



# Audiometry Training Products

## Updated Draft Audiometry Training Products

Below are the compiled updated draft Audiometry Training Products for review, following the extensive consultation period, as listed in the following order:

- Revised qualifications

HLT47425 Certificate IV in Audiometry

HLT57425 Diploma of Audiometry

- Revised units of competency:

Previous unit	Updated unit
HLTAUD001 Assess hearing	HLTAUD007 Conduct basic audiometric testing
HLTAUD001 Assess hearing	HLTAUD008 Conduct audiometric testing
HLTAUD002 Conduct play audiometry	HLTAUD009 Conduct audiometric screening for school age children
HLTAUD003 Assess and respond to occupational noise risk	HLTAUD010 Assess and respond to occupational noise risk
HLTAUD004 Develop and implement individual hearing rehabilitation programs	HLTAUD011 Develop and implement individual hearing rehabilitation programs
HLTAUD005 Dispense hearing devices	HLTAUD012 Prescribe, select and fit hearing devices
HLTAUD005 Dispense hearing devices	HLTAUD013 Assist clients with management of hearing devices
HLTAUD006 Remove cerumen	HLTAUD014 Manage and remove cerumen

- Skill Set:

Previous skill set	Revised skill set
HLTSS00047 Audiometry Skill Set	HLTSS00088 Allied health assistance - Audiometry skills set

Stakeholders are invited to review the documents and provide feedback via email to

[TPD.Health@humanability.com.au](mailto:TPD.Health@humanability.com.au).

Please note: At this stage of the project, feedback will only be actioned where it relates to spelling or technical errors.

## Qualification and Unit updates

### Qualification updates

Qualification	Changes	Rationale
HLT47425 Certificate IV in Audiometry	<p>The qualification structure and packaging rules have been updated. The total number of units required to achieve the qualification increased from 11 to 14. The core units have been increased from 8 to 10</p> <p>Elective units have increased from 3 to 4. Units have been added and removed from the core.</p> <p>Superseded units have been replaced with their current versions in core and elective groups.</p> <p>HLTINF006 Apply basic principles and practices of infection prevention and control has been replaced with BSBWHS332X Apply infection prevention and control procedures to own work activities</p> <p>HLTAID011 Provide first aid has been moved from the core to the elective group.</p>	<p>Drawing on extensive feedback from a diverse range of stakeholder groups - including employers, training providers, audiometrists, audiologists, peak bodies, subject matter experts, and the technical committee - the following strategic changes have been implemented to better align the qualification with current industry demands and professional standards in audiometry:</p> <p>Enhanced focus on core audiometry skills: Core units have been strengthened to deepen the development of essential technical knowledge and practical skills in audiometry. HLTAUD001 Assess hearing has been split into 2 units. Two units have been added in core units, HLTAUD013 Assist client with management of hearing devices and HLTAHA048 Provide allied health assistance in remote or isolated settings. As a result, HLTAID011 Provide First Aid has been reclassified as an elective to ensure the core curriculum remains tightly aligned with discipline-specific competencies.</p> <p>Refined elective structure: The number of elective units has increased from 3 to 4. This change reinforces the priority placed on specialised audiometry competencies while still allowing learners to select non-audiometry units relevant to their employment context.</p> <p>Broader, more relevant elective options: The elective pool has been refined to better reflect diverse workplace settings, ensuring greater alignment with current and emerging job roles within the audiometry industry</p> <p>Targeted replacement of health and safety content: HLTINF006 Apply basic principles and practices of infection prevention and control has been replaced</p>

		with BSBWHS332X Apply infection prevention and control procedures to own work activities, a unit more directly applicable to the workplace health and safety practices specific to audiometry environments.
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Qualification	Changes	Rationale
HLT57425 Diploma of Audiometry	<p>The qualification structure and packaging rules have been updated. The total number of units required to achieve the qualification reduced from 19 to 17.</p> <p>Units have been added and removed from the core. The core units have increased from 11 to 12.</p> <p>Elective units reduced from 8 to 5. Superseded units have been replaced with their current versions in core and elective groups.</p> <p>Additional units have been added to the elective bank.</p> <p>HLTINF006 Apply basic principles and practices of infection prevention and control has been replaced with BSBWHS332X Apply infection prevention</p>	<p>Informed by thorough input from various stakeholder groups - such as employers, training providers, audiometrists, audiologists, peak bodies, subject matter experts, and members of the technical committee - the following changes have been implemented to better align the qualification with current industry demands and professional standards in audiometry.</p> <p>Enhanced focus on core audiometry skills: Core units have been strengthened to deepen the development of essential technical knowledge and practical skills in audiometry. As a result, new core units have been added and HLTAID011 Provide First Aid has been moved to the elective bank to ensure the core remains tightly aligned with discipline-specific competencies. Two core units have been split to facilitate targeted learning and distinguish distinct areas of practice.</p> <p>Refined elective structure: The number of elective units has been reduced from 8 to 5. This change reinforces the priority placed on specialised audiometry skills while still allowing flexibility for learners to select non-audiometry units relevant to their employment context.</p> <p>Broader, more relevant elective options: The elective pool has been refined to better reflect diverse workplace settings, ensuring greater alignment with current and emerging job roles within the audiometry industry. HLTADM008</p>

	<p>and control procedures to own work activities</p> <p>HLTAID011 Provide first aid has been moved from the core to the elective group.</p>	<p>Administer and coordinate telehealth services has been added to Group A electives as a result of demand for telehealth services in the field of audiometry.</p> <p>Targeted replacement of health and safety content: HLTINF006 Apply basic principles and practices of infection prevention and control has been replaced with BSBWHS332X Apply infection prevention and control procedures to own work activities, a unit more directly applicable to the workplace health and safety practices specific to audiometry environments.</p>
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### Unit of Competency updates

Unit	Changes	Rationale
HLTAUD007 Conduct basic audiometric testing	<p>The unit HLTAUD001 Assess hearing has been split into 2 separate units:</p> <p>HLTAUD007 Conduct basic audiometric testing</p> <p>HLTAUD008 Conduct audiometric testing</p>	<p>This change has been implemented to better align with workforce roles, service delivery contexts, and training needs identified through engagement with a broad spectrum of stakeholders including training providers, industry experts and technical committee members.</p> <p>HLTAUD007 Conduct basic audiometric testing is focused on screening for ear health. It is particularly relevant for those who wish to upskill in ear health without needing to assess hearing comprehensively.</p> <p>This split allows for:</p> <ul style="list-style-type: none"> <li>more targeted learning and assessment aligned to the technical demands of hearing screening and comprehensive audiometric tests</li> <li>greater flexibility in training delivery, enabling learners to build core skills before advancing to more complex audiometry testing tasks</li> <li>stronger alignment with workplace roles and expectations, ensuring that skills are developed and demonstrated at appropriate levels of responsibility and complexity</li> </ul>

Unit	Changes	Rationale
		<p>improved support for career progression, with HLTAUD007 Conduct basic audiometric testing providing a foundation for entry-level roles, and HLTAUD008 Conduct audiometric testing supporting upskilling for more comprehensive audiometric testing.</p> <p>Importantly, HLTAUD007 has also been incorporated into the HLTSS00088 Allied Health Assistance - Audiometry Skill Set, explicitly recognising its critical role in preparing entry-level workers and establishing clear, progressive career pathways within the audiometry.</p>
	Elements and performance criteria reordered and reworded	Elements and performance criteria have been revised and compacted to enhance clarity, ensure consistency, and more accurately reflect expected workplace tasks and outcomes in the context of basic audiometric testing.
	Significant changes to performance evidence requirements leading to specific tasks related to hearing screening and change in frequency	The updated performance evidence requirements reflect a critical update to ensure that learners develop the necessary skills and competencies to meet diverse client needs within hearing screening settings.
	Significant changes to knowledge evidence. Rephrasing and reordering to enhance clarity. Addition of relevant knowledge evidence required such as primary health care context and basic knowledge about tinnitus.	Significant updates to the knowledge evidence strengthen the relevance of the unit by incorporating essential knowledge around context of primary health care settings and introducing basic knowledge of tinnitus. These additions ensure that learners are better equipped to recognise and respond appropriately to common client presentations during basic audiometric testing.
	Foundation skills added	Foundation skills have been made explicit, enhancing the authenticity, efficiency and relevance of training and assessment, while maintaining the expectation that these vital skills are consistently demonstrated in professional audiometry practice.

Unit	Changes	Rationale
	Reference to standards updated throughout the unit	The standards within the unit have been updated to ensure it remains future-proof and adaptable to ongoing developments in audiometry. These updates support long-term industry alignment and ensure that learners are equipped with skills that remain applicable in a continually evolving professional environment.
HLTAUD008 Conduct audiometric testing	The unit HLTAUD001 Assess hearing has been split into 2 separate units: HLTAUD007 Conduct basic audiometric testing HLTAUD008 Conduct audiometric testing	<p>This change has been made to more closely align with workforce roles, service delivery environments, and training requirements identified through consultation with a diverse group of stakeholders, including training providers, industry experts, and technical committee members.</p> <p>This split allows for:</p> <ul style="list-style-type: none"> <li>more targeted learning and assessment aligned to the technical demands of hearing screening and comprehensive audiometric tests</li> <li>greater flexibility in training delivery, enabling learners to build core skills before advancing to more complex audiometry testing tasks</li> <li>stronger alignment with workplace roles and expectations, ensuring that skills are developed and demonstrated at appropriate levels of responsibility and complexity</li> <li>improved support for career progression, with HLTAUD007 Conduct basic audiometric testing providing a foundation for entry-level roles, and HLTOPD001BX Conduct audiometric testing supporting upskilling for more comprehensive audiometric testing</li> <li>inclusion of HLTAUD007 Conduct audiometric testing in the HLTSS00088 Allied Health Assistance - Audiometry Skill Set</li> </ul> <p>HLTAUD008 Conduct audiometric testing supports audiometrists who conduct a broader range of hearing assessments beyond screening. It includes procedures required to assess hearing comprehensively and interpret results within scope. The unit is designed for</p>

Unit	Changes	Rationale
		practitioners who require deeper technical knowledge and skills to perform diagnostic-level testing and contribute to diagnostic or rehabilitative pathways.
	Elements and performance criteria reordered and reworded	Elements and performance criteria have been revised and compacted to enhance clarity, ensure consistency, and more accurately reflect expected workplace tasks and outcomes in context of hearing assessments.
	Significant changes to performance evidence requirements leading to specific tasks related to hearing screening and change in frequency.	The updated performance evidence requirements reflect a critical update to ensure that learners develop the necessary skills and competencies to meet diverse client needs in context of hearing assessments.
	Significant changes to knowledge evidence. Rephrasing and reordering to enhance clarity. Addition of relevant knowledge evidence required like specific disorders and objective tests	Significant updates to the knowledge evidence strengthen the relevance of the unit. These additions ensure that learners are better equipped to recognise and respond appropriately to common client presentations during audiometric assessments.
	Foundation skills added	Foundation skills have been made explicit, enhancing the authenticity, efficiency and relevance of training and assessment, while maintaining the expectation that these vital skills are consistently demonstrated in professional audiometry practice.
	Reference to standards updated throughout the unit	The standards within the unit have been updated to ensure it remains future-proof and adaptable to ongoing developments in the audiometry. These updates support long-term industry alignment and ensure that learners are equipped with skills that remain applicable in a continually evolving professional environment.



Unit	Changes	Rationale
HLTAUD009 Conduct audiometric screening for school age children	Unit title of HLTAUD002 Conduct play audiometry updated to HLTAUD009 Conduct audiometric screening for school age children	This change has been made to better reflect the scope of practice and intended outcomes. The new title clearly identifies the target age group and aligns with the primary purpose of the unit, screening hearing concerns in school-aged children. This change improves clarity for learners and training providers and ensures consistency with current service delivery models and workforce roles.
	Elements and performance criteria reordered for clarity and consistency. Performance criteria deleted.	In response to feedback from key stakeholders – including employers, training providers, audiometrists, audiologists, peak bodies, subject matter experts, and technical committee members, the elements and performance criteria have been thoroughly revised to enhance the clarity, structure, and specificity of task expectations. The refined wording provides greater guidance on the sequencing, scope, and precision of tasks - supporting consistent training delivery, effective assessment, and improved learner outcomes aligned with current industry practices.
	Minor changes in performance evidence requirements including rewording and specifying additional critical performance evidence based on performance criteria.	To clarify expectations by aligning more closely with the existing performance criteria. Rewording and the addition of critical tasks ensure that the evidence requirements accurately reflect the skills and actions already embedded in the unit, supporting more consistent and valid assessment
	Significant changes to knowledge evidence. Rephrasing and reordering to enhance clarity. Addition of relevant knowledge evidence.	The updated knowledge evidence strengthens the unit by incorporating critical content relevant to practice, including behaviours of children at risk from hearing loss and considerations specific to Aboriginal and/or Torres Strait Islander populations and middle ear disease. These additions support culturally responsive and developmentally appropriate screening practices.

Unit	Changes	Rationale
	Foundation skills added	Foundation skills have been made explicit, enhancing the authenticity, efficiency and relevance of training and assessment, while maintaining the expectation that these vital skills are consistently demonstrated in professional audiometry practice.
HLTAUD010 Assess and respond to occupational noise risk	Elements and performance criteria reworded, performance criteria added. One element added.	The elements and performance criteria have been thoroughly revised to enhance the clarity, structure, and specificity of task expectations. The refined wording provides greater guidance on the sequencing, scope, and precision of tasks. As suggested by the technical committee and subject matter experts, an element 'Educate individuals in workplace hearing risks' has been added. Including education on workplace hearing risks enhances the unit by empowering individuals with the knowledge to recognise and mitigate factors that contribute to hearing loss. This addition supports proactive hearing conservation and promotes safer work environments in line with occupational health standards.
	Significant changes in performance evidence requirements including volume of performance required.	The changes have been made to ensure learners develop sufficient practical skills. These updates also broaden the unit's scope to include providing education to workers, supporting a more comprehensive approach to occupational noise risk management.
	Significant changes to knowledge evidence. Rephrasing and reordering to enhance clarity. Addition of relevant knowledge evidence.	The changes have been made to enhance clarity and ensure alignment with the performance tasks required in the unit. This ensures that the knowledge component directly supports competent and informed practice.
	Foundation skills added	Foundation skills have been made explicit, enhancing the authenticity, efficiency and relevance of training and assessment, while maintaining the expectation that these vital skills are consistently demonstrated in professional audiometry practice.
	Reference to standards updated throughout the unit	The standards within the unit have been updated to ensure it remains future-proof and adaptable to ongoing developments in audiometry. These updates support long-term

Unit	Changes	Rationale
		industry alignment and ensure that learners are equipped with skills that remain applicable in a continually evolving professional environment.
HLTAUD011 Develop and implement individual hearing rehabilitation programs	Minor changes in performance criteria requirements including rewording and addition of performance criteria based on task requirements	The elements and performance criteria have been reworded to enhance the clarity, structure, and specificity of task expectations.
	Minor changes in performance evidence requirements including rewording to enhance clarity	To clarify expectations by aligning more closely with the existing performance criteria.
	Significant changes to knowledge evidence. Rephrasing and reordering to enhance clarity. Addition of relevant knowledge evidence required to include emerging issues like tinnitus awareness	Based on feedback, these changes have been made to improve clarity and ensure the unit remains current and relevant. These changes support a more comprehensive understanding of hearing health and reflect evolving industry needs and client presentations.
	Foundation skills added	By making foundation skills implicit, it enhances the authenticity, efficiency and relevance of training and assessment, while maintaining the expectation that these vital skills are consistently demonstrated in professional audiometry practice.
HLTAUD012 Prescribe, select and fit hearing devices	The unit HLTAUD005 Dispense hearing devices has been split into two separate units: HLTAUD012 Prescribe, select and fit hearing devices	In response to feedback from stakeholders including peak body members, training providers and technical committee members, indicating that the original unit lacked clarity and combined distinct areas of practice into a single structure, HLTAUD005 Dispense hearing devices has been split into 2 separate units: HLTAUD012 Prescribe, select and fit hearing devices and HLTAUD013 Assist clients with management of hearing devices

Unit	Changes	Rationale
	HLTAUD013 Assist clients with management of hearing devices	<p>The previous training package review had combined 2 distinct units, HLTAU505C Dispense and maintain hearing devices for adults and HLTAU507B Apply hearing device technology into a single unit. However, this merging was not well received by industry, as it conflated separate areas of practice and created challenges in training, assessment, and workforce role differentiation.</p> <p>The current change provides a clearer distinction between clinical responsibilities and client support activities, enabling more targeted training and assessment.</p> <p>HLTAUD012 Prescribe, select and fit hearing devices focuses on the clinical knowledge and skills required to assess hearing needs, select appropriate devices, and carry out accurate fitting procedures. It reflects the scope of practice for audiometrists, and other professionals involved in dispensing hearing devices.</p>
	Elements and performance criteria reordered and reworded. New performance criteria added	Elements and performance criteria have been revised and compacted to enhance clarity, and more accurately reflect expected workplace tasks and outcomes in context of dispensing hearing aids.
	Changes to performance evidence requirements. Rephrasing done to clarify the performance required and to align with current industry practices.	The updated performance evidence requirements reflect a critical update to ensure that learners develop the necessary skills and competencies to meet diverse client needs in context of dispensing hearing aids.
	Significant changes to knowledge evidence. Rephrasing and reordering to enhance clarity. Addition of relevant knowledge evidence	The changes have been made to enhance clarity and ensure alignment with the performance tasks required in the unit. This ensures that the knowledge component directly supports competent and informed practice.

Unit	Changes	Rationale
	Foundation skills added	Foundation skills have been made explicit, enhancing the authenticity, efficiency and relevance of training and assessment, while maintaining the expectation that these vital skills are consistently demonstrated in professional audiometry practice.
HLTAUD013 Assist clients with management of hearing devices	<p>The unit HLTAUD005 Dispense hearing devices has been split into 2 separate units:</p> <p>HLTAUD012 Prescribe, select and fit hearing devices</p> <p>HLTAUD013 Assist clients with management of hearing devices</p>	<p>In response to stakeholder feedback indicating that the original unit lacked clarity and combined distinct areas of practice into a single structure, HLTAUD005 Dispense hearing devices has been split into 2 separate units. HLTAUD012 Prescribe, select and fit hearing devices and HLTAUD013 Assist clients with management of hearing devices.</p> <p>The previous training package review combined 2 distinct units, HLTAU505C Dispense and maintain hearing devices for adults and HLTAU505B Apply hearing device technology into a single unit. However, this merging was not well received by industry, as it conflated separate areas of practice and created challenges in training, assessment, and workforce role differentiation.</p> <p>The current change provides a clearer distinction between clinical responsibilities and client support activities, enabling more targeted training and assessment.</p> <p>HLTAUD013 Assist clients with management of hearing devices addresses the practical and ongoing support required by clients. It includes skills such as basic maintenance, device troubleshooting, client education, and resolving connectivity issues, which are increasingly common with modern hearing devices that interface with smartphones, apps, and assistive technologies. This unit has wider applicability across roles such as allied health assistants, Aboriginal health workers, and community-based staff, reflecting workforce demand for practical hearing device support in both clinical and community settings.</p> <p>Importantly, this unit has also been incorporated into the HLTSS00088 Allied Health Assistance - Audiometry Skill Set, explicitly recognising its critical role in responding to growing demand for practical hearing support services across community, aged care, and primary health settings. This unit equips allied health assistants with the skills needed to</p>

Unit	Changes	Rationale
		provide day-to-day support to clients using hearing devices, including routine maintenance, basic troubleshooting, client education, and managing connectivity issues associated with modern hearing technologies.
	Elements and performance criteria reordered and reworded. New performance criteria added	Elements and performance criteria have been revised and compacted to enhance clarity, and more accurately reflect expected workplace tasks and outcomes in context of dispensing hearing aids.
	Changes to performance evidence requirements. Rephrasing done to clarify the performance required and to align with current industry practices.	The updated performance evidence requirements reflect a critical update to ensure that learners develop the necessary skills and competencies to meet diverse client needs in context of management of hearing devices.
	Significant changes to knowledge evidence. Rephrasing and reordering to enhance clarity. Addition of relevant knowledge evidence	The changes have been made to enhance clarity and ensure alignment with the performance tasks required in the unit. This ensures that the knowledge component directly supports competent and informed practice.
	Foundation skills added	Foundation skills have been made explicit, enhancing the authenticity, efficiency and relevance of training and assessment, while maintaining the expectation that these vital skills are consistently demonstrated in professional audiometry practice.
HLTAUD014 Manage and remove cerumen	Unit title of HLTAUD006 “Remove Cerumen” updated to HLTAUD014 “Manage and remove cerumen”	Feedback provided from key stakeholders including audiologists, subject matter experts and technical committee members, the title has been updated to better reflect the full scope of practice involved. The revised title acknowledges that effective cerumen care includes not only the physical removal of earwax but also the assessment, planning, monitoring, and selection of appropriate techniques based on client needs. This change

Unit	Changes	Rationale
		aligns the title with contemporary clinical practice and clarifies the broader responsibilities of practitioners in providing safe and person-centred cerumen management.
	Elements and performance criteria reordered for clarity and consistency. Performance criteria deleted.	The elements and performance criteria have been thoroughly revised and expanded to enhance the clarity, structure, and specificity of task expectations based on scope of practice. The refined wording provides greater guidance on the sequencing, scope, and precision of tasks, supporting consistent training delivery, effective assessment, and improved learner outcomes aligned with current industry practices.
	Minor changes in performance evidence requirements including rewording and specifying additional critical performance evidence based on performance criteria	To clarify expectations by aligning more closely with existing performance criteria. Rewording and the addition of critical tasks ensure that the evidence requirements accurately reflect the skills and actions already embedded in the unit, supporting more consistent and valid assessment.
	Significant changes to knowledge evidence. Rephrasing and reordering to enhance clarity. Addition of relevant knowledge evidence	The updated knowledge evidence strengthens the unit by incorporating critical content relevant to practice, including micro-suction technology and equipment. These additions support awareness of emerging industry practices.
	Foundation skills added	Foundation skills have been made explicit, enhancing the authenticity, efficiency and relevance of training and assessment, while maintaining the expectation that these vital skills are consistently demonstrated in professional audiometry practice.

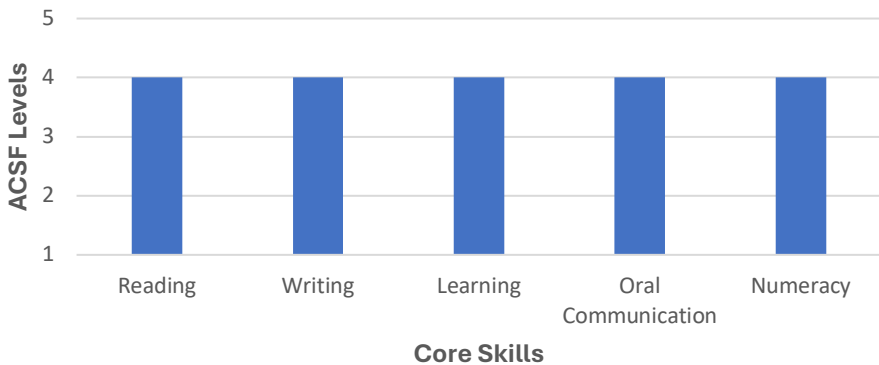
### Skill Set updates

Skill Set	Changes	Rationale
The HLTSS00047 Audiometry Skill Set	<p>The HLTSS00047 Audiometry Skill Set has been updated to HLTSS00088 Allied Health Assistance - Audiometry Skill Set with updated and additional units to better align with industry demands and workforce requirements in audiometry support roles.</p> <p>This skill set is for individuals who hold a qualification at certificate IV level in health, community services or a related field, are working in an allied health assistance role and provide assistance in audiometry.</p>	<p>This update has been made to support the growing need for skilled allied health assistants who can contribute meaningfully to hearing health services.</p> <p>This skill set equips allied health assistants with the foundational skills and knowledge required to assist with audiometric screening and the day-to-day management of hearing devices, under the direct, indirect or remote supervision of an audiologist or audiometrists.</p>



## Qualification template

<b>Qualification code</b>		HLT47425
<b>Qualification title</b>		<i>Certificate IV in Audiometry</i>
<b>Modification history</b>	Release 1.	Supersedes and is not equivalent to <i>HLT47415 Certificate IV in Audiometry</i> . Changes to qualification description and packaging rules. Core units updated and increased from 8 to 10. Elective units updated and increased from 3 to 4.
<b>Qualification description</b>		<p>This qualification reflects the role of workers who assist in conducting hearing assessments to identify potential hearing impairment and ear disorders. This may include hearing screeners, allied health assistants who support audiometrists and audiologists in health care organisations, nurses and Aboriginal and Torres Strait Islander health workers.</p> <p>At this level, workers support the hearing assessment process by performing hearing screening and audiometric testing under the supervision of Diploma qualified audiometrists, audiologists, or other medical practitioners. They refer clients for further audiological or medical assessment, and may assist with care coordination, hearing device management and hearing health education programs.</p> <p>Workers at this level do not prescribe or dispense hearing aids, and do not work as independent practitioners. They may work in medical or industrial contexts.</p> <p><i>The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.</i></p> <p><i>No licensing or certification requirements apply to this qualification at the time of publication.</i></p>
<b>Foundation skills outcomes</b>		<i>The foundation skills outcomes implicit in this qualification are outlined in the below bar chart.</i>

	<p style="text-align: center;"><b>ACSF Levels for Certificate IV in Audiometry</b></p>  <p style="text-align: center;"><b>Core Skills</b></p> <p><i>Digital literacy outcomes may be included in the Companion Volume Implementation Guide as appropriate.</i></p>
<b>Entry requirements</b>	N/A
<b>Packaging Rules</b>	<p>Total number of units = 14</p> <ul style="list-style-type: none"> <li>• 10 core units</li> <li>• 4 elective units, consisting of: <ul style="list-style-type: none"> <li>○ 3 units from the electives listed below, at least 1 of these units must be from Group A</li> <li>○ up to 1 unit from the electives listed below or any endorsed Training Package or accredited course</li> </ul> </li> </ul> <p>Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome.</p>

<b>Core units</b>	
BSBWHS332X	Apply infection prevention and control procedures to own work activities
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
CHCEDU008	Share health information
HLTAAP002	Confirm physical health status
HLTAUD007	Conduct basic audiometric testing

HLTAUD008	Conduct audiometric testing
HLTAUD013	Assist client with management of hearing devices
HLTAHA048	Provide allied health assistance in remote or isolated settings
HLTWHS001	Participate in workplace health and safety

<b>Elective units</b>	
<b>Group A: Audiometry units</b>	
HLTAUD009	Conduct audiometric screening for school age children
HLTAUD010	Assess and respond to occupational noise risk
<b>Group B: Other electives</b>	
BSBINS302	Organise workplace information
BSBMKG434	Promote products and services
BSBOPS304	Deliver and monitor a service to customers
BSBPEF402	Develop personal work priorities
BSBSTR401	Promote innovation in team environments
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
HLTAID011	Provide first aid
HLTINF002	Process reusable medical devices and equipment
BSBXTW301	Work in a team
PSPLAN001	Converse in Auslan at a basic user level
<b>Qualification mapping information</b>	HLT47425 <i>Certificate IV in Audiometry</i> supersedes and is not equivalent to HLT47415 <i>Certificate IV in Audiometry</i> .
<b>Links</b>	<a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705</a>

## Qualification template

Qualification code	HLT57425													
Qualification title	Diploma of Audiometry													
Modification history	Release 1.	Supersedes and is not equivalent to HLT57415 Diploma of Audiometry. Changes to packaging rules. Total number of units reduced from 19 to 17. Core units updated and increased from 11 to 12. Elective units updated and reduced from 8 to 5.												
Qualification description	<p>This qualification reflects the role of audiometrists who conduct hearing assessments to identify hearing impairment and take appropriate action based on the test results. They may refer clients for further audiological or medical assessment and may be involved in care management and education programs. At this level, audiometrists also prescribe and dispense hearing aids and other listening devices to assist in hearing rehabilitation. Audiometrists may work in medical settings or industrial contexts or as independent practitioners.</p> <p><i>The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.</i></p> <p><i>No occupational licensing or certification requirements apply to this qualification at the time of publication.</i></p>													
Foundation skills outcomes	<p>The foundation skills outcomes implicit in this qualification are outlined in the below bar chart.</p> <div><h3>ACSF Levels for Diploma of Audiometry</h3><table><tr><th>Core Skills</th><th>ACSF Levels</th></tr><tr><td>Reading</td><td>4</td></tr><tr><td>Writing</td><td>4</td></tr><tr><td>Learning</td><td>4</td></tr><tr><td>Oral Communication</td><td>4</td></tr><tr><td>Numeracy</td><td>3</td></tr></table></div>		Core Skills	ACSF Levels	Reading	4	Writing	4	Learning	4	Oral Communication	4	Numeracy	3
Core Skills	ACSF Levels													
Reading	4													
Writing	4													
Learning	4													
Oral Communication	4													
Numeracy	3													

	<i>Digital literacy outcomes may be included in the Companion Volume Implementation Guide as appropriate.</i>
<b>Entry requirements</b>	N/A
<b>Packaging Rules</b>	<p>Total number of units = 17</p> <ul style="list-style-type: none"> <li>• 12 core units</li> <li>• 5 elective units, consisting of: <ul style="list-style-type: none"> <li>○ at least 4 units from the electives below, at least 2 of these units must be from Group A</li> <li>○ up to 1 unit from the electives listed below or any endorsed Training Package or accredited course</li> </ul> </li> </ul> <p>Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome.</p>



<b>Core units</b>	
BSBWHS332X	Apply infection prevention and control procedures to own work activities
CHCCOM006	Establish and manage client relationships
CHCDIV001	Work with diverse people
CHCEDU008	Share health information
CHCLEG001	Work legally and ethically
HLTAAP002	Confirm physical health status
HLTAUD007	Conduct basic audiometric testing
HLTAUD008	Conduct audiometric testing
HLTAUD011	Develop and implement individual hearing rehabilitation programs
HLTAUD012	Prescribe, select and fit hearing devices
HLTAUD013	Assist client with management of hearing devices
HLTWHS003	Maintain work health and safety

Elective units	
<b>Group A: Audiometry</b>	
HLTADM008	Administer and coordinate Telehealth services
HLTAUD009	Conduct audiometric screening for school age children.
HLTAUD010	Assess and respond to occupational noise risk
HLTAUD014	Manage and remove cerumen
<b>Group B: Other electives</b>	
BSBINS302	Organise workplace information
BSBLDR301	Support effective workplace relationships
BSBMKG434	Promote products and services
BSBOPS304	Deliver and monitor a service to customers
BSBPEF402	Develop personal work priorities
BSBSTR401	Promote innovation in team environments
CHCCCS038	Facilitate the empowerment of people receiving support
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCPOL003	Research and apply evidence to practice
PSPLAN001	Converse in Auslan at a basic user level
HLTAID011	Provide first aid
<b>Qualification mapping information</b>	HLT57425 <i>Diploma of Audiometry</i> supersedes and is not equivalent to HLT57415 <i>Diploma of Audiometry</i>
<b>Links</b>	<a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705</a>

## Unit of Competency template

Unit code	HLTAUD007	
Unit title	Conduct basic audiometric testing	
Modification History	Release	Comments
	Release 1.	HLTAUD007 Conduct basic audiometric testing supersedes and is not equivalent to HLTAUD001 Assess hearing. Change in unit outcome. Major changes in unit application, elements and performance evidence.  Foundation skills added.
Application	<p>This unit describes the skills and knowledge required to prepare for, conduct and interpret the results of basic audiometric testing in adults, including hearing screening tests and screening tympanometry. It includes the ability to establish a positive client relationship, perform otoscopy, conduct basic audiometric tests and recognise situations where referral to other health professionals is required.</p> <p>This unit applies to workers who conduct basic audiometric testing . This may include audiometrists, allied health assistants supporting audiometrists and audiologists in health care organisations, nurses and Aboriginal and/or Torres Strait Islander health workers.</p> <p><i>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.</i></p> <p><i>No licensing or certification requirements apply to this qualification at the time of publication</i></p>	
Pre-requisite unit	N/A	
Competency field	N/A	
Unit sector	Audiometry	
Elements	Performance criteria	

<p>1. Prepare for basic audiometric tests</p>	<p>1.1 Check and confirm forms and materials required for basic audiometric tests are available</p> <p>1.2 Prepare physical environment and check ambient noise level meet Australian/New Zealand standards</p> <p>1.3 Perform basic equipment checks and ensure calibration requirements are met</p> <p>1.4 Check and confirm personal protective equipment is available for use</p>
<p>2. Establish a positive relationship with the client</p>	<p>2.1 Take basic case history and explain administrative procedures</p> <p>2.2 identify client expectations using questioning and active listening</p> <p>2.3 Explain purpose and process of otoscopy and audiometric tests using client-centric approach</p> <p>2.4 Address client concerns and adapt communication to meet diverse needs</p> <p>2.5 Obtain client consent and maintain confidentiality of client information</p>
<p>3. Conduct otoscopy</p>	<p>3.1 Follow personal hygiene and infection control, including hand hygiene, correct, use of personal protective equipment (PPE), and safe handling of materials, in accordance with organisational procedures</p> <p>3.2 Conduct otoscopy and maintain client comfort according to organisational procedures</p> <p>3.3 Identify contraindications requiring referral</p> <p>3.4 Refer client for further assessment and treatment based on client needs, according to organisational procedures</p>
<p>4. Conduct basic audiometric tests</p>	<p>4.1 Perform pure-tone audiometry using air conduction according to organisational procedures, to identify any potential hearing loss</p> <p>4.2 Perform screening tympanometry according to organisational procedures</p> <p>4.3 Use basic audiometry equipment and instruments according to manufacturer instructions and organisational procedures.</p> <p>4.4 Review test results for validity, reliability and accuracy according to organisational procedures</p>



	<p>4.5 Identify unreliable test results and repeat testing according to standard protocols to obtain reliable results</p> <p>4.6 Clean and store equipment according to manufacturer instructions and infection control procedures</p> <p>4.7 Discuss basic audiometric test results with clients</p>
5. Document and report results	<p>5.1 Record results according to Australian/New Zealand standards</p> <p>5.2 Document summaries of the test outcomes using organisation-approved formats</p> <p>5.3 Review test results to identify need for referral</p> <p>5.4 Refer client for further assessment and treatment according to organisational procedures</p>
<b>Foundation skills</b> <p>This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.</p>	
<b>Skill</b>	<b>Description</b>
Reading	<ul style="list-style-type: none"> <li>interprets organisational procedures related to basic audiometric testing and referrals</li> <li>interprets equipment manufacturer instructions.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>documents test results using approved templates and terminology</li> <li>maintains client records in line with documentation standards.</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>uses clear, respectful language to explain basic audiometric test procedures and obtain informed consent</li> <li>uses active listening and questioning techniques to clarify client expectations and concerns.</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>interprets measured values and threshold levels.</li> </ul>
Learning	<ul style="list-style-type: none"> <li>retrieves and evaluates information sources</li> <li>operates and monitors equipment safely and efficiently</li> <li>reflects on own practice and modify approach as needed</li> </ul>
<b>Range of Conditions</b> <p>N/A</p>	
<b>Unit mapping information</b>	<i>HLTAUD007 supersedes and is not equivalent to HLTAUD001 Assess hearing</i>

<b>Links</b>	Link to Companion Volume Implementation Guide.
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Mandatory fields are highlighted ☐

## Assessment Requirements template

<b>Title</b>	Assessment Requirements for HLTAUD007 Conduct basic audiometric testing
<b>Performance evidence</b>	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>▪ followed organisational procedures to conduct reliable and accurate basic audiometric testing under the guidance of an audiologist or audiometrist for at least 15 different adult clients of varying ages, genders, and cultural backgrounds.</li> </ul> <p>while conducting the above basic audiometric testing, there must be evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>▪ conducted hearing tests appropriate to the needs of clients</li> <li>▪ conducted pure-tone audiometry using air conduction only and screening tympanometry</li> <li>▪ documented and reported all test results using organisation-approved formats</li> <li>▪ identified the need for and made referrals for at least three clients.</li> <li>▪ used a client-centred approach with all clients to: <ul style="list-style-type: none"> <li>○ communicate with clients</li> <li>○ confirm client understanding</li> <li>○ provide explanations of procedures and results</li> </ul> </li> </ul>
<b>Knowledge evidence</b>	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• national and state/territory legal and ethical requirements, including: <ul style="list-style-type: none"> <li>○ contractual obligations</li> <li>○ duty of care</li> <li>○ informed consent</li> <li>○ privacy, confidentiality, and disclosure</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ records management</li> <li>• standards and protocols for basic audiometry testing, including: <ul style="list-style-type: none"> <li>○ principles of screening audiometry</li> <li>○ applications of screening audiometry for adults and occupational settings</li> <li>○ infection control protocols</li> <li>○ contraindications for hearing assessments</li> <li>○ physical environment requirements as per Australian and New Zealand standards</li> <li>○ equipment calibrations, including biological calibration and compliance with annual calibration, as per Australian and New Zealand standards</li> </ul> </li> <li>• work roles, including: <ul style="list-style-type: none"> <li>○ responsibilities and limitations of hearing screener</li> <li>○ boundaries of job role</li> <li>○ indicators for referral</li> <li>○ relationship with other health professionals</li> </ul> </li> <li>• principles of primary health care</li> <li>• social determinants of health and how these contribute to inequities in ear and hearing healthcare</li> <li>• epidemiology of hearing loss</li> <li>• deaf culture</li> <li>• hearing pathways</li> <li>• common hearing disorders</li> <li>• principles of client-centred approach</li> <li>• basic anatomy of the ear, including: <ul style="list-style-type: none"> <li>○ peripheral auditory system</li> <li>○ potential physical abnormalities</li> </ul> </li> <li>• tinnitus, including: <ul style="list-style-type: none"> <li>○ types of tinnitus</li> <li>○ contributing factors</li> <li>○ environmental strategies and devices to manage tinnitus</li> <li>⊕ questionnaires to determine tinnitus severity and impact</li> </ul> </li> <li>○ basic audiometric battery elements, including: <ul style="list-style-type: none"> <li>○ taking case history</li> <li>○ otoscopy</li> <li>○ air</li> <li>○ bone</li> <li>○ screening tympanometry</li> <li>○ reporting results</li> </ul> </li> <li>• requirements of basic audiometric test results:</li> </ul>
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	<ul style="list-style-type: none"> <li>○ reliability</li> <li>○ validity</li> <li>○ accuracy</li> </ul>
<b>Assessment conditions</b>	<p><i>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace.</i></p> <p>The following conditions must be met for this unit:</p> <ul style="list-style-type: none"> <li>• use of suitable facilities, equipment and resources, including:             <ul style="list-style-type: none"> <li>○ basic audiometric testing equipment that meets Australian and New Zealand standards</li> <li>○ appropriate testing environment</li> <li>○ documentation that meets industry-recognised notation standards</li> <li>○ organisational procedures relevant to conducting basic audiometric testing</li> </ul> </li> <li>• modelling of industry operating conditions, including:             <ul style="list-style-type: none"> <li>○ problem solving activities</li> <li>○ time constraints for completion of testing</li> <li>○ provision of services to individuals with varied needs</li> </ul> </li> </ul> <p>Assessors must satisfy the current Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.</p>
<b>Links</b>	<p><a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705</a></p>

## Unit of Competency template

<b>Unit code</b>	HLTAUD008	
<b>Unit title</b>	Conduct audiometric testing	
<b>Modification History</b>	Release	Comments
	Release 1	<p>HLTAUD008 Conduct audiometric testing supersedes and is not equivalent to HLTAUD001 Assess hearing.</p> <p>Change in unit outcome. Major changes in unit application, elements and performance evidence. Foundation skills added.</p>
<b>Application</b>	<p>This unit describes the skills and knowledge required to prepare for, conduct and interpret the results of comprehensive hearing testing in adults, including masking, speech audiometry and impedance audiometry. It includes the ability to establish a positive client relationship, conduct audiometric tests and to recognise situations where referral to other health professionals is required.</p> <p>This unit applies to workers who conduct audiometric testing. This may include audiometrists, allied health assistants supporting audiometrists and audiologists in health care organisations, nurses and Aboriginal and Torres Strait Islander health workers.</p> <p><i>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.</i></p> <p><i>No licensing or certification requirements apply to this qualification at the time of publication</i></p>	
<b>Pre-requisite unit</b>	N/A	
<b>Competency field</b>	N/A	
<b>Unit sector</b>	Audiometry	
<b>Elements</b>	<b>Performance criteria</b>	
1. Prepare for hearing tests	<p>1. Check and confirm forms and materials required for audiometric tests are available</p> <p>1.2 Prepare physical environment and check ambient noise level meet Australian/New Zealand standards</p>	

	<p>1.3 Perform basic equipment checks and ensure calibration requirements are met.</p> <p>1.4 Check and confirm personal protective equipment is available for use</p>
2. Establish a positive relationship with the client	<p>2.1 Take detailed case history and explain administrative procedures to client</p> <p>2.2 Use questioning and active listening to identify client expectations</p> <p>2.3 Explain purpose and process of otoscopy and audiometric tests using client-centric approach</p> <p>2.4 Address client concerns and adapt communication to meet diverse needs</p> <p>2.5 Obtain client consent and maintain confidentiality of client information</p>
3. Conduct otoscopy	<p>3.1 Follow personal hygiene and infection control, including hand hygiene, correct, use of personal protective equipment (PPE), and safe handling of materials, in accordance with organisational procedures</p> <p>3.2 Conduct otoscopy and maintain client comfort according to organisational procedures</p> <p>3.3 Identify contraindications requiring referral</p> <p>3.4 Refer client for further assessment and treatment based on client needs, according to organisational procedures</p>
4. Conduct audiometric testing	<p>4.1 Select and conduct audiometric tests according to organisational procedures</p> <p>4.2 Use basic audiometry equipment and instruments according to manufacturer instructions</p> <p>4.3 Review test results for validity, reliability and accuracy according to organisational procedures</p> <p>4.4 Identify unreliable test results and repeat testing to achieve reliable results</p> <p>4.5 Clean and store equipment according to manufacturers instructions and infection control procedures</p> <p>4.6 Record results according to Australian/New Zealand standards</p> <p>4.7 Use test results to identify specific hearing loss and/or any abnormal functions</p>
5. Make recommendations	<p>5.1 Interpret and integrate results across test batteries to establish an overall test outcome</p> <p>5.2 Discuss audiometric findings with clients, including options for hearing aids or further specialised testing</p>

	5.3 Write reports and refer client for further assessment and treatment according to organisational procedures
<b>Foundation skills</b> This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.	
<b>Skill</b>	<b>Description</b>
Reading	<ul style="list-style-type: none"> <li>interprets organisational procedures related to audiometric testing and referrals</li> <li>interprets equipment manufacturer instructions.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>documents test results using approved templates and terminology</li> <li>writes concise and clear summaries for referrals and reports</li> <li>maintains client records in line with documentation standards.</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>uses clear, respectful language to explain audiometric test procedures and obtain informed consent</li> <li>uses active listening and questioning techniques to clarify client expectations and concerns.</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>interprets measured values and threshold levels</li> </ul>
Learning	<ul style="list-style-type: none"> <li>retrieves and evaluates information sources</li> <li>operates and monitors equipment safely and efficiently</li> <li>reflects on own practice and modify approach as needed</li> </ul>
Range of conditions N/A	
<b>Unit mapping information</b>	HLTAUD008 <i>supersedes and is not equivalent to HLTAUD001 Assess hearing</i>
<b>Links</b>	<a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705</a>

## Assessment Requirements template

<b>Title</b>	Assessment Requirements for HLTAUD008 Conduct audiometric testing
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<b>Performance evidence</b>	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>▪ followed organisational procedures and protocols to independently conduct reliable and accurate audiometric tests for at least 15 different adult clients, including: <ul style="list-style-type: none"> <li>○ clients of varying ages, genders, and cultural backgrounds</li> <li>○ clients with varying degree and types of hearing loss</li> </ul> </li> </ul> <p>while conducting the above audiometric testing, there must be evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>▪ selected and performed each of the following on at least one occasion: <ul style="list-style-type: none"> <li>○ pure-tone audiometry using air conduction</li> <li>○ pure-tone audiometry using bone conduction with masking</li> <li>○ speech audiometry with performance intensity function</li> <li>○ speech audiometry with masking</li> <li>○ impedance audiometry with tympanometry</li> <li>○ impedance audiometry with ipsilateral reflexes</li> </ul> </li> <li>▪ integrated and validated results across the entire test battery to establish an overall audiometric picture for all clients</li> <li>▪ determined the type of hearing loss based on test results for all clients</li> <li>▪ recognised and addressed potential inconsistencies for all clients</li> <li>▪ used a client-centred approach with all clients to: <ul style="list-style-type: none"> <li>○ communicate with clients</li> <li>○ confirm client understanding</li> <li>○ provide explanations of procedures, results and recommended next steps</li> <li>○ provide opportunities for client to ask questions</li> </ul> </li> <li>▪ referred at least 3 clients for further assessment and treatment according to organisational procedures</li> </ul>
<b>Knowledge evidence</b>	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>▪ national and state/territory legal and ethical requirements, including:</li> </ul>



	<ul style="list-style-type: none"> <li>○ contractual obligations</li> <li>○ duty of care</li> <li>○ informed consent</li> <li>○ privacy, confidentiality and disclosure</li> <li>○ records management</li> <li>▪ Australian/New Zealand and international standards that apply to audiometric tests, including: <ul style="list-style-type: none"> <li>○ physical environment requirements as per Australian New Zealand standards</li> <li>○ equipment calibration</li> </ul> </li> <li>▪ standard infection control precautions in audiometric testing</li> <li>▪ work roles, including: <ul style="list-style-type: none"> <li>○ responsibilities and limitations</li> <li>○ boundaries of job role</li> <li>○ indicators for referral</li> <li>○ relationship with other health professionals</li> <li>○ difference between generalist and specialist functions in audiometric testing</li> </ul> </li> <li>▪ causes and types of hearing loss</li> <li>▪ contraindications for hearing assessments</li> <li>▪ auditory processing disorder (APD)</li> <li>▪ characteristics of audiometric tests, including: <ul style="list-style-type: none"> <li>○ purpose of different tests</li> <li>○ materials that can be used</li> <li>○ suitability of tests for different clients</li> <li>○ reliability and validity of tests</li> <li>○ transducers including headphones, insert earphones, bone conductor, free field)</li> <li>○ stimuli including pure tone, warble, narrow band noise, broad band noises, speech</li> </ul> </li> <li>▪ hearing assessment battery elements <ul style="list-style-type: none"> <li>○ case history and identifying referral pathways</li> <li>○ otoscopy</li> <li>○ types of audiometric testing: <ul style="list-style-type: none"> <li>▪ air conduction</li> <li>▪ bone conduction</li> <li>▪ speech discrimination</li> <li>▪ speech reception threshold (SRT)</li> <li>▪ ipsi/contralateral reflex testing</li> <li>▪ reflex decay</li> </ul> </li> <li>○ masking techniques: <ul style="list-style-type: none"> <li>▪ pure tone masking</li> <li>▪ speech masking</li> </ul> </li> <li>○ tympanometry: <ul style="list-style-type: none"> <li>▪ purpose and application in testing middle ear function.</li> </ul> </li> <li>○ other objective tests: <ul style="list-style-type: none"> <li>▪ otoacoustic emissions (OAES)</li> <li>▪ auditory brainstem responses (ABRS)</li> </ul> </li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>▪ cortical auditory evoked potentials (CAEPS)</li> </ul>
<b>Assessment conditions</b>	<p><i>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace.</i></p> <p>The following conditions must be met for this unit:</p> <ul style="list-style-type: none"> <li>▪ use of suitable facilities, equipment and resources, including:             <ul style="list-style-type: none"> <li>○ audiometric testing equipment that meets requirements of relevant Australian/New Zealand standards</li> <li>○ appropriate testing environment</li> <li>○ documentation that meets industry-recognised notation standards</li> <li>○ organisational procedures relevant to conducting audiometric testing</li> </ul> </li> <li>▪ modelling of industry operating conditions, including:             <ul style="list-style-type: none"> <li>○ problem solving activities</li> <li>○ time constraints for completion of testing</li> <li>○ provision of services to individuals with varied needs.</li> </ul> </li> </ul> <p>Assessors must satisfy the current Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.</p>
<b>Links</b>	<a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705</a>

## Unit of Competency template

<b>Unit code</b>	HLTAUD009	
<b>Unit title</b>	Conduct audiometric screening for school age children	
<b>Modification History</b>	Release	Comments
	Release 1.	HLTAUD009 Conduct audiometric screening for school age children supersedes and is equivalent to HLTAUD002 Conduct play audiometry. Change in unit title. Performance evidence updated. Knowledge evidence added. Foundation skills added.
<b>Application</b>	<p>This unit describes the skills and knowledge required to prepare for and conduct play pure tone audiometry tests for school age children aged 4-6 years using standard test protocols and to refer children with developmental delays to other health practitioners.</p> <p>This unit applies to workers who assesses school age children's hearing. This may include audiometrists, allied health assistants allied health assistants supporting audiometrists and audiologists in health care organisations, nurses and Aboriginal and/or Torres Strait Islander health workers.</p> <p><i>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.</i></p> <p><i>No licensing or certification requirements apply to this qualification at the time of publication</i></p>	
<b>Pre-requisite unit</b>	N/A	
<b>Competency field</b>	N/A	
<b>Unit sector</b>	Audiometry	
<b>Elements</b>	<b>Performance criteria</b>	
1. Prepare for audiometric screening for school age children	<p>1.1 Check and confirm forms and materials required for audiometric screening are available</p> <p>1.2 Prepare physical environment and check ambient noise level meets Australian/New Zealand standards</p>	

	<p>1.3 Perform basic equipment checks and ensure calibration requirements are met.</p> <p>1.4 Check and confirm personal protective equipment is available for use</p>
2. Establish a positive relationship with child and carer	<p>2.1 Take case history and identify potential developmental delays requiring referral</p> <p>2.2 Explain test procedure and administrative processes to the child and carer</p> <p>2.3 Give child and carer the opportunity to ask questions and discuss concerns</p> <p>2.4 Identify and meet additional needs of child</p> <p>2.5 Obtain consent from carer and maintain confidentiality of client information</p>
3. Conduct otoscopy in school age children	<p>3.1 Follow personal hygiene and infection control, including hand hygiene, correct, use of personal protective equipment (PPE), and safe handling of materials, in accordance with organisational procedures</p> <p>3.2 Conduct otoscopy and maintain client comfort according to organisational procedures</p> <p>3.3 Identify contraindications requiring referral</p> <p>3.4 Make referrals for further assessment and treatment based on client needs, according to organisational procedures.</p>
4. Complete audiometric test for school age children	<p>4.1 Follow personal hygiene and infection control, including hand hygiene, correct, use of personal protective equipment (PPE), and safe handling of materials, in accordance with organisational procedures</p> <p>4.2 Conduct play audiometry using equipment according to organisational procedures and manufacturer instructions</p> <p>4.3 Review test results for validity, reliability and accuracy according to organisational procedures</p> <p>4.4 Identify unreliable test results and repeat testing according to standard protocols to achieve reliable results</p> <p>4.5 Conduct screening tympanometry according to organisational procedures</p> <p>4.6 Record results according to according to Australian/New Zealand standards</p> <p>4.7 Clean and store equipment according to manufacturer instructions and infection control procedures</p>

5. Review test results with child and their carer	5.1 Examine results and determine outcome from data obtained 5.2 Communicate test outcome to the child and their carer 5.3 Discuss options for further tests with carer 5.4 Give child and carer the opportunity to ask questions and discuss areas of concern 5.5 Use organisation-approved formats to document clear and concise summaries of the test outcomes
6. Refer client to appropriate facility	6.1 Review test results to identify need for referral and refer client for further assessment and treatment according to organisational procedures 6.2 Establish contact with referral agency and provide client information 6.3 Discuss issues and concerns with referral agency representative 6.4 Follow up referral to ensure continuity of case management
<b>Foundation skills</b> This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.	
Skill	Description
Reading	<ul style="list-style-type: none"> <li>interprets organisational procedures related to conducting audiometric screening for school age children and referrals</li> <li>interprets equipment manufacturer instructions.</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>uses clear, respectful language to explain audiometric test procedures to child and carer and obtain informed consent</li> <li>uses active listening and questioning techniques to clarify child and carer expectations and concerns.</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>interprets measured values and threshold levels.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>documents test results using approved templates and terminology</li> <li>writes concise and clear summaries for referrals and reports</li> <li>maintains client records in line with documentation standards.</li> </ul>
Learning	<ul style="list-style-type: none"> <li>retrieves and evaluates information sources</li> <li>operates and monitors equipment safely and efficiently</li> <li>reflects on own practice and modify approach as needed</li> </ul>
<b>Range of conditions</b> N/A	

<b>Unit mapping information</b>	HLTAUD009 <i>supersedes and is equivalent to</i> HLTAUD002 <i>Conduct play audiometry</i>
<b>Links</b>	<a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705</a>

## Assessment Requirements template

<b>Title</b>	Assessment Requirements for HLTAUD009 Conduct audiometric screening for school age children
<b>Performance evidence</b>	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>▪ followed organisational procedures and protocols to independently conduct reliable and accurate pure tone audiometry tests for at least 10 different children aged 4-6 years, by applying appropriate methods</li> </ul> <p>While conducting the above audiometric screening for school age children, there must be evidence that candidate has:</p> <ul style="list-style-type: none"> <li>▪ recognised and responded appropriately to at least one child not giving true thresholds</li> <li>▪ used a client-centred approach to: <ul style="list-style-type: none"> <li>○ communicate with children and carers</li> <li>○ confirm child and carer understanding</li> <li>○ provide explanations of procedures, results and recommended next steps</li> <li>○ provide opportunities for child and carer to ask questions</li> </ul> </li> <li>▪ identified the need for and made referrals for at least 3 clients for further assessment and treatment</li> </ul>
<b>Knowledge evidence</b>	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• national and state/territory legal and ethical requirements relevant to conducting audiometric screening for school age children, including: <ul style="list-style-type: none"> <li>○ children in the workplace</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ duty of care</li> <li>○ informed consent</li> <li>○ policy frameworks and government programs</li> <li>○ privacy, confidentiality and disclosure</li> <li>○ records management</li> <li>○ reporting requirements</li> <li>○ use of disposable vs. reusable instruments to minimise the risk of cross-contamination.</li> <li>• work roles, including: <ul style="list-style-type: none"> <li>○ responsibilities and limitations</li> <li>○ boundaries of audiometrist role, including no role in diagnostics</li> <li>○ relationship between audiometry and other health professionals</li> <li>○ role of the family/carer</li> <li>○ indicators for referral</li> </ul> </li> <li>• stages of typical childhood speech and hearing development: <ul style="list-style-type: none"> <li>○ milestones</li> <li>○ variations from the norm</li> <li>○ impact of hearing loss on early development of speech and language</li> <li>○ behaviours of children at risk of hearing loss</li> </ul> </li> <li>• anatomy of children's ears and the implications for otoscopy</li> <li>• factors to consider when working with families during testing</li> <li>• common hearing disorders in children including conditions of outer, middle and inner ear, and central pathways</li> <li>• Aboriginal and/or Torres Strait Islander and middle ear disease</li> <li>• culturally safe practices</li> <li>• play audiometry principles and techniques, including: <ul style="list-style-type: none"> <li>○ conditioning</li> <li>○ reliability and validity</li> <li>○ visual cues</li> <li>○ screening for functional hearing loss</li> </ul> </li> <li>• techniques for managing children during testing, including: <ul style="list-style-type: none"> <li>○ focusing attention to task</li> <li>○ distraction</li> <li>○ engagement</li> </ul> </li> <li>• key milestones in children's development and indicators for referrals for further assessment and treatment</li> </ul>
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<b>Assessment conditions</b>	<p><i>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace.</i></p> <p>The following conditions must be met for this unit:</p> <ul style="list-style-type: none"> <li>▪ use of suitable facilities, equipment and resources, including: <ul style="list-style-type: none"> <li>○ audiometric testing equipment that meets Australian/New Zealand standards</li> <li>○ appropriate testing environment</li> <li>○ age appropriate toys</li> <li>○ documentation that meets industry-recognised notation standards</li> <li>○ organisational procedures relevant to conducting basic audiometric testing</li> </ul> </li> <li>▪ modelling of industry operating conditions, including: <ul style="list-style-type: none"> <li>○ integration of problem solving activities</li> <li>○ time constraints for completion of testing</li> <li>○ provision of services to individuals with varied needs</li> </ul> </li> </ul> <p>Assessors must satisfy the current Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.</p>
<b>Links</b>	<p><a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705</a></p>



## Unit of Competency template

<b>Unit code</b>	HLTAUD010	
<b>Unit title</b>	Assess and respond to occupational noise risk	
<b>Modification History</b>	Release	Comments
	Release 1.	HLTAUD010 Assess and respond to occupational noise risk supersedes and is not equivalent to HLTAUD003 Assess and respond to occupational noise risk. Major changes in elements and performance evidence. Knowledge evidence updated. Foundation skills added.
<b>Application</b>	<p>This unit describes the skills and knowledge required to determine and respond to occupational noise risk, including the testing of individuals at risk and developing strategies for employers.</p> <p>This unit applies to workers who have a responsibility for promoting and managing good hearing health in the workplace in an industrial context. This may include audiometrists, allied health assistants supporting audiometrists and audiologists in health care organisations, nurses and Aboriginal and Torres Strait Islander health workers.</p> <p><i>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.</i></p> <p><i>No licensing or certification requirements apply to this qualification at the time of publication</i></p>	
<b>Pre-requisite unit</b>	N/A	
<b>Competency field</b>	N/A	
<b>Unit sector</b>	Audiometry	
<b>Elements</b>	<b>Performance criteria</b>	
1. Assess noise hazard risks	<p>1.1 Review features of the workplace that may impact on hearing loss, according to Australian/New Zealand standards</p> <p>1.2 Assess the level of hearing conservation risk based on established indicators and parameters according to Australian/New Zealand standards</p>	

	1.3 Identify and access specialist expertise required for workplace noise measurement I
2. Develop strategies to manage occupational noise risk and prevent hearing loss	<p>2.1 Select appropriate control measures from the hierarchy of controls to mitigate hearing conservation risks</p> <p>2.2 Develop and document strategies with recommendations to manage occupational noise risk and prevent noise-induced hearing loss.</p> <p>2.3 Discuss identified strategies with employers</p> <p>2.4 Provide current information and resources about noise hazard management to organisations</p>
3. Conduct screening	<p>3.1 Prepare for and conduct hearing tests in accordance with Australian/New Zealand standards</p> <p>3.2 Take basic case history and explain administrative procedures to client</p> <p>3.3 Obtain client consent and maintain confidentiality of client information</p> <p>3.4 Use audiometry equipment and instruments according to manufacturer instructions</p> <p>3.5 Review test results for validity, reliability and accuracy according to organisational procedures</p> <p>3.6 Identify unreliable test results and repeat testing to achieve reliable results</p> <p>3.7 Record results according to Australian/New Zealand standards</p> <p>3.8 Review and interpret results according to Australian/New Zealand standards</p> <p>3.9 Communicate outcome of tests to client</p> <p>3.10 Clean and store equipment according to manufacturer instructions and infection control procedures</p>
4. Identify those at risk of noise induced hearing loss (NIHL)	<p>4.1 Conduct monitoring audiometry according to Australian/New Zealand standards</p> <p>4.2 Assess current test results against previous reference audiometry</p> <p>4.3 Advise client of identified risk of noise induced hearing loss (NIHL) using client-friendly language</p> <p>4.4 Advise employer of risks identified for the client</p> <p>4.5 Provide information on strategies that assist in mitigating risk for noise induced hearing loss (NIHL)</p>

	4.6 Identify the need for referral and refer client to other health professionals
5. Evaluate and review strategies	5.1 Evaluate success of workplace strategies based on results of testing 5.2 Adjust strategies and recommendations based on evaluation 5.3 Provide updated information to employers about revised strategies and recommendations
6. Educate individuals about workplace hearing risks	6.1 Provide educational information to individual workers on noise induced hearing loss risks (NIHL) 6.2 Provide information and guidance to mitigate noise induced hearing loss risks (NIHL)
<b>Foundation skills</b> This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.	
Skill	Description
Reading	<ul style="list-style-type: none"> <li>interprets organisational procedures related to assessing and responding to occupational noise risk</li> <li>interprets equipment manufacturer instructions.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>documents test results using approved templates and terminology</li> <li>writes concise and clear summaries for referrals and reports</li> <li>maintains client records in line with documentation standards.</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>uses active listening and questioning techniques to discuss occupational noise hazards, risks and risk controls</li> <li>uses clear, respectful language to explain test procedures and obtain informed consent</li> <li>uses active listening and questioning techniques to clarify client expectations and concerns.</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>interprets decibel levels, threshold shifts, and exposure limits</li> <li>estimates and compares occupational noise exposure to safe levels</li> </ul>
Learning	<ul style="list-style-type: none"> <li>retrieves and evaluates information sources</li> <li>operates and monitors equipment safely and efficiently</li> <li>reflects on own practice and modify approach as needed</li> </ul>

<b>Range of conditions</b>	N/A
<b>Unit mapping information</b>	HLTAUD010 <i>supersedes and is not equivalent to</i> HLTAUD003 <i>Assess and respond to occupational noise risk</i>
<b>Links</b>	<a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705</a> .

## Assessment Requirements template

<b>Title</b>	Assessment Requirements for HLTAUD010 Assess and respond to occupational noise risk
<b>Performance evidence</b>	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>assessed the occupational noise risk in at least 2 workplaces, and for each workplace, developed and communicated strategies to mitigate those risks</li> </ul> <p>Across these workplaces, there must be evidence that candidate has</p> <ul style="list-style-type: none"> <li>conducted hearing test on at least 10 different clients in an industrial context according to occupational noise management Australian/New Zealand standards</li> <li>provided noise induced hearing loss risk information and guidance to at least 2 individual workers.</li> </ul>
<b>Knowledge evidence</b>	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>contexts for testing for industrial hearing loss, including: <ul style="list-style-type: none"> <li>types of client</li> <li>work situations that lead to the need for industrial hearing tests</li> </ul> </li> <li>national and state/territory legal and ethical considerations relevant to assessing and responding to occupational noise risk, including: <ul style="list-style-type: none"> <li>duty of care</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ informed consent</li> <li>○ privacy, confidentiality and disclosure</li> <li>○ records management</li> <li>▪ work roles, including: <ul style="list-style-type: none"> <li>▪ responsibilities and limitations</li> <li>▪ boundaries of audiometrist role</li> <li>▪ generalist and specialist functions</li> <li>▪ relationship between audiometry and other health professionals</li> <li>▪ role of employers and other organisations</li> <li>▪ indicators for referral</li> <li>▪ hearing conservation including protectors, environment and noise dosing</li> </ul> </li> <li>▪ requirements of all sections of Australian/New Zealand standards relating to occupation Noise Management</li> <li>▪ sources of information on occupational noise risk and occupation noise management</li> <li>▪ hierarchy of controls for managing noise risks</li> <li>▪ strategies to mitigate hearing conservation risks</li> <li>▪ causes and prevention of noise-induced Hearing Loss (NIHL)</li> <li>▪ sources of specialist expertise</li> <li>▪ methods and types of industrial hearing and noise assessments: <ul style="list-style-type: none"> <li>○ monitoring assessment</li> <li>○ reference assessments</li> <li>○ manual and automated</li> <li>○ noise level measurements</li> </ul> </li> </ul>
<b>Assessment conditions</b>	<p><i>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace.</i></p> <p>The following conditions must be met for this unit.</p> <ul style="list-style-type: none"> <li>▪ use of suitable facilities, equipment and resources, including: <ul style="list-style-type: none"> <li>○ equipment that meets Australian/New Zealand standards relating to occupation Noise Management</li> <li>○ appropriate testing environment</li> <li>○ documentation that meets industry-recognised notation standards</li> <li>○ organisational procedures relevant to assessing and responding to occupational noise risk</li> </ul> </li> <li>▪ modelling of industry operating conditions, including: <ul style="list-style-type: none"> <li>○ integration of problem solving activities</li> <li>○ time constraints for completion of testing</li> <li>○ provision of services to individuals with varied needs</li> </ul> </li> </ul>

	Assessors must satisfy the current Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.
<b>Links</b>	<a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705</a>

DRAFT JULY 2025

## Unit of Competency template

<b>Unit code</b>	HLTAUD011	
<b>Unit title</b>	Develop and implement individual hearing rehabilitation programs	
<b>Modification History</b>	Release	Comment
	Release 1.	HLTAUD011 Develop and implement individual hearing rehabilitation programs supersedes and is not equivalent to HLTAUD004 Develop and implement individual hearing rehabilitation programs. Performance evidence updated. Major changes in Knowledge evidence. Foundation skills added.
<b>Application</b>	<p>This unit describes the skills and knowledge required to assess client communication needs and to develop, implement and evaluate individual hearing rehabilitation programs. This work is carried out in conjunction with the dispensing of hearing devices.</p> <p>This unit applies to audiometrists.</p> <p><i>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.</i></p> <p><i>No licensing or certification requirements apply to this qualification at the time of publication</i></p>	
<b>Pre-requisite unit</b>	N/A	
<b>Competency field</b>	N/A	
<b>Unit sector</b>	Audiometry	
<b>Elements</b>	<b>Performance criteria</b>	
1. Determine scope of client needs	<p>1.1 Evaluate client communication and lifestyle needs</p> <p>1.2 Select and use an appropriate communication assessment tool for client</p> <p>1.3 Recognise and evaluate factors contributing to communication difficulties.</p> <p>1.4 Assess and document impact of client's hearing impairment on carers, family members and significant others</p>	

	<p>1.5 Consult with client to evaluate client motivation and commitment to rehabilitation and integrate into rehabilitation planning</p> <p>1.6 Document effects of communication impairment and the communicative needs of the client</p> <p>1.7 Identify and liaise with other health professionals and support services based on client needs</p>
2. Formulate hearing rehabilitation program	<p>2.1 Collaborate with client in the planning process, providing opportunities for questions and discussion of concerns</p> <p>2.2 Determine intervention options to minimise effects of hearing loss</p> <p>2.3 Select best intervention options through evaluation of available technologies and services</p> <p>2.4 Develop and discuss hearing rehabilitation program goals, realistic expectations and a plan of action with client</p> <p>2.5 Explain details of options and cost implications to client</p> <p>2.6 Select evaluation tools best suited to client and type of rehabilitation program</p> <p>2.7 Document agreed plan of action and services to be provided</p>
3. Implement the hearing rehabilitation program in collaboration with the client	<p>3.1 Confirm client's understanding of realistic expectations for the hearing rehabilitation program</p> <p>3.2 Work collaboratively with client and their carers or family members towards achieving the agreed hearing rehabilitation program goals</p> <p>3.3 Provide support for the duration of the hearing rehabilitation program</p> <p>3.4 Review and adapt hearing rehabilitation program to meet changing client needs</p>
4. Evaluate hearing program	<p>4.1 Monitor client progress against goals using recognised evaluation tools</p> <p>4.2 Identify remaining communication needs and establish whether these can be met with additional advice, communication strategies or devices</p> <p>4.3 Recognise the need for additional support and evaluation and make referral according to organisational procedures.</p>

#### Foundation skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	<ul style="list-style-type: none"> <li>interprets organisational procedures related to developing and implementing rehabilitation programs.</li> </ul>



Writing	<ul style="list-style-type: none"> <li>writes concise and clear summaries for referrals</li> <li>maintains client records in line with documentation standards.</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>uses clear, respectful language to explain hearing rehabilitation options</li> <li>uses active listening and questioning techniques to clarify client needs and expectations.</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>responds to needs of individual client</li> </ul>
Learning	<ul style="list-style-type: none"> <li>retrieves and evaluates information sources</li> <li>reflects on own practice and modify approach as needed</li> </ul>
<b>Range of conditions</b> N/A	
<b>Unit mapping information</b>	HLTAUD011 <i>supersedes and is not equivalent to</i> HLTAUD004 <i>Develop and implement individual hearing rehabilitation programs</i>
<b>Links</b>	<a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705</a>

## Assessment Requirements template

<b>Title</b>	Assessment Requirements for HLTAUD011 Develop and implement individual hearing rehabilitation programs
<b>Performance evidence</b>	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>independently developed and implemented hearing programs for at least 20 different clients (linked to the dispensing of hearing devices)</li> <li>supported the clients throughout the implementation process</li> <li>engaged with external agencies and health professionals for at least 5 clients</li> </ul>
<b>Knowledge evidence</b>	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>legal and ethical requirements, including:</li> </ul>

	<ul style="list-style-type: none"> <li>○ codes of conduct of registering bodies</li> <li>○ policy frameworks including government hearing service programs</li> <li>○ privacy, confidentiality and disclosure</li> <li>▪ work roles, including: <ul style="list-style-type: none"> <li>○ responsibilities and limitations of people working with clients experiencing hearing impairment, including: <ul style="list-style-type: none"> <li>• medical practitioners</li> <li>• audiometrists</li> <li>• audiologists</li> <li>• agencies providing services to people with hearing health needs</li> </ul> </li> <li>○ interrelationships between audiometrists and other health professionals</li> </ul> </li> <li>▪ referral options for complex hearing problems beyond the scope of own practice</li> <li>▪ types and features of communication assessment tools</li> <li>▪ types of existing rehabilitation programs</li> <li>▪ tinnitus, including: <ul style="list-style-type: none"> <li>○ questionnaires to determine tinnitus severity and impact</li> <li>○ screening tools to assess the impact of tinnitus on quality of life.</li> <li>○ hearing aids and tinnitus maskers and their functionalities.</li> <li>○ who to refer and when to refer clients to audiologists and other health care professionals for specialised treatment.</li> <li>○ basic information and education for clients regarding tinnitus</li> </ul> </li> <li>▪ types of hearing disorders that affect different population groups in the community and factors that contribute to complexity of needs</li> <li>▪ contributing factors to communication difficulties</li> <li>▪ social and psychological implications of communication impairment</li> <li>▪ evaluation mechanisms and tools for hearing programs</li> </ul>
<b>Assessment conditions</b>	<p>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace.</p> <p>The following conditions must be met for this unit:</p> <ul style="list-style-type: none"> <li>• use of suitable facilities, equipment and resources, including: <ul style="list-style-type: none"> <li>○ hearing rehabilitation and assessment tools</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ organisational procedures related to developing and implementing rehabilitation programs</li> <li>• modelling of industry operating conditions, including: <ul style="list-style-type: none"> <li>○ integration of problem solving activities</li> <li>○ provision of services to individuals with varied needs.</li> </ul> </li> </ul> <p>Assessors must satisfy the current Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.</p>
<b>Links</b>	<a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705</a>

## Unit of Competency template

<b>Unit code</b>	HLTAUD012	
<b>Unit title</b>	Prescribe, select and fit hearing devices	
<b>Modification History</b>	Release	Comments
	Release 1.	HLTAUD012 Prescribe, select and fit hearing devices supersedes and is not equivalent to HLTAUD005 Dispense hearing devices. Change in unit outcome. Major changes in unit application, elements and performance evidence. Foundation skills added.
<b>Application</b>	<p>This unit describes the skills and knowledge required to prescribe and fit hearing devices. It also involves providing follow up services to clients.</p> <p>This unit applies to audiometrists.</p> <p><i>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.</i></p> <p><i>No licensing or certification requirements apply to this qualification at the time of publication.</i></p>	
<b>Pre-requisite unit</b>	N/A	
<b>Competency field</b>	N/A	
<b>Unit sector</b>	Audiometry	
<b>Elements</b>	<b>Performance criteria</b>	
1 Determine hearing device requirements	<p>1.1 Interpret outcomes of hearing assessment documentation</p> <p>1.2 Select style and performance requirements of hearing devices based on hearing assessment, client communication and physical needs</p> <p>1.3 Select additional device requirements for optimal acoustic performance and client management needs</p> <p>1.4 Select acoustic coupling system to meet client needs</p>	

<p>2. Take ear impressions</p>	<p>2.1 Follow personal hygiene and infection control, including hand hygiene, correct, use of personal protective equipment (PPE), and safe handling of materials, in accordance with organisational procedures</p> <p>2.2 Recognise and respond to contraindications to taking ear impressions with otoscopy</p> <p>2.3 Make referral to other facilities for assessment and treatment</p> <p>2.4 Select otoblock size based on client ear canal anatomy and needs</p> <p>2.5 Prepare mould material according to manufacturer instructions</p> <p>2.6 Conduct ear impression procedure safely according to organisational procedures</p> <p>2.7 Adapt ear impression processes based on current and emerging technologies</p> <p>2.8 Examine ear impressions for defects and take new impression to address identified defects</p> <p>2.9 Determine modifications required for a comfortable insertion and fit</p> <p>2.10 Examine ear condition post impression to confirm it is free from obstruction, damage or abnormalities</p> <p>2.11 Package ear impressions according to organisational procedures and send to ear mould manufacturer</p>
<p>3. Prepare for fitting</p>	<p>3.1 Prepare information and required documentation for hearing aid fitting</p> <p>3.2 Prepare the environment for hearing aid fitting</p> <p>3.3 Perform equipment checks and ensure calibration requirements are met.</p> <p>3.4 Check and confirm personal protective equipment is available for use</p>
<p>4. Fit hearing aids</p>	<p>4.1 Fit hearing aids according to manufacturer instructions and industry best practice including recognised fitting formulae</p> <p>4.2 Assess occlusion effect and make modifications to minimise its effects including using venting systems</p> <p>4.3 Determine acceptable power output and evaluate in consultation with the client</p> <p>4.4 Assess hearing device for acoustic feedback and take action to minimise its effects</p> <p>4.5 Check device connectivity settings according to manufacturer instructions and client needs</p>

	4.6 Clean and store equipment and attachments according to manufacturer instructions and infection control procedures
5. Verify and validate fitting	<p>5.1 Evaluate acoustic performance of hearing aids against prescriptive targets.</p> <p>5.2 Adjust hearing aids in consultation with client to support the acclimatisation process and optimise listening comfort</p> <p>5.3 Validate client hearing performance in line with client's goals and needs using a range of validation tools</p>
6. Complete and manage documentation	<p>6.1 Complete and store client documentation according to organisational procedures</p> <p>6.2 Determine and document expected short and long term outcomes based on client's goals</p>
7. Follow up client	<p>7.1 Organise client follow up according to organisational procedures</p> <p>7.2 Verify and validate success of fitting and modify electroacoustic parameters to meet client needs</p>
<b>Foundation skills</b>  This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.	
Skill	Description
Reading	<ul style="list-style-type: none"> <li>interprets organisational procedures related to prescribing, selecting and fitting hearing devices</li> <li>Interprets manufacturer instructions for hearing devices</li> </ul>
Writing	<ul style="list-style-type: none"> <li>writes concise and clear summaries for referrals and reports</li> <li>maintains client records in line with documentation standards.</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>uses clear, respectful language to explain fitting procedures and obtain informed consent</li> <li>uses active listening and questioning techniques to clarify client expectations and concerns.</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>interprets measured values and threshold levels</li> </ul>
Learning	<ul style="list-style-type: none"> <li>retrieves and evaluates information sources</li> <li>operates and monitors equipment safely and efficiently</li> <li>reflects on own practice and modify approach as needed</li> </ul>

<b>Range of conditions</b>	N/A
<b>Unit mapping information</b>	HLTAUD012 <i>supersedes and is not equivalent to</i> HLTAUD005 <i>Dispense hearing devices</i>
<b>Links</b>	<a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705</a>

## Assessment Requirements template

<b>Title</b>	Assessment Requirements for HLTAUD012Prescribe, select and fit hearing devices
<b>Performance evidence</b>	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>▪ followed established procedures and protocols to reliably and accurately dispense a diverse range of hearing devices to at least 20 different individuals, including: <ul style="list-style-type: none"> <li>○ performed objective acoustic measurements to accurately analyse acoustic performance against prescriptive targets</li> <li>○ analysed noise reduction, directionality, feedback mechanism and feature performance</li> <li>○ modified acoustic coupling features to achieve real ear prescription targets and improve listening comfort</li> <li>○ varied characteristics of devices to achieve real ear prescription targets and improve listening comfort</li> <li>○ assessed subjective comfort, sound clarity and quality, occlusion, feedback, loudness comfort, and supported acclimatisation requirements</li> </ul> </li> </ul>
<b>Knowledge evidence</b>	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>▪ national and state/territory legal and ethical requirements for hearing aid dispensing, including:</li> </ul>

	<ul style="list-style-type: none"> <li>○ duty of care</li> <li>○ informed consent</li> <li>○ privacy, confidentiality and disclosure</li> <li>○ codes of conduct of registering bodies</li> <li>○ policy frameworks and government programs</li> <li>○ work role boundaries, criteria for referral</li> <li>▪ current range of available hearing devices, their performance features and suitability for different client needs</li> <li>▪ linear and non-linear amplification systems and the principles of the recognised prescription formula for both linear and non-linear hearing devices</li> <li>▪ features of digitally programmable and digital hearing devices and their effect on the amplification provided, including: <ul style="list-style-type: none"> <li>○ compression ratio</li> <li>○ compression threshold and knee point</li> <li>○ multi-channel compression</li> <li>○ directional and omni-directional microphones</li> <li>○ feedback management and cancellation systems</li> <li>○ noise suppression systems</li> <li>○ wireless and Bluetooth features and devices</li> <li>○ other emerging technologies</li> </ul> </li> <li>▪ ear mould acoustics, including venting and tubing, mould materials and their effect on hearing device prescription</li> <li>▪ occlusion effect and strategies to manage the same</li> <li>▪ client acclimatisation process and strategies</li> <li>▪ how electro-acoustic properties and features interact with each other and the human ear</li> <li>▪ test box measurements and interpretation of 2cc coupler data</li> <li>▪ strategies to resolve problems encountered in hearing device fitting according to industry best practice</li> <li>▪ alternative devices to support client education and referral decisions, including: <ul style="list-style-type: none"> <li>○ cochlear implants</li> <li>○ bone anchored devices</li> <li>○ other emerging devices</li> </ul> </li> <li>▪ contemporary validation and verification tools</li> </ul>
<b>Assessment conditions</b>	<p>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace.</p> <p>The following conditions must be met for this unit:</p> <ul style="list-style-type: none"> <li>▪ use of suitable facilities, equipment and resources, including: <ul style="list-style-type: none"> <li>○ objective acoustic measurement equipment and software</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ programming interfaces</li> <li>○ manufacturer's software</li> <li>○ Noah software or equivalent</li> <li>○ manufacturer instructions</li> <li>○ clinical setting designed to meet acoustic standards</li> <li>○ repair and modification equipment</li> <li>○ organisational procedures relevant to prescribing, selecting and fitting hearing devices</li> <li>○ hearing assessment documentation</li> <li>▪ modelling of industry operating conditions, including: <ul style="list-style-type: none"> <li>○ integration of problem solving activities</li> <li>○ provision of services to individuals with varied needs</li> </ul> </li> </ul> <p>Assessors must satisfy the current Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.</p>
<b>Links</b>	<a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705</a>

## Unit of Competency template

<b>Unit code</b>	HLTAUD013	
<b>Unit title</b>	Assist clients with management of hearing devices	
<b>Modification History</b>	Release	Comments
	Release 1.	HLTAUD013 Assist clients with management of hearing devices supersedes and is not equivalent to HLTAUD005 Dispense hearing devices. Change in unit outcome. Major changes in unit application, elements and performance evidence. Foundation skills added.
<b>Application</b>	<p>This unit describes the skills and knowledge required to assist clients with correct use, connectivity and maintenance of hearing device. It also includes evaluating device function and undertaking minor repairs and maintenance.</p> <p>This unit applies to workers who assists clients in managing hearing devices. This may include audiometrists, allied health assistants supporting audiometrists and audiologists in health care organisations, nurses and Aboriginal and Torres Strait Islander health workers</p> <p><i>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.</i></p> <p><i>No licensing or certification requirements apply to this qualification at the time of publication</i></p>	
<b>Pre-requisite unit</b>	N/A	
<b>Competency field</b>	N/A	
<b>Unit sector</b>	Audiometry	
<b>Elements</b>	<b>Performance criteria</b>	
1. Provide advice and resources to the client	<p>1.1 Instruct client on using and maintaining hearing devices according to manufacturer instructions</p> <p>1.2 Invite client feedback about hearing device management and respond according to their needs</p>	

	<p>1.3 Provide relevant materials to client about their hearing device and services available</p> <p>1.4 Assess client's ability to manage the hearing device and provide further assistance to improve hearing device management</p> <p>1.5 Use questions and observations to assess the client's understanding of connectivity features and provide further assistance based on client needs</p> <p>1.6 Determine the need for referral and refer the client in line with organisational procedures for further assessment, treatment, or support</p>
2. Maintain and repair hearing aids	<p>2.1 Check hearing aid and its components manually</p> <p>2.2 Conduct acoustic listening check of hearing aid</p> <p>2.3 Complete minor hearing aid repairs in accordance with industry standards</p> <p>2.4 Determine the need for and arrange major hearing aid repairs according to organisation procedures</p> <p>2.5 Inform client of the cause of and solution to the hearing device problem and possible ways to overcome the problem</p> <p>2.6 Make minor modifications to hearing devices to improve comfort and acoustic performance</p>
3. Assist with hearing device connectivity	<p>3.1 Identify the client's connectivity needs and preferences</p> <p>3.2 Identify and assess client's hearing devices, accessories and personal sound amplification products to assist with hearing device connectivity</p> <p>3.3 Identify types of connections used in client's hearing device technology</p> <p>3.4 Install hearing device applications and connect hearing devices to other electronic devices and accessories according to manufacturer instructions</p> <p>3.5 Check devices and their components for faults and connectivity</p> <p>3.6 Troubleshoot and resolve connectivity difficulties according to manufacturer instructions</p>
4. Complete and manage documentation	<p>4.1 Complete and store client documentation according to organisational procedures</p> <p>4.2 Document expected short and long term outcomes related to hearing device use and management</p>

<b>Foundation skills</b>	
This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.	
Skill	Description
Reading	<ul style="list-style-type: none"> <li>interprets organisational procedures related to the management of hearing devices</li> <li>Interprets manufacturer instructions for hearing devices</li> </ul>
Writing	<ul style="list-style-type: none"> <li>writes concise and clear summaries for referrals and reports</li> <li>maintains client records in line with documentation standards.</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>uses clear, respectful language to explain management of hearing devices</li> <li>uses active listening and questioning techniques to clarify client concerns.</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>interprets acoustic output and connectivity settings.</li> </ul>
Learning	<ul style="list-style-type: none"> <li>retrieves and evaluates information sources</li> <li>operates and monitors equipment safely and efficiently</li> <li>reflects on own practice and modify approach as needed</li> </ul>
<b>Range of conditions</b>	
N/A	
<b>Unit mapping information</b>	HLTAUD013 <i>supersedes and is not equivalent to</i> HLTAUD005 <i>Dispense hearing devices</i>
<b>Links</b>	<a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705</a>

## Assessment Requirements template

<b>Title</b>	Assessment Requirements for HLTAUD013 Assist client with management of hearing devices
<b>Performance evidence</b>	The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

	<ul style="list-style-type: none"> <li>▪ followed established procedures and protocols to independently and appropriately assist clients with management of hearing devices including :               <ul style="list-style-type: none"> <li>○ provided advice and resources to at least 5 clients</li> <li>○ maintained and repaired hearing aids for at least 5 clients</li> <li>○ assisted at least 5 clients with hearing device connectivity</li> </ul> </li> </ul> <p>While performing above, ensured the following:</p> <ul style="list-style-type: none"> <li>○ instructed clients on how to manage device settings, connectivity, and maintenance post-fitting</li> <li>○ followed industry standards for completing minor hearing aid repairs</li> <li>○ installed hearing device applications and connecting devices to other electronic devices or accessories</li> </ul>
<b>Knowledge evidence</b>	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>▪ national and state/territory legal and ethical requirements for assisting clients with hearing device management, including:               <ul style="list-style-type: none"> <li>○ duty of care when assisting clients with hearing devices</li> <li>○ informed consent</li> <li>○ privacy, confidentiality and disclosure</li> <li>○ policy frameworks and government programs</li> <li>○ work role boundaries, criteria for referral</li> </ul> </li> <li>▪ current range of available hearing devices, their performance features, accessories and suitability for different client needs</li> <li>▪ linear and non-linear amplification systems and the principles of the recognised prescription formula for both linear and non-linear hearing devices</li> <li>▪ features of digitally programmable and digital hearing devices and their effect on the amplification provided, including:               <ul style="list-style-type: none"> <li>○ compression ratio</li> <li>○ compression threshold and knee point</li> <li>○ multi-channel compression</li> <li>○ directional and omni-directional microphones</li> <li>○ feedback management and cancellation systems</li> <li>○ noise suppression systems</li> <li>○ wireless and Bluetooth features and devices</li> <li>○ automatic sound adjustments</li> <li>○ using apps to control hearing aids</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ other emerging technologies</li> <li>▪ ear mould acoustics, including venting and tubing, mould materials and their effect on hearing device prescription</li> <li>▪ how electro-acoustic properties and features interact with each other and the human ear</li> <li>▪ visual and listening checks for hearing device performance</li> <li>▪ common hearing aid faults and troubleshooting solutions</li> <li>▪ modifying earmoulds and tubing for improved comfort and acoustic performance</li> <li>▪ different connectivity options used in hearing aid technology</li> <li>▪ common connectivity issues and troubleshooting solutions</li> <li>▪ types of minor and major repairs</li> <li>▪ organisational procedures for arranging major repairs</li> </ul>
<b>Assessment conditions</b>	<p>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace.</p> <p>The following conditions must be met for this unit:</p> <ul style="list-style-type: none"> <li>▪ use of suitable facilities, equipment and resources, including: <ul style="list-style-type: none"> <li>○ hearing device repair and modification equipment</li> <li>○ manufacturer instructions</li> <li>○ visual inspection tools</li> <li>○ cleaning and maintenance tools</li> <li>○ functional testing equipment</li> <li>○ organisational procedures relevant to assisting client management of hearing devices</li> </ul> </li> <li>▪ modelling of industry operating conditions, including: <ul style="list-style-type: none"> <li>○ integration of problem solving activities</li> <li>○ provision of services to individuals with varied needs</li> </ul> </li> </ul> <p>Assessors must satisfy the current Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.</p>
<b>Links</b>	<a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705</a>

## Unit of Competency template

<b>Unit code</b>	HLTAUD014	
<b>Unit title</b>	Manage and remove cerumen	
<b>Modification History</b>	Release	Comments
	Release 1.	HLTAUD014 Manage and remove cerumen supersedes and is not equivalent to HLTAUD006 Remove cerumen. Performance criteria added. Performance evidence updated. Additions in knowledge evidence.  Foundation skills added.
<b>Application</b>	<p>This unit covers the skills and knowledge required to check for and remove cerumen in adult clients.</p> <p>This unit applies to audiometrists</p> <p><i>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.</i></p> <p><i>No occupational licensing or certification requirements apply to this unit at the time of publication.</i></p>	
<b>Pre-requisite unit</b>	N/A	
<b>Competency field</b>	N/A	
<b>Unit sector</b>	Audiometry	
<b>Elements</b>	<b>Performance criteria</b>	
1. Prepare for cerumen removal	<p>1.1 Review client case history and case management plan to determine client needs</p> <p>1.2 Identify contraindications to cerumen removal from the medical history and refer to appropriate health professionals for further assessment and treatment</p> <p>1.3 Explain cerumen removal procedure and encourage client to ask questions</p> <p>1.4 Gain client consent for cerumen removal procedure</p> <p>1.5 Set up equipment according to organisational and infection control procedures</p>	

2. Conduct otoscopy	<p>2.1 Follow personal hygiene and infection control, including hand hygiene, correct use of personal protective equipment (PPE), and safe handling of materials, in accordance with organisational procedures</p> <p>2.2 Conduct otoscopy and maintain client comfort according to organisational procedures</p> <p>2.3 Identify contraindications and precautions to cerumen removal</p> <p>2.4 Identify most appropriate method for cerumen removal based on otoscopy findings</p> <p>2.5 Soften cerumen according to cerumen softening procedures</p> <p>2.6 Make referrals to an appropriate agency for further assessment and treatment according to organisational procedures, when cerumen removal cannot be completed safely</p>
3. Remove cerumen	<p>3.1 Select speculum size that meet client needs</p> <p>3.2 Extract cerumen using equipment according to infection control procedures</p> <p>3.3 Monitor client to identify and manage risks throughout the cerumen removal procedure</p>
4. Follow post-cerumen removal procedures	<p>4.1 Complete post-cerumen removal otoscopic inspection to review status of ear canal</p> <p>4.2 Address post removal requirements according to organisational procedures</p> <p>4.3 Educate and counsel clients about external ear care</p> <p>4.4 Document treatment according to organisational procedures</p> <p>4.5 Identify the need for referral and refer client to other health professionals</p> <p>4.6 Clean and store equipment according to organisational procedures</p>
<b>Foundation skills</b>  This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.	
Skill	Description
Reading	<ul style="list-style-type: none"> <li>interprets organisational procedures related to managing and removing cerumen</li> <li>interprets equipment manufacturer instructions.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>writes concise and clear summaries for referrals</li> </ul>



	<ul style="list-style-type: none"> <li>maintains client records in line with documentation standards.</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>uses clear, respectful language to explain cerumen removal and obtain informed consent</li> <li>uses active listening and questioning techniques to clarify client expectations and concerns.</li> </ul>
Learning	<ul style="list-style-type: none"> <li>retrieves and evaluates information sources</li> <li>operates and monitors equipment safely and efficiently</li> <li>reflects on own practice and modify approach as needed</li> </ul>
<b>Range of conditions</b> N/A	
<b>Unit mapping information</b>	HLTAUD014 <i>supersedes and is not equivalent to</i> HLTAUD006 Remove cerumen
<b>Links</b>	<a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705</a>

Mandatory fields are highlighted ☐

## Assessment Requirements template

<b>Title</b>	Assessment Requirements for HLTAUD014 Manage and remove cerumen
<b>Performance evidence</b>	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>followed standard clinical procedures to independently remove cerumen for at least 30 clients, including: <ul style="list-style-type: none"> <li>used cerumenolytic agents to soften cerumen, taking into account any client allergies</li> <li>provided post procedure care as required</li> <li>referred at least 5 clients to other health professionals for further assessment and treatment</li> <li>educated clients about external ear care</li> </ul> </li> </ul>

<b>Knowledge evidence</b>	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>▪ national and state/territory legal and ethical considerations for cerumen removal, including: <ul style="list-style-type: none"> <li>○ duty of care</li> <li>○ informed consent</li> <li>○ privacy, confidentiality and disclosure</li> <li>○ records management</li> <li>○ work role boundaries, responsibilities and limitations</li> <li>○ contraindications and indicators for referral</li> </ul> </li> <li>▪ anatomy, physiology and common disorders of the outer and middle ear, including: <ul style="list-style-type: none"> <li>○ medical and post-surgical conditions of the outer and middle ear that alter the appearance and/or function of the external ear canal or tympanic membrane</li> <li>○ client positioning for safe and optimal cerumen removal</li> <li>○ how to adjust headlamp for optimal view</li> <li>○ selecting a speculum for cerumen removal</li> </ul> </li> <li>▪ clinically safe technique for cerumen curettage</li> <li>▪ micro-suction technology and types of equipment used</li> <li>▪ contraindications and precautions for micro-suction and curettage</li> <li>▪ infection control protocols in micro-suction and curettage</li> <li>▪ strategies used to educate and counsel clients regarding cerumen management, including: <ul style="list-style-type: none"> <li>○ common causes and symptoms of cerumen build-up</li> <li>○ safe practices for cerumen management</li> <li>○ available methods for cerumen removal</li> <li>○ communication techniques for explaining procedures in plain language</li> </ul> </li> </ul>
<b>Assessment conditions</b>	<p>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace.</p> <p>The following conditions must be met for this unit:</p> <ul style="list-style-type: none"> <li>• use of suitable facilities, equipment and resources, including: <ul style="list-style-type: none"> <li>○ sterilisation equipment</li> <li>○ otoscope</li> <li>○ cerumenolytic agents</li> <li>○ means of disposing blood products</li> <li>○ cerumen extraction equipment</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ organisational procedures relevant to managing and removing cerumen</li> <li>○ manufacturer instructions</li> <li>• modelling of industry operating conditions, including: <ul style="list-style-type: none"> <li>○ integration of problem solving activities</li> <li>○ time constraints for completion of activities</li> <li>○ provision of services to individuals with varied needs</li> </ul> </li> </ul> <p>Assessors must satisfy the current Standards for Registered Training Organisations (RTOs)/AQTF mandatory competency requirements for assessors</p>
<b>Links</b>	<a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705</a>

Skill set code	HLTSS00088													
Skill set title	Allied Health Assistance - Audiometry Skill Set													
Modification history	Release	Comments												
	Release 1	Supersedes and is not equivalent to HLTSS00047 Audiometry Skill Set Skill set description updated. Units contained in skill set updated and not equivalent. Unit deleted and added.												
Skill set description	<p>This skill set reflects the skills and knowledge for an allied health assistant working under the direct, indirect or remote supervision and delegation of an audiologist or audiometrists to assist in conducting basic audiometric testing and supporting clients with hearing device management.</p> <p>This skill set is for individuals who hold a Certificate IV level qualification in Health, Community Services or a related field, are working in an allied health assistance role and intending to provide support for audiometry services.</p> <p><i>No licensing or certification requirements apply to this qualification at the time of publication.</i></p>													
Pathways Information	Achievement of these units provides credit towards HLT47425 Certificate IV in Audiometry and the HLT57425 Diploma of Audiometry													
Foundation skills outcomes	<p><i>The foundation skills outcomes implicit in this skill set are outlined in the below bar chart.</i></p> <div><h3>ACSF Levels for Allied Health Assistance - Audiometry Skill Set</h3><table><thead><tr><th>Core Skills</th><th>ACSF Levels</th></tr></thead><tbody><tr><td>Reading</td><td>4</td></tr><tr><td>Writing</td><td>4</td></tr><tr><td>Learning</td><td>4</td></tr><tr><td>Oral...</td><td>4</td></tr><tr><td>Numeracy</td><td>3</td></tr></tbody></table></div>		Core Skills	ACSF Levels	Reading	4	Writing	4	Learning	4	Oral...	4	Numeracy	3
Core Skills	ACSF Levels													
Reading	4													
Writing	4													
Learning	4													
Oral...	4													
Numeracy	3													
Skill Set Requirements	HLTAUD007 Conduct basic audiometric testing HLTAUD009 Conduct audiometric screening for school aged children HLTAUD013 Assist client with management of hearing devices													

<b>Skill set mapping information</b>	Supersedes and is not equivalent to HLTSS00047 Audiometry Skill Set
<b>Links</b>	<a href="#">Link to Companion Volume Implementation Guide</a>

DRAFT JULY 2025