



HumanAbility

Optical Dispensing Consultation Summary Report

Contents

Optical Dispensing Project Overview.....	4
Development process	4
Optical Dispensing Project Public Consultation Overview.....	5
Online and Face to Face Consultation Workshops.....	5
Site visits.....	7
Survey Participation	7
Technical Committee.....	8
Decisions and consensus.....	9
Revised Qualification.....	15
Qualification updates.....	17
Unit of Competency updates	18
New Skill Sets	35

Project Team

Project Director

Rosalie Staggard

Rosalie.staggard@humanability.com.au

Project Manager

Lee Wheeler

lee.wheeler@humanability.com.au

Technical Writer

Jasmeet Kaur

jasmeet.kaur@humanability.com.au

Project Coordinator

Alyssa Warland

Alyssa.warland@humanability.com.au

Optical Dispensing Project Overview

The optical dispensing industry plays a crucial role in Australia's healthcare sector, significantly impacting public health by delivering essential eyecare services. 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 will focus 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 anticipate future challenges.

This work 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 optical dispensing sector.

Development process

As part of the training product development process, an in-depth research and consultation process was undertaken to examine the current state of the optical dispensing industry and anticipate workforce changes expected over the next five years. We have undertaken numerous information gathering activities to prepare drafts of units of competency, qualifications and skill sets for national stakeholder consultations.

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

- desktop research gathered publicly available information on job advisements, job descriptions, industry standards, working conditions and employer recruitment selection criteria. The research identified key job requirements, emerging skill gaps, evolving responsibilities, and common organisational structures.
- Technical Committee meetings to consult on qualifications content, for insight on communication and consultation strategies, and to provide technical knowledge on the skills and knowledge required to meet the vocational outcomes
- 14 one-on-one interviews to determine the skills required in organisations, potential career pathways for workers and the foreseeable changes in the sector. Interviews were conducted with small, medium and large employers. Discussions focused on:
 - the requirements of the job roles
 - how and where the different roles in optical dispensing intersect
 - identified skill shortages
 - gaps in current qualifications
 - a virtual functional analysis workshop with industry stakeholders to determine skill commonalities and differences, which assisted in determining core and elective components of the draft qualification

The insights gathered from these activities provided a comprehensive analysis of the roles, key tasks, functions, and skills and knowledge required for optical dispensers across various work settings, including laboratories. The report outlined:

- the structure and functions of the optical dispensing workforce
- the competencies and capabilities required to meet current and emerging industry needs
- opportunities to better align training products with real-world roles and expectations

Optical Dispensing Project Public Consultation Overview

Consultation activities took place from the Monday 4 November 2024 to January 10, 2025, via online and face to face consultation workshops, online surveys and site visits held around Australia.

Consultation workshops and site visits were conducted in major metropolitan, regional and remote areas including Adelaide, Albury Wodonga, Alice Springs, Brisbane, Cairns, Canberra, Darwin, Hobart, Melbourne, Newcastle, Perth and Sydney.

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

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

- Qualification requirements
- Work Placement requirements
- Units of competency requirements
- Skills sets requirements
- Companion volume implementation guide (CVIG)

Online and Face to Face Consultation Workshops

Consultation workshops were held online and face to face around Australia, engaging multiple stakeholders in metropolitan, regional, and remote areas, ensuring diverse perspectives were captured throughout the engagement process.

A total of **56 stakeholders** participated in the consultation workshops, comprising employers, foundations, peak bodies, government representatives, and individuals. This broad and balanced participation helped ensure that the consultation process reflected the needs and views of industry, education providers, and the wider community.

Workshops conducted around Australia – number of attendees



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

Stakeholder Type	NSW	QLD	SA	VIC	WA	Total
Employers	9	6	-	6	4	25
Peak Bodies	3	1	-	-	1	5
RTOs	10	1	-	1	-	12
Government & Agencies (incl ITABs)	2	-	-	1	3	6
Government RTO's	3	2	-	-	-	5
Individuals	1	-	1	1	-	3
Total face to face	14	6		1	6	27
Total Online	14	4	1	8	2	29
Total	28	10	1	9	8	56

Site visits

Five site visits were also conducted to ensure stakeholder engagement was inclusive of those stakeholders in regional and remote areas that were not represented as members of the Technical Committee. These were originally planned as consultation workshops; however, due to limited stakeholder engagement in these locations, they were adapted to one-on-one site visits.

These visits allowed for direct engagement with employers in underrepresented regions, supporting the inclusion of different perspectives in the development process.

Site visits breakdown

Location	Number of participants	Stakeholder Type
Alice Springs	1 participant	Employer (franchise)
Darwin	2 participants	Employer (franchise)
Albury Wodonga	1 participant	Employer (franchise)
Canberra	1 participant	Employer: small (1 to 19 employees)
Hobart	2 participants	Employer: small (1 to 19 employees)

Total number of participants engaged in site visits

	ACT	NT	TAS	VIC	Total
Employers/ Employees	1	3	2	0	6
Total	1	3	2	0	6

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 key players in the optical dispensing industry, including: employers such as Specsavers, ExillorLuxottica and Optical Superstore; RTOs such as the Australian College of Optical Dispensing (ACOD), TAFE NSW and the Institute of Urban Indigenous Health, government agencies, and other groups such as the NSW Community Services and Health ITAB, Optical Dispenser Australia (ODA) and the Australian Dispensing Opticians Association (ADOA). A total of 16 responses were received during the consultation period.

Total number of participants engaged in survey responses

	National	NSW	QLD	VIC	WA	Total
Employers and Employees	1	2	2	2	1	8
Unions	0	0	0	0	0	0
Peak Bodies	0	2	0	0	0	2
RTOs	5	0	0	0	0	5
Government & Agencies (incl ITABs)	0	1	0	0	0	1
Total	6	5	2	2	1	16

Technical Committee

A Technical Committee with national coverage comprising of subject matter experts in the industry, Industry Association/Peak Body, 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 3 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 meeting breakdowns

Organisation type	Jurisdiction	Number of Attendees 10.09.2024	Number of attendees 21.10.2024	Number of attendees 17.02.2025
RTO/Educational Expert	National	1	1	1
Industry/Subject Matter Expert	National	4	4	4
RTO/Educational Expert	NSW	1	1	1
Industry Association / Peak Body	National	0	1	1
Industry Association/Subject Matter Expert	National	0	0	1
Total attendees		6	7	8

Validation

Due to delays in the project submission and stakeholder expectations for the adoption of the new 2025 training product templates, qualification and skill sets were subsequently updated to align with the 2025 template requirements. Technical Committee members and Senior Responsible Officers (SROs) reviewed these training products and were supportive of these changes. Following the recommendation from the Assurance Body regarding the decision to release the training products in the 2025 template, all training products were re-uploaded to the project website for validation against the updated 2025 training product templates and the qualification purpose to ensure the training products' accuracy, relevance and alignment with stakeholder expectations. A notification was sent to all parties subscribed for project updates, SROs and members of the Technical Committee inviting for their feedback.

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. One stakeholder provided feedback highlighting a code typo in the *HLTSS00087 Edging and Fitting Skill Set*, the typo has since been fixed. No other 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 for further feedback until the 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.

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. 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.

Qualification

Consultation findings clearly demonstrated a compelling need to update the qualification structure to ensure stronger alignment with contemporary industry practices. A consistent and emphatic theme across stakeholder feedback highlighted the critical importance of enhancing the technical skills and knowledge base of learners within optical dispensing.

In direct response to comprehensive stakeholder feedback and detailed industry consultation, the unit of competency *HLTOPD002 Dispense Optical Appliances* has been strategically divided into two distinct units. This restructuring is complemented by the introduction of new competencies specifically designed to address evolving industry standards and contemporary practice requirements. As a result, the qualification now features an increased number of core optical dispensing units, growing from five to

six, thereby providing a more granular and targeted skills framework that better supports learner proficiency and industry relevance.

Furthermore, to enhance the qualification's alignment with its core occupational objectives, the number of elective units has been intentionally reduced from five to three. This refinement reflects a deliberate shift towards a more focused and job-specific curriculum, acknowledging that the qualification primarily serves as a pathway to defined professional roles within the optical dispensing sector. By narrowing the range of elective units, the qualification reinforces a stronger emphasis on essential technical competencies that are critical to competent job performance. At the same time, it preserves sufficient flexibility to allow training providers and learners to tailor the learning experience according to specific workplace requirements and individual learner aspirations, ensuring both relevance and adaptability in diverse professional contexts.

This recalibration ensures that learners graduate with comprehensive, industry-aligned skills that is both practical and current, positioning them for immediate effectiveness and long-term success in the dynamic optical dispensing field.

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, the existing 100-hour requirement was considered sufficient as it provides learners with adequate exposure to core dispensing tasks, ensures consistency across different workplace environments, and balances the need for robust industry experience with the practical realities of program delivery. Maintaining this 100-hour mandatory workplace experience safeguards the integrity and quality of training outcomes, preparing learners to meet industry expectations with confidence and competence upon entering the workforce. The technical committee confirmed their clear support for its continuation.

The MWR was consistently recognised as an indispensable component of the qualification, crucial for consolidating theoretical knowledge through practical application. It ensures that learners acquire meaningful, supervised, and relevant hands-on experience in actual optical dispensing environments, thereby bridging the gap between classroom learning and workplace readiness. Stakeholder consultation has not identified any such industry developments, that would warrant a change to the existing Mandatory Workplace Requirement.

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 during their mandatory workplace experience. Stakeholders also questioned the feasibility of some placements adequately meeting the assessment requirements within authentic, real-world environments. These issues highlighted potential inconsistencies in learner experiences and outcomes across different workplace settings.

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 criteria.

By strengthening the support framework around workplace placements, the qualification aims to improve the consistency and overall effectiveness of mandatory workplace experiences, ultimately enhancing learner competency and readiness for industry demands.

Units of Competency

Stakeholders have undeniably emphasised the urgent need to update and broaden the content within the optical dispensing units to accurately reflect contemporary industry practices. This consistent feedback underscores the critical importance of ensuring the qualification remains current, relevant, and fully aligned with the evolving technologies and professional expectations shaping today's optical dispensing landscape.

There was a strong and consistent demand for more specialised training in advanced lens types, particularly multifocal and progressive lenses. Stakeholders highlighted the importance of learners developing a thorough understanding of these lenses, including proper fitting techniques and effective communication skills to help clients make informed choices.

In response to this feedback, the original unit *HLTOPD002 Dispense optical appliances* has been divided into two focused units: *HLTOPD007 Dispense single vision optical appliances* and *HLTOPD008 Dispense advanced optical appliances*. HLTOPD007 centres on dispensing single vision lenses that address common visual needs, while HLTOPD008 specifically targets the competencies required to dispense multifocal and progressive lenses, ensuring learners are equipped with the expertise necessary for these more complex optical appliances. The splitting of units provides a clear and practical structure for developing dispensing skills, allowing for more targeted learning and assessment aligned to the differing technical demands of single vision and multifocal or progressive appliances. It supports flexible training delivery by enabling learners to first build foundational skills before progressing to more complex tasks and ensures alignment with workplace roles and responsibilities. This structure also facilitates career progression supporting upskilling for advanced practice, thereby improving the clarity and industry relevance of training pathways.

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 standalone unit as originally planned. As a result, myopia awareness and dispensing knowledge has been incorporated into *HLTOPD006 Assist with optical appliance selection and maintenance*, *HLTOPD007 Dispense single vision optical appliances* and *HLTOPD009 Dispense atypical and complex prescriptions*. Performance evidence was added to *HLTOPD009 Dispense atypical and complex prescriptions* in line with stakeholder feedback. Similarly, geriatric dispensing knowledge and skills were integrated across *HLTOPD007 Dispense single vision optical appliances*, *HLTOPD008 Dispense advanced optical appliances*, and *HLTOPD009 Dispense atypical and complex prescriptions*.

Stakeholders emphasised the importance of ensuring units remain aligned with current industry practices by removing outdated content that is no longer relevant and incorporating emerging technologies, such as digital measurement tools. In response, the following units have been updated to reflect these advancements:

- *HLTOPD008 Dispense advanced optical appliances*
- *HLTOPD010 Edge and fit optical appliances*
- *HLTOPD011 Process and manage optical appliance orders*

Additionally, stakeholders recommended enhancing the core units to include more in-depth technical knowledge related to optical appliances - specifically lens materials, frame types, and their components. In response, the knowledge evidence within the following units has been updated to reflect these areas:

- *HLTOPD006 Assist with optical appliance selection and maintenance*
- *HLTOPD007 Dispense single vision optical appliances and*
- *HLTOPD008 Dispense advanced optical appliances.*

Stakeholders highlighted the critical need for practical troubleshooting skills, recognising their importance in addressing common issues encountered during everyday dispensing tasks. In response, these skills have been incorporated into the introductory unit *HLTOPD006 Assist with optical appliance selection and maintenance* and further retained in *HLTOPD011 Process and manage optical appliance orders*.

Skill Sets

As the optical industry continues to grow and adapt to rapidly evolving technologies, employers have made it clear that there is a pressing need for job-ready optical assistants who can effectively support dispensing professionals and contribute to an enhanced client experience. Optical businesses are seeking staff who not only understand the fundamentals of optical products and services but can also confidently assist with day-to-day tasks in a dynamic retail and clinical environment.

Currently, there is no nationally recognised formal training pathway specifically designed for optical assistants. This has created a skills gap at the entry level, making it more difficult for employers to recruit and train staff who are prepared to meet industry expectations from day one.

In direct response to this need, the *HLTSS00086 Optical Assistant Skill Set* has been developed. This new skill set delivers essential, hands-on training in the selection and basic maintenance of optical appliances. It provides learners with practical, foundational knowledge that supports workplace readiness while also offering a stepping stone into further formal training, such as the Certificate IV in Optical Dispensing.

This targeted skill set supports the development of a more capable and confident entry-level workforce, better meeting the immediate needs of industry and improving the client service experience across optical settings.

In addition to addressing entry-level workforce needs, a second specialised skill set was developed in response to recommendations from the technical committee and strongly supported by letters of

support from industry stakeholders. The *HLTSS00087 Edging and Fitting Skill Set* was created to meet the demand for advanced, hands-on technical training in the critical area of edging and fitting.

This skill set focuses on the specialist skills and knowledge required to accurately edge and fit optical lenses and appliances in line with Australian/New Zealand standards. As edging and fitting tasks require precision, technical competence, and adherence to strict quality and safety requirements, this training provides learners with the ability to perform these procedures confidently and correctly across both retail and laboratory settings.

Designed for qualified optical dispensers, laboratory assistants, and technicians looking to expand or refine their technical expertise, the *HLTSS00087 Edging and Fitting Skill Set* serves as a dedicated upskilling pathway. It supports workforce development by enhancing technical capabilities, improving accuracy and efficiency in edging and fitting, and ultimately contributing to higher standards of product quality and client satisfaction within the optical industry.

TPOF 2025 templates

Subsequently post consultation and due to delays in the project dates, the qualification - *HLT47825 Certificate IV in Optical Dispensing* and skill sets were updated meet the requirements of the 2025 training product templates, adding the new fields that were introduced with the new templates. All training products were re-uploaded to the project website for validation with public and government stakeholders. The technical committee, SROs, and the general public, including those registered for project updates, were notified. One response was received during the period, which highlighted a code typo in the *HLTSS00087 Edging and Fitting Skill Set*, the typo has since been fixed. No other feedback was received regarding the 2025 template or the qualification's purpose.

Conclusion

In direct response to extensive stakeholder feedback and comprehensive consultation outcomes, the qualification structure and units of competency have undergone significant and strategic revision. These enhancements include split of unit, industry-relevant updates and the introduction of two targeted skill sets. This deliberate overhaul is designed to ensure that the qualification not only reflects the current demands of the optical industry but is also proactively aligned with anticipated future trends and technological advancements.

By integrating these new components, the qualification now offers a more cohesive and forward-looking framework that equips learners with the critical knowledge and practical skills necessary to excel in a rapidly evolving professional landscape. This alignment with industry standards and emerging practices strengthens the qualification's relevance, improves workforce readiness, and enhances employability outcomes.

Moreover, these updates have been designed in consultation with RTOs to ensure they 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. Collectively, these changes demonstrate a commitment to maintaining the high quality and integrity of

the qualification while meeting both stakeholder expectations and the dynamic needs of optical dispensers. As a result, the qualification remains a trusted and valuable credential within the sector.

Revised Qualification - HLT47825 Certificate IV in Optical Dispensing

Total number of units = 12

- 9 core units
- 3 electives units, consisting of:
 - at least 2 units from the electives listed below
 - remaining 1 unit from the electives listed below or from any currently endorsed Training Package or accredited course.

Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome.

Core Units (9)

BSBOPS304	Deliver and monitor a service to customers
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTOPD006	Assist with optical appliance selection and maintenance
HLTOPD007	Dispense single vision optical appliances*
HLTOPD008	Dispense advanced optical appliances*
HLTOPD009	Dispense atypical and complex prescriptions
HLTOPD011	Process and manage optical appliance orders
HLTWHS001	Participate in workplace health and safety

*A mandatory workplace requirement is specified in this unit.

Elective Units	
Optical	
HLTOPD010	Edge and fit optical appliances
Work health and safety	
BSBWHS332X	Apply infection prevention and control procedures to own work activities
HLTWHS003	Maintain work health and safety
Business operations	

BSBOPS301	Maintain business resources
BSBOPS305	Process customer complaints
BSBOPS404	Implement customer service strategies
Personal effectiveness	
BSBPEF402	Develop personal work priorities
Sales	
SIRWSLS002	Analyse and achieve sales targets
SIRXSL001	Sell to the retail customer
Customer engagement	
CHCCCS020	Respond effectively to behaviours of concern
SIRXCEG001	Engage the customer
SIRXCEG008	Manage disrespectful, aggressive or abusive customers
Inventory and merchandising	
SIRRINV001	Receive and handle retail stock
SIRRMER003	Coordinate visual merchandising activities
Support	
BSBXTW301	Work in a team
MSMSUP390	Use structured problem-solving tools

Qualification and Unit updates

Qualification updates

Qualification	Changes	Rationale
<i>HLT47825 Certificate IV in Optical Dispensing</i>	<p>The qualification structure and packaging rules have been updated. The total number of units required to achieve the qualification reduced from 14 to 12.</p> <p>Units have been added and removed from the Core. Elective units reduced from 5 to 3.</p> <p>Superseded units have been replaced with their current versions in core and elective groups.</p> <p>Additional units have been added to the elective bank.</p> <ul style="list-style-type: none"> • HLTINF006 Apply basic principles and practices of infection prevention and control has been replaced with BSBWHS332X Apply infection prevention and control procedures to own work activities • SIRXSL001 Sell to the retail customer has been moved from the core to the elective group. 	<p>Based on comprehensive stakeholder feedback and informed recommendations from the Technical Committee, the following strategic changes have been implemented to better align the qualification with current industry demands and professional standards in optical dispensing:</p> <ul style="list-style-type: none"> • enhanced focus on core optical dispensing skills: Core units have been strengthened to deepen the development of essential technical knowledge and practical skills in optical dispensing. As a result, SIRXSL001 has been reclassified as an elective to ensure the core curriculum remains tightly aligned with discipline-specific competencies. • refined elective structure: The number of elective units has been reduced from five to three. This change reinforces the priority placed on specialised optical competencies while still allowing flexibility for learners to select non-optical units relevant to their employment context. • broader, more relevant elective options: The elective pool has been expanded and refined to better reflect diverse workplace settings, ensuring

		<p>greater alignment with current and emerging job roles within the optical dispensing industry</p> <ul style="list-style-type: none"> • targeted replacement of health and safety content: HLTINF006 has been replaced with BSBWHS332X, a unit more directly applicable to the workplace health and safety practices specific to optical dispensing environments.
--	--	--

Unit of Competency updates

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

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

Unit	Minor Change	Major Change	Rationale
<i>optical appliances</i>		<p><i>HLTOPS007 Dispense single vision optical appliances.</i></p> <p><i>HLTOPD008 Dispense advanced optical appliances.</i></p>	<p><i>optical appliances</i> - to provide clearer progression, improve assessment clarity, and better reflect the complexity and scope of dispensing practices in the optical industry.</p> <p>This separation allows for:</p> <ul style="list-style-type: none"> • more targeted learning and assessment aligned to the technical demands of single vision versus multifocal and specialised appliances. • greater flexibility in training delivery, enabling learners to build core dispensing skills before advancing to more complex dispensing tasks. • stronger alignment with workplace roles and expectations, ensuring that skills are developed and demonstrated at appropriate levels of responsibility and complexity. • improved support for career progression, with HLTOPD007 providing a foundation for entry-level roles, and HLTOPD008 supporting upskilling for more advanced dispensing functions. <p>This structural change enhances the clarity, relevance, and industry alignment of training and assessment pathways in optical dispensing.</p>

Unit	Minor Change	Major Change	Rationale
	Elements and performance criteria reordered and reworded.		Elements and performance criteria have been revised to enhance clarity, ensure consistency, and more accurately reflect expected workplace tasks and outcomes.
	Assessment conditions: List of suitable equipment and resources updated.		Inclusion of suitable equipment and resources, updated, to include a comprehensive range that aligns with current industry terminology and integrates contemporary tools and technologies essential for modern practice.
		Significant changes to performance evidence requirements including specifying dispensing to children.	<p>The inclusion of dispensing to children in the performance evidence requirements reflects a critical update to ensure that learners develop the necessary skills and competencies to meet diverse client needs within contemporary optical practice. Children present unique challenges and considerations in dispensing, including differing anatomical features, communication styles, and compliance factors, which require specialised knowledge and techniques.</p> <p>By specifying dispensing to children, the performance evidence explicitly mandates demonstration of capability in this essential area, promoting comprehensive competency that aligns with current industry expectations and regulatory standards. This change addresses previous gaps where learners may have been assessed only on adult dispensing, thus ensuring readiness to provide safe, effective, and appropriate services across all age groups.</p>

Unit	Minor Change	Major Change	Rationale
			Furthermore, these modifications support enhanced client outcomes and safety by reinforcing the importance of tailored approaches in paediatric dispensing. The updated evidence requirements also reflect feedback from stakeholders emphasising the need for broad practical experience, thereby strengthening the qualification's relevance and robustness in preparing practitioners for real-world optical dispensing scenarios.
		Significant changes to knowledge evidence. Addition of relevant knowledge evidence required to include emerging issues like myopia and children eyewear dispensing.	<p>The knowledge evidence requirements have been significantly updated to incorporate emerging issues that are increasingly important in contemporary optical practice, specifically the management of myopia and dispensing eyewear for children. Myopia prevalence has been rising globally, making it a critical public health concern that optical practitioners must understand to provide appropriate advice, product selection, and management strategies.</p> <p>Including specific knowledge about myopia enables learners to recognise its implications, current treatment options, and preventive measures, ensuring they are equipped to support client needs effectively and contribute to better long-term visual health outcomes.</p> <p>Similarly, children's eyewear dispensing involves specialised considerations such as frame fit, durability, and safety, which differ markedly from adult dispensing. Adding targeted knowledge requirements ensures learners</p>

Unit	Minor Change	Major Change	Rationale
			<p>understand these unique aspects, supporting competency in delivering age-appropriate solutions.</p> <p>By integrating these emerging topics into the knowledge evidence, the qualification remains current, comprehensive, and responsive to evolving industry challenges and client demographics. This update aligns with stakeholder feedback and industry best practices, enhancing the quality and relevance of training for optical practitioners.</p>
	Foundation skills added.		<p>By making foundation skills implicit within HLTOPD007 it enhances the authenticity, efficiency and relevance of training and assessment, while maintaining the expectation that these vital skills are consistently demonstrated in professional optical dispensing practice.</p> <p>The optical dispensing industry values competency in foundation skills as part of overall professional practice, not as separate abilities. Making these skills implicit aligns the unit with current industry expectations, where practitioners are assumed to apply foundation skills seamlessly in all aspects of their work.</p>
HLTOPD008 <i>Dispense advanced</i>		<p>The unit HLTOPD002 has been split into two separate units:</p> <p><i>HLTOPS007 Dispense single vision optical appliances.</i></p>	<p>The development of HLTOPD008 Dispense Advanced Optical Appliances responds directly to evolving industry requirements and stakeholder feedback highlighting the need for more specialised training in advanced lens dispensing. As the optical industry continues to diversify</p>

Unit	Minor Change	Major Change	Rationale
<i>optical appliances.</i>		<i>HLTOPD008 Dispense advanced optical appliances.</i>	<p>its product offerings and adopt emerging technologies, practitioners must possess deeper technical knowledge and practical skills to confidently dispense complex lens designs.</p> <p>Multifocal, progressive, and other advanced lens types require precise measurements, custom fitting, and tailored client communication. These tasks go beyond the scope of standard single vision dispensing and involve a nuanced understanding of optical principles, frame compatibility, and client lifestyle needs. Stakeholders - including employers, training providers, and industry representatives - identified a gap in existing training that limited learners' ability to build these high-level dispensing competencies.</p> <p>To address this, HLTOPD002 Dispense Optical Appliances was split into two distinct units to provide clearer progression and more focused learning outcomes. HLTOPD008 specifically covers the advanced technical and communication skills required to dispense multifocal and progressive lenses, including lens selection, fitting, adjustment, and client education.</p> <p>This unit ensures learners are better prepared for real-world optical dispensing environments by:</p> <ul style="list-style-type: none"> • enhancing their ability to handle advanced prescriptions and lens designs,

Unit	Minor Change	Major Change	Rationale
			<ul style="list-style-type: none"> supporting accurate and comfortable visual outcomes for clients, increasing workplace readiness and professional confidence, and aligning training with contemporary industry standards and client expectations. <p>HLTOPD008 supports the development of a highly competent workforce equipped to meet the growing demand for personalised, high-performance optical solutions.</p>
	Elements and performance criteria reordered and reworded.		The elements and performance criteria have been thoroughly revised to enhance the clarity, structure, and specificity of task expectations. The refined wording provides greater guidance on the sequencing, scope, and precision of tasks - supporting consistent training delivery, effective assessment, and improved learner outcomes aligned with current industry practices.
	Assessment conditions: List of suitable equipment and resources updated.		The assessment conditions have been updated to incorporate a comprehensive and contemporary range of tools and technologies that reflect current industry practice and terminology. These updates ensure that assessment is aligned with real-world workplace environments, including the use of modern equipment such as digital measurement tools and current dispensing software. This alignment supports valid, reliable assessment and ensures learners demonstrate

Unit	Minor Change	Major Change	Rationale
			competence using the same technologies, language, and procedures expected in today's optical dispensing settings.
		Significant changes in performance evidence requirements, including volume of performance required.	The performance evidence has been amended to improve clarity and explicitly specify the types of advanced lenses that must be demonstrated, including multifocal, progressive, and degressive lenses. This ensures a clear understanding of the scope and complexity of dispensing tasks required for assessment. By defining these lens types, the updated performance evidence supports consistent interpretation by assessors and ensures learners are assessed on their ability to dispense a representative range of advanced optical appliances in line with current industry expectations.
		Significant changes to knowledge evidence. Addition of relevant knowledge evidence required on emerging technologies.	The knowledge evidence has been updated to align with current industry expectations, incorporating contemporary practices, terminology, and advancements in optical technology. These updates ensure that learners develop a thorough understanding of advanced lens types, fitting principles, client communication strategies, and emerging trends such as digital dispensing tools and customised lens solutions. The revised knowledge requirements support the development of competent, confident practitioners who are equipped to meet the demands of modern optical dispensing environments.
	Foundation skills added.		Foundation skills have been embedded implicitly within HLTOPD008, integrating essential core skills seamlessly into

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

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

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

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

Unit	Minor Change	Major Change	Rationale
			documentation, supporting accurate interpretation and professional presentation.
	List of suitable equipment and resources updated in assessment conditions.		The unit has been updated to include comprehensive tools and equipment that reflect current industry terminology and incorporate the latest technologies used in lens edging and fitting. This ensures that learners gain experience with modern equipment - such as automated edging systems, digital tracing tools, and updated safety protocols - preparing them to meet real-world expectations in both retail and laboratory settings.
	Foundation skills added.		Foundation skills have been embedded implicitly within HLTOPD010 to reflect the way they are naturally applied in real-world optical laboratory and dispensing environments. Core skills are integrated throughout the unit's tasks such as interpreting job specifications, operating edging equipment, and ensuring accurate lens fitting. This approach supports authentic skill development and aligns with contemporary training and assessment practices.
<i>HLTOPD011</i> <i>Process and manage optical</i>		Performance criteria reworded and expanded. Volume of performance has been increased from 10 to 15. Volume of subtasks has been specified.	The performance criteria have been reworded and expanded to improve clarity, ensure alignment with industry expectations, and provide greater specificity in the demonstration of skills. This enhances the accessibility of the unit and supports consistency in delivery and assessment across providers.

Unit	Minor Change	Major Change	Rationale
<i>appliance orders</i>			<p>The volume of performance has been increased from 10 to 15 to better reflect realistic workplace demands and ensure learners demonstrate competence across a broader and more representative range of client interactions and dispensing scenarios. This increase strengthens the validity of the assessment by ensuring learners gain sufficient practical experience.</p> <p>The volume of subtasks has been specified to provide clear benchmarks for assessment and ensure coverage of the range of tasks required in routine dispensing practice. This specification supports consistent evidence collection and ensures learners are exposed to the full scope of tasks necessary to meet industry standards for entry-level competence.</p>
		<p>Minor refinements in performance evidence. Obsolete performance evidence deleted.</p>	<p>Minor refinements have been made to the performance evidence to improve clarity and ensure alignment with updated performance criteria and current industry practices. These refinements help clarify the expected outcomes without altering the intent or complexity of the tasks.</p> <p>Obsolete performance evidence has been deleted to remove outdated or redundant requirements that no longer reflect contemporary workplace procedures, tools, or regulatory standards. This streamlining supports more relevant, realistic,</p>

Unit	Minor Change	Major Change	Rationale
			and assessable evidence requirements, improving the quality and focus of assessment outcomes.
		<p>Knowledge evidence rephrased and expanded for clarity. Obsolete knowledge evidence deleted.</p> <p>Knowledge based performance evidence moved to knowledge evidence.</p>	<p>The knowledge evidence has been rephrased and expanded to improve clarity and ensure it accurately reflects the underpinning knowledge required for competent practice in optical dispensing. These changes enhance the interpretability of the unit and support more consistent assessment across contexts.</p> <p>Obsolete knowledge evidence has been deleted to remove content that no longer aligns with current industry practices, technologies, or regulatory requirements. This ensures the unit remains relevant, current, and responsive to workplace needs.</p> <p>Additionally, knowledge-based performance evidence has been relocated to the knowledge evidence section to better distinguish between what must be demonstrated through action (performance) and what must be demonstrated through understanding (knowledge). This structural adjustment improves the integrity of the evidence model and supports clearer assessment planning.</p>
	Reference to standards updated throughout the unit.		In response to stakeholder feedback, all references to Australian Standards have been updated to Australian/New Zealand Standards to more accurately reflect the unit's intended application across relevant

Unit	Minor Change	Major Change	Rationale
			<p>regulatory and practice contexts. This update ensures greater alignment with current industry expectations and enhances the unit's relevance and applicability across both Australian and New Zealand healthcare settings.</p> <p>Based on stakeholder feedback, references to Australian Standards have been updated to Australian/New Zealand Standards to better reflect the scope and intent of the unit's application.</p>
	<p>Assessment conditions</p> <p>List of suitable equipment and resources updated.</p>		<p>The list of suitable equipment and resources in the assessment conditions of unit HLTOPD011 has been updated to reflect the current tools, technology, and materials used in optical dispensing practice. This ensures that assessment is conducted in a realistic and industry-relevant environment, supporting the development of skills that are transferable to the workplace. The update also promotes consistency across training providers and ensures that assessments are authentic, valid, and aligned with contemporary industry standards.</p>

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

New Skill Sets

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

	assistants who can contribute to customer service and product support.	
HLTSS00087 Edging and Fitting Skill Set	<p>This skill set has been developed based on recommendations from the technical committee, with supporting letters of recommendations provided by industry stakeholders.</p> <p>This skill set reflects the skills and knowledge required to edge and fit optical appliances in accordance with Australian/New Zealand standards and is designed for optical dispensers or laboratory assistants in optical laboratories or retail settings who are involved in the preparation and fitting of lenses to frames.</p>	<p>This skill set provides a pathway for qualified optical dispensers seeking career progression in optical laboratories or retail environments to build their technical skills and knowledge in edging and fitting of optical appliances. It supports the development of practical capabilities required to assist optical dispensers prepare prescription eyewear.</p>