



Training Product Submission

This form facilitates Step 5.1 Submission of draft training products to the Assurance Body of the Training Package Organising Framework (TPOF) Process Requirements.

Completing this form and submitting the required information, including the attachments, provides the Assurance Body with the necessary information to assess your Training Product Submission (the submission) against the TPOF. This is an opportunity to describe how the processes you have applied to develop your products and the products themselves comply with the requirements of the TPOF.

Refer to the Training Package Assurance Submission Compliance Guide for detailed information about the evidence required for your submission.

Components of the submission include:

- this form
- completed attachments including the Companion Volume Implementation Guide

About this form

There are three sections to this submission form:

Section 1: Submission Details

Section 2: Submission Evidence

Section 3: CEO Declaration

Unless otherwise indicated, you must provide a response to each part of each question.



This symbol has been used to indicate where attachments and/or additional information must be uploaded with the submission.

Submission to the Assurance Body

This form and the required attachments must be uploaded to the relevant activity folder in the TPA GovTEAMS Community. Once all documents have been uploaded, email TrainingPackageAssurance@dewr.gov.au with the Activity ID and Title to advise the submission is ready for assurance.

Incomplete submissions, including where there is insufficient or missing detail in the submission form and/or attachments, will be returned to you and the assurance process will be paused until the required information is received.

One form of evidence may satisfy multiple questions. A checklist is provided at the end of this document to assist you to ensure your submission is complete. You can use the column titled 'Evidence Reference' in the checklist to identify the document title of the specific evidence in your submission, alternatively, you may prefer to produce your own cover sheet to accompany the submission.

Assistance completing this form

Please refer to the Training Package Assurance Submission Compliance Guide TPOF 1 July 2025 for information about how the Assurance Body will review the submission, noting that the examples of evidence provided are only a guide and not intended to be an exhaustive list.

If you need help completing this form, please contact TrainingPackageAssurance@dewr.gov.au.

Refer to the department's website and the TPA Community in GovTEAMS for further information about the Training Package Assurance process.

Section One: Submission Details

1. Jobs and Skills Council Details

Jobs and Skills Council Name:			
HumanAbility			
Contact person: (the person the Training Package Assurance team will liaise with during the assessment process, you can identify more than one person here if required)			
Name(s):	Cristina Ferrari	Position:	Quality Assurance Manager
Phone:	Click here to enter text.	Mobile:	0493 891 586
Email(s):	cristina.ferrari@humanability.com.au		

2. Activity Details

Activity ID:	EEH_ANN_2324_005
Activity Title:	Optical Dispensing - Qualification review

Provide a brief description of the activity.

Since the last comprehensive review of HLT47815 Certificate IV in Optical Dispensing in 2015, the optical dispensing sector has experienced substantial transformations driven by technological innovation and changes in consumer expectations.

The review of the optical dispensing qualification has focussed on updating the HLT47815 Certificate IV in Optical Dispensing to reflect current industry practices, improve career pathways, and enhance the safety and quality of training to meet today's industry requirements and anticipated future challenges.

As part of optical dispensing qualification review project, a '**functional analysis**' was conducted, prior to consultation to systematically define roles, tasks, and skill requirements within the optical dispensing workforce. The research aimed to provide evidence on current workforce requirements, skill gaps, and future training needs to inform updates to the Certificate IV in Optical Dispensing. The Functional Analysis Report has been submitted to provide further context as part of this submission.

3. Scope of the submission

Provide the total number of Qualifications, Units of Competency, and Skills Sets included in the proposed release of the Training Package. This may also include any minor changes that will be made in the proposed release.

While the assurance assessment focuses on products that require endorsement by Skills Ministers (i.e. major changes), understanding the context for the entire release may be helpful to the Assurance Body.

Refer to the Categories of Change tables in the TPOF for the definition of major and minor changes.

	Major	Minor	Total
Qualification(s):	1	0	1
Unit(s) of competency:	6	0	6
Skill Set(s):			2

If applicable, provide an overview of minor change updates that will be included in this release.

This release will also include the release of 2 other projects part of the HLT training Package. The projects are:

- EEH_ANN_2324_004 HLT Pathology: Qualification Review
- EEH_ANN_2324_006 HLT Audiometry: Qualification Review

As part of this broader release, we are also undertaking updates to ensure all superseded units are current across several skill sets and within the elective groups of a range of qualifications. This work is being completed to maintain the currency and integrity of the HLT Training Package and will be finalised in time for this release.

The affected qualifications include:

HLT21020 Certificate II in Medical Service First Response

HLT35115 Certificate III in Dental Laboratory Assisting

HLT36015 Certificate III in Population Health

HLT36115 Certificate III in Indigenous Environmental Health

HLT37015 Certificate III in Sterilisation Services

HLT37315 Certificate III in Health Administration

HLT40121 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care

HLT41120 Certificate IV in Health Care

HLT43021 Certificate IV in Allied Health Assistance

HLT45021 Certificate IV in Dental Assisting

HLT46015 Certificate IV in Population Health

HLT46115 Certificate IV in Indigenous Environmental Health

HLT47015 Certificate IV in Sterilisation Services

HLT47515 Certificate IV in Operating Theatre Technical Support

HLT47715 Certificate IV in Medical Practice Assisting

HLT50221 Diploma of Aboriginal and or Torres Strait Islander Primary Health Care Management

HLT51020 Diploma of Emergency Health Care

HLT52215 Diploma of Shiatsu and Oriental Therapies

HLT52315 Diploma of Clinical Aromatherapy

HLT52515 Diploma of Reflexology

HLT52615 Diploma of Ayurvedic Lifestyle Consultation

HLT54121 Diploma of Nursing

HLT55118 Diploma of Dental Technology

HLT57715 Diploma of Practice Management

HLT62615 Advanced Diploma of Ayurveda

HLT64121 Advanced Diploma of Nursing

HLT65015 Advanced Diploma of Dental Prosthetics

The affected skill sets include:

HLTSS00043 Telehealth Administration Skill Set

HLTSS00060 Dental Radiography Skill Set



Complete and upload *Attachment A – Products submitted for assurance*

4. The Annual Training Product Development Plan

Provide a link to the published plan on your website.

Link/
URL:

<https://humanability.com.au/site/DefaultSite/filesystem/documents/Projects/Annual%20Training%20Product%20Plan.pdf>

If the activity is not listed in the plan, provide an overview of the unforeseen or urgent need addressed by the activity.

The activity is listed in the Annual Training Product Development Plan

4.1 Where the submission contains major changes to a qualification/s, has the Purpose of any of the products changed from what is recorded in the Annual Training Product Development Plan?

☐ Yes ☒ No (go to Q5)

If yes, provide details of the changes.

N/A

Section 2 – Submission Evidence

Technical Committee

5. Technical Committee Composition



Upload details of the membership of the technical committee and their expertise as per Step 1.2 of the TPOF Process Requirements including the Terms of Reference for the committee.

Has the composition of the technical committee changed from that published at the pre-submission stage?



Yes



No (go to Q6)

If yes, provide a reason for the change describing any impact of the change on the development activity.

Change in composition of technical committee

9/12/2024: One member, Michelle Pupo from TAFE Digital, elected to step-down and suggested a replacement, Keleigh Walsh from TAFE NSW, who subsequently joined the technical committee.

Impact of change: Member replaced, no impact to composition.

28/01/2025: A new member 'Steven Daras' was added to the committee for the educational review following his submission of an expression of interest during the consultation phase. His inclusion was also supported by several Training Committee (TC) members who recognised his subject matter expertise, particularly in the area of low vision care for the elderly. In addition, he brings significant academic and professional experience as a co-author of textbooks on optical dispensing and has taught the subject both nationally and internationally for over 40 years.

Impact of change: Change in composition and addition of expertise.

Please see the Technical_Committee_Member_Bios for further information.

6. Technical Committee Statement



Upload a statement that the technical committee has reviewed the final draft training package products

Consultation Activity

7. Stakeholder Consultation Strategy



Upload a copy of the stakeholder consultation strategy

Did the consultation undertaken deviate from the stakeholder consultation strategy (including changes to identified stakeholders, and any delays or changes to consultation timeframes)?

☒ Yes ☐ No (go to Q8)

If yes, provide a summary of what changed and why.

During the course of the project, the consultation strategy was reviewed and adjusted to ensure relevance and effectiveness. As the project progressed, it became clear that some of the identified organisations did not have a direct influence on the role of optical dispensers. This is largely due to the absence of a dedicated regulatory body, union, or licensing authority that governs optical dispensing in Australia. Instead, peak industry bodies, such as Optical Dispensers Australia, were prioritised and actively engaged to provide targeted feedback.

Additionally, changes were made to the consultation methods. In cases where scheduled workshops had low registrations numbers, site visits were arranged to consult with relevant stakeholders and ensure input was still captured from key organisations in those regions.

It was determined that the training products under review did not impact any other Jobs and Skills Councils (JSCs), so consultation with other JSCs was not required.

Details of stakeholders consulted has been provided in the 'Consultation log – Stakeholder contacted tab'.

Finally, the consultation period was rescheduled and extended based on project needs, with workshops running from 4 November 2024 to 17 December 2024, and the surveys remaining open until the 10th January 2025.

8. Consultation Timeframes

Provide an overview of when the consultation activities were undertaken.

You can enter more than one set of dates for each consultation phase as required.

Consultation Phase	Dates
Public and government consultation	Consultation activities took place from the Monday 4 November 2024 to Friday 10 January 2025, via online and face to face consultation workshops, email, SME meetings, online surveys and site visits held around Australia. Face-to-face workshops and site visits were held in major metropolitan, regional and remote areas: - Perth (4/11/24) - Adelaide (6/11/24) - Alice Springs (8/11/24)-Site visit - Darwin (11/11/24)-Site visit - Cairns (13/11/24) - Brisbane (14/11/24) - Newcastle (25/11/24) - Sydney (26/11/24) - Albury / Wodonga (28/11/24)-Site visit - Melbourne (2/12/24) - Canberra (4/12/24)-Site visit - Hobart (11/12/24)-Site visit Stakeholders were also provided with the opportunity to participate in online workshops (19/11/24, 13/12/24 and 17/12/24) and to submit feedback via email and survey. The survey for this project closed on Friday 10 January 2025.

Consultation Phase	Dates
Incorporating feedback (additional consultation if required)	Interviews with subject matter experts (SME) and the technical committee were held in January-March 2025 to effectively incorporate feedback received during the consultation period. The internal quality assurance process and final post-QA review, including confirmation with the technical committee occurred April-May 2025. Following the recommendation from the Assurance body regarding the decision to release the qualification in the 2025 template, all training products were made available on the project website for a validation period about the updated 2025 templates and the qualification purpose to ensure the training products' accuracy, relevance and alignment with stakeholder expectations. Given that this is a niche sector with a small number of RTOs with the qualification on scope and a well-known group of stakeholders, a two-week validation period was considered sufficient. Accordingly, additional consultation over a two-week period, from 12 August to 26 August 2025. The Technical Committee, SROs, and the general public, including those subscribed to project updates, were notified and provided an opportunity to provide further feedback.

Consultation Phase	Dates
Senior Officials Check	The training products were submitted to Senior Responsible Officers in each state, territory and Commonwealth SROs on 24 June 2025. SROs were provided with 4 weeks to respond until the 22 July 2025. Responses were received from every jurisdiction and including the Commonwealth, except for Tasmania and Australian Capital Territory (ACT). A reminder was sent on 15th July 2025, following the initial notification on 24 June 2025. Following the decision to undertake another round of validation in line with the 2025 template, a notification was sent to all SRO's on 13 August inviting feedback until 26 August. As there were no further updates to the training products, Queensland, Western Australia and Victoria confirmed their support and advised that they had no further feedback. No responses were received from other jurisdictions, indicating their initial response remained final.

9. Vulnerable and Minority Cohorts

Describe how consultation activities have been responsive to the needs of vulnerable or minority cohorts, including women, people with disability, culturally and linguistically diverse communities, and First Nations people.

Information should include how vulnerable or minority stakeholders were identified and how consultation activities were tailored to respond to the needs of those stakeholders.

Consultation activities undertaken during this project have been deliberately inclusive and responsive to the needs of vulnerable and priority cohorts, in alignment with the project's consultation strategy. Specific efforts were made to ensure engagement with women, culturally and linguistically diverse (CALD) individuals, Aboriginal and Torres Strait Islander peoples, stakeholders from regional and remote communities, and participants across different age groups and career stages.

A variety of engagement methods were used to increase accessibility and accommodate diverse stakeholder needs, including:

- in-person and online workshops
- surveys
- email-based feedback
- site visits

These methods ensured opportunities for input from individuals with varied backgrounds, access levels, and lived experiences.

Site visits to employers and community representatives in Darwin, Alice Springs, and Albury-Wodonga provided further insight into Aboriginal and Torres Strait Islander perspectives and equity considerations. These engagements:

- provided critical perspectives on culturally safe and community-informed training approaches
- highlighted unique operational and workforce challenges in those regional settings.

10. Consultation Log



Upload the consultation log including the high-level summary
(an example consultation log is provided in GovTEAMS)

Include information about all consultation activities undertaken, how feedback has been logged, and how feedback has been addressed.

For example, if a workshop was conducted and no individual feedback was gathered, describe how the results of the workshop were considered in the activity.

Provide as much detail as possible to support the assurance assessors understanding of the consultation process including the treatment of feedback. This detail may be provided in the high-level summary or below.

Consultation activities for this project were conducted between Monday 4 November 2024 and 10 January 2025, using a combination of online and face-to-face workshops, online surveys, and site visits across various locations in Australia.

All feedback received through these activities was systematically recorded in the consultation log. The feedback was then analysed thematically, taking into account:

- volume, role and consistency of stakeholder support for particular issues or suggestions
- feasibility of implementation within the scope and intent of the training products
- alignment of proposed actions with the overall project outcomes and industry needs.

The consultation log was structured with multiple tabs to clearly document and track all aspects of engagement and decision-making:

- Consultation summary: provides a high-level overview of all consultation activities, including SRO correspondence and a summary of key outcomes from both online and in-person workshops and site visits.
- All feedback and responses: contains all detailed feedback received, grouped by theme or issue, along with clear documentation of how the feedback was addressed and the rationale behind each decision or update.
- Technical committee: records all correspondence with technical committee members throughout the project, including formal responses and discussion outcomes.
- Stakeholders contacted: lists all stakeholders who were contacted or engaged during the consultation period, ensuring transparency and inclusivity in engagement.

The details regarding treatment of feedback including how consensus was achieved have been provided in 'Optical Dispensing Consultation Summary Report'.

11. Senior Officials Check



Upload evidence that the Senior Responsible Officer check was undertaken

12. Support from Regulatory and Licensing Bodies

Do any of the products in the submission have regulatory, licensing, or legislative implications?



Yes



No (go to Q13)



Identify products that contain regulatory, licensing or legislative implications in *Attachment A – Products submitted for assurance*



Upload evidence of support from all relevant national/state and territory regulatory and/or licensing bodies

13. Engagement with other Jobs and Skills Councils

Are any of the products in this submission imported into training package products managed by other Jobs and Skills Councils?

☐

Yes

☒

No (go to Q14)

If yes, list the Jobs and Skills Council(s) impacted:

N/A



Upload evidence of engagement with all listed Jobs and Skills Councils

14. Rationale for mandatory workplace requirements

Are any Mandatory Workplace Requirements (MWRs) included in the submitted products?

☒

Yes

☐

No (go to Q15)



Identify products that contain MWRs in *Attachment A – Products submitted for assurance*

If yes, describe the process undertaken to determine the inclusion of MWR. Consider the process set out in the good practice guide on MWR: On the Mark: 5 Good Practice Principles when completing this section.

The total mandatory workplace hours have remained unchanged from the previous version of qualification.

The Mandatory Workplace Requirement (MWR) emerged as a pivotal focus during the consultation process. Input was gathered from a diverse range of stakeholders, including key members of the technical committee, who collectively emphasised the vital importance of preserving substantial hands-on experience within authentic, real-world optical dispensing settings. While stakeholder opinions on the optimal duration of mandatory workplace experience varied, strong arguments were presented in favour of retaining the existing 100-hour requirement, with the technical committee providing clear support for its continuation.

All RTOs with the qualification on their scope were consulted during the project, and expressed support for the inclusion of mandatory workplace training to strengthen practical skill development.

The MWR was consistently recognised as an indispensable component of the qualification, crucial for consolidating theoretical knowledge through practical application. Stakeholder consultation has not identified any such industry developments, that would warrant a change to the existing Mandatory Workplace Requirement.

Industry has provided strong support for the Mandatory Workplace Requirements. Letters of support have been received from employers, including major industry players such as Specsavers and Optical Superstore, both of which operate branches across the country.

However, concerns were raised regarding the variability in the quality of workplace placements, particularly relating to the level of supervision and support provided to learners. In direct response to these concerns, the Companion Volume Implementation Guide (CVIG) has been enhanced to include comprehensive, practical guidance aimed at supporting training providers in the effective selection, onboarding, and ongoing monitoring of suitable workplace placements.

This additional guidance is designed to ensure that workplaces engaged in delivering the Mandatory Workplace Requirement are well-equipped to provide high-quality supervision, meaningful learning opportunities, and robust support aligned with assessment requirements.

Further information has been provided in 'Optical Dispensing Consultation Summary Report'.

14.1 Support for mandatory workplace requirements



Upload evidence of support for proposed requirements (including from small to medium sized enterprises), and employer willingness to support learner work placements

15. Implementation Issues

Were any implementation issues raised through the consultation process?

☒ Yes ☐ No (go to Q16)

If yes, provide a summary of the implementation issues raised and the proposed management strategy.

For example:

- how the downstream impacts of the changes will be managed (for example, where the submission proposes deletion of units/qualifications)
- implications for other products in the training system

The following implementation issues were raised and resolved throughout the project:

1. Divergent views integrating myopia, children's and geriatric dispensing content:

In response to growing concerns about myopia, especially in children's vision care and dispensing, and geriatric dispensing, stakeholders recommended integrating content on myopia and geriatric awareness and dispensing into existing units rather than creating a new unit as originally planned. As a result, myopia awareness and dispensing knowledge has been incorporated into *HLTODP006 Assist with optical appliance selection and maintenance*, *HLTOPD007 Dispense single vision optical appliances* and *HLTOPD009 Dispense atypical and complex prescriptions*.

2. Records of engagement with RTOs:

At present, only two RTOs are actively delivering the qualification. All RTOs with the qualification on scope were consulted throughout the project to ensure the training products are operationally viable and support flexible delivery. This approach enables greater learner engagement and achievement by providing clearer learning pathways and more focused competency development. No significant issues were raised during consultation. The updates made to the training product reflect current industry needs and align with feedback and suggestions provided by the training providers.

3. Divergent views on Mandatory Workplace Requirements (MWR):

The Mandatory Workplace Requirement (MWR) was a central focus of the consultation process, with strong stakeholder support for retaining the existing 100-hour requirement. This duration was considered sufficient to provide learners with meaningful exposure to core dispensing tasks, consistency across different workplace environments, and a balance between robust industry experience and the practical realities of program delivery. The MWR was recognised as an essential element of the qualification, safeguarding training quality and ensuring learners develop the competence and confidence needed to meet industry expectations. The technical committee confirmed clear support for its continuation, with no industry changes identified that would warrant adjustment to the existing requirement.

While stakeholders endorsed the value of the MWR, concerns were raised about the variability in the quality of placements, particularly in relation to supervision and the ability of some workplaces to fully meet assessment requirements. To address these issues, the Companion Volume Implementation Guide (CVIG) has been strengthened with detailed guidance to assist training providers in selecting, onboarding, and monitoring suitable workplaces. These enhancements are designed to ensure placements deliver high-quality supervision, meaningful learning opportunities, and support aligned with assessment standards, thereby improving consistency and outcomes for all learners.

16. Disputes

Note: This section refers to disputes as described in the Model Dispute Resolution Policy outlined in the TPOF Process Requirements

Were any disputes recorded during the development activity?

☐ Yes ☒ No (go to Q18)

If yes, describe the dispute/s and how you applied your internal dispute resolution process to resolve the matter.

N/A



Include detail about the dispute/s in the *Consultation Log* including information about the stakeholders involved (See example Attachment B Consultation Log - Dispute Resolution tab)

17. Alternative Dispute Resolution (ADR)

Was an Alternative Dispute Resolution (ADR) practitioner engaged?

☐ Yes ☒ No (go to Q18)

If yes, provide a summary of any disputes that were escalated to ADR. Include the recommendations produced, the final position of the Jobs and Skills Council, and a justification where the ADR practitioner's recommendations were not adopted.

N/A



Upload a copy of the ADR practitioner's advice

18. Evidence of broad consensus

Has broad consensus been reached on all products?

☒ Yes (go to 18.1) ☐ No (go to 18.2)



Upload evidence of support (e.g. letters of support)

18.1 Provide a summary of how broad consensus has been determined.

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, optical dispensers, peak bodies, and subject matter experts.

A detailed account of all the feedback received throughout the consultation process has been documented in the consultation log, including stakeholder comments, key themes, and how these were considered in the review process. A rationale has been provided for acceptance or non-acceptance of every feedback item provided in the log.

All feedback was systematically recorded and analysed thematically, taking into account:

- volume, role, and consistency of stakeholder support for particular issues or suggestions
 - feasibility of implementation within the scope and intent of the training products
 - alignment of proposed actions with the overall project outcomes and industry needs.

Refer to the Consultation Summary Report for further information and rationale on how consensus was reached.

All updated training products were presented to the technical committee for review and a meeting held. All training products were reviewed comprehensively by technical committee members and further updates made. Consensus was reached for all training products and skill sets. Following the internal quality assurance process, some further updates were made to the units of competency to ensure consistency and compliance with training package requirements. These updates were communicated to the technical committee, with all training products shared again via email for their review and formal confirmation of support, which was received.

As part of the ongoing project update, all training products, including the qualifications, skill sets, and units of competency, were re-uploaded to the project website on 9 July to ensure transparency and provide stakeholders with access to the latest versions after the final Technical Committee meeting. A notification was sent to all stakeholders enrolled for project updates, and asked to provide any feedback via email.

Due to delays in the project submission and stakeholder expectations for the adoption of the new 2025 templates, qualification and skill sets were subsequently updated to align with the 2025 templates. Technical Committee members and SROs reviewed these training products and were supportive of these changes. Following the recommendation from the Assurance Body regarding the decision to release the qualification in the 2025 template, all training products were uploaded to the project website for validation against the updated 2025 template and the qualification purpose to ensure the training products' accuracy, relevance, and alignment with stakeholder expectations.

Given that this is a niche sector with a small number of RTOs with the qualification on scope and a well-known group of stakeholders, a two-week validation period was considered sufficient. Accordingly, consultation was open over a two-week period, from 12 August to 26 August 2025. Stakeholders were informed via email of the validation period and invited to provide feedback. One stakeholder provided feedback during the period, about a code typo in the HLTSS00087 Skill Set, this has since been corrected. No further feedback was received regarding the 2025 template or the qualification's purpose.

A notification was sent to all Senior Responsible Officers (SROs) on 21 August, informing them of the validation period and inviting further feedback until the 26 August. There were no further updates to the training products, Queensland, Western Australia, and Victoria confirmed their support and advised that they had no further feedback. No responses were received from other jurisdictions, indicating their initial response remained final.

Refer to the 'Consultation Summary Report', the 'Technical Committee Contact tab', 'Consultation Summary tab', 'Validation tab' in the Consultation Log, and the 'TC Training Product Review Confirmation'.

18.2 Where broad consensus is not reached, provide a justification for why the product has been submitted for endorsement, including how you attempted to gain consensus.

N/A – Broad consensus was reached. See Consultation Summary Report for further information.

Compliance with Requirements

19. Anti-Discrimination Assessment

Provide an assessment that demonstrates that the products meet anti-discrimination legislation, and associated standards and regulations, including the [Disability Standards for Education 2005](#).



Upload a copy of the Anti-Discrimination Assessment

20. Pathways



Upload evidence that pathways into and through the products have been considered and agreed

21. Rationalising and Streamlining

Describe the process undertaken to rationalise and streamline the training package products.

Include information about any units and/or qualifications to be deleted and the results of any analysis of cross sector units and/or other existing units.

The *Certificate IV in Optical Dispensing* was rationalised and streamlined in line with the Qualification Development Quality Principles and Qualification Reform Principles to ensure stronger industry alignment, clearer vocational outcomes, and greater relevance.

As part of the process, a functional analysis was conducted with industry to identify the functions and sub-functions of the optical dispensing role and map against the training products under review. This ensured alignment between industry requirements and the competencies within the qualification.

Stakeholder consultation confirmed the need to refine the qualification structure to better reflect contemporary industry practices. Feedback consistently emphasised the importance of strengthening learners' technical knowledge and dispensing skills. To address this, the range of elective units was narrowed, reinforcing core technical competencies while still allowing training providers and learners flexibility to adapt training to workplace needs and individual goals.

Key consultation findings informed the following changes:

- **Integration of emerging skills needs:** In response to stakeholder feedback on myopia management and dispensing for children and older clients, this content was integrated into existing units rather than creating new units. This approach ensured relevance while avoiding duplication, consistent with the Qualification Reform Principles.
- **Update of infection control requirements:** The previous unit *HLTINF006 Apply basic principles and practices of infection prevention and control* was replaced with the cross-sector unit *BSBWHS332X Apply infection prevention and control procedures to own work activities*. This streamlining step removed overly specialised content and aligned the qualification with contemporary workplace health and safety practices.
- **Splitting of dispensing units for clarity:** In response to demand for specialised training in advanced lens types, *HLTOPD002 Dispense optical appliances* was divided into two new units: *HLTOPD007 Dispense single vision optical appliances* and *HLTOPD008 Dispense advanced optical appliances*. This separation provided a clearer and more practical structure focus on

knowledge progression to maximise learning outcomes, ensuring learners gain expertise across single vision and multifocal/progressive lenses.

All decisions were informed by broad stakeholder consensus and documented in the Functional Analysis Report, Consultation Log, and Consultation Summary Report. This ensured transparency and evidence-based development throughout the rationalisation and streamlining process.

21.1 Has the analysis identified any overlap with existing units?

☒ Yes ☐ No (go to Q22)

21.2 Provide a justification for why existing products are not suitable.

The analysis of the reviewed Optical Dispensing OPT training products has not identified any overlaps with existing units. All content is distinct and specific to optical dispensing.

As explained above, the previous unit *HLTINF006 Apply basic principles and practices of infection prevention and control* was replaced with the cross-sector unit *BSBWHS332X Apply infection prevention and control procedures to own work activities*. This streamlining step removed overly specialised content and aligned the qualification with contemporary workplace health and safety practices, which allowing for further transferability across occupations and industries.

22. Request to change transition period

Is a change to the standard transition period (12 months) proposed for any products in this submission?

☐ Yes ☒ No (go to Q23)



Identify products where a change to the transition period is proposed in
Attachment A – Products submitted for assurance

Provide a rationale for the proposed transition period. Include information about the consultation undertaken to identify the need for a changed transition period.

N/A

Training Product Content

23. Training Package Products

The Training Package Assurance team will review qualifications, units of competency and Skill Sets through Training Product Central.



[Upload a copy the Companion Volume Implementation Guide](#)

24. Pre-requisites

Does the submission include any units of competency that contain pre-requisites?

☐

Yes

☒

No (go to Q23)

If yes, describe the process undertaken to ensure the use of pre-requisites is minimised.

N/A

Were there any issues raised about pre-requisites through the consultation process?

☐ Yes ☒ No (go to Q25)

If yes, provide a summary of the issue/s raised and how the issue/s have been resolved.

Click here to enter text.

25. Stand-alone Units

Does the submission include any stand-alone units of competency?

Note: stand-alone units refer to units of competency that are not packaged into a qualification

☐ Yes ☒ No (go to Q26)

If yes, provide justification for the use of a stand-alone unit. Explain why it cannot be immediately packaged into a qualification and the proposed plan for embedding it in a qualification in future updates to the training package.

N/A

25.1 Support for Stand-alone Unit/s



Upload evidence of industry need and support for each stand-alone unit

Section 3 – CEO Declaration

26. Submission declaration

- ☒ This submission and proposed training package products were developed in accordance with all components of the Training Package Organising Framework (TPOF).
- ☒ I confirm the training package product/s align with their intended purpose and are structured to meet the needs of industry, employers and learners.
- ☒ I confirm all required attachments are included with this submission.
- ☒ I confirm the final draft products are accurately entered into Training Product Central and are ready for assurance assessment.

Jobs and Skills Council Chief Executive Officer			
Signature*:	Emma King	Date:	29/08/2025
Full Name:	Emma King		

* Options for capturing the CEO signature include: copy and paste an electronic signature above; upload a separate signed document which includes the required declarations to GovTEAMS; send an email from the CEOs email address to TrainingPackageAssurance@dewr.gov.au which includes the required declarations.

27. CEO summary statement

Include a summary from the CEO describing how they have ensured that the submission has been developed in accordance with the requirements set out in the TPOF.

I confirm that this Training Product submission has been developed in accordance with the Training Package Organising Framework (TPOF).

The project followed a structured development process, beginning with a functional analysis to determine workforce needs and job functions. This analysis informed the design and review of the training products to ensure it is contemporary, fit-for-purpose, and aligned with current industry expectations.

Comprehensive stakeholder engagement was undertaken, including broad public consultation and targeted validation with employers, industry experts, and training providers. Feedback was carefully considered and used to shape the final training products to ensure it reflects real-world practice and supports learner and workforce outcomes.

Each stage of development was guided by rigorous internal quality assurance, consistent with our commitment to quality, transparency, and continuous improvement.

I am satisfied that the training product meets the design, consultation, validation, and quality expectations set out in the TPOF and is ready for Assurance Body review and endorsement.

Submission Checklist

To avoid a delay in the processing of your submission, please ensure that your submission is complete. Submissions that are not accompanied by the required attachments will be returned for completion. Confirm the following documents have been uploaded where applicable:

Q.	Submission Requirement	Uploaded	N/A	 Evidence Reference
3	Attachment A – Products submitted for assurance, including (where applicable): - Regulatory, licensing, or legislative implications (see item 12) - Mandatory Workplace Requirements (see item 14) - Requested transition period details (see item 22)	☒		3. 24-005_Attachment_A_Training_products_submitted_for_assurance_Optical Dispensing
5	Technical committee membership details	☒		5. 24-005_TOR_HLT_Optical Dispensing_Technical_Committee_TermsOfReference.docx 5. 24-005_LST_Technical_Committee_Member_Bios
6	A statement that the technical committee has reviewed the final draft training package products	☒		6. 24-005_LST_Optical_Dispensing_TC_Members_TP_Review_Confirmation
7	A copy of the stakeholder consultation strategy	☒		7. 24-005_CMS_HLT_Optical_Dispensing_Consultation_Strategy
10	The consultation log including: Detail about disputes and the stakeholders involved where applicable (see item 16)	☒		10. 24-005_HLT_OpticalDispensingConsultationLog 10. Response_HLT47815 Certificate IV in Optical Dispensing_Support letter 10. TAFENSW_OpticalSupportLetter_HighlightedEandF 10. Letter of Support For Clinical Health and Edging & Fitting Skills Set 10. Edging and Fitting Skill Set_Support letter
11	Evidence that the SRO check was undertaken	☒		11. 24-005_LOS_SRO_Combined_Letters_of_Support
12	Evidence of support from all relevant national/state and territory regulatory and/or licensing bodies	☒	☐	12. TC_Optical_Dispensers_Australia_April Petrusma_sign off 12. MWR_Optical Dispensers Australia_Letterofsupport_100hrs

Q.	Submission Requirement	Uploaded	N/A	 Evidence Reference
13	Evidence of engagement with other relevant JSCs	☐	☒	Click here to enter the evidence reference/s, e.g. the relevant document title.
14.1	Evidence of support for proposed MWRs including employer willingness to support placements	☒	☐	14. 24-005_MWR_LOS_Combined
17	The Alternative Dispute Resolution practitioner's advice	☐	☒	Click here to enter the evidence reference/s, e.g. the relevant document title.
18	Evidence to support broad consensus	☒		6. 24-005_LST_Optical_Dispensing_TC_Members_TP_Review_Confirmation 18. 24-005_Optical_Dispensing_Consultation_Summary_Report 18. 24-005_FA_Optical_Dispensing_Functional_Analysis_Report
19	The Anti-Discrimination Assessment	☒		19. 24-005_HLT_Project_Anti-discrimination Assessment
20	Evidence that pathways into and through the products have been considered and agreed	☒		HA_HLT_Release_10.0_Companion Volume Implementation Guide (CVIG) V1.0 18. 24-005_FA_Optical_Dispensing_Functional_Analysis_Report
23	The Companion Volume Implementation Guide	☒		HA_HLT_Release_10.0_Companion_Volume_Implementation_Guide (CVIG) V1.0
25.1	Evidence of identified industry need and support for a stand-alone unit	☐	☒	Click here to enter the evidence reference/s, e.g. the relevant document title.