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**Audiometry Qualification Review**

**Draft Training Products**

**4th-16th November 2024**

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# HLT57415 Diploma of Audiometry

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| **Qualification code** | HLT57415 |
| **Qualification title** | *Diploma of Audiometry* |
| **Qualification description** | 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 be involved in care management and education programs. At this level, audiometrists also prescribe and dispense hearing aids and/or other listening devices to assist in hearing rehabilitation. Audiometrists may work in medical or industrial contexts or as independent practitioners.  *No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.* |
| **Entry requirements** | Specifies any mandatory entry requirements. |
| **Packaging Rules** | Total number of units = 16   * 11 core units * 5 elective units, consisting of:   + at least 2 units from the Audiometry units listed in Group A   + up to 2 units from the electives listed in Group B or any other endorsed Training Package or accredited course – these units must be relevant to the work outcome.   All electives chosen must contribute to a valid, industry-supported vocational outcome. |
| **Qualification mapping information** | *No equivalent qualification.* |
| **Links** | Link to Companion Volume Implementation Guide.  <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705> |

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| Core Units |  |
| CHCCOM005 | Communicate and work in health or community services |
| CHCDIV001 | Work with diverse people |
| CHCEDU008 | Share health information |
| HLTAAP002 | Confirm physical health status |
| HLTINF002 | Process reusable medical devices and equipment |
| HLTAUDXXX | Conduct advanced audiometric testing |
| HLTAUD004 | Develop and implement individual hearing rehabilitation programs |
| HLTAUD005 | Dispense hearing devices |
| HLTAUD006 | Remove cerumen |
| HLTINFXXX | Apply basic principles and practices of infection prevention and control |
| HLTWHS003 | Maintain work health and safety |

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| Elective Units |  |
| Group A: Audiometry |  |
| HLTAUD002 | Conduct play audiometry |
| HLTAUD003 | Assess and respond to occupational noise risk |
| HLTAUDXXX | Assist in Tinnitus management |
| HLTAUDXXX | Conduct teleaudiology appointments |
| Group B: Other electives |  |
| CHCLEG001 | Work legally and ethically |
| HLTAID011 | Provide first aid |
| 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 |
| BSBCUS304 | Deliver and monitor a service to customers |
| BSBLDR301 | Support effective workplace relationships |
| BSBINS302 | Organise workplace information |
| BSBSTR401 | Promote innovation in team environments |
| BSBMKG434 | Promote products and services |
| BSBPEF402 | Develop personal work priorities |

# HLT47415 Certificate IV in Audiometry

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| --- | --- |
| **Qualification code** | HLT47415 |
| **Qualification title** | *Certificate IV in Audiometry* |
| **Qualification description** | This qualification reflects the role of entry-level audiometrists or allied health assistants who assist in conducting hearing assessments aimed at identifying potential hearing impairments. They work under the supervision of qualified audiologists or healthcare professionals and support the assessment process.  Entry-level workers in this capacity do not prescribe or dispense hearing aids and are not authorised to work as independent practitioners. Their responsibilities may include assisting with client case history collection, conducting basic hearing tests, and referring clients for further audiological or medical assessment as directed.  They may also contribute to care management and educational programs related to hearing health, working in various settings such as clinics, hospitals, or industrial environments.  *No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.* |
| **Entry requirements** | N/A |
| **Packaging Rules** | Total number of units = 11   * 8 core units * 3 elective units   + from the electives listed below or any endorsed Training Package or accredited course - these units must be relevant to the work outcome.   All electives chosen must contribute to a valid, industry-supported vocational outcome. |
| **Qualification mapping information** | *No equivalent qualification.* |
| **Links** | <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705> |

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| Core Units |  |
| CHCCOM005 | Communicate and work in health or community services |
| CHCDIV001 | Work with diverse people |
| CHCEDU008 | Share health information |
| HLTAAP002 | Confirm physical health status |
| HLTAUDXXX | Conduct fundamental hearing assessment |
| HLTINFXXX | Apply basic principles and practices of infection prevention and control in the workplace |
| HLTWHS001 | Participate in workplace health and safety |
| HLTAUD006 | Remove cerumen |

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| Elective Units |  |
| CHCDIV002 | Promote Aboriginal and/or Torres Strait Islander cultural safety |
| HLTAID011 | Provide first aid |
| HLTINF002 | Process reusable medical devices and equipment |
| BSBCUS304 | Deliver and monitor a service to customers |
| BSBLDR301 | Support effective workplace relationships |
| BSBINS302 | Organise workplace information |
| BSBSTR401 | Promote innovation in a team environment |
| BSBMKG434 | Promote products and services |
| BSBPEF402 | Develop personal work priorities |
| HLTAHA048 | Provide allied health assistance in remote or isolated settings |

# HLTSS0000X Advanced Audiometry Skill Set

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| *HLTSS0000X* | *Advanced Audiometry Skill Set* |
| Modification History | *Release 1* |
| **Description** | *This skill set in is designed for individuals with existing experience in audiometry roles to equip them with specialised knowledge and practical skills for advancing their careers.* |
| **Pathways Information** | *These units provide credit towards Diploma of Audiometry* |
| **Licensing/Regulatory Information** | *No occupational licensing, certification or specific legislative requirements apply to this Skill Set at the time of publication.* |
| **Skill Set Requirements** | *HLTAUD002 Conduct play audiometry*  *HLTAUD003 Assess and respond to occupational noise risk HLTAUDXXX Tinnitus management*  *HLTAUDXXX Teleaudiology* |
| **Target Group** | This skill set is for experienced audiometrists to enhance the scope of their of job roles. |
| **Suggested words for Statement of Attainment** | *The units of competency in this skill set from the HLT Health Training Package address the needs of individuals who apply knowledge of specialised audiometric principles to prescribe and dispense hearing aids and/or other listening devices to assist in hearing rehabilitation.* |

# HLTAPP002 Confirm physical health status

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| **Unit code** | HLTAAP002 |
| **Unit title** | Confirm physical health status |
| **Application** | This unit describes the skills and knowledge required to obtain and interpret information about client health status and to check a client’s physical health. It requires a detailed knowledge of anatomy and physiology.  This unit applies to individuals working directly with clients and who assist in the provision of health care services. Some disciplines may be subject to state/territory regulatory determination regarding delegation and supervision.  *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.* |
| **Pre-requisite unit** | N/A |
| **Competency field** |  |
| **Unit sector** |  |
| **Elements** | **Performance criteria** |
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1.Obtain information about physical health status | 1.1 Obtain accurate information about physical health status through observation, questioning or review of documentation  1.2 Interpret information based on understanding of the structure and functioning of body systems  1.3 Use information to identify any actual or potential problems regarding health status  1.4 Take into account factors that may have impacted on an identified physical condition |
| 2. Check physical health status | 2.1 Make checks of client health status prior to delivery of health intervention using knowledge of body systems  2.2 Clarify significance of physical health status in relation to a particular intervention in line with job role and organisation requirements  2.3 Clarify implications and significance of physical health status with appropriate people in the case of uncertainty or limits on own capability or authority |
| 3. Identify variations from normal physical health status | 3.1 Identify variations from normal health status using standard methods and protocols  3.2 Identify potential factors responsible for significant variations from normal health status  3.3 Identify potential risk factors associated with variations from normal health status  3.4 Recognise and refer potentially serious issues in line with organisation requirements |
| **Foundation skills**  *Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.* | |
| **Range of conditions**  N/A | |
| **Unit mapping information** | *No equivalent unit.* |
| **Links** | <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705> |
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Assessment Requirements template

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| **Title** | Assessment Requirements for HLTAAP002 - Confirm physical health status |
| **Performance evidence** | 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:   * obtained, correctly interpreted and used anatomical and physiological client information to check the physical health status of at least 3 different people presenting with different conditions |
| **Knowledge evidence** | 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:  role responsibilities and limitations for different members of the care team in relation to checking client health status  concepts underpinning human anatomy and physiology, including:   * levels of structural organisation of body systems * human life processes * homeostasis and the relationship between homeostatic imbalance and disease   structure and function of human body systems and their interactions:   * cells, tissues and organs * cardiovascular system * respiratory system * musculo-skeletal system * endocrine system * digestive system * urinary system * reproductive system * integumentary system * lymphatic system * nervous system, including sensory systems – eye and ear * the special senses – smell, taste, vision, equilibrium and hearing * immune system   anatomical and medical terminology:   * when referring to the human body * when taking measurements in different body systems   common disorders, problems and complaints and their signs and symptoms, associated with each body system and its components relevant to the area of work  basic pharmacology in relation to cautions and contraindications for relevant health procedures  causes of disease – physical, mental and emotional, and key features of each cause:   * pathogens * inherited genetic conditions * trauma, toxins and other environmental hazards * nutritional factors * impacts caused by health interventions (iatrogenic) * degenerative changes in vital organ systems * the loss of normal control mechanisms such as the uncontrolled growth of cancer cells   major types of cellular adaptation  processes of metabolism, nutrition, body temperature regulation, biological maturation, inheritance and ageing  Oral health disease of the mouth and teeth including edentulous (no-natural teeth) and dentate (having natural teeth)  variations from normal functioning and appropriate responses in terms of:   * referral to an appropriate medical, dental, nursing or allied health professional * provision of appropriate health/dental care services |
| **Assessment conditions** | All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under direction and supervision (direct, indirect, remote).  The following conditions must be met for this unit:   * use of suitable facilities, equipment and resources, including client health information * modelling of industry operating conditions, including: * analysis of health information of real people * integration of problem solving activities   Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors. |
| **Links** | <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705> |

# HLTAUD002 Conduct play audiometry

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| **Unit code** | HLTAUD002 |
| **Unit title** | Conduct play audiometry |
| **Application** | This unit describes the skills and knowledge required to prepare for and conduct play pure tone audiometry tests for school age children without any developmental delay, using standard test protocols.  This unit applies to any person who assesses school aged children’s hearing. This may include audiometrists, allied health assistants who support audiologists in health care organisations, nurses and Aboriginal and Torres Strait Islander health workers.  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. |
| **Pre-requisite unit** | N/A |
| **Competency field** | Audiology Used only when the Training Package developer wishes to categorise a set of units within a Training Package in relation to a type of work. |
| **Unit sector** | N/A Used only when the Training Package developer wishes to categorise a set of units within a Training Package in relation to an industry sector. |
| **Elements** | **Performance criteria** |
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Prepare for tests | 1.1 Ensure information, including required forms, is accessible and ready for use  1.2 Achieve required ambient noise levels in preparation of testing environment  1.3 Prepare, calibrate and check equipment and instruments including digital audiometers and related software systems  1.4 Ensure personal protective equipment is available and used |
| 2. Establish a positive relationship with child and carer | 2.1 Explain the test procedure clearly and simply to the child using child-friendly language and the use of visual aids  2.2 Gain consent from carer where applicable  2.3 Give child the opportunity to ask questions and discuss concerns  2.4 Identify and meet special needs of child  2.5 Maintain confidentiality of client information |
| 3. Conduct otoscopy | 3.1 Follow personal hygiene and infection control procedures  3.2 Conduct otoscopy in a non-threatening manner and produce valid, reliable and accurate results in accordance with relevant policy and procedures  3.3 Identify and respond to any abnormalities of the ear canal  3.4 Identify contra-indications for proceeding with further hearing assessments  3.5 Make referral to appropriate agency for further assessment and treatment if required |
| 4. Complete hearing test | 4.1 Follow personal hygiene and infection control procedures  4.2 Conduct play audiometry following procedures for correct use of equipment  4.3 Produce valid, reliable and accurate results in accordance with relevant policy and procedures (threshold or pass/fail screening)  4.4 Take steps to maximise test accuracy, validity and reliability  4.5 Identify unreliable results and complete re-test according to standard protocols  4.6 Conduct screening tympanometry in accordance with required procedures  4.7 Record results in accordance with relevant policies and procedures  4.8 Clean and store equipment in accordance with manufacturers’ requirements and infection control procedures |
| 5. Review test results with child and their carer | 5.1 Examine results and determine outcome from data obtained  5.2 Communicate outcome of tests clearly and simply 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 Document and file test results in accordance with relevant policies and procedures |
| 6. Refer client to appropriate facility | 6.1 Make referral to appropriate agency if required  6.2 Establish contact with referral agency and provide key client information  6.3 Discuss relevant issues and concerns with relevant personnel at facility  6.4 Follow up referral to ensure continuity of case management |
| **Foundation skills**  *Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.* | |
| **Range of conditions**  N/A | |
| **Unit mapping information** | *No equivalent unit.* |
| **Links** | <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705> |
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Assessment Requirements template

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| **Title** | Assessment Requirements for HLTAUD002 - Conduct play audiometry |
| **Performance evidence** | 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:   * followed established procedures and protocols to independently conduct pure tone play audiometry tests for at least 10 different children aged 4-6 years, recognising and responding appropriately when a child is not giving true thresholds * communicated effectively with children and carers using a client centred approach |
| **Knowledge evidence** | 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:   * legal and ethical considerations (national and state/territory) for testing children’s hearing: * children in the workplace * duty of care * informed consent * policy frameworks – Australian Government Office of Hearing Services requirements * privacy, confidentiality and disclosure * records management * reporting requirements * Understanding when to use disposable vs. reusable instruments to minimise the risk of cross-contamination. * work role boundaries – responsibilities and limitations: * boundaries of audiometrist role, including no role in diagnostics * relationship between audiometry and other health professionals * role of the family/carer * indicators for referral * stages of normal childhood speech and hearing development: * milestones * variations from the norm * key milestones in children’s cognitive development and how to assess these to facilitate testing * anatomy of children’s ears and the implications for otoscopy * play audiometry techniques: * conditioning * reliability and validity * visual cues * non-organic hearing loss * techniques for managing children during testing: * focusing attention to task * distraction * engagement * factors to consider when working with families during the testing process |
| **Assessment conditions** | Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.  All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under direction and supervision (direct, indirect, remote).  The following conditions must be met for this unit:   * use of suitable facilities, equipment and resources, including: * appropriate testing environment * age appropriate toys * modelling of industry operating conditions, including: * integration of problem solving activities * time constraints for completion of testing * provision of services to general public |
| **Links** | <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705> |

# HLTAUD003 Assess and respond to occupational noise risk

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| **Unit code** | HLTAUD003 |
| **Unit title** | Assess and respond to occupational noise risk |
| **Application** | *T*his 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.  This unit applies to audiometrists working in an industrial context, who have a responsibility for promoting and managing good hearing health in the workplace.  *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.* |
| **Pre-requisite unit** | N/A |
| **Competency field** | Audiology |
| **Unit sector** | N/A |
| **Elements** | **Performance criteria** |
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Assess noise hazard risks | 1.1 Review features of the workplace that may impact on hearing loss including remote work environments  1.2 Assess the level of hearing conservation risk based on established indicators and parameters  1.3 Identify and access sources of specialist expertise required to measure for risk in the workplace as required |
| 2. Develop strategies for noise injury management | 2.1 Identify strategies to mitigate hearing conservation risks including innovative noise control measures, such as soundproofing solutions and noise-canceling technology,  2.2 Document strategies with clear recommendations  2.3 Communicate identified strategies to employers  2.4 Provide accurate and current information and resources about noise hazard management to organisations |
| 3. Conduct testing | 3.1 Prepare for and conduct hearing tests in accordance with the requirements of Australian and/or New Zealand standards using automated hearing tests and digital audiometry tools  3.2 Take steps to maximise test accuracy, validity and reliability  3.3 Determine that test results are reliable  3.4 Conduct re-test, conduct further tests and/or refer client if test results are unreliable  3.5 Record results in accordance with requirements of AS/NZ 1269  3.6 Review and interpret results in accordance with the requirements of AS/NZ 1269  3.7 Communicate outcome of tests clearly and simply to the client  3.8 Clean and store equipment in accordance with manufacturers’ requirements and infection control procedures |
| 4. Identify those at risk of noise induced hearing loss (NIHL) | 4.1 Conduct monitoring audiometry in accordance with AS/NZ 1269  4.2 Assess results against previous reference audiometry  4.3 Advise client of any risk identified using language the client understands  4.4 Advise employer of risks identified for the client  4.5 Provide information on strategies that assist in mitigating risk for NIHL  4.6 Make referral to appropriate agency |
| 5. Monitor 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 |
| **Foundation skills**  *Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.* | |
| **Range of conditions**  *N/A* | |
| **Unit mapping information** | *No equivalent unit.* |
| **Links** | <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705> . |
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Assessment Requirements template

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| Title | Assessment Requirements for HLTAUD003 - Assess and respond to occupational noise risk |
| **Performance evidence** | 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:   * assessed the occupational noise risk in at least 2 workplace and developed and communicated strategies to mitigate those risks * followed the requirements of Australian/New Zealand standards relating to Occupation Noise Management to conduct testing on at least 10 different clients in an industrial context using automated hearing tests and digital audiometry tools |
| **Knowledge evidence** | 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:   * contexts for testing for industrial hearing loss * types of client * work situations that lead to the need for industrial hearing tests * legal and ethical considerations (national and state/territory) for conduct of hearing assessments: * duty of care * informed consent * privacy, confidentiality and disclosure * records management * work role boundaries, responsibilities and limitations: * boundaries of audiometrist role * generalist and specialist functions * relationship between audiometry and other health professionals * role of employers and other organisations * hearing conservation (protectors, environment, noise dosing) * indicators for referral * requirements of all sections of Australian/New Zealand standards relating to Occupation Noise Management * risk factors for occupational noise and strategies to mitigate those * sources of information on occupational noise risk * methods of testing for industrial hearing assessment: * monitoring assessment * reference assessments * manual/automated * noise level measurements * Tele-audiology practices for referrals and consultations,particularly for workers in remote settings * Noise Dosimeters and Real-Time Noise Monitoring |
| **Assessment conditions** | Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.  The following conditions must be met for this unit:   * use of suitable facilities, equipment and resources, including: * equipment that meets requirements of Australian/New Zealand standards relating to Occupation Noise Management * documentation that meets notation standards * modelling of industry operating conditions, including: * integration of problem solving activities * time constraints for completion of testing * provision of services to general public   Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors. |
| **Links** | https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705 |

# HLTAUD004 Develop and implement individual hearing rehabilitation programs

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| **Unit code** | HLTAUD004 |
| **Unit title** | Develop and implement individual hearing rehabilitation programs |
| **Application** | This unit describes the skills and knowledge required to assess client communication needs and to develop, implement and evaluate rehabilitation programs. This work is carried out in conjunction with the dispensing of hearing devices.  This unit applies to audiometrists.  *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.* |
| **Pre-requisite unit** | N/A |
| **Competency field** | Audiology Used only when the Training Package developer wishes to categorise a set of units within a Training Package in relation to a type of work. |
| **Unit sector** | N/A Used only when the Training Package developer wishes to categorise a set of units within a Training Package in relation to an industry sector. |
| **Elements** | **Performance criteria** |
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Determine scope of client needs | 1.1 Evaluate client communication and lifestyle needs  1.2 Select and use an appropriate communicative assessment tool for client  1.3 Recognise and evaluate factors contributing to the communicative breakdown including technological interferences and cognitive factors.  1.4 Take account of impact of client’s hearing impairment on carers, relatives and significant others  1.5 Evaluate client motivation and commitment to rehabilitation and integrate into planning  1.6 Accurately document effects of communication impairment and the communicative needs of the client  1.7 Identify and liaise with other health professionals and support services as required such as speech therapists and telehealth services |
| 2. Formulate hearing program | 2.1 Actively involve client in the planning process, providing opportunities for questions and discussion of concerns  2.2 Determine intervention options to minimise effects of hearing loss from information gathered  2.3 Select best options through evaluation of available technologies and services including artificial intelligence-powered hearing aids, Bluetooth-enabled devices and assistive listening devices  2.4 Develop and document appropriate goals, realistic expectations and a plan of action with client  2.5 Clearly explain details of options and cost implications  2.6 Select evaluation tools best suited to client and type of program  2.7 Document agreed plan of action and services provided |
| 3. Work collaboratively with client to implement program | 3.1 Establish realistic expectations  3.2 Work with client and their carers/relatives towards achieving the agreed communication goals  3.3 Provide support for the duration of the rehabilitation program with help of virtual follow-up consultations  3.4 Adapt rehabilitation program to meet changing needs |
| 4. Evaluate hearing program | 4.1 Monitor client progress against goals using recognised evaluation tools  4.2 Identify remaining communication needs and establish whether these can be met with additional advice, communication strategies or devices |
| **Foundation skills**  *Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.* | |
| **Range of conditions**  N/A | |
| **Unit mapping information** | *No equivalent unit.* |
| **Links** | <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705> |

Assessment Requirements template

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| **Title** | Assessment Requirements for HLTAUD004 - Develop and implement individual hearing rehabilitation programs |
| **Performance evidence** | 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:   * independently developed and implemented hearing programs for at least 20 different individuals (linked to the dispensing of hearing devices) * engaged professionally with external agencies and health professionals |
| **Knowledge evidence** | 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:   * legal and ethical considerations: * codes of conduct of registering bodies * policy frameworks, Australian Government Office of Hearing Services requirements * privacy, confidentiality and disclosure * work role boundaries, those roles and responsibilities of different people working with clients experiencing hearing impairment: * medical practitioners * audiometrists * audiologists * agencies providing services to people with hearing health needs * interrelationships between audiometrists and other health professionals * referral options for complex hearing problems beyond the scope of own practice * types and features of different assessment tools * types of existing rehabilitation programs * types of hearing disorders that affect different groups in the community and factors that contribute to complexity of needs * social and psychological implications of communication impairment * evaluation mechanisms and tools for hearing programs * AI-powered hearing aids, wireless connectivity, and real-time sound customization through apps * latest assistive devices (e.g., streaming devices for TV, conference microphones |
| **Assessment conditions** | All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under direction and supervision (direct, indirect, remote).   * first 5 times in complete simulation * Remainder of assessments must be done at workplace   The following conditions must be met for this unit:   * use of suitable facilities, equipment and resources including rehabilitation and assessment tools * modelling of industry operating conditions, including: * integration of problem solving activities * provision of services to general public   Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors. |
| **Links** | <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705> |

# HLTAUD005 Dispense hearing devices

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| **Unit code** | HLTAUD005 |
| **Unit title** | Dispense hearing devices |
| **Application** | This unit describes the skills and knowledge required to prescribe and fit hearing devices, evaluate device function and undertake minor repairs and maintenance. It also involves providing instruction and follow up services to clients.  This unit applies to audiometrists.  *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.* |
| **Pre-requisite unit** | N/A |
| **Competency field** | Audiology |
| **Unit sector** | N/A |
| **Elements** | **Performance criteria** |
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1 Confirm hearing device requirements | 1.1 Interpret outcomes of hearing assessment documentation  1.2 Select style and performance requirements of hearing device(s) based on hearing assessment, client communication and physical needs including aids with AI-powered features and bluetooth connectivity  1.3 Select appropriate additional device requirements for optimal acoustic performance and client management needs including assistive listening devices |
| 2. Take ear impressions | 2.1 Follow personal hygiene and infection control procedures  2.2 Recognise and respond to contraindications to taking ear impressions with otoscopy  2.3 Make referral to other facilities for assessment and treatment  2.4 Select correct sized otoblocks  2.5 Prepare mould material in accordance with manufacturer’s instructions  2.6 Follow correct and safe impression taking procedure  2.7 Examine ear impressions for defects and take new impression if defects found  2.8 Determine any modifications that may be required to ensure a comfortable insertion and fit  2.9 Examine ear condition post impression  2.10 Package ear impressions suitably and send to ear mould manufacturer  2.11 Adapt ear impression processes in line with emerging technologies |
| 3. Prepare for fitting | 3.1 Prepare information and required documentation  3.2 Prepare the environment for hearing aid fitting  3.3 Check and calibrate equipment ready for use with help of digital calibration tools and remote fitting systems  3.4 Check availability of required personal protective equipment as required |
| 4. Fit hearing aids | 4.1 Follow manufacturer’s recommended fitting procedures and industry best practice including recognised fitting formulae  4.2 Assess occlusion effect and make appropriate modifications to minimise its effects including using venting systems  4.3 Determine acceptable power output and evaluate in consultation with the client  4.4 Assess hearing device for acoustic feedback and take action to minimise its effects if needed  4.5 Evaluate objective and subjective performance and comfort factors and make modifications as required  4.6 Clean and store equipment and attachments in accordance with manufacturers’ requirements and infection control procedures |
| 5. Provide advice and resources to the client | 5.1 Instruct client/carer clearly on correct use and maintenance arrangements  5.2 Give client the opportunity to voice concerns in relation to hearing aid fitting and address client’s concerns  5.3 Provide relevant materials to client about their device and services available  5.4 Make informed judgment from client responses about client ability to manage use of device  5.5 Make recommendations for further assessment or treatment in accordance with industry standards including support services as required |
| 6. Complete and manage documentation | 6.1 Complete, present and store accurate documentation in accordance with relevant policies and procedures  6.2 Document expected short and long term outcomes |
| 7. Follow up client | 7.1 Organise client follow up in accordance with industry standards  7.2 Verify and validate success of fitting and modify electroacoustic parameters where appropriate |
| 8. Maintain and repair hearing aids | 8.1 Check hearing aid and its components manually  8.2 Conduct acoustic listening check of hearing aid  8.3 Complete test box measurements as required or interpret 2cc coupler data  8.4 Complete minor hearing aid repairs in accordance with industry standards  8.5 Arrange major hearing aid repairs when required  8.6 Inform client of the cause of and solution to the device problem and possible ways to overcome this  8.7 Make minor modifications to improve comfort or acoustic performance |
| **Foundation skills**  *Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.* | |
| **Range of conditions**  N/A | |
| **Unit mapping information** | *No equivalent unit.* |
| **Links** | <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705> |
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Assessment Requirements template

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| **Title** | Assessment Requirements for HLTAUD005 - Dispense hearing devices |
| **Performance evidence** | 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:   * followed established procedures and protocols to independently dispense a diverse range of hearing devices to at least 20 people: * performed real ear measurements including real ear insertion gain (REIG) and speech mapping to accurately analyse acoustic performance against prescriptive targets, * analysed noise reduction, directionality, feedback mechanism and feature performance * modified acoustic features of ear moulds and tubing to achieve real ear prescription targets and or improve listening comfort * varied characteristics of devices to achieve real ear prescription targets or improve listening comfort * assessed subjective comfort, sound clarity and quality, occlusion, feedback, loudness comfort, and take into consideration acclimatisation requirements * used both linear and non-linear prescription techniques |
| **Knowledge evidence** | 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:   * legal and ethical considerations (national and state/territory) for hearing aid dispensing: * duty of care * informed consent * privacy, confidentiality and disclosure * codes of conduct of registering bodies * policy frameworks, Australian Government Office of Hearing Services requirements * work role boundaries, criteria for referral * current range of available hearing devices, their performance features and suitability for different client needs * AI algorithms for automatic sound environment adjustment, Bluetooth connectivity, and remote control via apps. * linear and non-linear amplification systems and the principles of at least one of the recognised prescription techniques for both linear and non-linear hearing devices * electronic features of digitally programmable and digital hearing devices and their effect on the amplification provided, including: * compression ratio * compression threshold/knee point * multi-channel compression * directional and omni-directional microphones * feedback management and cancellation systems * noise suppression systems * wireless/Bluetooth features and devices * other emerging technologies * ear mould acoustics, including venting and tubing, mould materials and its effect on hearing device prescription * how electro-acoustic properties and features interact with each other and the human ear * strategies to resolve problems encountered in hearing device fitting according to industry best practice * broader context knowledge in reference to other devices, including: * cochlear implants * bone anchored devices * other emerging devices * Real-Ear Measurements (REM) * cognitive abilities and behavioral patterns can affect their adaptation to hearing aids and ongoing device management. |
| **Assessment conditions** | All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under direction and supervision (direct, indirect, remote).   * first 5 times in complete simulation then * Remainder of assessments must be done at workplace   The following conditions must be met for this unit:   * use of suitable facilities, equipment and resources, including: * real ear measurement equipment and software * programming interfaces * manufacturer’s software * Noah or equivalent * suitable fitting environment * repair and modification equipment * modelling of industry operating conditions, including: * integration of problem solving activities * provision of services to general public   Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors. |
| **Links** | <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705> |

# HLTAUD006 Remove cerumen

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| ***Unit code*** | *HLTAUD006* |
| ***Unit title*** | *Remove cerumen* |
| ***Application*** | This unit describes the skills and knowledge required to prepare for the cerumen removal process, conduct an otoscopy, and remove cerumen safely using curetting only.  This unit applies to audiometrists.  *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.* |
| **Pre-requisite unit** | N/A |
| **Competency field** | Audiometry |
| **Unit sector** | N/A |
| **Elements** | **Performance criteria** |
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Prepare for cerumen removal | 1.1 Determine client needs through review of client case history and case management plan  1.2 Clearly explain cerumen removal procedure including use of micro-suction and provide opportunity for client to ask questions  1.3 Gain client consent for extraction procedure  1.4 Set up equipment following standard protocols and infection control guidelines |
| 2. Conduct otoscopy | 2.1 Follow personal hygiene and infection control procedures  2.2 Conduct otoscopy in a non-threatening manner and produce valid, reliable and accurate results in accordance with relevant policy and procedures  2.3 Identify and respond to any abnormalities of the ear canal  2.4 Identify contra-indications to cerumen removal  2.5 Identify most appropriate method for cerumen removal taking into account results of findings  2.6 Follow cerumen softening procedures to dissolve cerumen if impaction present  2.7 Make referral to appropriate agency for further assessment and treatment |
| 3. Remove cerumen | 3.1 Select appropriately sized speculum as required  3.2 Extract cerumen using a sterilised wax ring and appropriate head light  3.3 Use micro-suction equipment where appropriate for cerumen extraction |
| 4. Follow post-cerumen removal procedures | 4.1 Complete post-cerumen removal otoscopic inspection to review status of ear canal  4.2 Address any post removal requirements using established methods  4.3 Complete accurate treatment documentation following organisational procedures  4.4 Identify the need for referral and refer client to health profession as required |
| **Foundation skills**  *Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.* | |
| **Range of conditions**  N/A | |
| **Unit mapping information** | *No equivalent unit.* |
| **Links** | <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705> |

Assessment Requirements template

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| **Title** | Assessment Requirements for HLTAUD006 - Remove cerumen |
| **Performance evidence** | 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:   * followed established procedures and protocols to independently remove cerumen for at least 30 clients: * used cerumenolytic agents to soften cerumen, taking into account any client allergies * a minimum of 10 extractions of cerumen by curette * a minimum of 10 extractions of cerumen by micro-suction * stem any bloodflow * removed residual blood or debris post-cerumen extraction |
| **Knowledge evidence** | 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:   * legal and ethical considerations (national and state/territory) for cerumen removal: * duty of care * informed consent * privacy, confidentiality and disclosure * records management * work role boundaries, responsibilities and limitations, indicators for referral * anatomy, physiology and pathophysiology of the outer and middle ear: * medical or post-surgical conditions of the outer and middle ear that alter the appearance and/or function of the external ear canal or tympanic membrane * client positioning for safe and optimal cerumen removal * how to adjust headlamp for optimal view * correct and safe curetting technique * Micro-suction Technology * Contraindications for micro-suction * Infection Control in micro-suction |
| **Assessment conditions** | All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under direction and supervision (direct, indirect, remote).  Prior to demonstration in the workplace, a learner should competently demonstrate the performance evidence of the unit:   * first 5 times in complete simulation then * 5 times in a simulated environment using real people and   Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions.  The following conditions must be met for this unit:   * use of suitable facilities, equipment and resources, including: * sterilisation equipment * otoscope * cerumenolytic agents * means of disposing blood products * cerumen extraction equipment * modelling of industry operating conditions, including: * integration of problem solving activities * time constraints for completion of activities * provision of services to general public   Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors |
| **Links** | <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705> |

# HLTINF002 Process reusable medical devices and equipment

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| **Unit code** | HLTINF002 |
| **Unit title** | Process reusable medical devices and equipment |
| **Application** | This unit describes the skills and knowledge required to clean, sterilise and package reusable medical devices and equipment.  This unit applies to workers in office based health practice settings such as general practitioner (GP) surgeries, dental practices and other environments where a limited range of sterilisation equipment may be available. They follow established procedures and work under general supervision.  *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* |
| **Pre-requisite unit** | N/A |
| **Competency field** | Public Health, N.e.c. |
| **Unit sector** | N/A |
| **Elements** | **Performance criteria** |
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Prepare to clean used items | 1.1 Follow safe work practices and infection prevention and control in accordance with legislative and workplace guidelines  1.2 Sort reusable medical devices and safely dispose of single use devices  1.3 Segregate and dispose of waste according to organisation and legislative requirements  1.4 Disassemble reusable medical devices and equipment for cleaning and disinfection according to manufacturer’s instructions |
| 2. Clean and dry used items | 2.1 Maintain work flow protocols in reprocessing area  2.2 Interpret safety data sheet (SDS) and select required cleaning products  2.3 Select cleaning processes based on manufacturer’s recommendations and evaluation of reusable medical devices construction and composition  2.4 Use cleaning methods that avoid the generation of aerosols  2.5 Make accurate calculations for the preparation of cleaning chemicals  2.6 Dry and inspect reusable medical devices for cleanliness and damage |
| 3. Prepare and pack items for sterilisation | 3.1 Open and unlock reusable medical devices with hinges or ratchets  3.2 Prepare instrument trays in accordance with workplace protocols  3.3 Package or wrap reusable medical devices in a manner that prevents damage to delicate items  3.4 Use chemical indicator according to standards  3.5 Pack, secure and label sterile barrier systems (SBS) to comply with aseptic removal principles |
| 4. Sterilise loads | 4.1 Interpret and apply manufacturer recommendations for cleaning and checking of steriliser and accessory equipment.  4.2 Correctly use the numerical and other features of the steriliser and operate in accordance with manufacturer instructions  4.3 Assign cycle and batch control number and complete documentation.  4.4 Load steriliser to ensure sterilant contact and according to standards  4.5 Remove sterilised load immediately on completion of cycle  4.6 Follow criteria for release of processed items considering manual task risk factors |
| 5. Comply with quality management requirements | 5.1 Interpret and adhere to operational monitoring and testing, performance qualification and maintenance of sterilisers and associated equipment  5.2 Comply with documentation requirements for sterilisation cycles, batch control and load release  5.3 Report and document all steriliser faults, malfunction and load non-conformance  5.4 Store documentation in accordance with organisation procedures |
| **Foundation skills**  *Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.* | |
| **Range of conditions**  N/A | |
| **Unit mapping information** | *No equivalent unit.* |
| **Links** | <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705> |
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Assessment Requirements template

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| **Title** | Assessment Requirements for [HLTINF002 - Process reusable medical devices and equipment |
| **Performance evidence** | 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:   * followed organisation procedures, work processes, safe manual handling requirements and national standards for the reprocessing of reusable medical devices on at least 3 occasions * operated and monitored reprocessing equipment on at least 1 occasion * identified and responded to routine process and maintenance problems and variations |
| **Knowledge evidence** | 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:   * roles and responsibilities of those involved in reprocessing in different health contexts * safe work practices, standard precautions and organisation protocols for the reprocessing and storage of reusable medical devices * risk factors associated with manual tasks and safe manual handling techniques * key aspects of Spauldings classification * safe work practices and standard precautions when handling and disposing of sharps * manual instrument cleaning techniques * procedures for use of: * steam sterilisers * thermal washer-disinfector * water and air pressure guns * automated lubrication device * drying cabinet * hermetic heat sealers |
| **Assessment conditions** | Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace or may occur only rarely.  The following conditions must be met for this unit:   * use of suitable facilities, equipment and resources, including: * infection control policies and procedures * soiled re-usable medical devices * operational cleaning and sterilising equipment * safety data sheets * manufacturer instructions * modelling of industry operating conditions, including: * presence of time constraints for activities * presence of situations requiring problem solving   Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors. |
| **Links** | <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705> |

# HLTAUDXXX Assist in tinnitus management

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| **Unit code** | HLTAUDXXX | |
| **Unit title** | Assist in tinnitus management | |
| **Application** | This unit describes the skills and knowledge required to assess hearing loss associated with tinnitus using basic hearing tests and assist in fitting hearing aids and masking devices.  This unit applies to audiometrists.  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. | |
| **Pre-requisite unit** | HLTAUD001 Assess hearing  HLTAUD004 Develop and implement individual hearing rehabilitation programs  HLTAUD005 Dispense hearing devices | |
| **Competency field** | Used only when the Training Package developer wishes to categorise a set of units within a Training Package in relation to a type of work. | |
| **Unit sector** | Used only when the Training Package developer wishes to categorise a set of units within a Training Package in relation to an industry sector. | |
| **Elements** | **Performance criteria** | |
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
| 1. Conduct basic hearing assessment | 1.1 Administer hearing tests to determine if hearing loss is present, which may contribute to tinnitus.  1.2 Assess the patient's ability to hear and understand speech, particularly in cases of hearing loss associated with tinnitus.  1.3 Document information about the patient’s tinnitus symptoms, duration and any related medical conditions. | |
| 1. Provide education on tinnitus | 2.1 Offer basic information on potential causes of tinnitus, including exposure to loud noise, ear infections, or aging.  2.2 Provide an overview of management strategies such as sound therapy, relaxation techniques, and the use of hearing aids or masking devices.  2.3 Offer emotional support to help patients cope with the psychological impact of tinnitus | |
| 1. Fit and adjust hearing aids or maskers | 3.1 Based on the hearing assessment, select and recommend hearing aids and/or tinnitus masker that may help mask tinnitus by improving auditory input.  3.2 Fine-tune the settings of the hearing aids/masker to ensure optimal comfort and functionality for tinnitus masking.  3.3 Teach the patient how to properly use, clean, and maintain their hearing aids/masker. | |
| 1. Refer patients to audiologists or specialists | 4.1 Identify tinnitus symptoms that are beyond the scope of audiometric practice 4.2 Refer patients to audiologists, ENT specialists, or other healthcare providers for more advanced tinnitus management and diagnostic services. 4.3 Conduct follow up appointments to assess patient’s progress and offer additional support, if required. | |
| **Foundation skills** | | |
| *Skill* | | *Description* |
| Writing | | Effectively writing notes, patient’s records and treatment plans. |
| Communication skills | | Explaining procedures, results, and care plans to patients using suitable communication techniques |
| Numeracy | | Accurately measuring and calculating hearing loss levels and adjustments needed for hearing aids or maskers. |
| Problem solving | | Resolving issues with hearing aids, maskers, or other equipment to ensure proper functioning and patient comfort. |
| **Range of conditions**  *N/A* | | |
| **Unit mapping information** | *No equivalent unit.* | |
| **Links** | <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705> | |
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Assessment Requirements template

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| **Title** | Assessment Requirements for [HLTAUDXXX Assist in tinnitus management] |
| **Performance evidence** | 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:   * Fitted hearing aids that may help mask tinnitus by improving auditory input for minimum 3 patients * Fitted and adjusted the masker devices for minimum 3 patients * Recognised when tinnitus symptoms are beyond the scope of audiometric practice and referred at least 2 such patients to specialists. |
| **Knowledge evidence** | The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit. This includes knowledge of:   * Understanding of Tinnitus: * Types of tinnitus * Common causes and contributing factors * Audiometric tests to evaluate hearing and tinnitus severity. * Screening tools to assess the impact of tinnitus on quality of life. * Tinnitus management strategies * Hearing aids and tinnitus maskers and their functionalities. * Referring patients to audiologists, ENT specialists, or mental health * professionals for comprehensive care. * Coping mechanisms and lifestyle changes that may alleviate symptoms * latest advancements in hearing aid technology and tinnitus management devices. * Strategies for providing emotional support to patients experiencing distress related to their tinnitus |
| **Assessment conditions** | Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:  use of suitable facilities, equipment and resources, including:   * Audiometric Testing Equipment * Sound Therapy Devices * Tinnitus Maskers * Hearing Aids with Masking Features * Patient Assessment Tools * Patient Management Software   modelling of industry operating conditions, including:   * integration of problem-solving activities * time constraints for completion of activities * provision of services to general public |
| **Links** | <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705> |

# HLTAUDXXX Conduct teleaudiology appointments

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| **Unit code** | | HLTAUDXXX |
| **Unit title** | | Conduct teleaudiology appointments |
| **Application** | | This unit describes the skills and knowledge required to use telecommunication platforms and conduct teleaudiology appointments aiming to achieve the same quality of care as in-person services.  This unit applies to Audiometrists.  The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.  No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication. |
| **Pre-requisite unit** | | * HLTAUDXXX Conduct Fundamental Hearing Assessment * HLTAUD004 Develop and implement individual hearing rehabilitation programs * HLTAUD005 Dispense hearing devices |
| **Competency field** | |  |
| **Unit sector** | |  |
| **Elements** | | **Performance criteria** |
| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Prepare for Teleaudiology | | 1.1 Choose an appropriate platform e.g., video conferencing with real-time captions  1.2 Prepare telehealth video conferencing equipment/tools for consultations according to organisation policy, procedures and protocols  1.3 Ensure the telehealth consultation environment and facilities are conducive to patient care ensuring confidentiality and privacy  1.4 Support and coach client with use of Telehealth technology  1.5 Discuss and agree on the involvement of other healthcare professionals, such as ENT specialists or allied health assistants.  1.6 Facilitate communication and engagement between the client and family during teleaudiology consultations. |
| 2. Conduct the Teleaudiology Appointment | | 2.1 Conduct initial hearing health information session in response to client enquiry including any family |
| 2.2 Conduct hearing tests remotely, where appropriate, using supervised assistants present with the client or remote devices. |
| 2.3 Guide the use of digital video-otoscopes for outer ear assessments, with clients or assistants operating the devices. |
| 2.4 Assist client and family with self-fitting hearing devices |
| 2.5 Offer tailored advice for hearing aid maintenance, wax management, and ear hygiene. |
| 2.6 Address client concerns in real-time to ensure continued client engagement and satisfaction. |
| 2.7 Share the test data digitally with other health care professionals for further advise, where required |
| 3. Provide follow-up care | | 3.1 Arrange follow-up teleaudiology sessions for further assessments or adjustments. |
| 3.2 Offer remote troubleshooting support for hearing aids and other devices. |
| 3.3 Document all teleaudiology services in accordance with clinical standards. |
| **Foundation skills** | | |
| *Skill* | *Description* | |
| Digital Literacy | Effectively using video conferencing platforms, online communication tools, and digital audiological equipment | |
| Communication skills | Verbal communication skills for explaining complex audiological concepts to clients and their families in a clear and empathetic manner. | |
| Writing skills | Maintaining medical records and communicating findings with healthcare professionals. | |
| Critical thinking skills | Make clinical judgments remotely, adapting procedures and assessments based on available data. | |
| **Range of conditions**  *N/A* | | |
| **Unit mapping information** | | *No equivalent unit.* |
| **Links** | | <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705> |

Assessment Requirements template

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| **Title** | Assessment Requirements for [HLTAUDXXX Conduct teleaudiology appointments] |
| **Performance evidence** | The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role. There must be evidence that the candidate has:   * followed established procedures and protocols to conduct teleaudiology appointments with minimum five clients including: * building rapport with client and delivering client care remotely * adapting services to meet clinical needs ensuring safety, privacy and same quality of care |
| **Knowledge evidence** | 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:   * Current Australian standards and guidelines applicable to teleaudiology services * Client needs and service requirements for teleaudiology * video conferencing, remote audiology tools, and digital medical record systems. * Adapting teleaudiology services to client needs and digital access. * Effective ways of working with trained assistants or other healthcare professionals remotely. * Offering remote guidance * Maintaining digital records and test results securely * Relevant organisational policies and processes risk management policy and processes including: * client confidentiality and privacy * consent process * complaints procedures * cultural sensitivity |
| **Assessment conditions** | Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions.  Assessment must ensure access to:   * use of suitable facilities, equipment and resources, including: * Video conferencing software * organisational policies and procedures for Telehealth * industry Telehealth standards * Documentation tools and software * Remote Audiometers * Digital Otoscopes * modelling of industry operating conditions, including: * interactions with clients and colleagues * integration of typical operational problems to which the candidate responds.   Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors. |
| **Links** | https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705 |

# HLTINFXXX Apply basic principles and practices of infection control in the workplace

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| **Unit code** | HLTINFXXX |
| **Unit title** | Apply basic principles and practices of infection control in the workplace |
| **Application** | This unit describes the performance outcomes, skills and knowledge required to apply basic infection prevention and control principles in workplace settings.  This unit applies to individuals working in various professions in different work settings  *No licensing, legislative or certification requirements apply to this unit at the time of publication.* |
| **Pre-requisite unit** | Nil |
| **Competency field** |  |
| **Unit sector** |  |
| **Elements** | **Performance criteria** |
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Identify the role of infection prevention and control in the work setting. | 1.1 Identify standards and guidelines relevant to own role and work setting.  1.2 Identify infection risks and hazards associated with own role and work setting  1.3 Identify roles and responsibilities of others in relation to infection prevention and control  1.4 Identify control measures to minimise risk in accordance with relevant national standards and guidelines  1.5 Communicate effectively with others in relation to work risk management  1.6 Record identified risks and risk management strategies within scope of own role. |
| 2. Follow standard and transmission-based precautions for infection prevention and control in the work setting. | 2.1 Implement personal hygiene practices in the work setting.  2.2 Practice hand hygiene in accordance with national standards and workplace guidelines.  2.3 Follow current national standards and guidelines for selection and correct use of Personal Protection Equipment (PPE) as required for the task.  2.4 Follow procedures for environmental cleaning and management of waste.  2.5 Identify and respond to situations where transmission-based precautions or enhanced cleaning is required. |
| 3. Respond to potential and actual exposure to infection risks within scope of own role. | 3.1 Identify, respond to and communicate potential or actual risk of, or breach in, infection control.  3.2 Assess the risk and take appropriate immediate action in accordance with industry and organisational guidelines.  3.3 Communicate any breach in infection control and risk management strategies in place to the supervisor, manager or responsible authority and seek advice on actions required following a breach in infection control.  3.4 Implement control measures to minimise contamination of people, materials and equipment.  3.5 Document incidents and responses and report according to organisational policies and procedures.  3.6 Ensure all records, materials and equipment are stored in a designated clean area. |
| **Foundation skills**  *Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.* | |
| **Range of conditions**  N/A | |
| **Unit mapping information** | No equivalent unit. |
| **Links** |  |

Assessment Requirements template

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| **Title** | Assessment Requirements for HLTINFXXX - Apply basic principles and practices of infection control in the workplace |
| **Performance evidence** | Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:   * implement precautions for infection prevention and control according to national standards and workplace guidelines on three different occasions, from the following: * carrying out hand hygiene procedures as outlined by workplace policy and procedures selecting and using correct Personal Protective Equipment (PPE) * using correct cleaning procedures for equipment and tools * following workplace waste management procedures * respond to two instances of exposure to infection risk, including: * documenting and reporting the incident and response * identifying and managing clean and contaminated zones |
| **Knowledge evidence** | Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:   * established national standards and guidelines for the prevention and control of infection including:   + Hand wash /Hand Hygiene procedures   + Occupational exposure to body fluids   + Disposal of infectious waste   + Workplace cleanliness   + Use of Personal Protection Equipment (PPE)   + personal hygiene practices * types of infectious risks in the work environment and associated management to prevent and reduce harm * causes of infection, including: * classifications of microorganisms – bacteria, viruses, fungi, parasites * process of colonisation, infection and disease * personal hygiene practices: * personal care and cleanliness * use of clean clothing or uniform * management and laundering of work clothing * principles of hand hygiene: * hand care, including guidelines on maintaining intact skin, fingernails and jewellery or watches * hand hygiene procedures: * identifying when hand hygiene is required * identifying correct hand hygiene product * hand hygiene technique * procedure for applying alcohol-based hand rub * when to perform hand hygiene with soap and water rather than alcohol-based hand rub * precautions where there are breaks in the skin or skin conditions * 5 moments of hand hygiene * safe and effective use of different types and grades of Personal Protective Equipment (PPE) including: * masks * gloves * protective eyewear and face shields * techniques and sequence for applying, fitting and removing PPE * preventing contamination while applying, wearing and removing PPE * safe disposal of PPE after use * cleaning procedures: * routine environment and equipment cleaning * reprocessing of reusable equipment or instruments * waste management procedures: * disposal of general waste * safe handling and disposal of contaminated waste * safe handling and disposal of sharps * organisational policies and procedures for: * managing exposure incidents * recording and documenting risks and incidents * reporting risks and incidents * parties to whom reports may be made |
| **Assessment conditions** | Skills must be demonstrated in the work setting with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the work setting or may occur only rarely.  Assessment must ensure use of suitable facilities, equipment and resources, including:   * national standards and guidelines for infection prevention and control and hand hygiene * relevant Commonwealth state or territory legislation and industry frameworks * hand hygiene facilities and equipment * personal protective equipment * waste and waste disposal equipment * areas, equipment and supplies for cleaning * organisational policies and procedures.   Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors. |
| **Links** |  |

# HLTAUD00X Conduct advanced audiometric testing

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| **Unit code** | HLTAUD00X |
| **Unit title** | Conduct advanced audiometric testing |
| **Application** | This unit describes the skills and knowledge required to prepare for, conduct and interpret the results of hearing assessments in adults. It includes the ability to establish a positive client relationship, develop realistic goals with the client and to recognise situations where referral to other health professionals is required.  This unit applies to audiometrists with advanced skills, covering complex audiometric procedures such as masking, speech audiometry, and comprehensive interpretation of results. *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.* |
| **Pre-requisite unit** | HLTAUDXXX Conduct Fundamental Hearing Assessment |
| **Competency field** | Audiology |
| **Unit sector** | N/A |
| **Elements** | **Performance criteria** |
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Prepare for advanced hearing assessments | 1.1 Conduct thorough equipment calibration checks, including annual and biological calibration of transducers (headphones, insert earphones, bone conductors).  1.2 Ensure testing booths meet maximum ambient noise levels. |
| 2. Establish a positive relationship with the client | 2.1 Take detailed case history, focusing on factors that may influence advanced audiometric testing.  2.2 Use advanced questioning to determine complex client needs and manage expectations for specialized tests |
| 3. Conduct otoscopy | 3.1 Perform both air and bone conduction audiometry, including masking techniques (pure tone, speech masking).  3.2 Conduct speech audiometry tests such as Speech Reception Threshold (SRT), Performance Intensity (PI) function, and masking where necessary.  3.3 Execute impedance audiometry, including tympanometry, ipsi/contralateral reflex testing, and reflex decay.  3.4 Ensure all results are valid, reliable, and follow advanced protocols. |
| 4. Conduct advanced testing | 4.1 Accurately interpret and integrate results across test batteries to provide a comprehensive diagnosis.  4.2 Discuss complex findings with clients, including options for hearing aids or further specialized testing.  4.3 Write detailed, professional reports and provide recommendations for referrals. |
| **Foundation skills**  *Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.* | |
| Range of conditions  N/A | |
| **Unit mapping information** | *No equivalent unit.* |
| **Links** | <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705> |

Assessment Requirements template

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| **Title** | Assessment Requirements for HLTAUD001 - Conduct advanced audiometric testing |
| **Performance evidence** | The candidate must demonstrate the ability to independently perform comprehensive hearing assessments, managing tasks and contingencies within their role. Evidence must include:   * Conducted full hearing assessments for at least 15 diverse adult clients, ensuring a range of ages, genders, and cultural backgrounds are represented. * Selected and performed appropriate hearing tests, including pure-tone audiometry (both air conduction and bone conduction with masking), speech audiometry (performance intensity function and speech reception threshold), and impedance audiometry (tympanometry, ipsi and contralateral reflexes, and reflex decay). * Integrated and validated results across the entire test battery to establish a comprehensive clinical picture. * Determined the type of hearing loss based on test results, * Recognised and addressed potential inconsistencies Communicated effectively with clients using a client-centred approach, ensuring clear explanations of procedures, results, and recommended next steps. |
| **Knowledge evidence** | 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:  Legal and Ethical Considerations   * Contractual Obligations: Understand the legal agreements in place regarding the provision of audiometric services. * Duty of Care: Ensure that all assessments are conducted safely and responsibly, adhering to best practices.   Work Role Boundaries   * Boundaries of Audiometrist Role: Know the limitations of their role and when to consult or refer to other health professionals. * Relationship with Other Health Professionals: Collaborate effectively with other healthcare providers in managing client care.   Standards for Hearing Assessments   * Maximum Ambient Noise Levels for Assessments: Apply knowledge of acceptable noise levels to ensure valid test results. * Equipment Calibration: Conduct both annual and biological calibrations of testing equipment to maintain accuracy.   Hearing Assessment Battery Elements   * Taking Case History: Gather comprehensive case histories to inform assessment choices. * Otoscopy: Perform otoscopy following established protocols to identify any ear abnormalities. * Types of Hearing Tests: Select and conduct various hearing tests (e.g., air conduction, bone conduction, speech discrimination) based on client needs.   Interpretation and Management   * Causes and Types of Hearing Loss: Identify different types of hearing loss based on test results and client history.   Contraindications for Hearing Assessments: Recognize situations where hearing assessments should not proceed due to potential risks. |
| **Assessment conditions** | All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under direction and supervision (direct, indirect, remote).  Prior to undertaking in the workplace learner should competently demonstrate the performance evidence of the unit:   * first 5 times in complete simulation then * Remainder of assessments must be done at workplace   The following conditions must be met for this unit:   * use of suitable facilities, equipment and resources, including: * equipment that meets requirements of AS/NZ 1269 * documentation that meets notation standards * modelling of industry operating conditions, including: * integration of problem solving activities * time constraints for completion of testing * provision of services to general public |
| **Links** | <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705> |

# HLTAUDXXX Conduct Fundamental Hearing Assessment

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| **Unit code** | HLTAUDXXX |
| **Unit title** | Conduct Fundamental Hearing Assessment |
| **Application** | This unit describes the fundamental skills and knowledge required to prepare for, conduct and interpret the results of hearing assessments in adults.  This unit applies to any person who assesses hearing. This may include audiometrists, allied health assistants who support audiologists in health care organisations, nurses and Aboriginal and Torres Strait Islander health workers. Work is conducted according to AS/NZ 1269.  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. |
| **Pre-requisite unit** | N/A |
| **Competency field** |  |
| **Unit sector** |  |
| **Elements** | **Performance criteria** |
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Prepare for Hearing Assessments | 1.1 Ensure required forms and materials are accessible.  1.2 Prepare a quiet room and check ambient noise levels.  1.3 Perform basic equipment checks and ensure calibration.  1.4 Ensure personal protective equipment (PPE) is used. |
| 1. Establish a Positive Relationship with the Client | 2.1 Take basic case history and explain administrative procedures.  2.2 Use questioning and active listening to understand client expectations.  2.3 Obtain necessary consent and maintain client confidentiality.  2. 4 Address any general concerns or needs of the client, adapting communication to meet diverse needs (e.g., elderly or non-native speakers) |
| 1. Conduct Basic Hearing Tests | 3.1 Explain the purpose and process of basic hearing tests using accessible, client-friendly language.  3.2 Perform pure-tone audiometry (air conduction only) to screen for hearing issues.  3.3 Accurately record test results and ensure they are valid and reliable. |
| 1. Document and Report Results | 4.1 Document basic test results accurately and file them appropriately in line with organizational procedures.  4.2 Use organisation-approved formats to write clear, concise summaries of the test outcomes. |
| **Foundation skills**  *Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.* | |
| **N/A** | |
| **Unit mapping information** | *No equivalent unit.* |
| **Links** | Link to Companion Volume Implementation Guide. |

Assessment Requirements template

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| **Title** | Assessment Requirements for [HLTAUDXXX  Conduct Fundamental Hearing Assessment] |
| **Performance evidence** | The candidate must show evidence of the ability to complete the following tasks, follow procedures, and manage tasks as part of their role. There must be evidence that the candidate has:   * Followed established procedures to support hearing assessments for at least 15 different adult clients of varying ages, genders, and cultural backgrounds. * Assisted with hearing tests appropriate to the needs of clients, under the guidance of an audiologist, including pure-tone audiometry (air conduction) and basic speech audiometry. * Accurately recorded test results for pure-tone audiometry and ensured correct documentation. * Recognised and communicated when a client’s responses may not be reliable and reported this to the supervising audiologist. * Used a client-centred approach to communicate effectively with clients, ensuring they understand the process and have opportunities to ask questions. |
| **Knowledge evidence** | 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:  Legal and Ethical Considerations   * Informed Consent: Understand the importance of obtaining consent from clients before conducting any assessments. * Privacy, Confidentiality, and Disclosure: Recognize the need to maintain client confidentiality and manage personal information securely. * Records Management: Follow procedures for documenting client interactions and maintaining accurate records.   Work Role Boundaries   * Generalist Functions: Understand the scope of tasks that can be performed as an AHA, such as basic case history taking and assisting in equipment preparation. * Indicators for Referral: Recognize when to refer clients to audiometrists or other health professionals based on observations.   Standards for Hearing Assessments   * Standard Infection Control Precautions: Follow infection control protocols to ensure a safe testing environment. * Physical Environment Requirements: Be aware of the need for a quiet room with controlled ambient noise levels.   Basic Anatomy of the Ear   * Peripheral and Central Auditory System: Have a general understanding of the ear's anatomy to communicate effectively with clients. |
| **Assessment conditions** | Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:  use of suitable facilities, equipment and resources, including:   * equipment that meets requirements of AS/NZ 1269 * documentation that meets notation standards   modelling of industry operating conditions, including:   * integration of problem solving activities * time constraints for completion of testing * provision of services to general public   Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors. |
| **Links** | Link to Companion Volume Implementation Guide. |