HumanAbility

# Health Administration and Medical Practice

## Consultation Summary Report

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# 1 Introduction

## 1.1 Project overview

The review of the health administration and medical practice qualifications aims to ensure they remain relevant to contemporary industry practice, supporting workforce outcomes and increasing the sector's capacity to meet growing demand and evolving challenges.

The scope of this project includes 4 qualifications; 15 units of competency and one skill set. Given the significant industry and workforce changes since the last review in 2015, it is important to update these qualifications: *HLT37315 Certificate III in Health Administration*, *HLT47715 Certificate IV in Medical Practice Assisting*, and *HLT57715 Diploma of Practice Management*. The *HLT47321 Certificate IV in Health Administration* qualification was last reviewed in 2021.

The *BSB Business Services Training Package* medical administration units have been incorporated into the health administration and medical practice project. As part of this review, these units will transition from the *BSB Business Services Training Package* to the *HLT Health Training Package* and recoded accordingly at project completion. Relocating these units to the *HLT Health Training Package* supports stronger alignment with industry expectations, workforce outcomes and training package structure. This work has been undertaken in collaboration with Future Skills Organisation and aligns with the *Training Package Organising Framework*.

This project forms part of HumanAbility's broader strategy to ensure that training products remain relevant, high-quality, and aligned with the requirements of the industries we serve. The project contributes to strengthening training outcomes, improving job readiness, and addressing challenges related to workforce shortages and training delivery in the health administration sector.

## 1.2 Development process

To inform this work, we engaged with stakeholders through a combination of activities:

- desktop research gathered publicly available information on job advertisements, job descriptions, industry standards, regulatory requirements, working conditions and employer recruitment selection criteria. Research identified key job requirements, emerging skill gaps, evolving responsibilities, and common organisational structures.
- a total of 12 one-on-one interviews were conducted to determine skills required by organisations, potential career pathways for workers and the foreseeable changes in the sector. Interviews were conducted with small, medium and large employers from different states and jurisdictions in Australia.

Discussions focused on:

- the functions and requirements of the job roles
- the different settings that roles are performed in
- identified skill shortages

- implications for training and workforce development.

The insights obtained through these activities informed a comprehensive analysis of the roles, responsibilities, key functions, and skill requirement of health administration and medical practice management professionals across a range of healthcare settings.

- One virtual functional analysis workshop was conducted with industry stakeholders to validate and refine the findings from the research and employer consultations. The workshop aimed to confirm the identified functions, sub-functions, and skill requirements of health administrators and practice managers, while also capturing additional insights into emerging trends, new competencies, and evolving role expectations.
- Outcomes were documented and published in the Functional Analysis Report. The Functional Analysis Report, available on the project page of the HumanAbility website, outlines:
  - structure and functions of the health administration and practice management workforce
  - competencies and capabilities required to meet current and emerging industry needs
  - implications for qualification design, training and workforce development.
- Technical committee meetings were conducted to consult on training product content, for insight on communication and consultation strategies, and to provide technical knowledge on the skills and knowledge required to meet the vocational outcomes.

# 2 Project public consultation overview

Following an initial online information session (held on 5 February 2026), consultations were held between Tuesday 10 February 2026 and Thursday 19 March 2026. In person workshops were held in Melbourne (10 February), Sydney (3 March), Darwin (3 March) and Brisbane (5 March). Online workshops were held on 23, 24 and 26 February and 19 March. The training products and a feedback survey were also made available online from 6th February until Friday 27 March 2026.

This report provides a clear and transparent account of feedback from a broad range of stakeholders including industry representatives, employers, training providers, peak bodies and employees. These stakeholders have directly informed the development of the revised training products.

All feedback received through these activities were logged in the consultation log and carefully analysed thematically. Consideration was given based on the volume, role and consistency of stakeholder support across the identified themes, the feasibility of the implementation, and whether the proposed actions would realistically achieve the desired outcomes and industry needs.

The public consultation log is available on the project page of the HumanAbility website and addresses the feedback related to following key deliverables:

- qualification requirements
- units of competency requirements
- skill set requirements
- companion volume implementation guide (CVIG)

## 2.1 Face to Face and Online Consultation workshops

Consultation workshops were delivered both online and face to face across Australia, engaging stakeholders from metropolitan and regional locations to ensure a broad range of perspectives were captured throughout the process.

A total of 48 stakeholders participated in these workshops, including employers, private and public registered training organisations, industry associations, peak bodies, Industry Training Advisory Board/Council (ITAB/ITAC) and individual practitioners. This diverse and balanced representation ensured the consultation outcomes reflect the needs and priorities of industry, training providers, and the broader community.

### Engagement with priority and vulnerable cohorts

The consultation approach was designed to support participation from a diverse range of stakeholders and to ensure opportunities for input from organisations working with priority and vulnerable cohorts. Consultation activities included a combination of workshops, interviews, surveys and written feedback opportunities, providing participants with multiple ways to contribute and reducing barriers associated with a single consultation method.

Consultation activities were conducted across different locations and delivery formats, including online and face-to-face engagement, to support participation from stakeholders operating in metropolitan, regional and remote areas. Flexible scheduling and multiple consultation opportunities were provided to accommodate varying workplace commitments and availability.

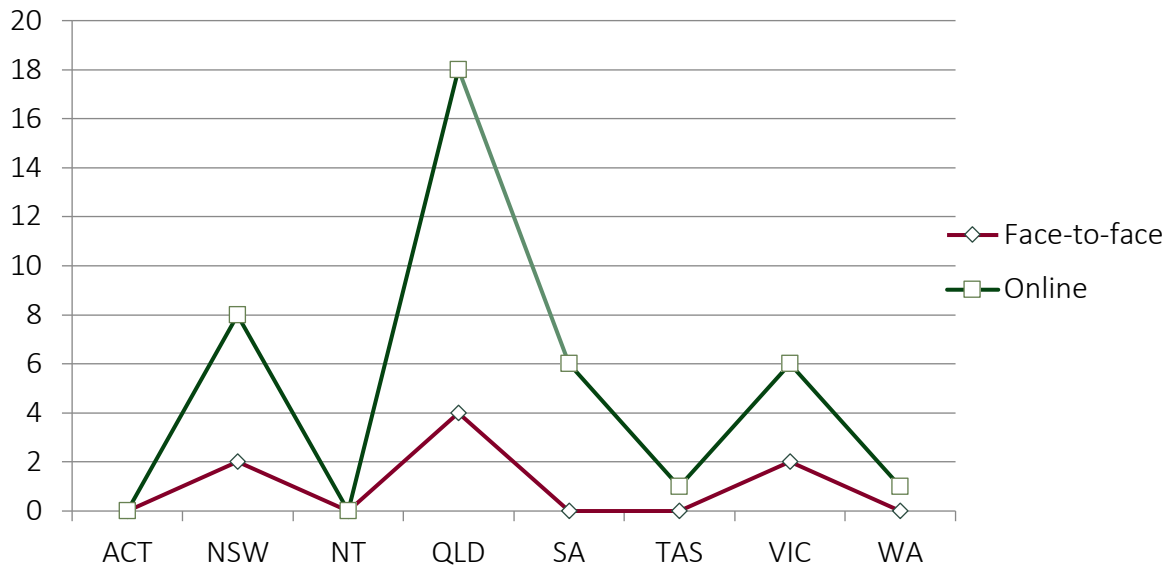
The consultation process included engagement with organisations that work directly with, or provide services to Aboriginal and/or Torres Strait Islander peoples, culturally and linguistically diverse communities, women and people with lived experience. This helped ensure that a broad range of perspectives were considered throughout the consultation process.

Accessibility considerations were incorporated into consultation planning and documentation where appropriate. Consultation materials were developed to support broad participation, and feedback was accepted through a variety of channels, enabling stakeholders to contribute in ways that best suited their needs and circumstances.

### Workshops conducted around Australia – number of attendees

| Stakeholder Type | ACT | NSW | QLD | SA | TAS | VIC | WA | Total |
|---|---|---|---|---|---|---|---|---|
| Commonwealth government agency | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| State government agency | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 4 |
| Industry association / peak body | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 6 |
| Industry training advisory board/council (ITAB/ITAC) | 0 | 3 | 0 | 0 | 0 | 0 | 1 | 4 |
| Industry representative body (lived experience) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Independent participant | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Private Registered Training Organisation (RTO)representative | 0 | 2 | 6 | 0 | 0 | 1 | 0 | 9 |
| Public Registered Training Organisation (RTO) representative | 0 | 4 | 10 | 5 | 0 | 3 | 0 | 22 |
| **Total face to face** | **0** | **2** | **4** | **0** | **0** | **2** | **0** | **8** |
| **Total online** | **0** | **8** | **18** | **6** | **1** | **6** | **1** | **40** |
| **Total** | **0** | **10** | **22** | **6** | **1** | **8** | **1** | **48** |

### Total number of participants engaged in online and face to face workshops



## 2.2 Survey participation

A stakeholder engagement survey was made available on the project webpage on the HumanAbility website throughout the consultation period. The survey captured feedback on targeted questions from employers, RTO's, government bodies and subject matter experts (SMEs). A total of 2 survey responses were received during the consultation period.

| Stakeholder Type | QLD | Total |
|---|---|---|
| Public RTO representative | 2 | 2 |
| **Total** | **2** | **2** |

## 2.3 E-mail participation

Stakeholders were also provided the opportunity to send feedback directly to HumanAbility via email. Feedback via this method was received from 5 stakeholders.

| Stakeholder Type | NSW | SA | VIC | Total |
|---|---|---|---|---|
| Individual - Trainer/Assessor | 0 | 1 | | 1 |
| Individual - Subject Matter Expert | 1 | 0 | 0 | 1 |
| Industry Representation - Industry Association/Peak Body | 1 | 0 | 1 | 2 |
| Training and Education Organisations - Higher Education Provider | 0 | 0 | 1 | 1 |
| Total | 2 | 1 | 2 | 5 |

## 2.4 Technical committee engagement

A technical committee with national coverage comprising of subject matter experts in the industry, industry associations/peak bodies, educational experts and RTOs was established to provide guidance throughout the development of the training products, including the qualification, units of competency, and skill sets.

The committee met 5 times throughout the project, with additional out-of-session emails and consultations conducted as the training product review progressed. These were necessary to finalise the proposed updates to the training products.

### Technical committee membership and attendance

| Name | Org Type | Jurisdiction | 15 Dec 25 | 22 Jan 26 | 13 Apr 26 | 20 Apr 26 | 24 Jun 26 |
|---|---|---|---|---|---|---|---|
| Anna Teki | Employer (large) | WA | | √ | √ | | |
| Gary Smith AM | Employer (small) | NSW | √ | | √ | √ | √ |
| Kristine Herlihy | Public RTO | QLD | √ | √ | | √ | |
| Merryl Willis | Public RTO | QLD | √ | | √ | √ | √ |
| Miranda Grace | Industry Association/Peak Body | VIC | √ | √ | √ | √ | |
| Pooja Thapliyal | Public RTO | NSW | √ | | √ | √ | √ |
| Sonia Riley | Public RTO | NSW | | | √ | | √ |
| Tony Attridge | Private RTO | QLD | √ | √ | | √ | √ |
| Rachael Thomas | Employer (large) | SA | | √ | Resigned 16 Feb 26 | | |

# 3 Decisions and consensus

All training products have been reviewed and updated based on a thorough analysis of feedback received throughout the consultation process from a wide range of stakeholder groups, including employers, training providers, peak bodies and subject matter experts. A detailed account of all the feedback received throughout the consultation process has been documented in consultation log, including stakeholder comments, key themes, and how these were considered in the review process.

## 3.1 Qualifications

Consultation provided strong and consistent requirements to update the health administration and medical practice services qualifications to meet current and future industry needs. Stakeholders including large, medium, and small employers, private and public training providers, and peak bodies were engaged through face-to-face consultations, online sessions, and surveys, to provide input on key aspects of the qualifications review.

Stakeholders consistently reinforced the importance of strengthening technical knowledge and skills including clearer progression pathways and alignment with workforce expectations.

One of the significant themes across the qualifications has been the strengthening of digital capability. Units developed by Future Skills Organisation (FSO) relating to digital capability and AI have been proposed for inclusion, with a preference for nationally consistent, cross-sector units rather than developing new, sector-specific content. This ensures alignment with Qualification Reform priorities by leveraging existing multi-sector units, avoiding duplication, and supporting consistent, future-focused digital skill development aligned to the *DigComp 3.0 framework*.

The proposed approach was consulted on throughout workshops, with stakeholders informed and given the opportunity to provide feedback. Broad agreement was reached across stakeholder groups, and the approach was supported by the Technical Committee.

At the time of drafting, the Future Skills Organisation (FSO) digital capability and AI units had not yet been endorsed. HumanAbility will monitor this endorsement closely to ensure the unit code and titles are reviewed and updated prior to this project's endorsement to ensure these are incorporated into the below qualifications.

Another significant development has been the addition of foundation skills outcomes a competent learner is expected to have after completion of the qualification. These outcomes have been derived from and informed by the foundation skills embedded across the core units, providing a clear summary of the skills developed through the qualification.

### 3.1.1 HLT37326 Certificate III in Health Administration (old code: HLT37315)

The qualification prepares individuals to work in administrative roles within the health industry, where they perform a range of routine administrative and customer service functions under general supervision. Graduates apply communication, customer service and technical skills, exercise discretion and judgement within established procedures, and support the effective delivery of health administration services across a

variety of workplace settings. The revised qualification purpose provides greater clarity by incorporating examples of typical job roles, further defining the responsibilities and level of autonomy expected of graduates, and emphasising the transferability of skills across a variety of workplace settings. These enhancements maintain the original intent of the qualification while strengthening its alignment with the purpose of a Purpose 2 qualification by supporting broad employment outcomes and the application of skills across diverse health administration roles and contexts.

Significant updates have been made to *HLT37315 Certificate III in Health Administration* to better align the qualification with contemporary industry requirements, workforce expectations and the evolving role of health administration workers. The qualification description has been updated to clarify the occupational outcomes and scope of the qualification, providing a clearer representation of the roles performed by health administration workers across a range of healthcare settings. These updates reflect findings from desktop research, functional analysis, job advertisement analysis and extensive stakeholder consultation.

### Packaging rules

The packaging rules have been revised to strengthen the emphasis on core occupational capabilities. The number of core units has increased from 5 to 9, while the number of elective units has decreased from 8 to 5. This change reflects stakeholder feedback highlighting the need for greater consistency in occupational outcomes and a stronger foundation of health administration knowledge and skills for all graduates. The revised structure ensures that learners develop the essential capabilities required to perform effectively in a range of health administration roles.

### Core units

Several units have been incorporated into the core to more accurately reflect the functions and responsibilities commonly undertaken by health administration workers.

- *HLTADM019 Apply principles of confidentiality, privacy and security within the medical environment*, (previously *BSBMED305 Apply the principles of confidentiality, privacy and security within the medical environment*) has been included to reinforce the importance of privacy, confidentiality and information security obligations, which were consistently identified by employers as fundamental workplace requirements.
- *HLTADM016 Prepare and process medical accounts* (previously *BSBMED302 Prepare and process medical accounts*) has been added to ensure learners develop foundational knowledge of healthcare billing processes, including the Medicare Benefits Schedule (MBS), which stakeholders identified as an essential capability for health administration staff.
- *HLTADM017 Maintain patient records*, (previously *BSBMED303 Maintain patient records*) has also been added to the core to support consistent occupational outcomes and reflect the central role of records management and information handling within healthcare administration.
- *HLTINF006 Apply basic principles and practices of infection prevention and control* has been replaced by *BSBWHS332X Apply infection prevention and control procedures* to own work activities. This change better reflects the workplace health and safety responsibilities associated with health administration

roles and aligns with contemporary approaches to infection prevention and control across healthcare environments.

### Digital capability

The qualification has also been updated to strengthen digital capability, *BSBXXX108 Develop basic digital skills in the workplace* has been introduced as a core unit. Developed by Future Skills Organisation and aligned with the *DigComp 3.0 framework*, the unit supports the development of foundational digital skills required in modern healthcare workplaces, including the use of digital systems, information management and technology-enabled work practices. Stakeholders supported the inclusion of digital capability within the core structure of the qualification.

### Clinical coding units

A significant change has been the removal of all clinical coding units from the qualification. *HLTADM005 Produce coded clinical data* had previously been superseded and replaced by 6 current clinical coding units; however, detailed analysis and stakeholder feedback confirmed that clinical coding is a specialised occupation requiring dedicated training. Stakeholders advised that clinical coding competencies are more appropriately developed through the *HLT50321 Diploma of Clinical Coding*, which serves as the primary qualification for clinical coding roles. As a result, all clinical coding units have been removed from the qualification based on technical committee consensus.

### Elective units

The elective bank has been updated to provide greater flexibility while maintaining alignment with contemporary workplace requirements. New administration-focused electives include *HLTADM018 Assist in controlling stocks and supplies* (previously *BSBMED304 Assist in controlling stocks and supplies*) and *BSBTEC302 Design and produce spreadsheets*, reflecting the broad administrative and operational responsibilities undertaken in healthcare settings. *BSBXXX106 Develop basic digital artificial intelligence (AI) skills* has also been added to support emerging workforce needs and increasing exposure to AI-enabled systems and technologies within administrative environments. Developed by Future Skills Organisation and aligned with the *DigComp 3.0 framework*, the unit reflects growing industry interest in building foundational AI awareness and capability.

Additional electives have been included to strengthen transferable and employability skills. These include *BSBCRT311 Apply critical thinking skills in a team environment*, *BSBXTW301 Work in a team*, *BSBPEF301 Organise personal work priorities*, *CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety, CHCLEG001 Work legally and ethically,* and *CHCPRP003 Reflect on and improve own professional practice.* Collectively, these additions support the development of workplace capabilities that were consistently identified by employers as important for effective performance within contemporary healthcare environments.

## 3.1.2 HLT47326 Certificate IV in Health Administration (old code: HLT47321)

The qualification prepares individuals for operational and team leadership roles in health administration. Graduates coordinate administrative functions, support day-to-day service operations, contribute to

compliance activities, mentor team members, and apply autonomy and judgement within established organisational parameters across a range of health administration settings. The revised qualification purpose provides greater clarity by incorporating examples of typical job roles, further defining the responsibilities and level of autonomy expected of graduates, and emphasising the transferability of skills across a variety of workplace settings. These enhancements maintain the original intent of the qualification while strengthening its alignment with the purpose of a Purpose 2 qualification by supporting broad employment outcomes and the application of skills across diverse health administration roles and contexts.

Significant updates have been made to *HLT47321 Certificate IV in Health Administration* to better reflect the contemporary responsibilities of health administration workers and strengthen alignment with industry expectations. The qualification description has been updated to clarify the occupational outcomes and scope of the qualification.

### Core units

The core unit structure has been strengthened to better align with the level of responsibility and autonomy expected of workers operating in health administration leadership roles. *BSBLDR414 Lead team effectiveness* has been relocated from the elective bank to the core to reflect stakeholder feedback regarding the increasing expectation that health administration leaders/coordinators provide guidance, coordination and support to other team members. *BSBOPS403 Apply business risk management processes* has also been added to the core, recognising the growing importance of risk management, business continuity and operational oversight within healthcare environments.

*HLTCCD003 Use medical terminology in health care* has been replaced by *HLTMED001 Interpret and apply medical terminology* (previously *BSBMED301 Interpret and apply medical terminology appropriately*). Stakeholders' feedback indicated that *HLTCCD003 Use medical terminology in health care* has been primarily designed to support terminology use within clinical coding environments, whereas HLTMED001 is more relevant to the broader medical terminology requirements of health administration workers and better aligns with the occupational outcomes of the qualification.

*HLTINF007 Implement and monitor infection prevention and control standards, policies and procedures* has been replaced with *BSBWHS332X Apply infection prevention and control procedures to own work activities*. This change better reflects the workplace health and safety responsibilities associated with health administration roles and aligns with current infection prevention and control requirements across healthcare settings.

Several units have been relocated from the core to the elective bank following stakeholder consultation and further review of occupational outcomes. *HLTADM010 Facilitate a coordinated approach to client care* (updated code and title: *HLTADM014 Assist with patient recalls, follow-up, referrals and care pathways*), *CHCCOM005 Communicate and work in health or community services* and *CHCCCS020 Respond effectively to behaviours of concern* have been relocated to electives providing greater flexibility while maintaining access to these capabilities where they align with workplace needs.

### Digital capability

To support increasing digitalisation across the health sector, *BSBXXX116 Develop intermediate digital skills in the workplace* has been added to the core. Developed by Future Skills Organisation and aligned with the

*DigComp 3.0 framework*, the unit supports the development of intermediate digital capability required for contemporary healthcare administration coordination roles, including the effective use of workplace technologies, digital systems and information management practices. Stakeholders supported the inclusion of enhanced digital capability within the qualification.

#### Elective units

A number of elective units have been removed following consultation and detailed analysis of occupational requirements. Stakeholders advised that units relating to sustainability policy development, operational planning, financial reporting, employee relations and learning and development extend beyond the scope of most Certificate IV health administration roles. As a result, the list of electives has been revised based on feedback received and technical committee consensus.

The elective bank has been updated to better reflect contemporary workplace expectations and emerging workforce needs. *BSBPEF502 Develop and use emotional intelligence* has been added to support interpersonal effectiveness, leadership capability and workplace communication skills. *HLTWHS006 Manage personal stressors in the work environment* has been included in recognition of the increasingly complex and demanding nature of healthcare workplaces and the importance of supporting worker wellbeing and resilience.

To further strengthen digital capability, *BSBXXX114 Develop Intermediate Digital Artificial Intelligence (AI) Skills* has been added to the elective bank. Developed by Future Skills Organisation and aligned with the *DigComp 3.0 framework*, the unit supports the development of foundational AI knowledge and skills relevant to modern workplaces. Stakeholders identified growing interest in AI-enabled technologies and recognised the importance of developing workforce capability to use these technologies safely, effectively and ethically.

A significant change to the qualification has been the removal of all clinical coding units. Detailed analysis and stakeholder feedback confirmed that clinical coding represents a specialised occupational pathway requiring dedicated technical knowledge and competency development. Stakeholders advised that clinical coding skills are more appropriately developed through the *HLT50321 Diploma of Clinical Coding,* which is the designated qualification for clinical coding occupations. As a result, all clinical coding units have been removed from the qualification to ensure clearer occupational outcomes and stronger alignment with the intended role of health administration workers.

### 3.1.3 HLT47726 Certificate IV in Medical Practice Assisting (old code HLT47715)

The qualification prepares individuals to provide both delegated clinical and administrative support within healthcare settings. Graduates work within their defined scope of practice under appropriate administrative and clinical supervision, supporting clinical teams while excluding clinical assessment, interpretation and independent clinical decision-making. The revised qualification purpose provides greater clarity by incorporating examples of typical job roles, further defining the responsibilities, supervision arrangements, scope of practice and level of autonomy expected of graduates, and emphasising the transferability of skills across a variety of workplace settings. These enhancements maintain the original intent of the qualification while strengthening its alignment with the purpose of a Purpose 2 qualification by supporting broad employment outcomes and the application of skills across

range of related clinical support and healthcare administration roles. Significant updates have been made to *HLT47715 Certificate IV in Medical Practice Assisting* to strengthen alignment with contemporary workforce requirements and the evolving role of medical practice assistants within healthcare settings. The qualification description has been updated to clarify the scope of the role and supervision requirements associated with delegated clinical support activities. These changes reinforce the distinction between delegated clinical support functions undertaken by medical practice assistants and the responsibilities of regulated health professionals, providing greater clarity regarding role boundaries and workplace expectations.

### Core units

The packaging rules have been revised, with the number of core units reduced from 19 to 16. These changes reflect stakeholder feedback, functional analysis findings and technical committee discussions regarding the core capabilities required for contemporary medical practice assisting roles.

Several units have been relocated from the core to the elective bank following consultation and review of occupational requirements. *BSBADM307 Organise schedules*, *HLTAID011 Provide first aid* and *HLTAID017 Manage first aid services and resources*, remain valuable workplace skills; however, stakeholders advised that these capabilities are not universally required across all medical practice assisting roles. Relocating these units to elective group provides greater flexibility while maintaining access where relevant to workplace requirements.

*BSBINM401 Implement workplace information systems* has been removed from the qualification. The unit has been superseded, and the current unit was not considered sufficiently aligned with the contemporary occupational outcomes of medical practice assisting roles.

### Digital capability

To support increasing digitalisation across healthcare environments*, BSBXXX108 Develop basic digital skills in the workplace* has been added to the core. Developed by Future Skills Organisation and aligned with *the DigComp 3.0 framework*, the unit supports the development of foundational digital skills required across modern healthcare workplaces, including the use of practice management systems, digital communication tools, information management systems and other workplace technologies. Stakeholders consistently identified digital capability as an essential requirement for medical practice assistants.

### Elective units

The elective bank has been updated to better reflect contemporary workplace requirements, stakeholder feedback and emerging workforce needs.

*HLTHPS011 Measure spirometry* has been added to the elective bank following technical committee consensus. While stakeholders recognised the growing use of spirometry in some healthcare settings, it was determined that the skill is not required across all medical practice assisting roles and is therefore more appropriately positioned as an elective rather than a core requirement.

Additional electives have been included to strengthen transferable and workplace capabilities. *BSBCRT311 Apply critical thinking skills in a team environment* supports problem-solving and decision-making within

healthcare teams, while *CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety* reflects the importance of culturally safe healthcare practices and responsiveness to diverse community needs. *BSBFIN302 Maintain financial records* has been removed from the qualification following stakeholder consultation. Feedback indicated that financial record management responsibilities are generally outside the scope of medical practice assisting roles and do not align with the intended occupational outcomes of the qualification.

To further strengthen digital capability, *BSBXXX106 Develop basic digital artificial intelligence (AI) skills* has been added to the elective bank. Developed by Future Skills Organisation and aligned with the DigComp 3.0 framework, the unit supports the development of foundational AI knowledge and skills relevant to modern workplaces. Stakeholders identified growing interest in AI-enabled technologies and recognised the importance of developing workforce capability to use these technologies safely, effectively and ethically.

### 3.1.4 HLT57726 Diploma of Health Services Management

(old title and code: *HLT57715 Diploma of Practice Management*)

The qualification prepares individuals for management roles responsible for leading and coordinating the operations of healthcare services across a range of settings. Graduates provide strategic and operational leadership, oversee people, operations and quality systems, and support the effective, compliant and sustainable delivery of health services. The revised qualification purpose provides greater clarity by incorporating examples of typical job roles, further defining the responsibilities and level of autonomy expected of graduates, and emphasising the transferability of skills across a variety of workplace settings. These enhancements maintain the original intent of the qualification while strengthening its alignment with the purpose of a Purpose 2 qualification by supporting broad employment outcomes and the application of leadership and management skills across diverse healthcare service settings.
Significant updates have been made to *HLT57715 Diploma of Practice Management* to better reflect the breadth of management roles operating across contemporary healthcare environments. The qualification title has been updated to Diploma of Health Services Management to better represent the broader scope of occupational outcomes and management responsibilities across private health services, general practice, hospitals, government health services, community health organisations and other healthcare settings. The qualification description has also been updated to clarify occupational outcomes and better reflect contemporary industry expectations.

### Core units

The packaging rules have been revised, with the number of core units increasing from 10 to 12. These changes strengthen the management, leadership and operational capabilities expected of graduates working in health services management roles.

*BSBOPS502 Manage business operational plans* has been relocated from the elective bank to the core. Stakeholders identified operational planning, implementation and monitoring as fundamental responsibilities of practice managers and health service managers. Relocating this unit to the core ensures all graduates develop capability in planning, implementing and reviewing operational activities to support organisational objectives.

### Digital capability

To support increasing digitalisation across the health sector, *BSBXXX124 Develop advanced digital skills in the workplace* has been added to the core. Developed by Future Skills Organisation and aligned with the *DigComp 3.0 framework*, the unit supports the development of advanced digital capability required by managers operating in contemporary healthcare environments. This includes leadership in the use of digital systems, information management, technology-enabled service delivery and organisational digital practices. Stakeholders strongly supported the inclusion of advanced digital capability within the qualification.

### Elective units

The elective bank has been updated to better reflect contemporary management responsibilities, emerging workforce needs and stakeholder feedback.

*BSBCRT411 Apply critical thinking to work practices* has been added to support strategic thinking, decision-making and problem-solving capabilities required in management roles. *CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety* has been included to strengthen culturally safe leadership and service delivery within diverse healthcare environments.

*BSBOPS507X Manage organisational response to disruption* has been added in recognition of the increasing need for healthcare organisations to respond effectively to business disruptions, emergencies and changing operational conditions. *BSBXCS402 Promote workplace cyber security awareness* has also been included to reflect the growing importance of information security, cyber security awareness and risk management within technology-enabled healthcare environments.

*HLTWHS006 Manage personal stressors in the work environment* has been added to support workforce wellbeing, resilience and effective management of workplace pressures. Stakeholders identified increasing workforce demands and the importance of supporting psychologically safe and sustainable workplaces.

To further strengthen digital capability, *BSBXXX122 Develop advanced digital artificial intelligence (AI) skills* has been added to the elective bank. Developed by the Future Skills Organisation and aligned with the *DigComp 3.0 framework*, the unit reflects growing industry interest in AI-enabled technologies and the increasing need for managers to understand the opportunities, risks and governance considerations associated with AI implementation in workplace settings.

Several electives have been removed following technical committee review and stakeholder consultation. *BSBMKG552 Design and develop marketing communication plans*, *BSBMKG551 Create multiplatform advertisements for mass media* and *BSBMKG621 Develop organisational marketing strategy* were considered too specialised and marketing-focused for the intended occupational outcomes of the qualification. Similarly, *CHCPRP005 Engage with health professionals and the health system* was not considered sufficiently aligned with the management-level outcomes of the qualification. These changes strengthen the focus of the qualification on leadership, operational management, workforce capability, compliance, quality improvement and strategic management functions that are more directly relevant to contemporary health services management roles.

## 3.2 Units of competency

A comprehensive review of the units included within the health administration and practice management project has been conducted to ensure alignment with contemporary industry practices, *Training Package Organising Framework* (TPOF) requirements, and stakeholder expectations. Across all reviewed units, substantial effort has been invested in enhancing clarity, consistency, assessability, and relevance to current workplace roles and practices.

A common change across the majority of units has been the revision and refinement of elements and performance criteria to ensure clearer alignment with *Training Package Organising Framework* (TPOF) requirements. Performance criteria have been updated to more accurately reflect workplace activities, improve clarity, and support consistent, measurable, and assessable outcomes.

Foundation skills have also been added or refined across all reviewed units to better articulate the 5 ACSF core foundation skills - learning, reading, writing, oral communication, and numeracy - and their application in competent workplace performance. These enhancements strengthen consistency across the training package and provide clearer guidance on the capabilities that underpin effective job performance.

The performance evidence requirements have been refined to clearly specify the evidence that must be collected and, where appropriate, the frequency with which they must be performed. These revisions support greater consistency in assessment practices and provide clearer guidance to training providers and assessors regarding evidence required to demonstrate competency.

Knowledge evidence requirements have also been reviewed and enhanced across the units. Additional knowledge requirements have been incorporated where necessary to support the performance outcomes and ensure that learners possess the underpinning knowledge required to perform workplace tasks effectively and in accordance with workplace and industry expectations. These additions do not introduce new occupational outcomes or expand the scope of existing job roles, rather they provide greater clarity regarding the knowledge required to achieve the intended unit outcomes.

Assessment conditions have been updated across all units to align with the standard training package assessment condition template. These changes primarily involve minor revisions to wording, structure and formatting to improve consistency across the training package and support compliance with current training package requirements.

Several unit titles have also been revised in response to technical committee feedback, public consultation outcomes and functional analysis findings. These changes were made to improve clarity, reflect contemporary industry terminology and strengthen alignment between unit titles, workplace functions and the intended occupational outcomes.

A significant project outcome has been the transfer of 6 BSBMED units from the *BSB Business Services Training Package* to the *HLT Health Training Package*. Stakeholder consultation consistently indicated that these units support occupational outcomes associated with health administration, medical practice assisting and practice management roles and are predominantly delivered and applied within healthcare environments. The transfer strengthens alignment between the units, qualifications and occupational outcomes of the health administration and practice management workforce. The following 6 BSBMED units have been transferred from the *BSB Business Services Training Package* into the *HLT Health Training Package* as part of the health administration and practice management review.

| Current code and title | Updated code and title |
|---|---|
| *BSBMED301 Interpret and apply medical terminology appropriately* | HLTMED001 Interpret and apply medical terminology |
| *BSBMED302 Prepare and process medical accounts* | HLTADM016 Prepare and process medical accounts |
| *BSBMED303 Maintain patient records* | HLTADM017 Maintain patient records |
| *BSBMED304 Assist in controlling stocks and supplies* | HLTADM018 Assist in controlling stocks and supplies |
| *BSBMED305 Apply the principles of confidentiality, privacy and security within the medical environment* | HLTADM019 Apply principles of confidentiality, privacy and security within the medical environment |
| *BSBMED401 Manage patient recordkeeping system* | HLTADM020 Manage patient recordkeeping system |

## 3.3 Skill Sets

### 3.3.1 HLTSS00091 Telehealth Service Coordination and Support Skill Set

(old title and code: *HLTSS00043 Telehealth Administration Skill Set*)

The skill set title has been updated from Telehealth Administration Skill Set to Telehealth Service Coordination and Support Skill Set following stakeholder feedback. The revised title better reflects the intended focus on coordinating and supporting telehealth services within defined role boundaries. The skill set description has also been updated to align with the revised title and occupational outcomes. The superseded units have been replaced with the current equivalent units.

### 3.3.2 HLTSS00090 Clinical Support Skill Set

(new skill set)

A new Clinical Support Skill Set has been developed to support workers undertaking delegated clinical support activities within healthcare settings. The skill set provides targeted skills and knowledge to strengthen workforce capability in clinical support activities while maintaining alignment with role boundaries, organisational procedures and supervision requirements.

The skill set has been designed in response to industry feedback identifying an increasing need for administrative and support staff to assist with selected clinical and patient care activities under appropriate delegation arrangements. It provides a structured pathway for learners to develop the competencies required to safely and effectively support healthcare teams in a range of service delivery environments.

The skill set complements existing qualifications by recognising a discrete set of workplace skills that can be undertaken within defined scopes of practice. It supports workforce flexibility, enhances service delivery capacity, and provides opportunities for skill development and career progression, while ensuring that responsibility for clinical decision-making and professional judgement remains with appropriately qualified health professionals.

## 3.4 Determination of Consensus

Consensus was established through extensive engagement and support from key stakeholder groups, representing major categories identified in the consultation strategy, including:

- Technical Committee: Consisting of 8 members located in 5 jurisdictions across Australia with varied industry experience, RTO experience and subject matter expertise.
- TAFE and private Registered Training Organisations (RTOs): Broad support was received from multiple TAFEs and training providers across the country including: TAFE NSW, TAFE QLD, TAFE WA and TAFE VIC. These stakeholders, as primary deliverers of training, provided detailed input confirming support for these changes.
- Stakeholders participated in workshops, included employers, private and public registered training organisations, industry associations, peak bodies, Industry Training Advisory Board/Council (ITAB/ITAC) and individual practitioners.
- Validation: The final drafts of training products were made available on the HumanAbility website from 26 May 2026 to 16 June 2026, for a period of 3 weeks, for review of broader group of stakeholders. An online consultation portal was made available to capture responses during this time. A mass email notification was sent to all stakeholders registered for the project, relevant RTOs, and the Technical Committee on 27th May.
    - A total of 17 items of feedback were received from 5 stakeholders during the validation period. These responses are recorded in consultation log – Validation tab.
    - a further Technical Committee meeting was held on the 24th of June 2026 to discuss all the feedback received, including:

- relevant BSB or HLT infection control and prevention unit to be included in qualifications
- timelines for cross sector digital capability units developed by Future Skills Organisation.

Following consideration of the feedback, only one additional change was incorporated into the training products and documented in consultation log.

# 4 Conclusion

The development of the updated health administration and practice management qualifications, units of competency and skill sets have been developed through comprehensive workforce analysis, extensive stakeholder consultation, desktop research and rigorous technical review. Input from employers, industry representatives, training providers, practitioners and subject matter experts has ensured that the training products accurately reflect contemporary workplace practices, emerging service delivery models, technological advancements and the evolving needs of the healthcare sector.

The revised training products provide clearer occupational pathways and more contemporary skill outcomes, strengthening workforce capability across health administration, medical practice assisting and health services management roles.

They enhance alignment between training and workplace expectations, support the development of digital, communication and operational skills. The revisions also provide greater flexibility to meet diverse industry contexts and to support learner transition across occupations and industries, through the use of BSB units wherever appropriate. Collectively, these changes position the training package to better support a skilled, adaptable and future-ready workforce capable of meeting the ongoing demands of Australia's health system.

# 5 Qualification and Unit updates

## Qualification updates

| Current qualification | Superseded qualification | Summary of changes |
|---|---|---|
| Code and title | Code and title | |
| HLT37326 Certificate III in Health Administration | HLT37315 Certificate III in Health Administration | The qualification description has been updated.<br>The occupational roles added and scope clarified. |
| | | New foundation skills field added. |
| | | Packaging rules updated further due to updates in training products.<br>Core units increased from 5 to 9, elective units decreased from 8 to 5. |
| | | Core Units added:<br>*HLTADM019 Apply the principles of confidentiality, privacy and security within the medical environment* (previously BSBMED305)<br>*BSBXXX108 Develop basic digital skills in the workplace*<br>*HLTADM016 Prepare and process medical accounts* (previously BSBMED302)<br>*HLTADM017 Maintain patient records* (previously BSBMED303) |
| | | *HLTINF006 Apply basic principles and practicers of infection prevention and control* has been replaced with *BSBWHS332X Apply infection prevention and control procedures to own work activities* to better reflect the WHS scope and responsibilities of the occupational role. |
| | | Clinical coding units have been removed. |

| Current qualification<br>Code and title | Superseded qualification<br>Code and title | Summary of changes |
|---|---|---|
| | | Electives added<br>Group A - Administration:<br>*HLTADM018 Assist in controlling stocks and supplies* (previously BSBMED304)<br>*BSBTEC302 Design and produce spreadsheets*<br>*BSBXXX106 Develop basic digital artificial intelligence (AI) skills*<br><br>Group B - Other electives:<br>*BSBCRT311 Apply critical thinking skills in a team environment*<br>*BSBXTW301 Work in a team*<br>*BSBPEF301 Organise personal work priorities*<br>*CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety*<br>*CHCLEG001 Work legally and ethically*<br>*CHCPRP003 Reflect on and improve own professional practice* |
| HLT47326 Certificate IV in Health Administration | HLT47321 Certificate IV in Health Administration | The qualification description has been updated.<br>The occupational roles added and scope clarified |
| | | New foundation skills field added. |
| | | Core units added:<br>*BSBLDR414 Lead team effectiveness* (relocated from electives)<br>*BSBOPS403 Apply business risk management processes*<br>*BSBXXX116 Develop intermediate digital skills in the workplace* |

| Current qualification | Superseded qualification | Summary of changes |
|---|---|---|
| Code and title | Code and title | |
| | | *HLTCCD003 Use medical terminology in health care*, has been replaced with *HLTMED001 Interpret and apply medical terminology appropriately* (previously BSBMED301) |
| | | *HLTINF007 Implement and monitor infection prevention and control standards, policies and procedures* has been replaced with *BSBWHS332X Apply infection prevention and control procedures to own work activities* to better reflect the WHS scope and responsibilities of the occupational role. |
| | | Core unit added:<br>*BSBOPS403 Apply business risk management processes* |
| | | Core units relocated to electives:<br>*HLTADM014 Assist with patient recalls, follow-up, referrals and care pathways*<br>*HLTADM010 Facilitate a coordinated approach to client care*<br>*CHCCOM005 Communicate and work in health or community services*<br>*CHCCCS020 Respond effectively to behaviours of concern* |
| | | Units removed from electives based on feedback that these units do not align with occupational role outcome.<br>*BSBSUS511 Develop workplace policies and procedures for sustainability*<br>*HLTINF006 Apply basic principles and practices of infection prevention and control*<br>*BSBOPS402 Coordinate business operational plans*<br>*BSBFIN401Report on financial activity*<br>*BSBHRM412 Support employee and industrial relations*<br>*BSBHRM413 Support the learning and development of teams and individuals* |

| Current qualification | Superseded qualification | Summary of changes |
|---|---|---|
| Code and title | Code and title | |
| | | *BSBOPS504 Manage business risk* |
| | | Elective units added*:*<br>*BSBPEF502 Develop and use emotional intelligence*<br>*HLTWHS006 Manage personal stressors in the work environment*<br>*BSBXXX114 Develop Intermediate digital artificial intelligence (AI) skills* |
| | | Clinical coding units have been removed. |
| HLT47726 Certificate IV in Medical Practice Assisting | HLT47715 Certificate IV in Medical Practice Assisting | The qualification description has been updated and scope clarified, segregating supervision requirements for clinical tasks. |
| | | New foundation skills field added. |
| | | Changes in packaging rules. Core units reduced from 19 to 16. |
| | | Unit added<br>*BSBXXX108 Develop basic digital skills in the workplace* |
| | | Units moved to electives:<br>*BSBADM307 Organise schedules*<br>*HLTAID011 Provide first aid*<br>*HLTAID017 Manage first aid services and resources* (old code: HLTAID016)<br>Unit removed:<br>*BSBINM401 Implement workplace information system* (superseded and not relevant) |

| Current qualification | Superseded qualification | Summary of changes |
|---|---|---|
| Code and title | Code and title | |
| | | Elective units added:<br>*HLTHPS011 Measure spirometry*<br>*BSBCRT311 Apply critical thinking skills in a team environment*<br>*CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety*<br>*BSBXXX106 Develop basic digital artificial intelligence (AI) skills* |
| | | Elective units removed:<br>*BSBFIN302 Maintain financial records,* removed based on broader stakeholders' feedback that this unit does not align with occupational outcomes of the qualification at this level. |
| HLT57726 Diploma of Health Services Management | HLT57715 Diploma of Practice Management | Qualification title updated to 'Diploma of Health Services Management' to imply management capabilities across all sectors, for instance private, hospital, government and community health services. |
| | | The qualification description has been updated.<br>The occupational roles added and scope clarified . |
| | | New foundation skills field added. |
| | | Changes in packaging rules. Core units increased from 10 to 12. |
| | | Core units added:<br>*BSBXXX124 Develop advanced digital skills in the workplace*<br>*BSBOPS502 Manage business operational plans* (relocated from electives) |
| | | Elective units added: |

| Current qualification | Superseded qualification | Summary of changes |
|---|---|---|
| Code and title | Code and title | |
| | | *BSBCRT411 Apply critical thinking to work practices*<br>*CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety*<br>*BSBOPS507X Manage organisational response to disruption*<br>*BSBXCS402 Promote workplace cyber security awareness*<br>*HLTWHS006 Manage personal stressors in the work environment*<br>*BSBXXX122 Develop Advanced Digital Artificial Intelligence (AI) Skills* |
| | | Based on Technical Committee feedback, following units were removed from electives, as not suitable at this level:<br>*BSBMKG552 Design and develop marketing communication plans*<br>*BSBMKG551 Create multiplatform advertisements for mass media*<br>*BSBMKG621 Develop organisational marketing strategy*<br>*CHCPRP005 Engage with health professionals and the health system* |

### Unit of Competency updates

| Current unit | Superseded unit | Summary of changes |
|---|---|---|
| Code and title | Code and title | |
| HLTADM012 Administer and coordinate telehealth services | HLTADM008 Administer and coordinate telehealth services | Unit description updated to clarify the scope. |
| | | Elements and performance criteria have been reworded throughout document to ensure it aligns with TPOF and covers all key elements of the unit. |

| Current unit | Superseded unit | Summary of changes |
|---|---|---|
| Code and title | Code and title | |
| | | Based on feedback received to add administrative triage support, PC 3.1 and PC 3.2 added to support safe initial client contact and escalation processes. |
| | | Foundation skills added. |
| | | Performance Evidence has been clarified to specify the types of tasks and frequency of tasks. |
| | | Knowledge Evidence added to support the performance criteria and explicit details about knowledge required to achieve occupational outcomes. |
| | | Assessment conditions: Minor rewording to align with standard Training Package assessment condition template language. |
| HLTADM013 Manage telehealth technology | HLTADM009 Manage telehealth technology | Performance criteria have been reworded throughout the unit to ensure it aligns with TPOF and covers all key elements of the unit.<br>Specific references related to video conferencing have been replaced with 'telehealth technology' to cover telephone consulting as well. |
| | | Foundation skills added. |
| | | Performance evidence has been clarified to specify the types and frequency of tasks. |
| | | Knowledge evidence rephrased to enhance clarity, minor refinements throughout. |
| | | Assessment conditions: Minor rewording to align with standard training package assessment condition template language. |

| Current unit | Superseded unit | Summary of changes |
|---|---|---|
| Code and title | Code and title | |
| HLTADM014 Assist with patient recalls, follow-up, referrals and care pathways | HLTADM010 Facilitate a coordinated approach to client care | Unit title updated to 'Assist with patient recalls, follow-up, referrals and care pathways' to align with unit outcome and job role. |
| | | Performance criteria have been reworded throughout document to ensure it aligns with TPOF and covers all key elements of the unit. |
| | | Foundation skills added. |
| | | Performance evidence has been clarified to specify the types of tasks and frequency of tasks. |
| | | Knowledge evidence added to support the performance criteria and explicit details about knowledge required to achieve occupational outcomes. |
| | | Assessment conditions: Minor rewording to align with standard training package assessment condition template language. |
| HLTADM015 Manage healthcare funding and payments | HLTADM011 Manage health billing and accounting system | Unit title updated to 'Manage healthcare funding and payments' to align with unit and scope of job role. |
| | | Elements and performance criteria have been revised to align with unit title, based on Technical Committee suggestions. |
| | | Foundation skills added. |
| | | Performance evidence has been clarified to specify the types of tasks and frequency of tasks. |

| Current unit | Superseded unit | Summary of changes |
|---|---|---|
| Code and title | Code and title | |
| | | Knowledge evidence has been revised based on elements and performance criteria. |
| | | Assessment conditions: Minor rewording to align with standard training package assessment condition template language. |
| HLTADM016 Prepare and process medical accounts | BSBMED302 Prepare and process medical accounts | Element 1 title change to reflect performance criteria. |
| | | Performance criteria have been reworded throughout elements to ensure it aligns with TPOF and covers all key elements of the unit.<br>Reference to 'bulk billing' has been replaced with 'direct billing', following Technical Committee feedback to reflect current terminology used in healthcare settings. |
| | | Foundation skills refined. |
| | | Performance Evidence has been clarified to specify the types of tasks and frequency of tasks. |
| | | Knowledge evidence added to support the performance criteria and explicit details about knowledge required to achieve occupational outcomes. |
| | | Assessment conditions: Minor rewording to align with standard training package assessment condition template language. |
| HLTADM017 Maintain patient records | BSBMED303 Maintain patient records | Minor refinements in unit application to align with unit outcome and job role. |
| | | Performance criteria have been reworded throughout elements to ensure it aligns with TPOF and covers all key elements of the unit. |

| Current unit | Superseded unit | Summary of changes |
|---|---|---|
| Code and title | Code and title | |
| | | Scope clarity and compliance embedded throughout.<br>Added reference to infection control requirements in PC 3.3. |
| | | Foundation skills refined. |
| | | Performance Evidence has been clarified to specify the types of tasks and frequency of tasks |
| | | Knowledge evidence added to support the performance criteria and explicit details about knowledge required to achieve occupational outcomes. |
| | | Assessment conditions: Minor rewording to align with standard training package assessment condition template language. |
| HLTADM018 Assist in controlling stocks and supplies | BSBMED304 Assist in controlling stocks and supplies | Performance criteria have been reworded throughout elements to ensure it aligns with TPOF and covers all key elements of the unit.<br>Scope clarity and compliance embedded throughout. |
| | | Foundation skills refined. |
| | | Performance evidence has been clarified to specify the types of tasks and frequency of tasks. |
| | | Knowledge evidence refined to support the performance criteria and explicit details about knowledge required to achieve occupational outcomes. |

| Current unit | Superseded unit | Summary of changes |
|---|---|---|
| Code and title | Code and title | |
| | | Assessment conditions: Minor rewording to align with standard training package assessment condition template language. |
| HLTADM019 Apply principles of confidentiality, privacy and security within the medical environment | BSBMED305 Apply the principles of confidentiality, privacy and security within the medical environment | Minor changes in unit title. The word "the" was removed from the unit title. Title updated to:<br>"Apply principles of confidentiality, privacy and security within the medical environment". |
| | | Element titles have been updated, and performance criteria have been reworded throughout elements to ensure it aligns with TPOF, covers all key elements of the unit and indicate specific requirements.<br>Scope clarity and compliance embedded throughout. |
| | | Foundation skills refined. |
| | | Performance evidence has been clarified to specify the types of tasks and frequency of tasks. |
| | | Rewording of knowledge evidence.<br>Knowledge evidence added to support the performance criteria and explicit details about knowledge required to achieve occupational outcomes. |
| | | Assessment conditions: Minor rewording to align with standard training package assessment condition template language. |
| | | Performance criteria have been reworded throughout elements to ensure it aligns with TPOF and covers all key elements of the unit. |

| Current unit | Superseded unit | Summary of changes |
|---|---|---|
| Code and title | Code and title | |
| HLTADM020 Manage patient recordkeeping system | BSBMED401 Manage patient recordkeeping system | Scope clarity and compliance embedded throughout. |
| | | Foundation skills refined. |
| | | Performance evidence has been clarified to specify the types of tasks and frequency of tasks. |
| | | Rewording of knowledge evidence.<br>Knowledge evidence added to support the performance criteria and explicit details about knowledge required to achieve occupational outcomes. |
| | | Assessment conditions: Minor rewording to align with standard training package assessment condition template language. |
| HLTAID017 Manage first aid services and resources | HLTAID016 Manage first aid services and resources | Performance criteria have been reworded throughout document to ensure it aligns with TPOF and covers all key elements of the unit. |
| | | Foundation skills added. |
| | | Performance evidence has been clarified to specify the types and frequency of tasks. |
| | | Knowledge Evidence added to support the performance criteria and explicit details about knowledge required to achieve occupational outcomes. |
| | | Assessment conditions: Minor rewording to align with standard training package assessment condition template language. |

| Current unit | Superseded unit | Summary of changes |
|---|---|---|
| Code and title | Code and title | |
| HLTHPS012 Perform routine clinical measurements and observations | HLTHPS001 Take clinical measurements | Following technical committee feedback and public consultation, title updated to 'Perform routine clinical measurements and observations' to align with unit and scope of job role. |
| | | Performance criteria have been reworded throughout document to ensure it aligns with TPOF and covers all key elements of the unit.<br>PC 1.9 added to clarify the context of PC 1.8 and scope of role. |
| | | Foundation skills added. |
| | | Performance evidence rephrased to enhance clarity and to align with scope of job role. |
| | | Assessment conditions: Minor rewording to align with standard training package assessment condition template language. |
| HLTHPS013 Assist health professionals with clinical procedures and patient support | HLTHPS002 Support health professional in the delivery of care | Unit title updated to 'Assist health professionals with clinical procedures and patient support' to align with unit outcome and job role. |
| | | Minor refinements in unit application to align with unit title and elements. |
| | | Performance criteria have been reworded throughout document to ensure it aligns with TPOF and covers all key elements of the unit. |
| | | Foundation skills added. |
| | | Performance evidence has been clarified to specify the types of tasks and frequency of tasks. |

| Current unit | Superseded unit | Summary of changes |
|---|---|---|
| Code and title | Code and title | |
| | | Knowledge evidence added to support the performance criteria and explicit details about knowledge required to achieve occupational outcomes. |
| | | Assessment conditions: Minor rewording to align with standard training package assessment condition template language. |
| HLTHPS014 Maintain medication stocks | HLTHPS003 Maintain medication stocks | PC's have been reworded throughout document to ensure it aligns with TPOF and covers all key elements of the unit. |
| | | Foundation skills added. |
| | | Performance evidence has been revised to specify the types of tasks.<br>Performance evidence rephrased to include reference to state and territory legislation. |
| | | Knowledge evidence added to support the performance criteria and explicit details about knowledge required to achieve occupational outcomes. |
| | | Assessment conditions: Minor rewording to align with standard training package assessment condition template language. |
| HLTHPS015 Handle, process and test medical specimens | HLTHPS005 Handle medical specimens | Unit title updated to 'Handle, process and test medical specimens 'to align with unit outcome and job role. |
| | | Performance criteria reworded to align with TPOF requirements ensuring clarity, measurable and specific tasks. |
| | | Foundation skills added. |

| Current unit | Superseded unit | Summary of changes |
|---|---|---|
| Code and title | Code and title | |
| | | Performance evidence has been revised to specify the types of specimens and required frequency of performance. |
| | | Rewording and minor additions to knowledge evidence to support the performance criteria and explicit details about knowledge required to achieve occupational outcomes. |
| | | Assessment conditions: Minor rewording to align with standard training package assessment condition template language. |
| HLTMED001 Interpret and apply medical terminology | BSBMED301 Interpret and apply medical terminology appropriately | Unit title updated to 'Interpret and apply medical terminology', to remove the non-specific term "appropriately," with its intent embedded within the unit to ensure clarity and assessability. |
| | | Element 1 title updated.<br>Performance criteria reworded to align with TPOF requirements ensuring clarity, measurable and specific tasks. |
| | | Foundation skills refined. |
| | | Performance evidence has been clarified to specify the types of tasks and frequency of tasks. |
| | | Rewording and minor additions to knowledge evidence to support the performance criteria and explicit details about knowledge required to achieve occupational outcomes. |
| | | Assessment conditions: Minor rewording to align with standard training package assessment condition template language. |

### Skill set update

| Current skill set | Superseded skill set | Summary of changes |
|---|---|---|
| **Code and title** | **Code and title** | |
| HLTSS00091 Telehealth Service Coordination and Support Skill Set | HLTSS00043 Telehealth Administration Skill Set | Title updated to 'Telehealth Service Coordination and Support Skill Set'.<br>Based on feedback, "Administration" has been replaced to avoid implying service delivery, with "coordination and support". |
| | | Skill set description updated to align with skill set title. The superseded units have been replaced with the current equivalent units. |

### New skill set

| Code and title | Purpose |
|---|---|
| HLTSS00090 Clinical Support Skill Set | A new Clinical Support Skill Set has been developed to support workers undertaking delegated clinical support activities within healthcare settings. The skill set provides targeted skills and knowledge to support workforce capability in clinical support activities while maintaining alignment with role boundaries and supervision requirements. |

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