification for an Aboriginal and Torres Strait Islander Health Practitioner.**