



Bega  
**Garnbirringu**  
HEALTH SERVICE

# HLT40221 – Certificate IV in In Aboriginal and/or Torres Strait Islander Primary Health Care Practice Student Information



## **Nindila Training Centre**

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# HLT40221 CERTIFICATE IV IN ABORIGINAL AND/OR TORRES STRAIT ISLANDER PRIMARY HEALTH CARE PRACTICE

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## QUALIFICATION DESCRIPTION

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This qualification reflects the role of Aboriginal and Torres Strait Islander health practitioners. It is specific to Aboriginal and/or Torres Strait Islander people who work as part of a multidisciplinary health care team providing primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

They provide culturally safe health and wellbeing promotion, preventative health care and clinical treatment services in a diversity of locations including urban, rural and remote settings.

Aboriginal and Torres Strait Islander health practitioners use initiative and judgement within the parameters of practice standards, treatment protocols and clinical supervision arrangements established by the employing organisation.

This qualification provides a pathway to work in a range of health care settings including Aboriginal and/or Torres Strait Islander community organisations, and the public or private health sector.

Aboriginal and Torres Strait Islander health practitioners are registered with the Aboriginal and Torres Strait Islander Health Practice Board of Australia (ATSIHPBA) and, only when registered, can use the protected title of Aboriginal and/or Torres Strait Islander health practitioner. However, registration is not automatically linked to an individual's certification in this qualification. Current requirements for practitioners to complete an accredited program of study, and how training organisations accredit their program, should be checked with the Aboriginal and Torres Strait Islander Health Practice Accreditation Committee (ATSIHPAC).

Nindila's HLT40221 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Care Practice

(Current Release 1 – 14<sup>th</sup> December 2022) qualification complies with all requirements as per the qualification rules on Training.gov.au [Training/Details/HLT40221](https://training.gov.au/Training/Details/HLT40221)

## ENTRY REQUIREMENTS

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No minimum education standard is set as a prerequisite to entry to this course.

However, a general command of spoken and written English, the ability to write a simple report and basic math's is required for units of competency within this qualification.

This course requires the satisfactory completion of all assessment tasks.

Students are required to participate in an LLN assessment as part of the enrolment process.

Students need to be 18 years or above to be eligible for AHPRA student registration.

## UNITS OF COMPETENCY

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19 Units of Competency must be completed for the HLT40221 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Care Practice Qualification consisting of

- 14 core units
- 5 elective units

### CORE UNITS

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- CHCCOM002 Use communication to build relationships.
- CHCLEG001 Work legally and ethically.
- HLTAADV002 Support the rights and needs of clients.
- HLTAHCS004 Complete comprehensive physical health assessments
- HLTAHCS006 Implement complex health care plans.
- HLTAHPR007 Promote lifestyle change.
- HLTAMED002 Support the safe use of medications.
- HLTAMED003 Administer medications.
- HLTASEW002 Assess and support the social and emotional wellbeing of clients.
- HLTAWOR002 Work in Aboriginal and/or Torres Strait Islander primary health care
- HLTAWOR003 Use and promote reflective practice in Aboriginal and/or Torres Strait Islander primary health care.
- HLTAWOR004 Provide support to address social and cultural determinants of client and community health.
- HLTINF006 Apply basic principles and practices of infection prevention and control.
- HLTWHS001 Participate in workplace health and safety.

### ELECTIVE UNITS

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- HLTAID011 Provide first aid.
- BSBMED303 Maintain Patient Records
- CHCCCS019 Recognise and respond to crisis situations.
- CHCDFV001 Recognise and respond appropriately to domestic and family violence.
- HLTPAT002 Perform venous blood collections.

## INTENDED CLIENT GROUP(S) AND THEIR CHARACTERISTICS

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Aboriginal and/or Torres Strait Islander people within the Goldfields region who want to develop the knowledge and skills that enable them to work as Health Workers, working as part, and under the supervision, of a multidisciplinary primary health care team to provide a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

This qualification applies to Aboriginal and/or Torres Strait Islander people who are:

- Unemployed and seeking work in health-related fields.
- Employed and seeking to upgrade health related skills.

## EMPLOYMENT PATHWAYS

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Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice graduates will also be provided with advice on employment opportunities at the Certificate IV level and other health-related employment opportunities. These include, but are not limited to:

- Aboriginal Health Workers
- Aboriginal Health Practitioners
- Child and Maternal Health Worker
- Chronic Disease Worker

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## STUDENT ORIENTATION

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Nindila Training Centre holds an orientation week prior to commencement of training.

The orientation week is for students to meet the team at Nindila Training Centre.

Students will gain an understanding of

- Nindila student manual
- Nindila's Policies and procedures
- Delivery methods and training requirements
- AHPRA requirements for Students
- Completion of Working with Childrens Check applications.
- Completion of Criminal Check applications
- Understanding of the roles of Aboriginal Health Workers and Practitioners
- Overview of Bega Garbiringu Health Services and Programs that follow a holistic health model.

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## LEGISLATIVE / REGULATORY REQUIREMENTS

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The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

- National Vocational education and training regulator Act 2011
- the Standards for Registered Training Organisations (RTOs) 2015
- Work Health and Safety Act 2020
- Work Health and Safety (General) Regulations 2022 supported by codes of practice and guidance notes
- Student Identifiers Act 2014
- Competition and Consumer Act 2010
- Age Discrimination Act 2004
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Disability Services Act 2006
- Public Health Act 2016
- Racial - Discrimination Act 1975
- Commonwealth Racial Hatred Act 1995
- Privacy Act 1988
- Sex Discrimination Act 1984
- Copyright Act 1968
- Fair Work Act 2009
- Child Protection
- Copyright Act 1968
- AHPRA Student Guidelines
- AHPRA Code of Conduct
- Organisational policies and procedures

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## AUSTRALIAN HEALTH PRACTITIONER REGULATION AGENCY

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AHPRA - Regulating Australia's health practitioners in partnership with the National Boards.

There are 15 national boards within Australian Health Practitioner Regulation Agency (AHPRA)

The National board for Aboriginal and/or Torres Strait Islander health practitioners is:

- Aboriginal and Torres Strait Islander Health Practice Board of Australia ([ATSHPB](#)) link

Australia's national registration and accreditation scheme (the National Scheme) began nationally on 1 July 2010, with the exception of Western Australia which joined the scheme on 18 October 2010.

Under the National Law, the National Boards of each of the 14 professions have the power to register students.

The National Scheme is governed by nationally consistent legislation, the Health Practitioner Regulation National Law as in force in each State and Territory (the National Law). The role of the National Boards under the National Law is to protect the public.



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## AHPRA STUDENT REGISTRATION

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On 1 July 2012, the Aboriginal and Torres Strait Islander health practice professions joined the National Scheme for which student registration also applies.

### ***The Student Register is confidential.***

AHPRA cannot provide validation of student enrolment to health services that are not the designated education provider. AHPRA and National Boards take their obligations to protect individual's privacy seriously.

The National Law imposes a duty of confidentiality on persons exercising functions under the Law, and information is only disclosed by AHPRA or a National Board if the disclosure is within the law.

Students do not need to do anything to register with their National Board. It is the responsibility of education providers to ensure they have provided AHPRA with the details of all students enrolled in an approved program of study or who are undertaking clinical training.

Once Nindila Training Centre has registered you as a student studying HLT40221 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice you will receive notification from us about your registration.

Once you have completed your training the National Board will be notified of the outcome of your qualification and your student registration will be finished.

For more information a copy of the student registration fact sheet is included in your orientation day folder

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## PRACTITIONER GRADUATE REGISTRATION

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Students due to complete or have recently completed an Australian approved program of study can smooth the path from study to work by following the three steps to registration for graduates.

### **The three steps to registration**

#### **Step 1**

Create your account using the online services portal and complete your application.

#### **Step 2**

Upload your documents and pay the required fees. Check that you have provided all required documents to prove you've met the requirements for registration, including certified copies of your proof of identity (see below for more information). You can save your application and come back to it by clicking the continue online application link below.

#### **Step 3**

Wait for your education provider to provide your graduate results to Ahpra.

#### **What happens next?**

AHPRA will let you know via email when they have assessed your application and are awaiting your graduate results. If they need any further information, we will contact you.

Once your graduate results are received from your education provider and they are satisfied that you have met all the requirements for registration, your application will be finalized.

### Aboriginal and/or Torres Strait Islander registration standard

This standard was approved by the Australian Health Workforce Ministerial Council in December 2011 pursuant to the Health Practitioner Regulation National Law (the National Law) as in force in each state or territory, with approval taking effect from 1 July 2012.

This standard is to enhance the quality of holistic health care that is provided by Aboriginal and Torres Strait Islander health practitioners to the community in a culturally safe manner.

***Only persons who are Aboriginal and/or Torres Strait Islander are eligible for registration as an Aboriginal and Torres Strait Islander health practitioner.***

Aboriginal and Torres Strait Islander health practitioner means a person registered by the Aboriginal and Torres Strait Islander Health Practice Board. The practitioner may use the titles:

- Aboriginal health practitioner,
- Aboriginal and Torres Strait Islander health practitioner,
- or
- Torres Strait Islander health practitioner.

A practitioner may be required to be registered as part of their employment requirements, even if the protected title is not used.

The current wording implies that an employer must have their staff use a protected title for anyone performing the functions of an Aboriginal and Torres Strait Islander health practitioner.

In fact, an employer may call a job anything they like, but if the employer requires the practitioner to hold registration as an Aboriginal and Torres Strait Islander health practitioner as a requirement of the job, the practitioner must be registered to be employed.

While the employer's requirements are not part of the National Law, it is another situation that may apply to a practitioner without using a protected title.

Registered Aboriginal and Torres Strait Islander Health Practitioner must operate solely within their scope of practice, as determined by their training and skills competencies.

Further information on the registration process is available on the [AHPRA website](#).

## COURSE FEES

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It is important that participants clearly understand the fees to be charged for courses they are undertaking prior to training commencing.

### CURRENTLY FUNDED JOBS AND SKILLS WA

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HLT40221 Certificate IV Aboriginal and/or Torres Strait Islander Primary Health Care Practice. This training is delivered under Jobs and skills WA Program utilising funding from the Western Australian Government to subsidise the cost of training.

**"The Student tuition fees are indicative only and are subject to change given individual circumstances at enrolment. Additional fees may apply such as Student service and resource fees"**

**(Please refer to student manual under FEES SECTION for more information)**

### SUPPLIED AT NO COST TO THE STUDENT

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Nindila Training Centre will supply all materials needed for you to complete your training such as:

- you will be given your training materials in hard copy.
- all textbooks and resources are provided by Nindila Training Centre.
- Nindila Training Centre will supply all stationery and materials needed to complete the course.
- free access to computers and Internet at Nindila Training Centre during your scheduled block sessions.
- during your placement Nindila Training Centre will cover your expenses for any PPE, Uniforms, and any other required materials associated with the course delivery.

## COURSE DELIVERY METHOD

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The course is delivered on a mixed method approach with a combination of face to face trainer led sessions at Nindila Training Centre and/or via face to face sessions Microsoft Teams platform which will involve group activities, case studies, scenarios and clinic/work placements.

Clinic/work placements will provide the opportunity to observe, learn and demonstrate the new skills.

Students will be provided with Microsoft Teams login details and a confidential individual student file within the students temas page.

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## COURSE DURATION AND LOCATION

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This course will be delivered over a period 18 to 24 months

- The course runs for a total of 1873 hours, with block training hours reflecting the complexities of block modules.
- The training modules are organised into weekly study/learning blocks, with one week a month of theory followed by one week of practical skills-based training.
- Theory component conducted at Nindila Training Centre 43 Boulder Road Kalgoorlie.
- Practical/Workplace components may be conducted at various locations.
- Students will be required to complete course work between scheduled blocks, such as projects, workplace practice and workbooks

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## WORK PLACEMENT

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### **Students will be required to attend work placement.**

Where the student is employed in an appropriate workplace, under suitable supervision provided by the employer, with instruction from Nindila Training Centre Assessors, students will be able to demonstrate competence through their daily work practices.

Where students are not employed in a health-related field, Nindila Training Centre has MOUs in place with various entities to provide students with a variety of work placement options.

### **These include:**

- Bega Clinic
- Bega Social Support Unit
- Bega SEWB Unit

### **Student will sign a Student Placement Agreement that outlines:**

- the responsibilities of all parties (Bega Garnbirringu Health Service (BGHS) Nindila Training Centre, Student, and Host Organisation) for training courses delivered by Nindila Training Centre, where student training placements are part of the course requirements. This Agreement is required for any Work Placement undertaken as part of a training course being conducted by BGHS Nindila Training Centre.

All parties (BGHS Nindila Training Centre, Student, and Host Organisation) must sign this agreement to initiate this approved work placement agreement. This agreement is required where the work placement is:

- managed and organised by Nindila Training Centre.
- undertaken under the supervision of a host organisation.
- directly related to the course of study being undertaken by the student.

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## WORK PLACEMENT REQUIREMENTS

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Prior to work placement all students are required to provide the below information if not already held by Nindila Training Centre

- Current First Aid Certification
- Current National Police Clearance Certificate
- Current Working with Children Check
- Hand Hygiene Australia Certificate

## FOUNDATION SKILLS

All training and assessment delivered Nindila Training Centre contain Foundation Skills. Foundation Skills are a mandatory component of Units of Competency. They are non-technical skills that support participation in the workplace, the community, and adult education and training. Examples of Foundation Skills include things such as communication skills, literacy skills (reading, writing and numeracy), interacting with others, and skills to effectively participate in the workplace such as teamwork, problem solving, and self- and time-management

The following Foundation Skills will be developed through this course. The skills listed have been identified in each individual Unit of the Qualification as noted on Training.gov., however some Foundation Skills are unlisted as they are explicit in the performance criteria of the individual unit of competency.

| Skills                    | Description  |
|---------------------------|--|
| <b>Learning</b>           | <ul style="list-style-type: none"> <li>• in order to locate, access and interpret information on factors impacting on Aboriginal and/or Torres Strait Islander health and the delivery of primary health care services</li> <li>• in order to apply primary health care principles in familiar and some less familiar contexts.</li> <li>• in order to locate, access, interpret, and translate information on social determinants into an appropriate and suitable medium for target audiences</li> <li>• to use opportunities to extend knowledge of factors affecting community health</li> </ul>   |
| <b>Numeracy</b>           | <ul style="list-style-type: none"> <li>• in order to use and interpret readings of medical equipment including haemoglobinometer, tape measure, sphygmomanometer, scales, thermometers, glucometer, peak expiratory flow rate meters.</li> <li>• in order to measure vital signs, including temperature, pulse, blood pressure and respiratory rate.</li> <li>• in order to measure and administer medication</li> <li>• in order to carry out care plan treatments, including immunisations, CPR and nebuliser administration.</li> <li>• in order to interpret nutritional information as expressed in kj, calories, g, mg, mcg, percentages and decimals.</li> <li>• to interpret sometimes complex medical numerical data and abbreviations in standard treatment protocols and client records</li> <li>• to interpret pathology test results involving graphs, percentages, and ratios</li> </ul>   |
| <b>Reading</b>            | <ul style="list-style-type: none"> <li>• in order to interpret key information in organisational policies and regulations, health strategies and relevant resources.</li> <li>• in order to interpret and synthesise information and provide to client</li> <li>• to interpret various pieces of written information regarding the client's health, including referrals, test outcomes and reports</li> <li>• in order to interpret medicine manufacturer's specifications</li> <li>• in order to access and use written information in approved product information sources relating to medications</li> <li>• provide clear and succinct information and instructions to clients to assist them to self-advocate.</li> <li>• to provide clear and persuasive information about client needs to other individuals or agencies.</li> <li>• to interpret the meaning of questions in assessment tools used to evaluate emotional wellbeing</li> </ul> |
| <b>Oral communication</b> | <ul style="list-style-type: none"> <li>• to provide clear and succinct information and instructions to clients to assist them to self-advocate</li> </ul>  |

| Skills                                | Description  |
|---------------------------------------|--|
|                                       | <ul style="list-style-type: none"> <li>• to provide clear and persuasive information about client needs to other individuals or agencies.</li> <li>• to provide clear and succinct information and instructions to clients to assist them to self-advocate</li> <li>• to provide clear and persuasive information about client needs to other individuals or agencies.</li> <li>• to incorporate motivational interviewing techniques into client interactions and brief interventions</li> <li>• to use facilitation techniques to support client learning.</li> <li>• to select and use terms that are respectful, non-judgmental, and which emphasise positivity</li> <li>• to use language and terms sensitive to clients' values and emotional state</li> <li>• to adhere to cultural protocols to deliver client information and ask questions clearly and safely</li> <li>• to interpret and respond appropriately to common cultural non-verbal cues</li> <li>• to explain and share ideas on potentially complex or systemic issues.</li> </ul> |
| <b>Writing skills</b>                 | <ul style="list-style-type: none"> <li>• to use fundamental sentence structure, health terminology and abbreviations to complete forms and reports that require factual information.</li> <li>• to produce client based documents that use culturally appropriate and safe terms.</li> </ul>   |
| <b>Planning and organising skills</b> | <ul style="list-style-type: none"> <li>• to determine a structured approach for health assessments and complete physical examinations and tests in a logical, time efficient sequence.</li> </ul>  |
| <b>Technology skills</b>              | <ul style="list-style-type: none"> <li>• to select and use medical equipment suited to purpose of physical examination, clinical tests and client characteristics.</li> <li>• to use digital devices and software to access client medical records.</li> <li>• to use digital devices and software to accurately record administration of medication.</li> <li>• to use information provided in credible evidence based consumer resources to update and extend knowledge of social and emotional wellbeing issues, care options and available support services.</li> </ul>  |
| <b>Learning skills</b>                | <ul style="list-style-type: none"> <li>• to use information provided in national guidelines to update and extend knowledge of healthy lifestyle practices.</li> <li>•</li> </ul>   |
| <b>Initiative and enterprise</b>      | <ul style="list-style-type: none"> <li>• to source specific information that meets the needs of specific clients and family or community groups.</li> </ul>  |
| <b>Self-management</b>                | <ul style="list-style-type: none"> <li>• to use critical thinking skills to evaluate implications and provide a considered response to adverse medication reactions.</li> <li>• to critically evaluate specific determinants of health for clients and communities and determine appropriate responses.</li> </ul>   |
| <b>Problem-solving</b>                | <ul style="list-style-type: none"> <li>• to work through complex issues and develop substantiated ideas and potential solutions.</li> </ul>  |
| <b>Teamwork skills</b>                | <ul style="list-style-type: none"> <li>• to work collaboratively on complex issues with internal and external colleagues who may be working according to different philosophies and frameworks.</li> </ul>   |



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