



HumanAbility

Optical Dispensing Training Products

Updated Draft Optical Dispensing Training Products

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

- Revised qualification

Qualification – HLT47825 Certificate IV in Optical Dispensing

- Revised units of competency:

Previous unit	Updated unit
HLTOPD001 Provide advice on optical appliances	HLTOPD006 Assist with optical appliance selection and maintenance
HLTOPD002 Dispense optical appliances	HLTOPD007 Dispense single vision optical appliances
HLTOPD002 Dispense optical appliances	HLTOPD008 Dispense advanced optical appliances
HLTOPD003 Dispense atypical prescriptions	HLTOPD009 Dispense atypical and complex optical prescriptions
HLTOPD004 Edge and fit ophthalmic appliances	HLTOPD010 Edge and fit optical appliances
HLTOPD005 Process and manage optical appliance orders	HLTOPD011 Process and manage optical appliance orders

- New Skill Set:

HLTSS00086 Optical Assistant Skill Set

HLTSS00087 Edging and fitting skill set

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

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
<i>HLT47825 Certificate IV in Optical Dispensing</i>	<p>The qualification structure and packaging rules have been updated. The total number of units required to achieve the qualification reduced from 14 to 12.</p> <p>Units have been added and removed from the Core. Elective units reduced from 5 to 3.</p> <p>Superseded units have been replaced with their current versions in core and elective groups.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 and control procedures to own work activities</p> <p>SIRXSL001 Sell to the retail customer has been moved from the core to the elective group.</p>	<p>Based on comprehensive stakeholder feedback and informed recommendations from the Technical Committee, the following strategic changes have been implemented to better align the qualification with current industry demands and professional standards in optical dispensing:</p> <p>enhanced focus on core optical dispensing skills: Core units have been strengthened to deepen the development of essential technical knowledge and practical skills in optical dispensing. As a result, SIRXSL001 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 been reduced from five to three. This change reinforces the priority placed on specialised optical competencies while still allowing learners to select non-optical units relevant to their employment context.</p> <p>broader, more relevant elective options: The elective pool has been expanded and refined to better reflect diverse workplace settings, ensuring greater alignment</p>

		<p>with current and emerging job roles within the optical dispensing industry</p> <p>targeted replacement of health and safety content: HLTINF006 has been replaced with BSBWHS332X, a unit more directly applicable to the workplace health and safety practices specific to optical dispensing environments.</p>
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Unit of Competency updates

Unit	Minor Change	Major Change	Rationale
HLTOPD006 <i>Assist with optical appliance selection and maintenance</i>		<p>Unit HLTOPD001 has been revised, Major changes in unit application, elements and performance evidence.</p> <p>Unit application updated</p> <p>Element 1 updated, excluding interpreting prescriptions and technical advice.</p> <p>Element 2 was deleted and replaced with a new element.</p> <p>Performance evidence and knowledge evidence updated.</p>	<p>Unit HLTOPD001 has been purposefully refocused to strengthen foundational skills and knowledge in optical appliances, with a clear emphasis on supporting supervisors in the selection, maintenance, and basic troubleshooting of optical devices.</p> <p>Advanced, complex tasks such as prescription interpretation, technical measurements, and client-specific dispensing advice have been deliberately realigned to more advanced units - <i>HLTOPD007 Dispense single vision optical appliances</i> and <i>HLTOPD008 Dispense advanced optical appliances</i> - ensuring learners develop these competencies within the appropriate context and complexity.</p> <p>Importantly, this unit has also been incorporated into the <i>HLTSS00086 Optical Assistant Skill Set</i>, explicitly recognising its critical role in preparing entry-level workers and establishing clear, progressive career pathways within the optical sector</p>

Unit	Minor Change	Major Change	Rationale
		Removal of mandatory workplace assessment requirements , allowing the unit to be assessed in a simulated workplace environment .	Technical tasks such as prescription and lens measurements have been intentionally removed to maintain a focus on foundational support activities and essential product knowledge.
	Knowledge Evidence: knowledge of different lens types, frame styles, and frame materials added.		Designed to strengthen introductory product knowledge and support capabilities, this approach lays a solid foundation for progressive skill development and future learning in optical dispensing.
	Foundation skills added.		Foundation skills have been intentionally embedded within the unit to reflect authentic workplace practice and application. These core skills are integrated into task-based activities, ensuring learners develop them in meaningful, job-relevant contexts. This approach supports learners' engagement, promotes practical skills transfer, and aligns with industry expectations for well-rounded, work-ready graduates.
HLTOPD007 Dispense single vision <i>optical appliances</i>		The unit HLTOPD002 has been split into two separate units: <i>HLTOPS007 Dispense single vision optical appliances.</i> <i>HLTOPD008 Dispense advanced optical appliances.</i>	The former unit HLTOPD002 has been strategically split into two distinct units -HLTOPD007 <i>Dispense single vision optical appliances</i> and HLTOPD008 <i>Dispense advanced optical appliances</i> - to provide clearer progression, improve assessment clarity, and better reflect the complexity and scope of dispensing practices in the optical industry. This separation allows for:

Unit	Minor Change	Major Change	Rationale
			<p>-more targeted learning and assessment aligned to the technical demands of single vision versus multifocal and specialised appliances.</p> <p>-greater flexibility in training delivery, enabling learners to build core dispensing skills before advancing to more complex dispensing tasks.</p> <p>stronger alignment with workplace roles and expectations, ensuring that skills are developed and demonstrated at appropriate levels of responsibility and complexity.</p> <p>improved support for career progression, with HLTOPD007 providing a foundation for entry-level roles, and HLTOPD008 supporting upskilling for more advanced dispensing functions.</p> <p>This structural change enhances the clarity, relevance, and industry alignment of training and assessment pathways in optical dispensing.</p>
	Elements and performance criteria reordered and reworded.		Elements and performance criteria have been revised to enhance clarity, ensure consistency, and more accurately reflect expected workplace tasks and outcomes.
	Assessment conditions: List of suitable equipment and resources updated.		Inclusion of suitable equipment and resources, updated, to include a comprehensive range that aligns with current industry terminology and integrates contemporary tools and technologies essential for modern practice.

Unit	Minor Change	Major Change	Rationale
		Significant changes to performance evidence requirements including specifying dispensing to children.	<p>The inclusion of dispensing to children in the performance evidence requirements reflects a critical update to ensure that learners develop the necessary skills and competencies to meet diverse client needs within contemporary optical practice. Children present unique challenges and considerations in dispensing, including differing anatomical features, communication styles, and compliance factors, which require specialised knowledge and techniques.</p> <p>By specifying dispensing to children, the performance evidence explicitly mandates demonstration of capability in this essential area, promoting comprehensive competency that aligns with current industry expectations and regulatory standards. This change addresses previous gaps where learners may have been assessed only on adult dispensing, thus ensuring readiness to provide safe, effective, and appropriate services across all age groups.</p> <p>Furthermore, these modifications support enhanced client outcomes and safety by reinforcing the importance of tailored approaches in paediatric dispensing. The updated evidence requirements also reflect feedback from stakeholders emphasising the need for broad practical experience, thereby strengthening the qualification's relevance and robustness in preparing practitioners for real-world optical dispensing scenarios.</p>
		Significant changes to knowledge evidence. Addition of relevant	The knowledge evidence requirements have been significantly updated to incorporate emerging issues that are increasingly

Unit	Minor Change	Major Change	Rationale
		knowledge evidence required to include emerging issues like myopia and children eyewear dispensing.	<p>important in contemporary optical practice, specifically the management of myopia and dispensing eyewear for children. Myopia prevalence has been rising globally, making it a critical public health concern that optical practitioners must understand to provide appropriate advice, product selection, and management strategies.</p> <p>Including specific knowledge about myopia enables learners to recognise its implications, current treatment options, and preventive measures, ensuring they are equipped to support client needs effectively and contribute to better long-term visual health outcomes.</p> <p>Similarly, children's eyewear dispensing involves specialised considerations such as frame fit, durability, and safety, which differ markedly from adult dispensing. Adding targeted knowledge requirements ensures learners understand these unique aspects, supporting competency in delivering age-appropriate solutions.</p> <p>By integrating these emerging topics into the knowledge evidence, the qualification remains current, comprehensive, and responsive to evolving industry challenges and client demographics. This update aligns with stakeholder feedback and industry best practices, enhancing the quality and relevance of training for optical practitioners.</p>
	Foundation skills added.		By making foundation skills implicit within HLTOPD007 it enhances the authenticity, efficiency and relevance of training and assessment, while maintaining the expectation that these vital

Unit	Minor Change	Major Change	Rationale
			<p>skills are consistently demonstrated in professional optical dispensing practice.</p> <p>The optical dispensing industry values competency in foundation skills as part of overall professional practice, not as separate abilities. Making these skills implicit aligns the unit with current industry expectations, where practitioners are assumed to apply foundation skills seamlessly in all aspects of their work.</p>
HLTOPD008 <i>Dispense advanced optical appliances.</i>		<p>The unit HLTOPD002 has been split into two separate units:</p> <p><i>HLTOPS007 Dispense single vision optical appliances.</i></p> <p><i>HLTOPD008 Dispense advanced optical appliances.</i></p>	<p>The development of HLTOPD008 Dispense Advanced Optical Appliances responds directly to evolving industry requirements and stakeholder feedback highlighting the need for more specialised training in advanced lens dispensing. As the optical industry continues to diversify its product offerings and adopt emerging technologies, practitioners must possess deeper technical knowledge and practical skills to confidently dispense complex lens designs.</p> <p>Multifocal, progressive, and other advanced lens types require precise measurements, custom fitting, and tailored client communication. These tasks go beyond the scope of standard single vision dispensing and involve a nuanced understanding of optical principles, frame compatibility, and client lifestyle needs. Stakeholders - including employers, training providers, and industry representatives - identified a gap in existing training that limited learners' ability to build these high-level dispensing competencies. To address this, HLTOPD002 Dispense Optical Appliances was split into two distinct units to provide clearer progression and more</p>

Unit	Minor Change	Major Change	Rationale
			<p>focused learning outcomes. HLTOPD008 specifically covers the advanced technical and communication skills required to dispense multifocal and progressive lenses, including lens selection, fitting, adjustment, and client education.</p> <p>This unit ensures learners are better prepared for real-world optical dispensing environments by:</p> <ul style="list-style-type: none"> enhancing their ability to handle advanced prescriptions and lens designs, supporting accurate and comfortable visual outcomes for clients, increasing workplace readiness and professional confidence, and aligning training with contemporary industry standards and client expectations. <p>HLTOPD008 supports the development of a highly competent workforce equipped to meet the growing demand for personalised, high-performance optical solutions.</p>
	Elements and performance criteria reordered and reworded.		<p>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.</p>
	Assessment conditions:		<p>The assessment conditions have been updated to incorporate a comprehensive and contemporary range of tools and technologies that reflect current industry practice and</p>

Unit	Minor Change	Major Change	Rationale
	List of suitable equipment and resources updated.		terminology. These updates ensure that assessment is aligned with real-world workplace environments, including the use of modern equipment such as digital measurement tools and current dispensing software. This alignment supports valid, reliable assessment and ensures learners demonstrate competence using the same technologies, language, and procedures expected in today's optical dispensing settings.
		Significant changes in performance evidence requirements, including volume of performance required.	The performance evidence has been amended to improve clarity and explicitly specify the types of advanced lenses that must be demonstrated, including multifocal, progressive, and degressive lenses. This ensures a clear understanding of the scope and complexity of dispensing tasks required for assessment. By defining these lens types, the updated performance evidence supports consistent interpretation by assessors and ensures learners are assessed on their ability to dispense a representative range of advanced optical appliances in line with current industry expectations.
		Significant changes to knowledge evidence. Addition of relevant knowledge evidence required on emerging technologies.	The knowledge evidence has been updated to align with current industry expectations, incorporating contemporary practices, terminology, and advancements in optical technology. These updates ensure that learners develop a thorough understanding of advanced lens types, fitting principles, client communication strategies, and emerging trends such as digital dispensing tools and customised lens solutions. The revised knowledge requirements support the development of competent, confident practitioners

Unit	Minor Change	Major Change	Rationale
			who are equipped to meet the demands of modern optical dispensing environments.
	Foundation skills added.		Foundation skills have been embedded implicitly within HLTOPD008, integrating essential core skills seamlessly into the unit's performance requirements. This approach ensures that these critical skills are naturally applied throughout advanced dispensing tasks, reflecting authentic workplace practice and supporting holistic learner development.
<i>HLTOPD009 Dispense atypical and complex optical prescriptions</i>		Unit application updated. Significant changes in performance evidence requirements including volume of performance and specification of complex prescriptions such as myopia and prism corrections.	This enhancement ensures learners develop the comprehensive skills and knowledge necessary to effectively support clients with a diverse and expanding range of visual needs. By aligning with current industry requirements, the unit prepares practitioners to deliver personalised, high-quality optical solutions that meet the evolving demands of clients and the optical sector.
		Addition of relevant knowledge evidence required such as myopia. Knowledge based performance evidence moved to knowledge evidence.	The knowledge evidence has been updated to reflect current industry requirements. This ensures learners acquire relevant, up-to-date theoretical understanding essential for competent performance in modern optical dispensing. Additionally, knowledge-based performance evidence has been relocated to the knowledge evidence section to better distinguish between what must be demonstrated through action (performance) and what must be demonstrated through understanding (knowledge). This structural adjustment improves

Unit	Minor Change	Major Change	Rationale
			the integrity of the evidence model and supports clearer assessment planning.
	Elements and performance criteria reworded. Minor changes to performance criteria.		Minor updates have been made to the elements, performance criteria, and performance evidence to improve clarity, consistency, and alignment with current industry practice. These refinements ensure that the unit remains relevant, easy to interpret, and accurately reflects contemporary workplace expectations.
	Assessment conditions: List of suitable equipment and resources updated.		The assessment conditions have been amended to include a comprehensive and contemporary range that accurately reflects current industry terminology and incorporates the latest tools, technologies, and equipment used in practice. These updates ensure assessments are authentic, relevant, and aligned with real-world expectations, allowing learners to demonstrate competence in environments that mirror modern optical dispensing settings.
	Foundation skills added.		Foundation skills have been embedded implicitly within HLTOPD009, ensuring that essential communication, literacy, numeracy, and problem-solving skills are demonstrated through practical, real-world tasks. This approach reflects how these skills are naturally applied in everyday optical dispensing practice, supporting integrated and authentic learning without isolating them as separate components.

Unit	Minor Change	Major Change	Rationale
<i>HLTOPD010 Edge and fit optical appliances</i>		Unit title updated to maintaining consistency with other units of competency by using the same term 'optical'.	The unit title was updated to maintain consistency with the terminology used across related units of competency by standardising the use of the term ' optical '. This ensures clear alignment within the training package, reinforces a cohesive language framework across the qualification, and accurately reflects the terminology used in industry. The use of 'optical' also supports clearer recognition and understanding of the unit's relevance to optical dispensing practice for both learners and employers.
		The content from Element 4, <i>Use computer technology</i> , has been integrated into other relevant elements to better reflect its practical application across tasks. Consequently, the number of elements in the unit has been reduced from 5 to 3.	Element 3 has been integrated into other relevant elements to better reflect how these tasks are performed in practice. This change acknowledges the practical overlap, ensuring the unit remains aligned with real-world workflows. There have been no changes to the overall unit requirements or outcomes. Element 3 has been embedded in other relevant elements to reflect its practical integration across tasks. No changes in unit requirements.
		Performance evidence reworded and expanded for clarity of tasks. Obsolete performance evidence deleted.	The performance evidence for this unit has been reworded and expanded to provide greater clarity around the specific tasks and expectations required for competent performance. This ensures consistency in interpretation by assessors and improved guidance for learners. Additionally, obsolete or outdated performance requirements - no longer aligned with current industry practice - have been removed. These changes ensure the unit remains relevant, streamlined, and reflective of contemporary workplace

Unit	Minor Change	Major Change	Rationale
			standards and technologies, thereby supporting valid and reliable assessment outcomes.
		Knowledge evidence reworded for clarity. Obsolete knowledge evidence deleted. Minor additions to knowledge evidence.	The knowledge evidence has been reworded to improve clarity, ensuring that expectations are more easily understood by learners, trainers, and assessors. Obsolete or outdated content that no longer reflects current industry practice has been removed to maintain relevance. In addition, minor but important updates have been made to incorporate emerging concepts and support a more comprehensive understanding of contemporary optical dispensing. These changes ensure that the unit remains aligned with current industry standards and training needs.
	References to the Australian Standards have been updated to Australian/New Zealand Standards.		The standards within the unit have been updated to ensure it remains future-proof and adaptable to ongoing developments in the optical industry. By incorporating flexible language, current best practices, and consideration of emerging technologies, the unit is designed to stay relevant over time. These updates support long-term industry alignment and ensure that learners are equipped with skills that remain applicable in a continually evolving professional environment.
	Typo errors fixed.		Minor typographical errors have been corrected to improve clarity and ensure consistency across the unit documentation, supporting accurate interpretation and professional presentation.
	List of suitable equipment and resources		The unit has been updated to include comprehensive tools and equipment that reflect current industry terminology and incorporate the latest technologies used in lens edging and

Unit	Minor Change	Major Change	Rationale
	updated in assessment conditions.		fitting. This ensures that learners gain experience with modern equipment - such as automated edging systems, digital tracing tools, and updated safety protocols - preparing them to meet real-world expectations in both retail and laboratory settings.
	Foundation skills added.		Foundation skills have been embedded implicitly within HLTOPD010 to reflect the way they are naturally applied in real-world optical laboratory and dispensing environments. Core skills are integrated throughout the unit's tasks such as interpreting job specifications, operating edging equipment, and ensuring accurate lens fitting. This approach supports authentic skill development and aligns with contemporary training and assessment practices.
<i>HLTOPD011</i> <i>Process and manage optical appliance orders</i>		Performance criteria reworded and expanded. Volume of performance has been increased from 10 to 15. Volume of subtasks has been specified.	<p>The performance criteria have been reworded and expanded to improve clarity, ensure alignment with industry expectations, and provide greater specificity in the demonstration of skills. This enhances the accessibility of the unit and supports consistency in delivery and assessment across providers.</p> <p>The volume of performance has been increased from 10 to 15 to better reflect realistic workplace demands and ensure learners demonstrate competence across a broader and more representative range of client interactions and dispensing scenarios. This increase strengthens the validity of the assessment by ensuring learners gain sufficient practical experience.</p> <p>The volume of subtasks has been specified to provide clear benchmarks for assessment and ensure coverage of the range of tasks required in routine dispensing practice. This specification</p>

Unit	Minor Change	Major Change	Rationale
			supports consistent evidence collection and ensures learners are exposed to the full scope of tasks necessary to meet industry standards for entry-level competence.
		Minor refinements in performance evidence. Obsolete performance evidence deleted.	<p>Minor refinements have been made to the performance evidence to improve clarity and ensure alignment with updated performance criteria and current industry practices. These refinements help clarify the expected outcomes without altering the intent or complexity of the tasks.</p> <p>Obsolete performance evidence has been deleted to remove outdated or redundant requirements that no longer reflect contemporary workplace procedures, tools, or regulatory standards. This streamlining supports more relevant, realistic, and assessable evidence requirements, improving the quality and focus of assessment outcomes.</p>
		Knowledge evidence rephrased and expanded for clarity. Obsolete knowledge evidence deleted. Knowledge based performance evidence moved to knowledge evidence.	<p>The knowledge evidence has been rephrased and expanded to improve clarity and ensure it accurately reflects the underpinning knowledge required for competent practice in optical dispensing. These changes enhance the interpretability of the unit and support more consistent assessment across contexts.</p> <p>Obsolete knowledge evidence has been deleted to remove content that no longer aligns with current industry practices, technologies, or regulatory requirements. This ensures the unit remains relevant, current, and responsive to workplace needs.</p> <p>Additionally, knowledge-based performance evidence has been relocated to the knowledge evidence section to better distinguish</p>

Unit	Minor Change	Major Change	Rationale
			between what must be demonstrated through action (performance) and what must be demonstrated through understanding (knowledge). This structural adjustment improves the integrity of the evidence model and supports clearer assessment planning.
	Reference to standards updated throughout the unit.		In response to stakeholder feedback, all references to Australian Standards have been updated to Australian/New Zealand Standards to more accurately reflect the unit's intended application across relevant regulatory and practice contexts. This update ensures greater alignment with current industry expectations and enhances the unit's relevance and applicability across both Australian and New Zealand healthcare settings. Based on stakeholder feedback, references to Australian Standards have been updated to Australian/New Zealand Standards to better reflect the scope and intent of the unit's application.
	Assessment conditions List of suitable equipment and resources updated.		The list of suitable equipment and resources in the assessment conditions of unit HLTOPD011 has been updated to reflect the current tools, technology, and materials used in optical dispensing practice. This ensures that assessment is conducted in a realistic and industry-relevant environment , supporting the development of skills that are transferable to the workplace. The update also promotes consistency across training providers and ensures that assessments are authentic, valid, and aligned with contemporary industry standards .

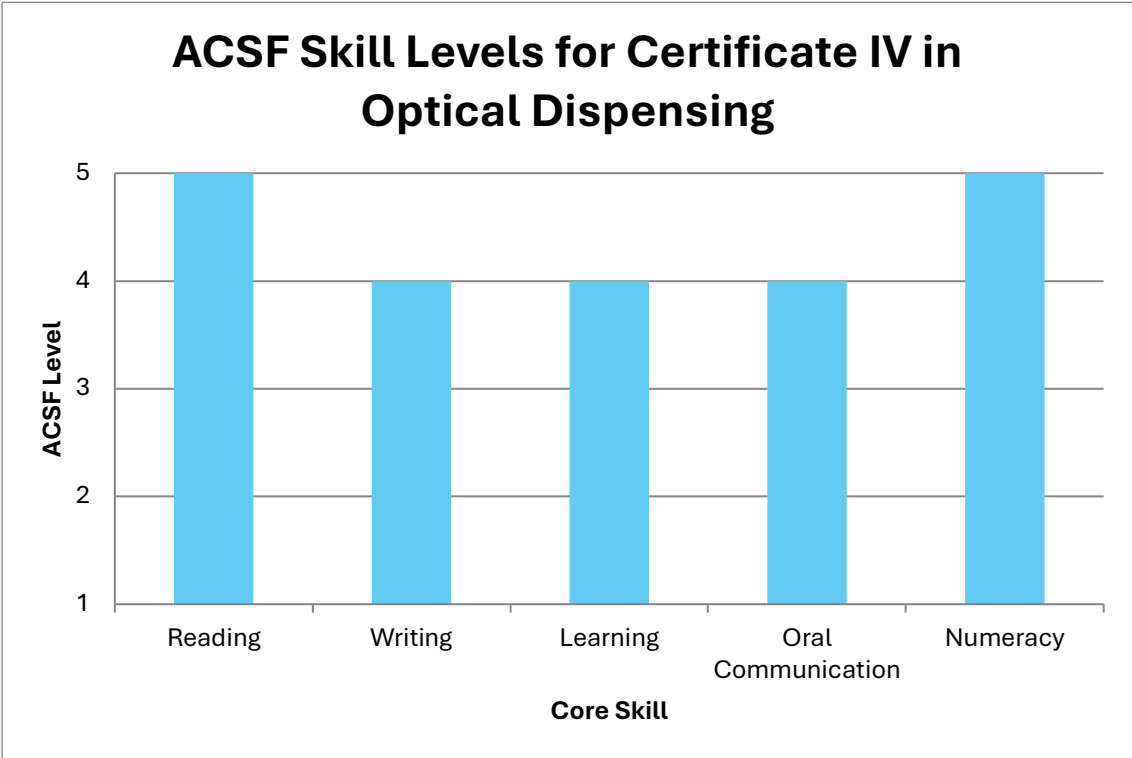
Unit	Minor Change	Major Change	Rationale
	Foundation skills added.		Foundation skills have been made implicit in unit HLTOPD011 to align with the current national training package policy , which embeds these skills within the performance criteria and assessment requirements . This approach ensures that essential skills are demonstrated in contextualised, job-relevant ways rather than being listed separately. It enhances the authenticity of assessment and reinforces the integration of core workplace competencies into everyday dispensing tasks.

New Skill Sets

Skill Set	Rationale	Comment
HLTSS00086 Optical Assistant Skill Set	<p>The skill set has been developed in consultation with stakeholders to equip individuals with essential skills and knowledge to support workers in optical industry in an optical retail environment.</p> <p>The skill set provides a practical entry pathway into the industry, offering individuals the opportunity to gain essential skills to work in optical assisting roles, supporting workforce growth and providing employers with job-ready assistants who can contribute to customer service and product support.</p>	This skill set is for individuals pursuing a career as optical assistants who provide support with optical appliance selection and maintenance in an optical retail environment. The units that form this skill set provide credit and a pathway towards the HLT47825 Certificate IV in Optical Dispensing.

<p>HLTSS00087 Edging and Fitting Skill Set</p>	<p>This skill set has been developed based on recommendations from the technical committee, with supporting letters of recommendations provided by industry stakeholders.</p> <p>This skill set reflects the skills and knowledge required to edge and fit optical appliances in accordance with Australian/New Zealand standards and is designed for optical dispensers or laboratory assistants in optical laboratories or retail settings who are involved in the preparation and fitting of lenses to frames.</p>	<p>This skill set provides a pathway for qualified optical dispensers seeking career progression in optical laboratories or retail environments to build their technical skills and knowledge in edging and fitting of optical appliances. It supports the development of practical capabilities required to assist optical dispensers prepare prescription eyewear.</p>
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Qualification code	HLT47825
Qualification title	Certificate IV in Optical Dispensing
Modification history	Release 1. Supersedes and is not equivalent to <i>HLT47815 Certificate IV in Optical Dispensing</i> . Changes to packaging rules, total number of units reduced from 14 to 12. Significant changes to core and elective units.
Qualification description	<p>This qualification reflects the role of optical dispensers who dispense and supply optical appliances as prescribed by optometrists and ophthalmologists in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice. Optical dispensers practise in a range of environments including optical dispensaries, optometric practices and laboratories. They may be self-employed or employed by another optical dispenser, an optometrist, a major optical dispensing organisation or other retailer.</p> <p>To achieve this qualification, the candidate must have completed at least 100 hours of direct client contact work in an optical dispensing environment as detailed in the Assessment Requirements of units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours.</p> <p><i>No occupational licensing or certification requirements apply to this qualification in Australia at the time of publication. This qualification supports industry accreditation as a dispensing optician in New Zealand.</i></p>

Foundation skills outcomes	<p>The foundation skills outcomes implicit in this qualification are outlined in the below bar chart.</p>  <table border="1"> <caption>ACSF Skill Levels for Certificate IV in Optical Dispensing</caption> <thead> <tr> <th>Core Skill</th> <th>ACSF Level</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>5</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>5</td> </tr> </tbody> </table>	Core Skill	ACSF Level	Reading	5	Writing	4	Learning	4	Oral Communication	4	Numeracy	5
Core Skill	ACSF Level												
Reading	5												
Writing	4												
Learning	4												
Oral Communication	4												
Numeracy	5												
Entry requirements	<p>Nil</p>												
Packaging Rules	<p>Total number of units = 12</p> <ul style="list-style-type: none"> • 9 core units • 3 electives units, consisting of: <ul style="list-style-type: none"> - at least 2 units from the electives listed below - remaining 1 unit from the electives listed below or from any currently endorsed Training Package or accredited course. <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>												

Core Units	
BSBOPS304	Deliver and monitor a service to customers
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTOPD006	Assist with optical appliance selection and maintenance

HLTOPD007	Dispense single vision optical appliances*
HLTOPD008	Dispense advanced optical appliances*
HLTOPD009	Dispense atypical and complex prescriptions
HLTOPD011	Process and manage optical appliance orders
HLTWHS001	Participate in workplace health and safety

*A mandatory workplace requirement is specified in this unit.

Elective Units	
Optical	
HLTOPD010	Edge and fit optical appliances
Work health and safety	
BSBWHS332X	Apply infection prevention and control procedures to own work activities
HLTWHS003	Maintain work health and safety
Business operations	
BSBOPS301	Maintain business resources
BSBOPS305	Process customer complaints
BSBOPS404	Implement customer service strategies
Personal effectiveness	
BSBPEF402	Develop personal work priorities
Sales	
SIRWSLS002	Analyse and achieve sales targets
SIRXSLS001	Sell to the retail customer
Customer engagement	
CHCCCS020	Respond effectively to behaviours of concern
SIRXCEG001	Engage the customer

SIRXCEG008	Manage disrespectful, aggressive or abusive customers
Inventory and merchandising	
SIRRINV001	Receive and handle retail stock
SIRRMER003	Coordinate visual merchandising activities
Support	
BSBXTW301	Work in a team
MSMSUP390	Use structured problem-solving tools

Qualification mapping information	<i>HLT47825 Certificate IV in Optical Dispensing</i> supersedes and is not equivalent to <i>HLT47815 Certificate IV in Optical Dispensing</i>
Links	<p>Link to Companion Volume Implementation Guide.</p> <p>https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705</p>

Unit code	HLTOPD006	
Unit title	Assist with optical appliance selection and maintenance	
Modification History	Release	Comments
	Release 1	<p>HLTOPD006 Assist with optical appliance selection and maintenance supersedes and is not equivalent to HLTOPD001 Provide advice on optical appliances.</p> <p>Change in unit outcome. Major changes in unit application, elements and performance evidence.</p> <p>Foundation skills made implicit.</p>
Application	<p>This unit of competency describes the skills and knowledge required to support workers in the optical industry with optical appliance selection and maintenance.</p> <p>It applies to optical assistants working under supervision, and optical dispensers who provide non-clinical support services to workers in optical industry. The unit does not include providing technical advice or dispensing prescriptions.</p> <p>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.</p>	
Pre-requisite unit	N/A	
Competency field		
Unit sector	Optical dispensing	
Elements	Performance criteria	
1. Assist supervisor to select and prepare optical appliances	<p>1.1 Consult with supervisor to gather and review client needs and preferences</p> <p>1.2 Identify and match suitable optical appliance materials, lens and frame types according to client needs and preferences.</p> <p>1.3 Document the findings and present to supervisor for review and reference.</p>	

2. Maintain optical appliances	<p>2.1 Inspect optical appliance and consult with supervisor to determine optical appliance alignment, adjustment and repair needs</p> <p>2.2 Identify and refer repair work outside scope of own job role for specialised repair</p> <p>2.3 Perform minor repairs within the scope of own job role</p> <p>2.4 Make standard alignments and adjustments to optical appliances</p> <p>2.5 Consult with client to confirm optical appliance fit, comfort and functionality</p> <p>2.6 Record repairs performed according to organisational record management 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"> Interprets information from organisational databases and product catalogues to assist with product selection.
Oral communication	<ul style="list-style-type: none"> uses questioning and active listening to collect information about client needs and personal preferences.
Writing	<ul style="list-style-type: none"> maintains accurate documents in accordance with organisational record management procedures
Range of conditions N/A	
Unit mapping information	Supersedes and is not equivalent to HLTOPD001 Provide advice on optical appliances
Links	https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

Assessment Requirements template

Title	Assessment Requirements for HLTOPD006 Assist with optical appliance selection and maintenance
Performance evidence	The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage

	<p>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"> • assisted supervisor with the selection of optical appliances for at least 5 clients according to their needs and preferences, including: <ul style="list-style-type: none"> ○ at least 3 different lens types ○ at least 3 different lens materials ○ at least 3 different frame types ○ at least 3 different frame materials • completed each of the following maintenance tasks on metal frames, on at least one occasion: <ul style="list-style-type: none"> ○ standard alignment and adjustment ○ lens insertion ○ tightened optical appliance screws ○ replaced frame sides ○ replaced frame fronts ○ replaced pads ○ replaced screws.
<p>Knowledge evidence</p>	<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"> • optical dispensing industry context, including: <ul style="list-style-type: none"> ○ industry structure and characteristics ○ connections between key industry stakeholders ○ environments for optical practice ○ processes and functions of optical dispensaries and laboratories • terminology used to describe optical appliance types, features and uses • basic anatomy and physiology of the eye, including: <ul style="list-style-type: none"> ○ structure of the eye and how each part contributes to vision, including the processes of light refraction and image formation ○ common disorders of the eye and the implications for optical appliance selection, including: <ul style="list-style-type: none"> ▪ cataracts ▪ glaucoma ▪ refractive errors, including myopia, hyperopia, astigmatism and presbyopia ○ implant and refractive surgery • processes and assessment of vision, colour vision and perception

	<ul style="list-style-type: none"> • legal requirements and ethical considerations for providing support to clients, including: <ul style="list-style-type: none"> ○ duty of care ○ informed consent ○ privacy, confidentiality and disclosure ○ records management ○ work role boundaries, roles and responsibilities of optical assistants, optical dispensers and optometrists ○ criteria for referring optical appliances for specialised repairs ○ work health and safety • needs and preferences of different client groups <ul style="list-style-type: none"> ○ children ○ youth ○ adults ○ older people • factors Influencing optical appliance selection, including: <ul style="list-style-type: none"> ○ the principles of cosmetics and fashion ○ parameters of lifestyle and image • types and functions of lenses, including: <ul style="list-style-type: none"> ○ single vision ○ multifocal, including bifocal and trifocal ○ progressive lenses ○ myopia control lenses ○ occupational lenses • lens treatments, including: <ul style="list-style-type: none"> ○ photochromic lenses ○ polarised lenses ○ antireflection (AR) and multicoated antireflection (MAR) • types and performance characteristics of spectacle frames • properties and applications of lens materials • metal and shell frame materials, including: <ul style="list-style-type: none"> ○ types, physical properties and aesthetic qualities ○ handling techniques to prevent damage ○ heating and manipulation methods ○ standard adjustment and alignment methods ○ minor repair and component replacement methods.
Assessment conditions	<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"> • use of suitable facilities, equipment and resources, including: <ul style="list-style-type: none"> ○ optical frame adjusting tools ○ optical frame heater ○ organisational databases and product catalogues

	<ul style="list-style-type: none"> ○ replacement frame parts ○ spectacle frames ○ spectacle lenses ● modelling of industry operating conditions, including: <ul style="list-style-type: none"> ○ integration of time constraints ○ integration of problem-solving activities. <p>Assessors must satisfy the current Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.</p>
Links	https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

Unit of Competency template

Unit code	HLTOPD007	
Unit title	Dispense single vision optical appliances	
Modification History	Release	Comments
	Release 1	<p>HLTOPD007 Dispense single vision optical appliances supersedes and is not equivalent to HLTOPD002 Dispense optical appliances.</p> <p>Change in unit outcome. Major changes in unit application, elements and performance evidence.</p> <p>Foundation skills made implicit.</p>
Application	<p>This unit describes the skills and knowledge required to interpret prescriptions, confirm the selection of single vision optical appliances, fit and adjust them to meet individual client needs, and provide advice on their use and care. It covers the full dispensing process from initial measurements through to client instruction and record keeping.</p> <p>This unit applies to optical dispensers who work according to prescriptions provided by optometrists and ophthalmologists.</p> <p>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.</p>	
Pre-requisite unit	N/A	
Competency field		
Unit sector	Optical dispensing	
Elements	Performance criteria	
1. Support clients to select single vision optical appliances	<p>1.1 Access and interpret prescriptions and client records to identify prescribed requirements</p> <p>1.2 Consult with client to identify individual needs in relation to appliance options</p> <p>1.3 Discuss and suggest suitable appliances to meet individual needs</p> <p>1.4 Verify client selected appliance against prescribed optical requirements</p>	

	1.5 Explain selected appliance benefits and confirm selection with client
2. Fit single vision optical appliances	2.1 Explain fitting process and obtain client consent for fitting 2.2 Select and prepare fitting equipment and materials 2.3 Take client measurements and record in client records 2.4 Fit optical appliances according to standard procedures to meet prescribed optical requirements 2.5 Check and adjust frames for optimal fit, comfort and vision 2.6 Consult with client to confirm satisfaction with appliance fit, comfort and vision 2.7 Clean and disinfect optical appliances to meet organisational infection control and hygiene requirements.
3. Provide client instructions	3.1 Instruct client on appliance use according to practitioner's instructions 3.2 Address client questions and concerns and confirm client understanding of appliance use
4. Finalise dispensing process	4.1 Process financial transactions according to organisational procedures 4.2 Process client rebates according to organisational procedures and health fund and rebate requirements 4.3 Offer follow up services according to organisational procedures 4.4 Complete and store records according to organisational record management procedures and privacy requirements

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
Learning	<ul style="list-style-type: none"> maintains knowledge of industry advancements, latest products and technologies for single vision optical appliances, and evolving client needs.
Reading	<ul style="list-style-type: none"> interprets organisational procedures and practitioner's instructions.
Oral communication	<ul style="list-style-type: none"> discusses single vision appliance selection with the client uses active listening and respectful language to respond to client questions

	<ul style="list-style-type: none"> explains the correct use and care of single vision optical appliances using language appropriate to the client's level of understanding
Numeracy	<ul style="list-style-type: none"> interprets technical specifications in prescriptions and client records measures and records inter-pupillary distance and fitting heights uses measuring tools to take measurements. calculates and records financial amounts.
Range of conditions N/A	
Unit mapping information	Supersedes and is not equivalent to HLTOPD002 Dispense optical appliances
Links	https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

Assessment Requirements template

Title	Assessment Requirements for HLTOPD007 Dispense single vision optical appliances
Performance evidence	<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.</p> <p>There must be evidence that the candidate has dispensed single vision optical appliances, including:</p> <ul style="list-style-type: none"> performed the activities outlined in the performance criteria of this unit during a period of at least 100 hours of direct client contact work dispensed to at least 5 different clients, including: <ul style="list-style-type: none"> more than one gender and varying ages at least two children aged up to 12 dispensed at least 5 different combinations of single vision designs and materials.
Knowledge evidence	<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"> • legal and ethical considerations for dispensing optical advice to clients, including: <ul style="list-style-type: none"> ○ duty of care ○ informed consent ○ privacy, confidentiality and disclosure ○ records management ○ work role boundaries including responsibilities and limitations ○ work health and safety ○ infection control and hygiene • organisational procedures, including: <ul style="list-style-type: none"> ○ dispensing ○ financial transaction processing ○ rebate documentation requirements ○ record management ○ client follow-up protocols ○ referrals • how to interpret and transpose single vision optical prescriptions and client records • basic theory of light, including: <ul style="list-style-type: none"> ○ calculation of angles of incidence, refraction and deviation, and critical angles ○ light propagation and commonly observed optical effects ○ light-induced phenomena • ophthalmic prism, including: <ul style="list-style-type: none"> ○ effects of ophthalmic prism upon the eyes, and the need for ophthalmic prism in prescriptions ○ methods for solving prism-related problems using both calculation and graphical methods ○ the relationship between lens power, decentration and prism ○ effect produced by varying the index, diameter, prismatic specifications, and form of a lens • optical measuring tools, techniques and requirements • optical calculations and measurements including: <ul style="list-style-type: none"> ○ inter-pupillary distance ○ fitting heights ○ binocular ○ monocular ○ near centration distance • features of spherical lenses and their suitability for clients, including: <ul style="list-style-type: none"> ○ concepts of vergence and use in optical calculations
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	<ul style="list-style-type: none"> ○ refractive effects of a lens as the sum of its two surface powers ○ refractive properties of spherical lens surfaces • features of astigmatic lenses and their suitability for clients, including: <ul style="list-style-type: none"> ○ calculations related to the application of astigmatic lenses in optical prescriptions ○ nature of astigmatism ○ difference between cylindrical and sphero-cylindrical for astigmatic conditions ○ types of astigmatic lenses • myopia control lenses including benefits and limitations of lens options currently available • factors influencing dispensing procedures necessary for aspheric lenses • how to select a suitable single vision lenses and lens treatments for clients • frame measuring tools, techniques and requirements, including: <ul style="list-style-type: none"> ○ boxing frame measuring system ○ datum frame measuring system • basic facial fitting and adjustment of spectacle frames and mounts • single vision optical appliance usage requirements, including: <ul style="list-style-type: none"> ○ wear ○ maintenance • children's eyewear dispensing, including: <ul style="list-style-type: none"> ○ developmental vision needs in children ○ child-friendly frame materials and design ○ lens types and treatments for children ○ paediatric eye health and safety ○ behavioural considerations when working with children • health fund and rebate requirements
Assessment conditions	<p>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.</p> <p>The following conditions must be met for this unit:</p> <ul style="list-style-type: none"> • use of suitable facilities, equipment and resources, including: <ul style="list-style-type: none"> ○ client records ○ frame adjusting tools ○ lens height measuring tools ○ manufacturer instructions

	<ul style="list-style-type: none"> ○ optical frame heater ○ optical ruler ○ opticians lens measure ○ organisational procedures ○ parallel rule or equivalent ○ prescriptions for single vision optical appliances provided by optometrists and ophthalmologists ○ pupillometer ○ spectacle frames ○ spectacle lenses ○ thickness callipers ● modelling of industry operating conditions, including provision of services to individuals with varied needs. <p>Assessors must satisfy the current Standards for Registered Training Organisations (RTOs)/AQTF mandatory competency requirements for assessors.</p>
Links	https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Unit code	HLTOPD008	
Unit title	Dispense advanced optical appliances	
Modification History	Release	Comments
	Release 1	<p>HLTOPD008 Dispense advanced optical appliances supersedes and is not equivalent to HLTOPD002 Dispense optical appliances.</p> <p>Change in unit outcome. Major changes in unit application, elements and performance evidence.</p> <p>Foundation skills made implicit.</p>
Application	<p>This unit describes the skills and knowledge required to interpret prescriptions, support the selection of advanced optical appliances, fit and adjust advanced optical appliances to meet individual client needs, and provide advice on their use and care. Advanced optical appliances include single vision aspheric lenses, multifocal bifocal and trifocal lenses, progressive lenses and degressive lenses. The unit does not include highly specialised dispensing for atypical prescriptions or complex optical corrections.</p> <p>This unit applies to optical dispensers who work according to prescriptions provided by optometrists and ophthalmologists.</p> <p>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.</p>	
Pre-requisite unit	N/A	
Competency field		
Unit sector	Optical dispensing	
Elements	Performance criteria	
1. Support clients to select advanced optical appliances	<p>1.1 Access and interpret prescriptions and client records to identify prescribed requirements</p> <p>1.2 Consult with client to identify individual needs in relation to appliance options</p>	

	<p>1.3 Discuss and suggest suitable appliances to meet individual needs</p> <p>1.4 Verify client selected appliance against prescribed requirements</p> <p>1.5 Explain selected appliance benefits and confirm selection with client</p>								
2. Fit advanced optical appliances	<p>2.1 Explain fitting process and obtain client consent for fitting</p> <p>2.2 Select and prepare fitting equipment and materials</p> <p>2.3 Take client measurements and record in client records</p> <p>2.4 Fit advanced optical appliances according to standard procedures to meet prescribed advanced optical requirements</p> <p>2.5 Check and adjust frames for optimal fit, comfort and vision</p> <p>2.6 Consult with client to confirm satisfaction with advanced optical appliance fit, comfort and vision</p> <p>2.7 Clean and disinfect advanced optical appliances to meet organisational infection control and hygiene requirements</p>								
3. Provide client instructions	<p>3.1 Instruct client on advanced optical appliance use according to practitioner's instructions</p> <p>3.2 Address client questions and concerns and confirm client understanding of advanced optical appliance use</p>								
4. Finalise dispensing process	<p>4.1 Process financial transactions according to organisational procedures</p> <p>4.2 Process client rebates according to organisational procedures and health fund and rebate requirements</p> <p>4.3 Offer follow up services according to organisational procedures</p> <p>4.4 Complete and store records according to organisational record management procedures and privacy requirements</p>								
<p>Foundation skills</p> <p>This section describes those language, literacy, numeracy and employment skills that are essential to performance.</p> <table border="1"> <thead> <tr> <th>Skill</th><th>Description</th></tr> </thead> <tbody> <tr> <td>Learning</td><td> <ul style="list-style-type: none"> maintains knowledge of industry advancements, advanced optical appliance innovations, and evolving client needs. </td></tr> <tr> <td>Reading</td><td> <ul style="list-style-type: none"> interprets organisational procedures and practitioner's instructions. </td></tr> <tr> <td>Oral communication</td><td> <ul style="list-style-type: none"> discusses advanced optical appliance selection with clients </td></tr> </tbody> </table>		Skill	Description	Learning	<ul style="list-style-type: none"> maintains knowledge of industry advancements, advanced optical appliance innovations, and evolving client needs. 	Reading	<ul style="list-style-type: none"> interprets organisational procedures and practitioner's instructions. 	Oral communication	<ul style="list-style-type: none"> discusses advanced optical appliance selection with clients
Skill	Description								
Learning	<ul style="list-style-type: none"> maintains knowledge of industry advancements, advanced optical appliance innovations, and evolving client needs. 								
Reading	<ul style="list-style-type: none"> interprets organisational procedures and practitioner's instructions. 								
Oral communication	<ul style="list-style-type: none"> discusses advanced optical appliance selection with clients 								

	<ul style="list-style-type: none"> ○ uses active listening and respectful language to respond to client questions ○ explains the correct use and care of advanced optical appliances using language appropriate to the client's level of understanding.
Numeracy	<ul style="list-style-type: none"> ○ interprets technical specifications in prescriptions and client records ○ measures and records inter-pupillary distance and fitting heights ○ performs binocular and monocular measurements ○ uses measuring tools to take measurements.
Range of conditions	
N/A	
Unit mapping information	Supersedes and is not equivalent to HLTOPD002 Dispense optical appliances
Links	https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

Assessment Requirements template

Title	Assessment Requirements for HLTOPD008 Dispense advanced optical appliances
Performance evidence	<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.</p> <p>There must be evidence that the candidate has dispensed advanced optical appliances, including:</p> <ul style="list-style-type: none"> • performed the activities outlined in the performance criteria of this unit during a period of at least 100 hours of direct client contact work • dispensed to at least 8 different clients including: <ul style="list-style-type: none"> ○ more than one gender and varying ages • dispensed appliances for prescriptions that include: <ul style="list-style-type: none"> ○ at least 2 single vision aspheric lenses ○ at least 2 multifocal lenses ○ at least 2 progressive lenses ○ at least 2 degressive lenses

Knowledge evidence	<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"> • legal and ethical considerations for dispensing optical advice to clients, including: <ul style="list-style-type: none"> ○ duty of care ○ informed consent ○ privacy, confidentiality and disclosure ○ records management ○ work role boundaries, including responsibilities and limitations ○ work health and safety ○ infection control and hygiene • organisational procedures, including: <ul style="list-style-type: none"> ○ dispensing ○ financial transaction processing ○ rebate documentation requirements ○ record management ○ client follow-up protocols ○ referrals • how to interpret and transpose optical prescriptions and client records for advanced optical appliances • frame measuring tools, techniques and requirements, including: <ul style="list-style-type: none"> ○ Boxing frame measuring system ○ Datum frame measuring system • basic facial fitting and adjustment of spectacle frames and mounts • formulae for calculating the centre and edge thickness of spherical and astigmatic lenses • features of contact lenses and their suitability for clients, including: <ul style="list-style-type: none"> ○ hygiene standards ○ causes of wearing problems, contact lens hygiene and contact lens maintenance procedures ○ quality assurance standards ○ methods of contact lens handling, insertion and removal ○ contact lens parameters ○ how contact lenses are manufactured • design of spectacle lenses, including:
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	<ul style="list-style-type: none"> ○ categories of lenses and frames ○ current lens designs, including single vision, multifocals, including bifocal and trifocal, progressive lenses, degressive lenses and occupational lenses ○ lens treatments, including photochromic lenses, tinted polarised lenses, and antireflection and multicoatings ● occupational and anti-fatigue lenses, including: <ul style="list-style-type: none"> ○ types of occupational lenses ○ types of anti-fatigue lenses ○ dispensing measurements required for occupational and anti-fatigue lenses ● commonly occurring problems and potential solutions relevant to advanced optical appliance dispensing ● factors that affect dispensing procedures for aspheric lenses and how to identify them ● how to select a suitable advanced optical appliance lenses and lens treatments for clients ● optical measuring tools, techniques and requirements, including: <ul style="list-style-type: none"> ○ inter-pupillary distance ○ fitting heights ○ binocular pupillary distance and heights ○ monocular pupillary distance and heights ○ near centration distance ● advancements in client measurement and advanced optical appliance selection tools, including: <ul style="list-style-type: none"> ○ digital measurement devices ○ 3D facial scanning ○ augmented reality (AR) for frame selection ○ automated lens selection tools. ● health fund and rebate requirements for dispensing advanced optical appliances
Assessment conditions	<p>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.</p> <p>The following conditions must be met for this unit:</p> <ul style="list-style-type: none"> ● use of suitable facilities, equipment and resources, including: <ul style="list-style-type: none"> ○ client records ○ prescriptions for advanced optical appliances provided by optometrists and ophthalmologists

	<ul style="list-style-type: none"> ○ organisational procedures ○ manufacturer instructions ○ distometer vertex distance calliper ○ vertex distance calculator, including a disc, table or chart ○ vertex distance rule ○ digital measurement tools ○ frame adjusting tools ○ lens height measuring tools ○ optical frame heater ○ optical ruler ○ opticians lens measuring instrument ○ parallel rule or equivalent ○ pupillometer ○ spectacle frames ○ spectacle lenses ○ thickness callipers <ul style="list-style-type: none"> ● modelling of industry operating conditions, including provision of services to individuals with varied needs. <p>Assessors must satisfy the current Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.</p>
Links	https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

Unit code	HLTOPD009	
Unit title	Dispense atypical and complex optical prescriptions	
Modification History	Release	Comments
	Release 1	<p>HLTOPD009 Dispense atypical and complex optical prescriptions supersedes and is not equivalent to HLTOPD003 Dispense atypical prescriptions.</p> <p>Change in unit outcome. Major changes in performance evidence requirements including volume of performance and specification.</p> <p>Foundation skills made implicit.</p>
Application	<p>This unit describes the skills and knowledge required to evaluate client needs, take measurements and make calculations to facilitate effective dispensing for atypical prescriptions, including for low vision clients, high myopia and complex situations.</p> <p>This unit applies to optical dispensers who work according to prescriptions provided by optometrists and ophthalmologists.</p> <p>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.</p>	
Pre-requisite unit		
Competency field		
Unit sector	Optical dispensing	
Elements	Performance criteria	
1. Evaluate client needs	<p>1.1 Access and interpret the parameters of atypical and complex prescriptions</p> <p>1.2 Analyse the prescription and identify areas of freedom and constraints</p> <p>1.3 Consult with client to identify their individual needs and requirements</p>	

	<p>1.4 Select suitable lens designs, lens types, and lens treatment combinations to suit individual requirements depending on client's needs and client's prescription.</p>
2. Determine specifications for atypical and complex prescriptions	<p>2.1 Take measurements and make calculations required to dispense atypical and complex prescriptions and record in client records</p> <p>2.2 Verify that the selected option meets cosmetic, optical and functional needs</p>
3. Dispense frames and lenses for atypical and complex prescriptions	<p>3.1 Explain optical frame fitting process and obtain client consent for fitting</p> <p>3.2 Select and prepare optical frame fitting equipment and materials</p> <p>3.3 Select lens treatments or additional requirements to maximise the visual performance and quality of finished spectacles</p> <p>3.4 Take measurements, specify lens fitting criteria appropriate for the client and record in client records</p> <p>3.5 Verify the quality of the finished spectacles</p> <p>3.6 Fit spectacles according to final fitting procedures and adjust as per client individual needs.</p> <p>3.7 Consult with client to confirm satisfaction with spectacles fit, comfort and vision</p> <p>3.8 Clean and disinfect to meet workplace health and safety requirements and infection control and hygiene requirements</p>
4. Instruct client on optical appliance use	<p>4.1 Provide client with details about how to wear the appliance</p> <p>4.2 Provide specific instructions regarding use of low vision aids to client and carer.</p> <p>4.3 Instruct client on appliance care routines</p> <p>4.4 Reinforce and support advice provided by low vision practitioner on correct use of low vision aids</p>
5. Finalise dispensing process	<p>5.1 Process financial transactions according to organisational procedures</p> <p>5.2 Process client rebates according to organisational procedures and health fund and rebate requirements</p> <p>5.3 Offer follow up services in accordance with organisational procedures</p> <p>5.4 Complete and store records according to organisational record management procedures and privacy requirements</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">○ Interprets organisational procedures and practitioner's instructions
Oral communication	<ul style="list-style-type: none">○ discusses atypical and complex optical appliance selection with clients○ uses active listening and respectful language to respond to client questions○ explains the correct use and care of atypical and complex optical appliances using language appropriate to the client's level of understanding.
Numeracy	<ul style="list-style-type: none">○ interprets technical specifications in prescriptions and client records○ calculates vertex distance and lens thickness○ measures and records inter-pupillary distance and fitting heights○ uses measuring tools to take measurements.

Range of conditions

N/A

Unit mapping information

Supersedes and is not equivalent to HLTOPD003 Dispense atypical prescriptions

Links

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c3d1390f-48d9-4ab0-bd50-b015e5485705>

Assessment Requirements template

Title	Assessment Requirements for HLTOPD009 Dispense atypical and complex optical prescriptions
Performance evidence	<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">• dispensed optical appliances for atypical and complex prescriptions to at least 7 different clients of including:<ul style="list-style-type: none">○ more than one gender and varying ages

	<ul style="list-style-type: none"> • dispensed optical appliances for prescriptions that include: <ul style="list-style-type: none"> ○ at least 2 high-powered prescriptions above +/-6.00D ○ at least 2 prescriptions involving prism correction for visual alignment needs ○ at least 3 prescriptions for myopia control for children of different ages • fitted frame and measured vertex distance and accurately calculated any necessary compensation for precise lens ordering • verified the completed spectacles for all seven clients, ensuring correct fit and optimal visual performance
Knowledge evidence	<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"> • legal and ethical considerations for dispensing optical advice to clients, including: <ul style="list-style-type: none"> ○ duty of care ○ informed consent ○ privacy, confidentiality and disclosure ○ records management ○ work role boundaries – responsibilities and limitations ○ work health and safety ○ infection control and hygiene • organisational procedures, including: <ul style="list-style-type: none"> ○ dispensing ○ financial transaction processing ○ rebate documentation requirements ○ record management ○ client follow-up protocols ○ referrals • requirements of dispensing spectacles to clients with special or complex needs, including: <ul style="list-style-type: none"> ○ low vision, what it is, and aids that assist ○ commonly occurring problems in a dispensing situation and possible solutions ○ action to be taken according to prescription requirements and the needs of the client • types of atypical prescriptions and how to interpret and transpose them, including: <ul style="list-style-type: none"> ○ anisometropia ○ aphakia

	<ul style="list-style-type: none"> ○ high ametropia ○ prism • features and capabilities of high-powered lenses, including: <ul style="list-style-type: none"> ○ aspheric lens design ○ centring ○ compensating for vertex distance change ○ edging and bevelling profile ○ full field lens design ○ general problems associated with dispensing aphakic lenses including jack-in-the-box effect and ring scotoma ○ lenticular designs • field of view and its impact on atypical dispensing, including: <ul style="list-style-type: none"> ○ apparent versus real ○ aspheric lenses ○ calculations ○ high minus corrections ○ high plus corrections • features of high ametropia, including: <ul style="list-style-type: none"> ○ compensated surface power ○ corrections ⊖ prescription requirements and constraints ○ types • ways to respond to aniso and antimetropia, including: <ul style="list-style-type: none"> ○ correcting vertical imbalance problems ○ effects of lens form ○ effects of thickness ○ prism differential • features of spectacle magnification, including: <ul style="list-style-type: none"> ○ effects on visual acuity ○ positive compared to negative lenses ○ retinal image size • high minus lenses and negative lenticulars and how they are used, including: <ul style="list-style-type: none"> ○ centring ○ compensating for vertex distance change ○ dispensing high index materials ○ high index materials ○ lenticular types and designs ○ surface reflections and the need for antireflection and multi-coatings • high prismatic corrections and how they are achieved, including: <ul style="list-style-type: none"> ○ fresnels and their use ○ high horizontal prism
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	<ul style="list-style-type: none"> ○ high vertical prism • myopia management in optical dispensing, including: <ul style="list-style-type: none"> ○ definition and contributing factors ○ types, benefits and limitations of myopia control lenses ○ key measurements and dispensing requirements ○ emerging technologies and innovations in myopia management • calculations and strategies to improve field of view for atypical prescriptions • methods for compounding and resolving prism for complex prescriptions • prescription calculations, including effective power, compensated power, and vertex distance adjustments.
Assessment conditions	<p>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace. The following conditions must be met for this unit:</p> <ul style="list-style-type: none"> • use of suitable facilities, equipment and resources, including: <ul style="list-style-type: none"> ○ digital measurement tools ○ lens measure ○ optical ruler ○ pupillometer ○ thickness callipers ○ vertex distance calliper that is a distometer type ○ vertex distance calculator including disc, table or chart ○ vertex distance rule • modelling of industry operating conditions, including integration of problem solving activities. <p>Assessors must satisfy the current Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.</p>
Links	https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

Unit code	HLTOPD010	
Unit title	Edge and fit optical appliances	
Modification History	Release	Comments
	Release 1	<p>HLTOPD010 Edge and fit optical appliances supersedes and is equivalent to HLTOPD004 Edge and fit ophthalmic appliances.</p> <p>Major changes to elements, performance criteria and performance evidence.</p> <p>Foundation skills made implicit.</p>
Application	<p>This unit describes the skills and knowledge required to perform edging and fitting of spectacle lenses, and to apply techniques, treatments and processes to finish and repair spectacle frames and lenses.</p> <p>This unit applies to optical dispensers who work according to prescriptions provided by optometrists and ophthalmologists.</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>	
Pre-requisite unit	N/A	
Competency field	Technology	
Unit sector	Optical dispensing	
Elements	Performance criteria	
1. Prepare for edging and fitting	<p>1.1 Access and interpret prescription order requirements to identify optical appliance specification</p> <p>1.2 Select edging and fitting equipment, technology and software applications as per task requirements.</p> <p>1.3 Adjust workspace, furniture and equipment to control the risk of injury</p>	

	<p>1.4 Check and prepare edging and fitting equipment according to organisational procedures and manufacturer instructions</p> <p>1.5 Select and wear personal protective equipment according to organisational procedures</p>
2. Perform edging and fitting	<p>2.1 Use edging and fitting equipment and technology according to manufacturer instructions and organisational requirements.</p> <p>2.2 Edge and fit spectacle lenses to full rimmed frames according to Australian/New Zealand standards tolerances</p> <p>2.3 Edge, groove and fit spectacle lenses to nyl-tag frames according to Australian/New Zealand standards tolerances</p> <p>2.4 Edge, drill and mount spectacle lenses to 3-piece rimless frames according to Australian/New Zealand standards tolerances</p> <p>2.5 Tint lenses according to order requirements</p> <p>2.6 Use hand-edging techniques to modify lenses for changeovers and centring corrections</p> <p>2.7 Complete standard alignment of frames to meet required optical appliance specification</p>
3. Conduct final checking procedures	<p>3.1 Use telescopic focimeter and digital lensometer to verify spectacle powers, axes and centration</p> <p>3.2 Determine axis and centring errors and verify compliance with Australian/New Zealand standards</p> <p>3.3 Inspect lens surfaces for scratching and aberrations</p> <p>3.4 Adjust frame to standard alignment</p> <p>3.5 Check framed spectacles for strain and make adjustments to comply with Australian/New Zealand standards.</p> <p>3.6 Use cleaning products to clean spectacles according to organisational procedures and manufacturer instructions</p> <p>3.7 Clean, maintain and store edging and fitting equipment according to manufacturer instructions and organisational disinfection procedures</p> <p>3.8. Identify equipment faults within own job scope role and take action in accordance with manufacturer's instructions</p> <p>3.9 Report equipment faults outside of scope of own job role to designated person according to organisational procedures</p> <p>3.10 Document edging and fitting work performed 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">interprets and analyses prescription orders, organisational procedures and manufacturer instructions.
Numeracy	<ul style="list-style-type: none">uses charts and calculations to determine the minimum size of uncut lenses to allow for pupillary distance (PD) and decentration for prismcalculates and verifies compliance with tolerances specified in Australian/New Zealand standards
Writing	<ul style="list-style-type: none">uses formal and professional optical dispensing terminologyrecords work performed, including equipment used and adjustments made.

Range of conditions

N/A

Unit mapping information

Supersedes and is equivalent to HLTOPD004 Edge and fit ophthalmic appliances

Links

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

Assessment Requirements template

Title	Assessment Requirements for HLTOPD010 Edge and fit optical appliances
Performance evidence	<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.</p> <p>There must be evidence that the candidate has edged and fitted at least 10 pairs of spectacles to Australian/New Zealand standards, including completing each of the following at least once:</p> <ul style="list-style-type: none">handled the following types of frames and materials:<ul style="list-style-type: none">nyl-tag rimless3-piece rimless

	<ul style="list-style-type: none"> ○ metal full rim ○ plastic full rim • automatically edged lenses, using: <ul style="list-style-type: none"> ○ frame tracing ○ blocking and chucking systems ○ patternless edging ○ drilling ○ grooving • hand-edged lenses, using: <ul style="list-style-type: none"> ○ hand bevelling techniques ○ safety chamfering ○ changeovers • identified and rectified off-axis lenses • modified spectacle frames, including: <ul style="list-style-type: none"> ○ alignment ○ refitting nylon ○ undertake digital frame tracing • used telescopic focimeter and digital lensometer for the following: <ul style="list-style-type: none"> ○ neutralisation ○ determination of additions ○ determination of axes ○ determination of centration ○ determination of powers ○ determination of prism • calculated minimum size uncut (MSU) using centration chart and by calculation to allow for pupillary distance (PD) and decentration for prism • eliminated sizing errors using hand edging techniques • tinted lenses to match tint samples • fitted and mounted lenses.
Knowledge evidence	<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"> • Australian/New Zealand standards tolerances • transmission and absorption data and its role in edging and fitting • properties of lenses, including: <ul style="list-style-type: none"> ○ refractive index ○ Abbe value ○ specific gravity

	<ul style="list-style-type: none"> ○ impact resistance ○ transmission and absorption • features and use of impact resistant safety lenses, including: <ul style="list-style-type: none"> ○ advantages and disadvantages ○ Australian/New Zealand standards for both general purpose and industrial use ○ evaluation of materials including glass, CR-39, Trivex, higher index resins, polycarbonate and laminates ○ impact testing requirements, conditions and procedures ○ problems with impact resistant safety lenses and special lens requirements • filter and tinted lens processes, including: <ul style="list-style-type: none"> ○ Australian/New Zealand standards requirements ○ resin lens tinting including dyes and tint types, equipment, preparation, problems and solutions ○ Interpretation of transmission data, including types and limitations of equipment and instrumentation used • vacuum coatings and their use, including: <ul style="list-style-type: none"> ○ absorptive tinted coatings ○ handling, cleaning and care of coatings ○ manufacturing processes ○ multiple layer antireflection (AR) coatings ○ single AR coating • effects of surface reflections and ghost images on lenses • edging and fitting techniques including milling process • frame measurement systems including boxing system • features of frames and rims and how to work with them, including: <ul style="list-style-type: none"> ○ frame materials and their scope of use ○ techniques for working with frames and rims, including heating, manipulation, adjusting, handling and repair ○ 3-piece rimless types ○ nyl-tag • nasal cut and nasal add techniques • features and functions of edging and fitting equipment, including: <ul style="list-style-type: none"> ○ automatic edgers ○ blocking devices ○ calibration and checking tools ○ edging wheel designs ○ frame alignment tools ○ hand edging equipment ○ marking and centration devices ○ patternless edger designs
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	<ul style="list-style-type: none"> ○ telescopic focimeter and digital lensometer ● current and emerging software applications used in the optical dispensing environment for edging, fitting and repair processes
Assessment conditions	<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"> ● use of suitable facilities, equipment and resources, including: <ul style="list-style-type: none"> ○ adhesive and protection pads and films ○ Australian/New Zealand standards ○ automatic edgers ○ blocking devices ○ calibration and checking tools ○ drill ○ dyes ○ frame alignment tools ○ frame heater ○ hand edging equipment ○ marking and centration devices ○ nylon groover ○ optical ruler ○ parallel rules ○ spectacle frames ○ spectacle lenses ○ telescopic focimeter and digital lensometer ○ tint bath ● modelling of industry operating conditions, including: <ul style="list-style-type: none"> ○ integration of time constraints ○ integration of problem solving activities. <p>Assessors must satisfy the current Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.</p>
Links	https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

Unit code	HLTOPD011	
Unit title	Process and manage optical appliance orders	
Modification History	Release	Comments
	Release 1	<p>HLTOPD011 Process and manage optical appliance orders supersedes and is equivalent to HLTOPD005 Process and manage optical appliance orders.</p> <p>Major changes to performance criteria and performance evidence including volume of performance and specification.</p> <p>Foundation skills made implicit.</p>
Application	<p>This unit describes the skills and knowledge required to place, check and service orders for spectacle frames and lenses.</p> <p>This unit applies to optical dispensers who work according to prescriptions provided by optometrists and ophthalmologists.</p> <p>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.</p>	
Pre-requisite unit	N/A	
Competency field	Technology	
Unit sector	Optical dispensing	
Elements	Performance criteria	
1. Place optical appliance orders	<p>1.1 Interpret and transpose optical prescriptions to prepare for ordering</p> <p>1.2 Identify and follow up on inconsistencies with order details</p> <p>1.3 Document optical appliance orders using optical terminology and submit according to organisational procedures</p> <p>1.4 Respond to technical queries about optical appliance orders</p>	
2. Check optical appliance orders	<p>2.1 Compare received optical appliance order with client record and confirm match to prescription and order specifications</p> <p>2.2 Organise equipment, attachments and materials required for checking optical appliances</p> <p>2.3 Check spectacles using telescopic focimeter and digital lensometer to verify lens powers, axes and centration</p>	

	<p>2.4 Determine axis and centring errors and verify compliance with Australian/New Zealand standards tolerances</p> <p>2.5 Check ordered lens heights and ordered lens treatments</p> <p>2.6 Inspect lens surfaces for scratching and aberrations</p> <p>2.7 Check framed spectacles for standard alignment and strain and make adjustments to comply with Australian/New Zealand standards</p> <p>2.8 Record checks and adjustments made according to organisational procedures</p> <p>2.9 Clean spectacles using cleaning agents suited to the material</p> <p>2.10 Provide checked optical appliance to client</p>						
3. Service optical appliance orders	<p>3.1 Inspect and identify maintenance and adjustment requirements for optical appliances</p> <p>3.2 Identify and refer repair work outside scope of own job role for specialised repair</p> <p>3.3 Perform minor repairs within the scope of own job role</p> <p>3.4 Make standard alignments and adjustments to optical appliances</p> <p>3.5 Hand edge lenses within scope of own job role according to organisation procedures</p>						
4. Maintain equipment and attachments	<p>4.1 Clean equipment and attachments in accordance with manufacturer instructions and disinfection procedures</p> <p>4.2 Perform routine equipment maintenance according to organisational procedures and manufacturer instructions</p> <p>4.3 Store equipment and attachments according to organisational procedures and manufacturer instructions</p>						
<p>Foundation skills</p> <p>◀ This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.</p> <table border="1"> <thead> <tr> <th>Skill</th><th>Description</th></tr> </thead> <tbody> <tr> <td>Reading</td><td> <ul style="list-style-type: none"> interprets organisational procedures and manufacturer instructions. </td></tr> <tr> <td>Writing</td><td> <ul style="list-style-type: none"> uses industry terminology and structured templates to document optical appliance order information records work performed, including equipment used and adjustments made. </td></tr> </tbody> </table>		Skill	Description	Reading	<ul style="list-style-type: none"> interprets organisational procedures and manufacturer instructions. 	Writing	<ul style="list-style-type: none"> uses industry terminology and structured templates to document optical appliance order information records work performed, including equipment used and adjustments made.
Skill	Description						
Reading	<ul style="list-style-type: none"> interprets organisational procedures and manufacturer instructions. 						
Writing	<ul style="list-style-type: none"> uses industry terminology and structured templates to document optical appliance order information records work performed, including equipment used and adjustments made. 						

Numeracy	<ul style="list-style-type: none"> interprets and applies Australian/New Zealand standards tolerances uses charts and calculations to determine the minimum size of uncut lenses to allow for pupillary distance (PD) and decentration for prism measures axis and centration errors measures powers, axes, additions, centration, segment height and pupillary distance and prism.
Range of conditions N/A	
Unit mapping information	Supersedes and is equivalent to HLTOPD005 Process and manage optical appliance orders
Links	https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

Assessment Requirements template

Title	Assessment Requirements for HLTOPD011 Process and manage optical appliance orders
Performance evidence	<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"> transposed at least 15 different optical prescriptions placed orders for each of the following on at least one occasion: <ul style="list-style-type: none"> spectacle lens edging plastic frames metal frames nyl-tag rimless tinted lenses single vision lenses bifocal lenses progressive lenses checked at least 10 different orders, including performing the following for each order: <ul style="list-style-type: none"> using telescopic focimeter and digital lensometer calculating minimum size uncut (MSU) using centration chart and by calculation to allow for PD and decentration for prism identifying completed spectacle lens thickness, including centre and edge

	<ul style="list-style-type: none"> ○ rectifying off axis lenses to correct ordered axis ○ neutralising lenses ○ taking frame boxing measurements ○ identifying and measuring powers, axes, additions, centration, segment height and pupillary distance (PD) and prism • hand edged two pairs of spectacles to reduce the size and safety chamfer, including: <ul style="list-style-type: none"> ○ one pair with plus-powered lenses ○ one pair with minus-powered lenses ○ at least one pair fitted to a metal frame ○ at least one pair fitted to a shell (plastic) frame • completed the following minor repairs and adjustments at least once: <ul style="list-style-type: none"> ○ repairing and servicing nylon rim ○ inserting lens
Knowledge evidence	<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"> • manufacturer light transmission curves and how to interpret them • light transmission and absorption data and how to interpret • vacuum coatings on lenses, including: <ul style="list-style-type: none"> ○ absorptive tinted coatings ○ handling, cleaning and care of coatings ○ manufacturing processes ○ multiple layer antireflection (AR) coatings ○ single AR coating ○ surface reflections and ghost images • filter and tinted lens processes, including: <ul style="list-style-type: none"> ○ Australian/New Zealand standards requirements for filter and tinted lenses ○ types and limitations of equipment and instrumentation used for assessing filter and tinted lenses • properties of lenses, including: <ul style="list-style-type: none"> ○ curve selection and thickness ○ Australian/New Zealand standards requirements • frame measurement systems, including boxing and datum • drilled rimless frames including mounts and rimless types and equipment needed • principles and processing of chemical toughening of glass lenses

	<ul style="list-style-type: none"> • metal and plastic shell frame material, including: <ul style="list-style-type: none"> ○ heating ○ manipulation ○ adjusting, including shortening sides ○ handling ○ repairs • standard nylon rims, including equipment needed • impact resistant safety lenses, including: <ul style="list-style-type: none"> ○ advantages and disadvantages ○ Australian/New Zealand standards for general purpose and industrial use ○ material properties, including glass, CR-39, Trivex, higher index plastic, polycarbonate and laminate • automatic edging processes, including: <ul style="list-style-type: none"> ○ machine designs ○ machine operation • edging and fitting techniques for single vision and bifocal and progressive lenses, including: <ul style="list-style-type: none"> ○ lens edging and grooving techniques ○ lens sizing ○ hand chamfering • scope of routine maintenance for optical equipment • organisational procedures for equipment maintenance: <ul style="list-style-type: none"> ○ routine checking of equipment ○ preparation of a maintenance program ○ regular back-ups of data ○ maintaining a record of detected faults and actions taken ○ regular workplace health and safety inspections ○ checking repairs have been carried out • problem solving techniques to reduce unwanted vertical and horizontal prism • decentration and its impact on blank size selection • techniques and safety requirements for soldering metal frames and sink joints • current and emerging technology relevant to processing and managing optical appliance orders.
Assessment conditions	<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"> • use of suitable facilities, equipment and resources, including: <ul style="list-style-type: none"> ○ hand edgers ○ markers

	<ul style="list-style-type: none"> ○ optical frame adjustment tools ○ optical frame heater ○ optical rulers ○ parallel rules ○ spectacle frames ○ spectacle lenses ○ telescopic focimeter and digital lensometer • modelling of industry operating conditions, including: <ul style="list-style-type: none"> ○ integration of time constraints ○ integration of problem solving activities. <p>Assessors must satisfy the current Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.</p>
Links	https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

DRAFT JULY 2015

HLTSS00086 Optical Assistant Skill Set

Skill set code	HLTSS00086														
Skill set title	Optical Assistant Skill Set														
Modification History	Release	Comments													
	Release 1	This version was released in HLT Health Training Package release 10.0. New skill set.													
Skill set description	<p>This skill set reflects the skills and knowledge required for an optical assistant, working under supervision, to assist in the provision and handling of optical appliances in a retail optical setting.</p> <p>This skill set is for individuals pursuing a career as optical assistants who provide support with optical appliances selection and maintenance in an optical retail environment.</p> <p><i>No occupational licensing or certification requirements apply to this skill set in Australia at the time of publication.</i></p>														
Pathways information	These units provide credit towards the HLT47825 Certificate IV in Optical Dispensing, and other qualifications in the HLT Health Training Package and SIR Retail Services Training Package.														
Foundation skills outcomes	<div><h3>ACSF Skill Levels for Optical Assistant Skill Set</h3><table><tr><th>Core Skill</th><th>ACSF Level</th></tr><tr><td>Reading</td><td>3</td></tr><tr><td>Writing</td><td>3</td></tr><tr><td>Learning</td><td>3</td></tr><tr><td>Oral Communication</td><td>3</td></tr><tr><td>Numeracy</td><td>3</td></tr></table></div>			Core Skill	ACSF Level	Reading	3	Writing	3	Learning	3	Oral Communication	3	Numeracy	3
Core Skill	ACSF Level														
Reading	3														
Writing	3														
Learning	3														
Oral Communication	3														
Numeracy	3														

HLTSS00086 Optical Assistant Skill Set

Skill Set requirements	HLTOPD006 Assist with optical appliance selection and maintenance HLTWHS001 Participate in workplace health and safety SIRXSLS001 Sell to the retail customer
Skill set mapping information	<i>No equivalent skill set</i>
Links	Link to Companion Volume Implementation Guide

DRAFT JULY 2025

HLTSS00087 Edging and Fitting Skill Set

Skill set code	HLTSS00087														
Skill set title	Edging and Fitting Skill Set														
Modification History	Release	Comments													
	Release 1	This version was released in HLT Health Training Package release 10.0. New skill set.													
Skill set description	<p>This skill set reflects the technical skills and knowledge required to edge and fit optical appliances in optical laboratories or retail settings. It is designed for optical dispensers or laboratory assistants involved in the preparation and fitting of prescription lenses to frames, in accordance with relevant Australian and New Zealand standards.</p> <p><i>No occupational licensing or certification requirements apply to this skill set in Australia at the time of publication.</i></p>														
Pathways information	These units provide credit towards the HLT47825 Certificate IV in Optical Dispensing and other qualifications within the <i>HLT Health Training Package</i> .														
Foundation skills outcomes	<div><h3>ACSF Skill levels for Edging & Fitting 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>3</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></tbody></table></div>			Core Skills	ACSF Levels	Reading	4	Writing	3	Learning	4	Oral Communication	4	Numeracy	3
Core Skills	ACSF Levels														
Reading	4														
Writing	3														
Learning	4														
Oral Communication	4														
Numeracy	3														
Skill Set requirements	HLTOPD0010 Edge and fit optical appliances HLTOPD0011 Process and manage optical appliance orders HLTWHS001 Participate in workplace health and safety														

HLTSS00087 Edging and Fitting Skill Set

Skill set mapping information	<i>No equivalent skill set</i>
Links	Link to Companion Volume Implementation Guide

DRAFT JULY 2025