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CHC Community Services Training Package V9.0

Companion Volume Implementation Guide



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This document is supported and endorsed by the Community Services industries. Whilst the document sits with SkillsIQ Limited (the Skills Service Organisation [SSO] for the Community Services sector) it is owned and maintained by the sector, for the sector. SkillsIQ acknowledges the contribution of the Community Services Industry Reference Committees (IRCs) in the preparation of this document.

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7 February 2024

On 1 January 2023, responsibility for Training Package Products will pass to the appointed Jobs and Skills Councils. These are yet to be announced at the time of publication of this document. For Training Package Product enquiries after 1 January 2023, please go to https://www.dewr.gov.au.

Australian Government
Department of Education, Skills and Employment

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CHC Community Services Training Package version control

The latest version of the CHC Community Services Training Package is shown on the top row of the table below. Please check that you are using the current version of the CHC Community Services Training Package by accessing information from training.gov.au.

CHC Community Services Training Package version control			
TP Release	**Status**	**Release date**	**Approval process**
9.0	Current	15 December 2022	Endorsement date April 2022
8.0	Superseded	9 December 2022	Endorsement date 18 November 2022
7.1	Superseded	01 December 2022	Minor upgrade
7.0	Superseded	23 November 2022	Endorsement date 18 November 2022
6.3	Superseded	28 April 2022	Minor upgrade
6.2	Superseded	08 April 2022	Minor upgrade
6.1	Superseded	15 December 2021	Minor upgrade
6.0	Superseded	10 November 2021	Endorsement date
5.0	Superseded	20 July 2021	Endorsement date 20 July 2021
4.0	Superseded	4 May 2021	Endorsement date 4 May 2021
3.4	Superseded	18 March 2021	Minor upgrade. Response to Skills Reform Ministerial Statement - 9 October 2020, to remove unused training components: Approval date: 18 March.
3.3	Superseded	08 September 2020	Minor upgrade Approval date: 08 Sep 2020
3.2	Superseded	07 July 2020	Minor upgrade Approval date: 07 Jul 2020
3.1	Superseded	19 May 2020	Minor upgrade Approval date: 19 May 2020
3.0	Superseded	08 December 2015	Endorsement date: 01 Dec 2015
2.0	Superseded	06 August 2015	Endorsement date: 27 Jul 2015
1.3	Superseded	12 November 2014	Minor upgrade Approval date: 12 Nov 2014
1.2	Superseded	09 October 2013	Minor upgrade Approval date: 09 Oct 2013

1.1	Superseded	11 July 2013	Minor upgrade Approval date: 11 Jul 2013
1.0	Superseded	01 Jul 2013	Endorsement date: 17 Jun 2013

CHC Community Services Training Package modification history

This table tracks modifications to training package products in the *CHC Community Services Training Package* made after the initial release.

CHC Community Services Training Package modification history	
Release	**Summary of change**
9.0	**Financial Counselling Training Package Products** **Qualifications** One qualification reviewed and updated: • CHC51122 Diploma of Financial Counselling **Units of Competency** Four existing CHCFIN units reviewed and updated Two new units added: • CHCFIN009 Provide financial counselling and systemic advocacy within a social justice framework • CHCFIN010 Apply basic concepts of small business to financial counselling.
8.0	**Community Services CHC Training Package Development** **Qualifications** Ten qualifications reviewed and redeveloped: • CHC40321 Certificate IV in Child, Youth and Family Intervention • CHC40421 Certificate IV in Youth Work • CHC40521 Certificate IV in Youth Justice • CHC42021 Certificate IV in Community Services • CHC42121 Certificate IV in Community Development • CHC50321 Diploma of Child. Youth and Family Intervention • CHC50421 Diploma of Youth Work • CHC50521 Diploma of Youth Justice • CHC52021 Diploma of Community Services • CHC52121 Diploma of Community Development **Skill Sets** Six skill sets reviewed/redeveloped and 'CHCSS00145' is a new Skill Set: • CHCSS00140 Case Management • CHCSS00141 Child Protection • CHCSS00142 Mediation • CHCSS00143 Provide Family Support Service • CHCSS00144 Supporting Children and Families with Complex Needs • CHCSS00145 Working with Families • CHCSS00146 Working in a Child Safe Environment (New) **Units of Competency** 65 units reviewed and redeveloped.
7.1	**Minor upgrade** for editorial corrections
7.0	**Individual Support, Ageing and Disability**

CHC Community Services Training Package modification history	
Release	**Summary of change**

	Qualifications
	• Update of two qualifications
	  ◦ CHC33021 Certificate III in Individual Support
	  ◦ CHC43121 Certificate IV in Disability Support
	
	Skill Sets
	• Update of 12 skill sets
	  ◦ CHCSS00122 Client-oriented Service Delivery
	  ◦ CHCSS00123 Dementia Support
	  ◦ CHCSS00124 Disability Work - Behaviour Support
	  ◦ CHCSS00126 Facilitate Independent Travel
	  ◦ CHCSS00127 High Support and Complex Care – Aged Care
	  ◦ CHCSS00128 High Support and Complex Care - Disability support
	  ◦ CHCSS00129 Individual Support - Ageing
	  ◦ CHCSS00130 Individual Support - Disability
	  ◦ CHCSS00131 Individual Support - Home and Community (Ageing)
	  ◦ CHCSS00132 Individual Support - Home and Community (Disability)
	  ◦ CHCSS00133 Induction to Disability Support
	  ◦ CHCSS00137 Palliative Approach
	
	• Removal of 1 skill set
	  ◦ CHCSS00071 Basic Foot Care
	
	Units of Competency
	• Update of 24 units of competency
	  ◦ 5 CHCAGE units
	  ◦ 9 CHCCCS units
	  ◦ 8 CHCDIS units
	  ◦ 2 CHCPAL units
	
	• Merge of 4 units of competency
	  ◦ Merge of current units CHCCCS011 Meet personal support needs and CHCCCS015 Provide individualised support
	  ◦ Merge of current units CHCAGE001 Facilitate the empowerment of older people and CHCDIS007 Facilitate the empowerment of people with disability
	
	• Removal of 1 unit of competency
	  ◦ CHCHCS001 Provide home and community support services
	
	Addition of new training package products
	• 10 new units of competency
	  ◦ CHCAGE007 Recognise and report risk of falls
	  ◦ CHCAGE013 Work effectively in aged care
	  ◦ CHCCCS041 Recognise healthy body systems
	  ◦ CHCCCS042 Prepare meals
	  ◦ CHCCCS043 Support positive mealtime experiences

CHC Community Services Training Package modification history	
Release	**Summary of change**
	• CHCDIS013 Assist with communication using augmentative and alternative communication methods • CHCDIS020 Work effectively in disability support • CHCDIS021 Prepare for NDIS support coordination • CHCDIS022 Coordinate NDIS participant support • CHCDIS023 Provide specialised support • 5 new skill sets • CHCSS00125 Entry to Certificate IV in Disability Support • CHCSS00134 Leadership in Disability Support • CHCSS00135 Mealtime Support • CHCSS00136 NDIS Coordinator of Supports • CHCSS00138 Mental Health Assistance
6.3	**Minor upgrade** Update First Aid units of competency in a specialisation in the following qualification: • CHC33015 Certificate III in Individual Support
6.2	**Minor upgrade** Update First Aid units of competency.in the following qualifications: • CHC14015 Certificate I in Active Volunteering • CHC22015 Certificate II in Community Services • CHC24015 Certificate II in Active Volunteering • CHC32015 Certificate III in Community Services • CHC33015 Certificate III in Individual Support • CHC34015 Certificate III in Active Volunteering • CHC40113 Certificate IV in School Age Education and Care • CHC42015 Certificate IV in Community Services • CHC42315 Certificate IV in Chaplaincy and Pastoral Care • CHC43015 Certificate IV in Ageing Support • CHC43215 Certificate IV in Alcohol and Other Drugs • CHC43315 Certificate IV in Mental Health • CHC43415 Certificate IV in Leisure and Health • CHC50313 Diploma of Child, Youth and Family Intervention • CHC52015 Diploma of Community Services • CHC53215 Diploma of Alcohol and Other Drugs
6.1	**Minor upgrade** Skill Set Requirements updated. Equivalent outcome for the following. • CHCSS00114 Entry into Care Roles Skill Set
6.0	**Community Safety Services** Addition of new training package products One new qualification

CHC Community Services Training Package modification history	
Release	**Summary of change**
	• CHC35021 Certificate III in Community Safety Services One new unit of competency • CHCCSS001 Work effectively in community safety services One new skill set • CHCSS00120 Community Safety Services Skill Set
5.0	**Children's Education and Care (CEC) Training Package Development** **Qualifications** Five qualifications reviewed and redeveloped: • CHC30121 Certificate III in Early Childhood Education and Care • CHC30221 Certificate III in School Based Education Support • CHC40221 Certificate IV in School Based Education Support • CHC50121 Diploma of Early Childhood Education and Care • CHC50221 Diploma of School Age Education and Care **Units of competency** 69 units reviewed and redeveloped. Five new units added: • CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures • CHCECE055 Meet legal and ethical obligations in children's education and care • CHCECE056 Work effectively in children's education and care • CHCECE057 Use collaborative practices to uphold child protection principles • CHCEDS061 Support responsible student behaviour Two units deleted: • CHCEDS008 Comply with school administrative requirements • CHCEDS027 Support flexible learning in an education environment **Skill sets** Two skill sets reviewed and redeveloped: • CHCSS00118 School Based Education Support Work Skill Set • CHCSS00119 Out of School Hours Care Skill Set One new skill set added: • CHCSS00117Aboriginal and/or Torres Strait Islander Education Support Skill Set Three skill sets deleted: • CHCSS00060 Early childhood skill set • CHCSS00068 Advanced Early Childhood Education and Care Skill Set • CHCSS00072 Building Inclusive Practices in Early Childhood Education and Care Skill Set
4.0	**Social Housing Training Package** Qualifications

CHC Community Services Training Package modification history	
Release	**Summary of change**
	One qualification reviewed: • CHC42221 Certificate IV in Housing Units of competency • 12 CHCSOH units reviewed. • One new unit added: ○ CHCSOH024 Support sustainable tenancies. Skill sets Two skill sets added: • CHCSS00115 Social Housing Skill Set • CHCSS00116 Work with Clients with Complex Needs Skill Set
	Responsible Online Wagering Services Units of competency One unit added: • CHCFIN005 Provide responsible online wagering services
	IRC Upgrade • CHCSS00091 Team Leader Skill Set Minor change: Updated to include PSPGEN036 Provide workplace coaching which supersedes and is equivalent to PSPGOV415A Provide workplace coaching.
3.4	In response to Skills Reform Ministerial Statement - 9 October 2020, modifications include the removal of unused units of competency from the CHC Training Package: Units of competency removed: • CHCDFV014 Provide programs for people who have been subjected to domestic and family violence. • CHCECD004 Establish and monitor Australian Apprenticeship arrangements • CHCLAH007 Conduct a program for children and young people with special needs.
3.3	IRC upgrade minor change CHC33015 Certificate III in Individual Support: Changes to electives in Group A and Group B specialisations.
3.2	Minor changes to Performance Evidence and Assessment Requirements: • CHCFIN001 Facilitate the financial counselling process • CHCFIN002 Identify and apply technical information to assist clients with financial issues • CHCFIN003 Develop and use financial counselling tools and techniques ○ Minor changes to Packaging Rules and Elective groups: • CHC33015 Certificate III in Individual Support

CHC Community Services Training Package modification history	
Release	**Summary of change**
	○ Addition of the elective Group D - Aged Care and changes made to the Other Electives group. The Packaging Rules were changed to include reference to the Group D elective bank.
3.1	Skill set added to address skills for new entries into care.
3.0	Addition of information related to each of the areas added to the training package in December 2015 applied throughout document.
2.0	Addition of information throughout document related to each of the areas added to the training package in December 2015. Updated: • weblinks throughout doc • assessor requirements information • Mapping of Units of Competency in Certificate III and Diploma of Early Childhood Education Qualifications • Addition of Equivalency Information Addition of link to: Appendix A - Mapping of Units of Competency in Certificate III and Diploma of Early Childhood Education Qualifications.
1.3	Added National Crime Check web address in line with legal considerations for learners in the workplace/on placements. Added guidance for meeting the evidence of HLTHIR units Contextualisation of diversity, inclusion and Aboriginal and/or Torres Strait Islander competencies (HLTHIR).
1.2	Applied the following updates: • Updated release code from 1.1 – 1.2 throughout doc. • Added information on CHC60208 Advanced Diploma of Children's Service • Added Work Health and Safety information. • Added Skill Set codes to List of AQF qualifications, Skill Sets and units of competency in the Training Package. • Updated First aid teach-out and transition text. • Added links • Amended typographical errors throughout the document.
1.0	This release meets the National Skills Standards Council's Standards for Training Packages, released in November 2012.

1.0 Introduction

This Companion Volume Implementation Guide has been developed to provide advice and guidance on the implementation of the *CHC Community Services Training Package*. It also includes key information on the industry and its workforce needs.

Training packages consist of endorsed and non-endorsed components that are developed to comply with the *Standards for Training Packages 2012*. Endorsed components must be submitted for approval by the Australian Industry and Skills Committee before they are released for use.

Endorsed components can include:

- units of competency which specify the standard of performance required in the workplace
- assessment requirements (associated with each unit of competency)
- qualifications that are consistent with the Australian Qualifications Framework specifications
- credit arrangements which specify any arrangements between training package qualifications and higher education qualifications.

Non-endorsed components can include:

- a quality assured Companion Volume Implementation Guide (Implementation Guide)
- other quality assured guides to assist users
- skill sets.

1.1. Other Companion Guides

Other companion volumes to support the CHC Training Package include:

- CEC Children's Education and Care Implementation Guide
- HLT CHC Learning Strategies Guide Version 3.1 May 2020
- HLT CHC Work Placement Guide Version 3.0 May 2020
- HLT CHC Assessment Strategies Guide Version 3.1 May 2020
- HLT and CHC Foundation Skills Guide R2.

These are on VETNet.

1.2. Quality assurance of companion guides

This Implementation Guide contains some mandatory content such as lists of units and their prerequisites. Other content is informed by consultation processes with industry representatives, trainers, assessors, and project technical advisory committees so that information is relevant and useful to all users of the training package.

The content is reviewed by the Industry Reference Committees (IRCs), editors, and State and Territory Training Authorities before publication. Implementation Guides are reviewed and updated in response to ongoing feedback received by SkillsIQ, subject to IRC approval.

1.3. CHC Community Services Industry Reference Committees

On 1 January 2016, Skills IQ was appointed as the Skills Service Organisation (SSO) with responsibility for supporting the Industry Reference Committees responsible for the CHC Community Services Training Package.

Much of original content of this document, was developed by the former Community Services and Health Industry Skills Council, with minor amendments outlined in the Version Control and Modification History table. These amendments include updates to mapping tables and lists of qualifications, skills sets and units of competency lists. In addition, revisions have been made to update outdated links, and information.

This Companion Volume Implementation Guide (CVIG) has been prepared by Skills IQ on behalf of the IRCs listed below, for the Australian Industry and Skills Committee (AISC).

- Community Sector and Development Industry Reference Committee
- Direct Client Care and Support Industry Reference Committee
- Children's Education and Care Industry Reference Committee
- Client Services Industry Reference Committee
- Disability Support Industry Reference Committee
- Aged Services Industry Reference Committee

Further information about the role of Services Skills Organisations and Industry Reference Committees is available at the following link. https://www.aisc.net.au/irc/what-irc.

On 1 January 2023, responsibility for Training Package Products will pass to the appointed Industry Cluster Body. These are yet to be announced at the time of publication of this document. For Training Package Product enquiries after 1 January 2023, please go to https://www.dewr.gov.au

2.0. Overview information

This Implementation Guide is designed to assist assessors, trainers, Registered Training Organisations (RTOs) and enterprises to deliver the *CHC Community Services Training Package*. It provides advice about the structure and content of the training package, its key features and industry-specific information applicable to implementation.

2.1. Background

The original content of the CHC Companion Volume Implementation Guide (CVIG) was managed by the former Community Services and Health Industry Skills Council (CS&HISC) and includes CHC Release 3.0 and earlier.

On 1 January 2016, Skills IQ was appointed as the Skills Service Organisation (SSO) with responsibility for supporting the Industry Reference Committees responsible for managing the CHC Community Services Training Package. CHC Release 3.1 to the current CHC Release is managed by Skills IQ.

On 1 January 2023, responsibility for Training Package Products will pass to the appointed Industry Cluster Body. These are yet to be announced at the time of publication of this document. For Training Package Product enquiries after 1 January 2023, please go to https://www.dewr.gov.au

2.2. CHC Qualifications

Qualifications are created by combining units of competency into groups which provide skill outcomes meaningful in the workplace for different job roles, and aligning those groups of competencies to qualification levels consistent with the specifications nominated in the Australian Qualifications Framework (AQF).

Qualifications therefore:

- represent key industry functions directly related to occupational positions in the industry
- are a framework, not a course.

2.2.1. Occupational outcomes

Each qualification indicates the occupational outcomes, and these are listed for all qualifications in Appendix 7.

2.3. Units of Competency

Units of competency are developed by industry to meet the skill needs of industry. Each unit of competency identifies a discrete workplace skill and includes the knowledge that underpins competency. Units of competency therefore:

- are statements about the skills and knowledge required for effective performance in a particular job function
- describe work outcomes, not training input or modular ways of delivering training
- logically describe stand-alone skills which are used in a work situation
- can be combined together in groups which align to work functions and job roles.

2.3.1. Prerequisites

A prerequisite is a unit of competency in which the individual must be deemed competent prior to the determination of competency in another unit. Prerequisites are applicable when competency cannot be achieved in a given unit of competency without first gaining essential knowledge and skills from other unit(s) of competency.

Minimal prerequisites have been nominated in CHC units of competency. This avoids a trail of prerequisites leading to multiple others, and a mandatory “lock-step” approach to training and assessment. Nomination of multiple prerequisites reduces flexibility, may create challenges for holistic delivery, and can force all RTOs to sequence delivery in the same way, despite diverse course content, learner and industry needs.

2.3.2. Imported units of competency

In addition to units developed specifically for the health industry, qualifications contain a range of units imported from other training packages. These have been selected because of their applicability to industry job roles.

The use of imported units of competency is allowed if:

- they are appropriate to the needs of the enterprise and the job outcome sought.
- any prerequisites specified in the original unit and any specific assessment requirements in the host Training Package are also observed.

CHC qualifications include imported units of competency from the following Training Packages:

- BSB Business Services
- CPP Property Services
- HLT Health
- SIF Funeral Services
- SIS Sport, Fitness and Recreation
- TLI Transport and Logistics Training Package

2.4. CHC Skill Sets

Skill sets contained within a training package, are a group of units of competency that provide a specific array of skills that are able to be gained outside of a qualification. They can be:

- a group of skills that link to a licensing or regulatory requirement
- a group of skills that can link to a defined industry need; these could comprise a set of units to upskill workers and can be thought of as a short upskilling course
- a set of units linked to a defined industry need where a whole qualification is not required; workers just need a very specific array of skills
- a skill set can comprise a single unit of competency.

2.5. List of qualifications, skill sets and units

The following information is contained within appendices to this Implementation Guide:

List of CHC qualification	Appendix 1
List of CHC skill sets	Appendix 2
List of CHC units of competency	Appendix 3
List of imported units and prerequisites	Appendix 4

2.6. Mapping information

Mapping tables provide details of modifications to CHC qualifications and units of competency, and indicate equivalence status. The mapping tables appear in alpha numeric order with the version control and modification history noted in the table. The current version can be found in the first (left-hand) column.

The following mapping tables are contained within appendices to this Implementation Guide:

CHC qualification mapping	Appendix 5
CHC unit of competency mapping	Appendix 6

This CVIG provides mapping information for all current qualifications and units of competency. Any information about previous updates can be found on VETNet.

2.7. Overview of most recent changes made to the CHC Training Package.

CHC Release 3.1 to the current CHC Release is managed by Skills IQ. The most recent changes made to the CHC Training Package by Skills IQ are outlined below.

2.7.1. Overview of changes made in Release 9.0 (December 2022)

Financial Counselling

The update comprises:

- one qualification
- four units of competency
- two new units of competency.

Core skills and knowledge required for the Financial Counselling job role have changed since the design of the previous qualification. Financial counsellors are required to have completed or be enrolled in the Diploma of Financial Counselling in order to work in the profession. The updated qualification plays a crucial role in the development of the financial counselling workforce.

Key changes that have occurred in recent years in terms of the operating and regulatory environment of the financial counselling sector, including changes to the requirements of the job role, have been considered during the Training Package development process.

The aim of the update ensures the Financial Counselling Training Package Products equip graduates and new entrants to the workforce with current professional standards of practice to provide accurate and reliable financial advice and skills to deal with small business and/or complex enquiries which are now key requirements for the sector.

The update ensures that industry has access to graduates who have the requisite skills and knowledge of current industry content, language and terminology to provide individuals seeking financial counselling services with accurate information and advice in order to make critical financial decisions for their households and/or businesses.

2.7.2. Overview of changes made in Release 8.0 (December 2022)

Community Sector and Development

The update comprises the review and redevelopment of the following components across Community Development, Case Management, Youth Services and Child Protection sub-sectors.

- ten qualifications
- seven skill sets

- 65 units of competency.

The Community Services Training Package update includes:

- changes in the packaging rules, including updates to the core and elective units of the qualifications
- an update of existing unit content
- the creation or inclusion of new units based on identified skills and knowledge gaps
- update of unit content to address relevant recommendations of the various Royal Commissions, mentioned below, along with other relevant inquiries and reports, including the National Principles for Child Safe Organisations, Reportable Conduct and National Redress
- inclusion of content that reflects the principles of Trauma-Informed Care into appropriate units of competency, in line with industry best practice.

The update to the Community Services - CHC training package, focused on the alignment of qualifications with key job roles, across industry and to address industry growth and credibility.

In the coming years, the update aims to improve the standards of professionalism, customer care and service, and strengthen job roles within different Community Services sectors.

2.7.3. Individual Support, Ageing and Disability CHC Release 7.0 (November, 2022)

This update reflects the skills and knowledge to provide care and support in a person-centred manner, rather than focusing on the environment in which care or support takes place. This allows these skills to be used across residential, home or community care settings and provides for the mobility of workers across and between the sectors.

The structure of the qualifications provides a clear pathway from the Certificate III to the Certificate IV qualifications. Entry requirements for the Certificate IV qualifications ensure that learners enrolling have the underpinning skills and knowledge to take on the more advanced units of competency packaged within these Certificate IV qualifications, either to advance their skills in providing care and support, or in the areas of leadership and supervision if this is appropriate to their job role.

Units of competency have been updated, and in some cases newly developed, to align with the requirements of the NDIS Quality and Safeguards Workforce Capability Framework and the recommendations of the Royal Commission into Aged Care Quality and Safety, whilst maintaining the scope of job role for a Personal Care Worker at Certificate III or Certificate IV level. This includes additional content by way of updates to units, development of new units or incorporating additional units into the qualifications in the areas of:

- Trauma-informed care
- Cultural safety
- Mental health
- Psychosocial disability
- Physical health status and wound care
- Oral health
- Palliative care
- Falls prevention
- First aid
- Medication
- Dysphagia management
- Assistive technology
- Interventions for older people at risk
- Recognising and responding to crisis situations
- NDIS values of human rights, choice and control

- NDIS support coordination
- Nutrition and meal time experience
- Provision of complex care/support for nutrition assistance and continence care.

2.7.4. Overview of change made in Release 6.0 (November, 2021)

Community Safety Services

The update comprises:

- One new qualification
- One new unit of competency
- One new skill set

The development of national training package products specific to Community Safety Services was in response to sector requests for an appropriate focus on the skills and knowledge required in these functions as distinct from security, judicial or case management functions. Accredited courses have existed previously and experience with these has informed the development of these new training package products.

The role is not only about 'patrol' activity given that different communities have different challenges and that a breadth and range of issues apply to community safety roles. In addition, a 'patrol' was one form of a number of measures used in community safety services. Outreach, liaison and networking functions, as well as community visibility and involvement, were highlighted as significant in community safety services which together bring direct benefits, as well as broader benefits, to community relationships.

Consultation also highlighted the fact that community safety services are not unique to geographic locations or specific groups: the need can be in urban, regional, remote or very remote locations. The experiences of some communities in cities with COVID-19 lockdowns have highlighted the meaning of community and also the potential for this new qualification on a much broader scale. A critical aspect of the role is having the trust, understanding and respect of the local community, and this can present challenges with regard to the formal learning and assessment processes required to achieve qualifications and statements of attainment to some student cohorts.

2.7.5. Overview of change made in Release 5.0 (July, 2021)

Children's Education and Care Training Package Development

Review of qualifications, units and skills sets applicable to the Children's Education and Care sector (CEC), which includes Early Childhood, School Age Care and School Based Education Support.

Note: For additional specific information on the Children's Education and Care sector (CEC) refer to the Children's Education and Care (CEC) Companion Volume Implementation Guide Release 5.0, which is available on **VETNet.**

2.7.6. Overview of change made in Release 4.0 (May, 2021)

Housing

Updates to the existing Certificate IV in Social Housing qualification and twelve existing Social Housing units of competency currently included in the Social Housing sector of the CHC Community Services Training Package (CHCSOH), and the Development of a new Social Housing unit of competency and two new Skill Sets.

Responsible Online Wagering Services

Addition of a new unit of competency CHCFIN005 Provide responsible online wagering services.

2.7.7. Overview of change made in Release 3.4

Removal of three units in response to Skills Reform Ministerial Statement - 9 October 2020, modifications from the CHC Training Package.

2.7.8. Overview of change made in CHC Release 3.3

Changes to the packaging rules in CHC33015 *Certificate III in Individual Support* to add the unit HLTINF001 Comply with infection control policies and procedures to the elective specialisation groups for Ageing (Group A) and Disability (Group B) to ensure adequate skills and knowledge of infection control procedures for all learners.

2.7.9. Overview of change made in Release 3.2

Updated to address assessment conditions being impacted by the COVID-19 social distancing restriction. Also changes to the packaging rules in CHC33015 Certificate III in Individual Support which required an additional group to cater for Aged care.

2.7.10. Overview of change made in Release 3.1

Creation of a new skill set CHCSS00114 Entry into Care Roles Skill Set, which was based on the industry needs following the impacts of COVID-19.

2.7.11. Original Changes to the Community Services Training Package

CHC Release 3.0 and earlier was managed by the former Community Services and Health Industry Skills Council (CS&HISC)

For Mapping Guide: CHC08 to CHC Releases 1.0 to 3.0 - refer to CHC Health Training Package Previous Mapping Guides available on ***VETNet.***

3.0. Key work and training requirements in the sector

3.1. Work in the community services sector and coverage of the CHC Training Package

The community services sector is vital to sustaining the wellbeing of communities in Australia. Community service workers not only provide aged services and children's education and care services that benefit many Australians, but they also provide welfare and support services to assist some of the most vulnerable people in the community. These services often complement those provided by family members and volunteers.

Activities within the sector predominantly fall into two categories:

- Direct community service activities provided to individuals and families
- Community sector activities, including working with groups and communities, social planning, advocacy and social action, assistance to other organisations.

Additionally, the community services industry consists of a diverse range of roles and service contexts in which they work. This makes it difficult to group and define the workforce. For example, some job roles can be specific to the community services sector in general or a specific sector (e.g., children's educator or support worker) and other roles work across sectors (case managers). Further, there are roles such as social workers that span across other industries such as health and can be referred to by different job titles such as a child protection worker or family support worker. Finally, there are functions such as management which span multiple sectors.

Industry Skills Forecasts are periodically prepared for each of the sectors administered by the Industry Reference Committees and provide sector overviews and workforce development information including labour market statistics and identified challenges, and vocational education and training information. These reports are published and available for download on the Skills IQ website. https://www.skillsiq.com.au/IndustryEngagement

Diagram 1 below, outlines the different ways in which community services roles may be classified.

Diagram 1: classifications of community services work



The Community Services Training Package is designed to reflect the full range of services, modes of delivery and client profiles that are characteristic of the community services sector. The CHC Community Services Training Package incorporates Qualifications, skills sets and units of competency with application to a range of services which make up the Community Services Sector. There are 5 Industry Reference Committees (IRC) which provide the industry engagement mechanism. Each IRC is responsible for subsector(s) providing community services.

More detailed information including workforce, skills and training statistics are available in the Industry Skills Forecasts. Click here to download the 2019 Community Sector and Development IRC Industry Skills Forecast.

3.2. The community services workforce profile

Characteristics of work in the community services sectors

Work in the community services sectors reflect a complex inter-relationship of duty of care, ethical behaviours, personal values, service delivery standards, and methodologies. It involves:

- working with individuals, the family, groups and the community
- focusing on community benefits, including maximising community development
- unpaid and paid work
- working successfully with diversity, including:
    - females and males across a range of age groups
    - people from linguistically and culturally diverse backgrounds
    - Aboriginal people and Torres Strait Islander people
    - individuals with mental and other health issues, and those with developmental differences.

Work in the community services sectors entails understanding that successful service delivery requires the inter-relationship of individuals, groups and community organisations.

The ethical framework for working in the industry has now largely been formally documented through agreed legislative statutes. All work undertaken in the industry reflects understanding and compliance with relevant local, state, national and international statutory and legislative requirements, including those relating to:

- workplace practices
- human and civil rights
- specific client service delivery.

All work undertaken in the industry needs to comply with accepted industry standards of ethical practice, including those related to:

- client relationships
- financial management
- information collection, storage and dissemination
- workplace behaviours
- operation of community (and other) organisations.

All work undertaken in the industry includes an understanding and application of:

- the changing social, economic, and political climate as it impacts on the industry.
- principles of social justice, human rights, anti-discrimination, and confidentiality
- principles of non-discriminatory service
- the impact of personal biases and experiences
- individual differences of clients and colleagues, including those relating to cultural, social, economic, physical and health.
- consideration of the holistic needs and rights of the individual, the family, the community and society
- a person-centred approach to work
- the diversity of relevant models and practices.

Work practices include strategies to empower individuals and groups, promote individual independence, and to respect the rights and dignity of clients and colleagues.

There is significant shared content between the CHC and HLT Training Packages which are reflected in the following cross sectors:

- advocacy
- anatomy & physiology
- legal and ethical practice
- policy and research

- communication
- diversity
- information management
- management and leadership
- infection prevention and control
- professional practice
- oral health
- work health and safety
- first aid
- language literacy and numeracy

3.3. Regulation and licensing implications for implementation

Children's Education and Care Sector

The sector provides education, care and support to children under 18 years of age.

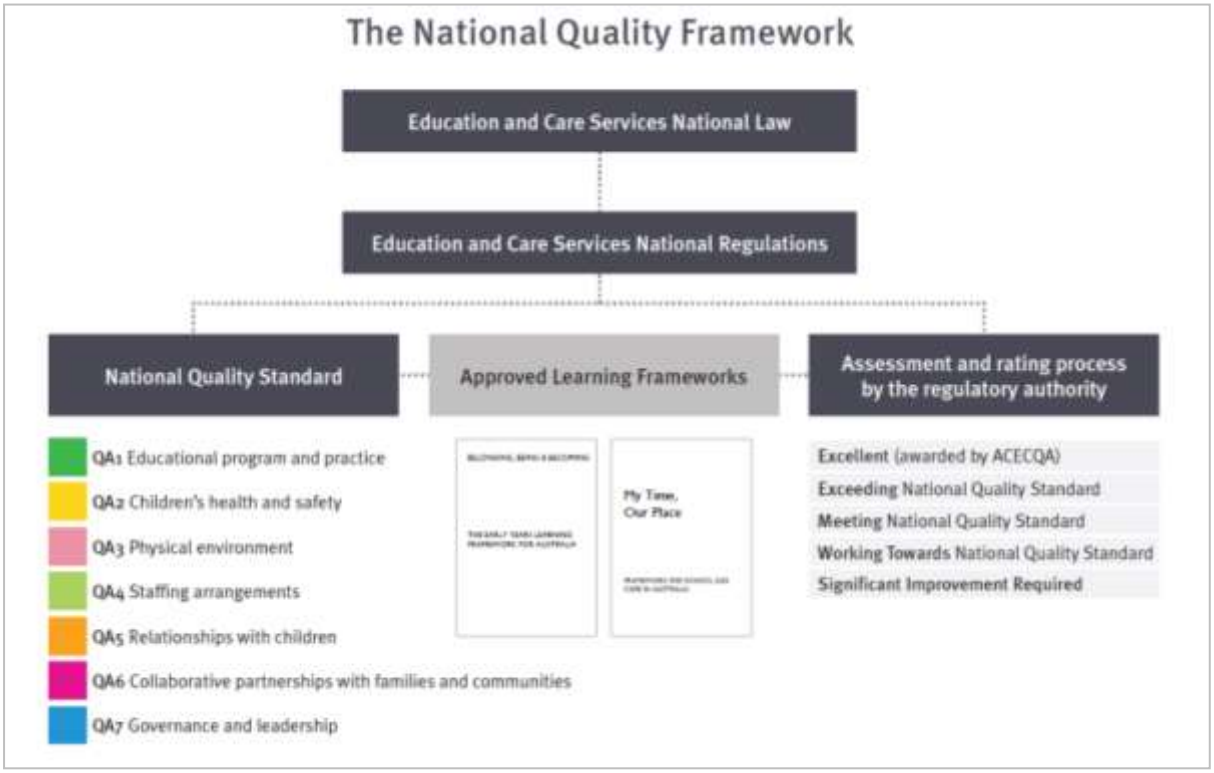
The sub – sectors include:

- Early childhood education and care (ECEC)
- School Age Education and Care (SAC) – also referred to as Outside school hours care (OSHC) and vacation care
- School Based Education Support (EDS)

The National Quality Framework (NQF) provides a national approach to the regulation of the quality of education and care services across Australia. Children's education and care services that operate under the National Quality Framework (NQF) for Early Childhood Education and Care (ECEC) include preschools/kindergartens, long day care (LDC), family day care (FDC) and outside school hours care (OSHC). Statistical data is provided by the state regulatory bodies and consolidated and reported by ACECQA to enable clear trends to be identified and addressed.

3.4. Regulatory Frameworks

In Australia, the legislative framework is significant in the CEC sector. The National Quality Framework (NQF) has provided a national approach to the regulation of the quality of education and care services across Australia since 2012.



Source: The Guide to the National Quality Framework (NQF). ACECQA. *https://www.acecqa.gov.au/nqf/about/guide*

The NQF includes a national legislative framework for regulation and quality assessment of education and child care services; the National Quality Standards (NQS) that benchmark education and care services; and a national quality rating and assessment process that evaluates services against the National Quality Standard.[1] The NQF provides a structural foundation on which to deliver effective children's education and care services and educators at all levels need to be familiar with the requirements and where they can be accessed.

Education Support roles are also critical in children's education, primarily in a school environment with requirements defined in State and Territory jurisdictions. These roles are not however part of the national regulated framework.

Regulated education and care services

Some units of competency within the Early Childhood Education and Care and the School Age Care qualifications require assessment to take place in a regulated education and care service in Australia. In this context, a regulated education and care service is defined as any service providing education and care to children less than 13 years of age that is licensed or approved under state or territory legislation. This would include long day care, family day care, preschools/kindergartens, and outside school hours care (which are typically regulated under National regulations), and can include occasional care and mobile services which are regulated under state or territory specific legislation.

Services which meet the exemption requirements defined in the current Act as *Services operating under the Child Care Subsidy Minister's Rules 2017*[2] *(Division 6) and the exempt services provisions set out in the Child Care Provider Handbook* are also considered to meet the requirement for assessment to take place in a regulated education and care service in Australia.

In all circumstances consideration needs to be given to how the assessment requirements specified in the units of competency can be met in these environments and how the required outcomes for students can be addressed.

The links to further details about exempt services are set out below.

Extract Other exempt services[3]

All providers need to be approved under Family Assistance Law for individuals to be eligible for Child Care Subsidy and Additional Child Care Subsidy for the care their services provide.

However, certain services are exempt from meeting requirements under the National Law and National Regulations for the purposes of their Family Assistance Law approval. These are services that were funded under the Budget Based Funded program prior to July 2018 and a small number of other specified services under the Minister's Rules. These services are also exempt from Family Assistance Law requirements relating to the minimum operating periods for Centre Based Day Care and Outside School Hours Care, to allow for community circumstances.

Services under the Community Child Care Fund Restricted grant program[4]

The Community Child Care Fund Restricted grant program (CCCF-R) provides funding to childcare services in disadvantaged, regional and remote communities. These services are

[1] https://www.dese.gov.au/national-quality-framework-early-childhood-education-and-care-0/mytimeourplace/legislation-ratings-and-standards-information-national-quality-framework-nqf and https://www.acecqa.gov.au/

[2] https://www.legislation.gov.au/Details/F2020C01049 (refer to Part 4, Division 6)

[3] https://www.dese.gov.au/resources-child-care-providers/resources/child-care-provider-handbook p104

[4] https://www.dese.gov.au/uncategorised/resources/community-child-care-fund-restricted-non-competitive-grants-guide-services

approved for the Child Care Subsidy but do not meet the requirements for approval under the National Quality Framework. Services are not required to meet qualification and staffing requirements under the National Law.

Recent data from the Australian Government (September 2019) indicates there are just over 150 services accessing the CCCF-R program, just under a third are in the NT.

3.5. Government Policy and Legislation

General

Many sectors within Community Services are sensitive to policy changes and legislative reviews.

In recent years the Commonwealth as well as the South Australian, Victoria and Northern Territory governments have initiated Royal Commission investigations into areas which impact the community services sectors and potentially lead to key changes, which impact employers, community service workers involved with or working in community services and stakeholders.

Examples include:

- Australian Government's Royal Commission into the Institutional Responses to Child Sexual Abuse (established November 2013)
- South Australian Child Protection Systems Royal Commission (established in 2014)
- Victorian Royal Commission into Family Violence (established February 2015)
- Northern Territory's Royal Commission into the Protection and Detention of Children (established August 2016)
- Royal Commission into Aged Care Quality and Safety (established in October 2018)[5]
- Royal Commission into Victoria's Mental Health System (established in February 2019)[6]
- Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability.

A major policy change impacting the review of workforce requirements in the Community Services sector is the implementation of the NDIS, Australia's first national Scheme for people with disability.

More information is available at the following link:
https://www.ndis.gov.au/understanding/how-ndis-works.

Children's Education and Care Sector

The regulatory framework for Children's Education and Care sector is set out in the previous section. There are some additional factors which can impact this framework in the future. The development of a new children's education and care national workforce strategy was endorsed by Ministers in late 2019 to support the recruitment, retention, sustainability and quality of the early childhood services workforce. The strategy will be developed as a joint partnership between governments and the sector with ACECQA leading the development of the strategy and supporting action plan. The final strategy and action plan is expected to be endorsed by Education Ministers in mid-2021. A report based on preliminary research and analysis which supported the need for such a strategy is available. [7]

[5] Royal Commission into Aged Care Quality and Safety [Available at: https://agedcare.royalcommission.gov.au/Pages/default.aspx] [Accessed 21 March 2019]
[6] Royal Commission into Victoria's Mental Health System [Available at: https://rcvmhs.vic.gov.au/about-commission] [Accessed 29 April 2019]
[7] https://www.acecqa.gov.au/sites/default/files/2020-10/ChildrensEducationandCareNationalWorkforceStrategy_0.pdf Accessed November 2020

The need for a strategy, specific to the School Age Care sector has also been confirmed throughout the 2020 training package update consultation process.

Child, Youth and Family Services

Child, Youth and Family service sub-sector provide a broad range of services to children, youth and families. The scope of the service is informed by the situation and needs of the individual and or family. Where appropriate, Performance Criteria and Knowledge Evidence in included in units to address the skills and knowledge relating to legislation, organisational procedures and government policy framework that will require for their area of focus.

Youth

Youth Justice and Youth Services sub-sector provide an important range of services in managing the social, behavioural, health, well-being, developmental and protection needs of young people. The scope of the service is informed by the situation and needs of individuals. Where appropriate, Performance Criteria and Knowledge Evidence included in units address the skills and knowledge relating to cultural sensitivity, legislation and government policy, that requires ongoing attention.

Online Wagering

While no licensing or regulatory requirements apply to CHCFIN005 Provide responsible online wagering services at the time of publication, due to the regulatory purpose behind the development of this unit of competency, it is expected that State and Territory regulators will look to provide further guidance and possible regulation around delivery of the unit of competency in the future. This is yet to be determined and is beyond the scope of the training package development process. RTOs planning to deliver the unit of competency in the future will need to consider any regulatory requirements that may apply.

Celebrancy

CHC41015 Certificate IV in Celebrancy, when used to achieve a marriage Celebrancy outcome, addresses the specific legislative responsibilities of marriage celebrants and is linked to national registration requirements. The Attorney General's Department (AGD) has been fully involved in the review process through membership of the Celebrancy subject matter expert group and supports the proposed components.

Financial Counselling

CHC51122 Diploma of Financial Counselling has links to the requirements for Australian Securities and Investments Commission (ASIC) exemption from a financial services or credit licence under different ASIC class order. ASIC requirements have been fully reflected through advice from Financial Counselling Australia.

Family Dispute Resolution

CHC8115 Graduate Diploma of Family Dispute Resolution has a direct link to the provisions of the *Family Law Act 1975* and the Family Law (Family Dispute Resolution Practitioners) Regulations 2008. Practitioners must apply to the AGD for registration as a Family Dispute Resolution Practitioner and depending on the applicant, must hold either units of competency or the full qualification for registration. The AGD has been fully involved in the review process. No other qualifications proposed for endorsement have a direct link to licensing and regulatory requirements. Licensing, certification or legislation requirements are included in the units of competency. In the application of all units of competency the following statement has been inserted: '*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.'*

An RTO should ensure that when delivering the unit of competency that all relevant legislation, industry standards and/or industry codes of practice are considered and adhered to, where they exist.

4.0. Implementation information

4.1. Key features of the CHC training package and sector that impact selection of training pathways.

The Community Services sector provides a spectrum of essential services to the Health Care and Social Assistance industry, including community services, Indigenous environmental health, population health, volunteering, youth services, child protection, youth justice and housing. The workforce encompasses a diverse range of job roles and functions, as the sector often overlaps with other sectors such as Housing, Health, Services and Disability.

The workforce encompasses a diverse range of job roles and functions, as the sector often overlaps with other sectors such as Housing, Health Services and Disability.

The common thread in roles covered by the Qualifications in the CHC Training package is their contribution to communities by way of providing care and support to people requiring it.

The job roles supported by the Training Package can involve undertaking operational, service-based and/or supervisory and management activities.

Job roles are varied and the units of competency and qualifications in this Training Package are maintained by the following Industry Reference Committees within their relevant sub-sectors:

Industry Reference Committees	Sub-sectors
Community Sector and Development Industry Reference Committee	• Community services and development • Community Safety Services • Chaplaincy and pastoral care • Volunteering.
Client Services Industry Reference Committee	• Career development • Celebrancy • Community services and case management • Counselling • Employment services • Family and relationship services • Financial Counselling.
Children's Education and Care Industry Reference Committee	• Early childhood education and care (ECEC) • Outside school hours care (OSHC) - also referred to as School age education and care (SAC) • Education Support.
Direct Client Care and Support Industry Reference Committee	• Mental health • Alcohol and other drugs • Leisure and health • Allied health assistance • Health services assistance.

Industry Reference Committees	Sub-sectors
Disability Support Industry Reference Committee*	• Disability Support sector and related qualifications The Disability Support IRC has been established to respond to the increasing demand for disability support workers, driven in particular by the rollout of the National Disability Insurance Scheme (NDIS). The IRC's work includes addressing the current and future competencies and skill requirements for new workers entering the sector and existing staff needing to upskill in the vocational education and training (VET) and sector.
Aged Services Industry Reference Committee*	• Aged Services sector On 13 March 2018, the Australian Industry and Skills Committee (AISC) announced that it was establishing an Aged Services Industry Reference Committee (IRC) to strengthen industry leadership in education and training for the aged care sector. The Aged Services IRC will assist in responding to findings from the Aged Care Workforce Strategy Taskforce, with a focus on a range of strategic actions to grow and sustain an agile and enabled aged services workforce that can provide safe and quality care to older Australians in a variety of settings. This includes ensuring that the national training system and higher education can address both current and future competencies and skill requirements for new workers entering the sector and existing staff needing to upskill.

*The Individual Support Qualifications in the CHC Training Package include specialisations for Ageing, Disability and Aged care.

Community Services

The main aim of the community services sector is to 'provide support to sustain and nurture the functioning of individuals, families and groups, to maximise their potential and to enhance community wellbeing. Community support services are diverse and range from care and information activities to referrals and interventions with respect to working with families, children and vulnerable members of the community.

The workforce encompasses a diverse range of job roles and functions which are multi-levelled as well as requiring multiple skill areas as the sector often overlaps with other sectors including:

- Housing
- Health
- Education
- Aged services
- Disability Services

Occupations in the sector include:

- Chaplain or pastoral care worker
- Community services worker
- Community development worker
- Manager
- Volunteer

Client Services

Workers in this sector have a broad range of skills and services to offer. They work mainly in the community services sector.

Occupations in the sector include:

- Celebrants
- Career development
- Employment services
- Counsellor
- Dispute resolution practitioner
- Child protection worker
- Case manager
- Financial Counsellor

Children's Education and Care

The longstanding staff shortages in this sector make it difficult for some providers to meet the NQF staffing requirements, which are essential to continuing to lift quality in the sector. Recent changes to the legislation make it more imperative that greater action is taken to address these shortages so that policy objectives related to quality can be realised.

This sub sector includes:

- Early childhood,
- School-based education support
- School age care

Occupations in the sector include:

- Early childhood educator
- Outside school hours care and vacation care workers
- Education assistant
- Teacher's Aide

Direct Client Care and Support

This sub sector includes:

- Home and community care
- Disability
- Mental health
- Alcohol and other drugs
- Leisure and health
- Allied health assistance
- Health services assistance.

Occupations in the sector include:

- Support workers
- Drug and alcohol worker
- Mental health worker
- Peer support worker

Disability Support

Occupations in the sector include:

- Carers
- Individual Support workers

Aged Services

Occupations in the sector include:

- Carers
- Community and residential support workers
- Individual Support workers

Occupational outcomes

Each qualification specifies the anticipated occupational outcomes. These are provided for all qualifications at **Appendix 7**

4.2. Mandatory entry requirements

Entry requirements

Entry requirements were removed from most qualifications developed by Community Services & Health Industry (CS&HISC) unless there is a direct link to a mandatory requirement in the workplace, such as a licensing requirement. Graduate Certificate and Graduate Diploma qualifications may also have entry requirements. This is to ensure that qualifications stand alone, and this practice promotes equitable access and progression of learners.

However, the removal of mandatory entry requirements does not remove the responsibility of training organisations to ensure that applicants who wish to commence a particular course have the required skills and knowledge to successfully complete the qualification at that AQF level.

Children's Education and Care

In the Children's Education and Care Sector, the CHC30121 Certificate III in Early Childhood Education and Care has been made an entry requirement for the CHC50121 Diploma of Early Childhood Education and Care to address the sectors concerns with the inconsistency in quality and consistency of graduates and concerns with unduly short courses. The Certificate III provides the foundations deemed necessary by the sector for ongoing personal development and career success which have been reportedly lacking with a qualification structure with direct entry to the Diploma qualification.

4.3. Mandatory placement requirements

Work placement

Mandatory work placement has been included in several qualifications in this training package for the purposes of workplace-based assessment. Industry strongly supports the use of work placements in the community services sector for several reasons:

- Strengthen the individual's experience of the workplace.
- Support future expectations of performance in the workforce.
- Develop practice skills and application of knowledge within the workplace, promoting stronger embedding of learning.
- Provide exposure to real workplace situations and circumstances which cannot be replicated in a learning environment or simulation.

Further work placements can also prepare individual candidates for their assessment experiences. Undertaking learning and practice of skills in the classroom or simulated learning environment, and then coming to the workplace only for assessment, can prove challenging to the individual as they encounter a new environment for assessment. Work

placements, when integrated with learning, can be used for 'on the spot' assessment and to capture a range of evidence to support a decision of competency.

To successfully conduct training and assessment in the workplace, the RTO must provide the learner and workplace supervisor with an agreed, structured learning plan that indicates the purpose of the work placement and the minimum requirements for training and assessment in the specified units of competency. It should also clearly identify training, monitoring and assessment roles and responsibilities of both parties, as required by *Standard 1 and Standard 5.1- 5.4 of the Standards for Registered Training Organisations (RTOs) 2015*.

Work placements should always involve the appropriate supervision and guidance from individuals in the workplace and trainers and assessors from the RTO. In sourcing an appropriate workplace, attention should also be paid to the availability of opportunities for the learner to observe, develop and practice required skills, and the availability of appropriately qualified workplace supervisors.

Qualifications

The following hours of work placement are set out in selected core units for the following qualifications.

Code	Title	Work placement hrs
CHC14015	Certificate I in Active Volunteering	20 Hours
CHC24015	Certificate II in Active Volunteering	20 Hours
CHC30121	Certificate III in Early Childhood Education and Care	160 Hours
CHC30221	Certificate III in School Based Education Support	100 Hours
CHC33021	Certificate III in Individual Support	120 Hours
CHC34015	Certificate III in Active Volunteering *Note: this includes any specialisation or combination of specialisations*	20 Hours
CHC40221	Certificate IV in School Based Education Support	100 Hours
CHC40321	Certificate IV in Child, Youth and Family Intervention	120 Hours
CHC42315	Certificate IV in Chaplaincy and Pastoral Care	100 Hours
CHC43015	Certificate IV in Ageing Support	120 Hours
CHC43315	Certificate IV in Mental Health	80 Hours
CHC43415	Certificate IV in Leisure and Health	120 Hours
CHC43515	Certificate IV in Mental Health Peer Work	80 Hours
CHC50121	Diploma of Early Childhood Education and Care	280 Hours
CHC50221	Diploma of School Age Education and Care	280 hours
CHC50321	Diploma of Child, Youth and Family Intervention	100 Hours
CHC50421	Diploma of Youth Work	200 Hours
CHC51122	Diploma of Financial Counselling	220 Hours

Code	Title	Work placement hrs
CHC52021	Diploma of Community Services	200 Hours
CHC53315	Diploma of Mental Health	160 Hours
CHC53415	Diploma of Leisure and Health	240 Hours
CHC81015	Graduate Diploma of Relationship Counselling	50 Hours
CHC81115	Graduate Diploma of Family Dispute Resolution	50 Hours

Consultation with some industry sectors indicated that there was no minimum work placement requirement for the delivery of some qualification. However, some of the units within these qualifications may still require assessment in the workplace. Training organisations should ensure that they review the Volume of Learning appropriate to the qualification level as specified in the AQF. Further information is available at https://www.aqf.edu.au.

Evidence of work placement must be collected as part of the performance evidence in the units in which the requirement appears. Evidence may include timesheets, logbooks, meeting minutes or other forms of workplace documentation.

Aged Care and Disability Support

For the aged care and disability support sectors, the inclusion of 120 hours of mandatory workplace assessment in one of the core units within the Certificate III in Individual Support is essential to ensuring the skills of graduates are assessed in the workplace. The unit further stipulates that learners must be assessed in simulation prior to being assessed in the workplace, in order to ensure the safety and dignity of the client.

The nomination of a workplace demonstration requirement has been included in other units where relevant, to provide for effective and constructive assessment to take place, without being restrictive in regard to the timing or environment in which assessment takes place. However, simulation has been allowed for where the full range of contexts and situations have not been provided in the workplace. In these cases, the use of simulations and scenarios may be incorporated into assessment, as long as this may be done without compromising the integrity of the assessment outcomes.

Industry strongly supports workplace assessment as a means of ensuring a quality outcome for learners and employer confidence in the Vocational Education system.

Financial Counselling

Industry requires demonstration of skills in the workplace for the purposes of assessment for the Diploma of Financial Counselling in order to provide the opportunity for learners to work with qualified experienced financial counsellors and to gain experience in various community settings in terms of service provision in metro, rural or regional areas. Workplace experience is essential to be able to acquire and practice skills and observe real situations such as adjusting practice in response to complex needs in a real workplace environment with real people. Workplace experience will also provide learners with the opportunity to gain direct experience of providing financial counselling services including small business clients and clients with complex needs now included in the updated Diploma.

However, the assessment conditions state that there is capacity for this to take place in a simulated environment, should a workplace be unavailable for the purposes of assessment and if this should occur, industry recommends the use of simulated scenarios and case

studies developed by the peak bodies in each state and territory including Financial Counselling Australia (FCA) that would capture the full range of contexts and situations which would be accessible at the workplace. Learners are recommended to apply the skills and knowledge gained from the Diploma to demonstrate service provision activities using the simulated scenarios and case studies.

Units of Competency

Workplace requirements are identified in the following Units of Competency.

Unit Code	Unit Title	Work placement hrs
CHCCCS023	Support independence and wellbeing	120 hours
CHCCCS028	Provide client-centred support to people in crisis	50 hours
CHCCCS040	Support independence and wellbeing	120 hours
CHCCSM013	Facilitate and review case management	100 hours
CHCDEV005	Analyse impacts of sociological factors on clients in community work and services	100 hours
CHCDIS005	Develop and provide person-centred service responses	120 hours
CHCDSP001	Facilitate dispute resolution in the family law context	50 hours
CHCDSP002	Adhere to ethical standards in family dispute resolution	50 hours
CHCDSP003	Support the safety of vulnerable parties in family dispute resolution	50 hours
CHCECE010	Support the holistic development of children in early childhood	120 hours
CHCECE031	Support children's health, safety and wellbeing	160 hours
CHCECE032	Nurture babies and toddlers	160 hours
CHCECE033	Develop positive and respectful relationships with children	160 hours
CHCECE035	Support the holistic learning and development of children	160 hours
CHCECE036	Provide experiences to support children's play and learning	160 hours
CHCECE042	Foster holistic early childhood learning, development and wellbeing	280 hours
CHCECE048	Plan and implement children's education and care curriculum	280 hours
CHCEDS034	Contribute to the planning and implementation of educational programs	100 hours
CHCEDS035	Contribute to student education in all developmental domains	100 hours
CHCEDS047	Assist in facilitation of student learning	100 hours
CHCFCS001	Facilitate the family counselling process	50 hours
CHCFCS002	Provide relationship counselling	50 hours
CHCFCS003	Provide counselling to children and young people	50 hours
CHCFIN006	Establish the financial counselling relationship	220 hours
CHCFIN007	Provide advice, counselling and representation to financial counselling clients	220 hours
CHCFIN008	Apply professional standards in financial counselling	220 hours

Unit Code	Unit Title	Work placement hrs
CHCFIN009	Provide financial counselling and systemic advocacy within a social justice framework	220 hours
CHCLAH002	Contribute to leisure and health programming	120 hours
CHCLAH003	Participate in the planning, implementation and monitoring of individual leisure and health programs	120 hours
CHCLAH004	Participate in planning leisure and health programs for clients with complex needs	120 hours
CHCLAH006	Coordinate planning, implementation and monitoring of leisure and health programs	240 hours
CHCLAH008	Provide leisure education	240 hours
CHCMHS002	Establish self-directed recovery relationships	80 hours
CHCMHS003	Provide recovery oriented mental health services	80 hours
CHCMHS004	Work collaboratively with the care network and other services	80 hours
CHCMHS010	Implement recovery-oriented approaches to complexity	160 hours
CHCPAS002	Provide pastoral and spiritual care	100 hours
CHCPAS004	Provide pastoral and spiritual care	100 hours
CHCPRT027	Work collaboratively to maintain an environment safe for children and young people	120 hours
CHCPWK003	Apply lived experience in mental health peer work	80 hours
CHCSAC001	Support children to participate in school age care	120 hours
CHCSAC003	Work collaboratively and respectfully with children in school age care	120 hours
CHCSAC004	Support the holistic development of children in school age care	120 hours
CHCSAC006	Support children to participate in school age care	160 hours
CHCSAC009	Support the holistic development of children in school age care	160 hours
CHCSAC010	Foster holistic learning, development and wellbeing for school age children	280 hours

4.4. Community Services industry pathways in line with AQF Pathways Policy

Pathways

The Australian Qualifications Framework (AQF) provides a comprehensive, nationally consistent framework for qualifications in compulsory post-education and training in Australia. The AQF helps to provide consistency in the vocational education and training sector for all trainees, learners, employers and providers by enabling recognition of

qualifications and Statements of Attainment. It enables learners to have flexible pathways than can cover more than one provider - pathways that are horizontal (that is, across AQF qualifications at the same level) and vertical (that is, between AQF qualifications at different levels) - and eliminates unnecessary and unfair barriers to AQF qualifications.

Articulation and credit arrangements from Diploma to higher education qualifications can be made on an individual basis by RTOs. Additionally, providers of higher education qualifications can decide what credit will be provided towards those qualifications without any specific arrangement. The AQF Qualifications Pathways Policy provides more details: https://www.aqf.edu.au/sites/aqf/files/aqf_pathways_jan2013.pdf

Credit

Credit is the value assigned for the recognition of equivalence in content between different types of learning and/or qualifications which reduces the volume of learning required to achieve a qualification. Credit arrangements must be offered by all RTOs that offer Training Package qualifications through a systematic institutional approach with clear, accessible and transparent policies and procedures.

Community Services competencies already held by individuals can be formally assessed against the units of competency in the CHC Community Services Training Package, and should be recognised regardless of how, when or where they were acquired, provided that the learning is relevant to the unit of competency outcomes**.**

Credit arrangements

At the time of endorsement of this Training Package no national credit arrangements exist between the Training Package qualifications and Higher Education qualifications.

Credit transfer

Credit transfer is a process which provides learners with agreed and consistent credit outcomes based on equivalences in content between matched qualifications. This process involves education institutions:

- mapping, comparing and evaluating the extent to which the defined learning outcomes and assessment requirements of the individual components of one qualification are equivalent.
- to the learning outcomes and assessment requirements of the individual components of another qualification
- making an educational judgment of the credit outcomes to be assigned between the matched components of the two qualifications.
- setting out the agreed credit outcomes in a documented arrangement or agreement
- publicising the arrangement/agreement and credit available.

For example, when two units are described as E (Equivalent) it is possible to grant credit transfer. When two units are described as N (not equivalent) it is not possible to use credit transfer as a process. Like any candidate, someone holding a previous qualification or unit will need to either undertake the training and assessment for the new unit (if they wish to do so) or will need to go through a Recognition of prior learning (RPL) process.

Credit Transfer in the VET sector is different from the award of credit within higher education programs. The only way a unit can be granted in VET is by the candidate meeting the requirements of that specific unit. Qualification documentation and statements of attainment list all of the units of competency that have been achieved. There is no such thing as ‘non-specific credit’ in the VET sector. In the higher education sector, depending on the institution and its policies, it is sometimes possible that non-specific credit is granted. For instance, it may be a requirement for a degree to achieve 240 credit points, but someone with a diploma in a related discipline may be granted 80 credit points on entry, so that they only need to achieve 160 points.

Recognition of prior learning (RPL)

Recognition of prior learning (RPL) is an assessment process which determines the credit outcomes of an individual application for credit. This may be appropriate for candidates who have previously attained skills and knowledge and who, when enrolling in qualifications, seek to shorten the duration of their training and either continue or commence working. This may include:

- existing workers
- individuals with overseas qualifications
- recent migrants with established work histories
- people returning to the workplace.
- people with disabilities or injuries requiring a change in career.

RPL assessment should be undertaken by people with expertise in the subject, content of skills area, as well as knowledge of and expertise in RPL assessment policies and procedures. Assessment methods used for RPL should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. These can include:

- questioning (oral or written)
- consideration of a portfolio and review of contents
- consideration of third-party reports and/or other documentation, such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component
- mapping of learning outcomes from prior formal or non-formal learning to the relevant qualification components
- observation of performance
- participation in structured assessment activities the individual would normally be required to undertake if they were enrolled in the qualification component/s.

In an RPL pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the Australian Quality Training Framework (AQTF) must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, work samples and/or observation of the candidate. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- Authentic: the candidate's own work
- Valid**:** directly related to the current release of the relevant endorsed unit of competency
- Reliable: shows that the candidate consistently meets the endorsed unit of competency
- Current: reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency
- Sufficient**:** covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills.

Registered training organisations delivering community services qualifications

Learning and assessment pathways that lead to formal community services industry qualifications, skills sets or Statements of Attainment must be administered by an RTO. RTOs are those training providers registered by the Australian Skills Quality Authority (ASQA) or a state training regulator to deliver vocational education and training (VET) services. They are recognised as providers of quality-assured and nationally recognised training and qualifications.

Only RTOs can:

- deliver nationally recognised courses and accredited AQF VET qualifications
- apply for Australian, state and territory funding to deliver vocational education and training.

Links are provided for ASQA, and the Victorian and Western Australian state registration authorities:

- Australian Skills Quality Authority (ASQA): https://www.asqa.gov.au/
- Victorian Registration and Qualifications Authority (VRQA): www.vrqa.vic.gov.au.
- Training Accreditation Council Western Australia: www.tac.wa.gov.au.

4.7. Access and equity considerations

An individual's access to training and assessment should not be adversely affected by restrictions placed on the location or context of the training and assessment beyond the requirements specified in the Community Services Training Package and must be bias-free.

Training Packages reflect and cater for the increasing diversity of Australia's VET clients and current and future workforce. The flexibilities offered by Training Package qualifications and units of competency enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

4.8. Reasonable adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for learners with disability. Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of learners with and without disability. The Disability Standards and guidelines for their implementation can be downloaded at Resources for schools and families about the Disability Standards for Education 2005 https://education.gov.au/disability-standards-education

An adjustment is any measure or action that a learner requires because of their disability, and which has the effect of assisting them to access and participate in education and training on the same basis as those without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the learner's disability, their views, the potential effect of the adjustment on the learner and others who might be affected, and the costs and benefits of making the adjustment.

A training provider is also entitled to maintain the academic requirements of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one

adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

4.9. Foundation skills

Foundation skills are an integrated part of a unit of competency, must be assessed, and have been included in units in the following ways:

- Relevant skills essential to performance are explicit, or evident, in the Performance Criteria, written in a way that reflects both the job task and skill level.
- Skills essential to performance that are not explicit in the Performance Criteria are summarised in the Foundation Skills (FS) field together with a description reflecting the workplace skill.

There are 11 foundation skills which are identified as:

- reading skills
- writing skills
- oral communication
- numeracy skills
- learning skills
- problem-solving skills
- initiative and enterprise skills
- teamwork skills
- planning and organising skills
- self-management skills
- technology skills.

4.11. Learner Assessment

Learning and assessment pathways

Best practice learning and assessment should be integrated (holistic), with assessment evidence being collected and feedback provided to the candidate at any time throughout the learning and assessment process.

Structured learning and assessment programs may be:

- group-based
- work-based
- project-based
- self-paced
- action learning-based
- conducted by distance or e-learning.
- involve practice and experience in the workplace.

Learning and assessment pathways usually incorporate a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

The units of competency in this training package may be attained in a number of ways, including through:

- formal or informal education and training
- experiences in the workplace
- general life experience
- any combination of the above.

Assessment leading to a qualification or statement of attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two.

The CHC Community Services Training Package has been designed to aid implementation of Australian Apprenticeships. Given the multiple entry points into the industry, all Certificate III, Certificate IV and Diploma qualifications in the CHC Community Services Training Package are suitable for achievement through an Australian Apprenticeship.

School Based Australian Apprenticeship programs are only appropriate when combined with work-based training and assessment. Work health and safety (WHS) issues and the need to assess some units of competency in the workplace must be addressed, but do not necessarily impede this pathway.

Assessment-only or recognition assessment pathway

Competencies already held by individuals can be formally assessed against the units of competency in this training package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only pathway, the candidate is assisted by the assessor to identify and provide quality evidence of their competency against the relevant unit of competency in line with the rules of evidence and principles of assessment. Aspects of this process may be conducted by the candidate and verified by the assessor, such as when compiling portfolios; or directed by the assessor, such as observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of the assessment process indicate that the candidate is competent, structured training is not required.

4.12. Advice on any health and safety implications in the industry

Where required, WHS issues have been addressed in a unit of competency in the CHC Community Services Training Package, and qualifications include WHS specific units.

First Aid

Although these units are part of the HLT Health Training Package, they are referred to here as they are often taken up within Community Services qualifications.

Requirements for first aid courses, including refresher training, are dependent on both the state/territory jurisdiction as well as the industry sector. The Safe Work Australia National WHS Model Code of Practice for First Aid in the Workplace www.safeworkaustralia.gov.au/sites/swa/about/publications/pages/first-aid-in-the-workplace references the nationally endorsed first aid units of competency from the HLT Training Package. It also sets the requirements for refresher courses for first aid and CPR.

Each jurisdiction has similar Codes of Practice based on the national model. The nationally endorsed first aid units of competency are the minimum requirement. Training organisations must check with each jurisdiction for approval of any other first aid courses in addition to those in the HLT Training Package. See below for details of each state/territory regulatory authority.

Regulated industries may have their own legislation or requirements for first aid that sit over and above the standard WHS regulations. This may allow for approval of specialised first aid courses other than those specified in the HLT Training Package, e.g. mining or electrotechnology. Training organisations need to check with the relevant regulators for those industries to find out their specific requirements in regard to first aid. In addition, training providers must ensure they implement their training programs in line with the Australian Resuscitation Council guidelines for education and training (Guideline 10). These guidelines are available online at the Australian Resuscitation Council website www.resus.org.au

In addition, training providers must ensure they implement their training programs in line with relevant Australian Resuscitation Council (ARC) guidelines for education and training (for example, Guideline 10.1 Basic Life Support Training). These guidelines are available online at the ARC website www.resus.org.au

A candidate who holds a first aid unit of competency – for example, HLTAID011 Provide first aid – either as a standalone unit shown on a statement of attainment or as part of a qualification can gain credit for the same or equivalent unit listed in another qualification or skill set and can also use the unit to meet jurisdictional industry requirements for a job role. A unit of competency such as HLTAID011 Provide first aid does not necessarily expire in 3 years; however, a unit can become superseded, and this will be listed on www.training.gov.au .

The recommendations set by Safe Work Australia to gain currency of the skills of providing Cardiopulmonary Resuscitation (CPR) is every 12 months and for first aid every 3 years. This recommendation does not mean that you need to undertake the training and assessment for example for the unit HLTAID011 again as this may still be the current unit listed on TGA. A person may be required by industry or jurisdictional regulation to undertake a refresher in the CPR skills every 12 months and/or a refresher in first aid every 3 years and provide evidence to organisation/employer that this refresher training has been undertaken to attain currency of the skills. Industry may require an employee to have the current unit of competency as listed on TGA, see jurisdictional regulations on what is required by industry.

A person may be required by industry or jurisdictional regulation to undertake a refresher in CPR skills every 12 months and/or a refresher in first aid every 3 years and provide evidence to the organisation or employer that this refresher training has been undertaken to attain currency of the skills. Safe Work Australia has made recommendations to ensure the currency of skills of those providing CPR. These recommendations are for refresher training in CPR every 12 months and first aid currency every 3 years. Industry may require an employee to have the current unit of competency as listed on www.training.gov.au, see jurisdictional regulations on what is required by industry.

Medication

Although the medication units are part of the HLT Health Training Package, they are referred to here as HLTHPS006 Assist clients with medication is packaged as an elective in the qualifications for aged care and disability support.

In some state or territory jurisdictions, training and assessment in the workplace may be constrained by local regulatory requirements. For this reason, the unit is packaged as an elective and RTOs should check the local jurisdictional requirements before delivering this unit of competency.

Work health and safety (WHS)

All training organisations need to ensure that delivery of the work health and safety (WHS) units are contextualised to the relevant legislation in the state/territory in which they are training. Details about the relevant jurisdictional regulators are provided below:

Jurisdiction	Regulator
Commonwealth and national regulators	• Comcare • National Offshore Petroleum Safety and Environmental Management Authority (NOPSEMA) • National Industrial Chemicals Notification and Assessment Scheme (NICNAS) • Australian Maritime Safety Authority (AMSA) • Seafarers Safety, Rehabilitation and Compensation Authority (Seacare) • Civil Aviation Safety Authority (CASA)
Australian Capital Territory	• WorkSafe ACT
New South Wales	• WorkCover NSW • SafeWork NSW
Northern Territory	• NT WorkSafe
Queensland	• Workplace Health and Safety Queensland, Department of Fair and Safe Work (WHSQ) • WorkCover Queensland • Queensland Government - Department of Natural Resources and Mines • Electrical Safety Office (ESO) - Department of Justice and Attorney-General
South Australia	• SafeWork SA
Tasmania	• WorkSafe Tasmania
Victoria	• WorkSafe Victoria
Western Australia	• WorkSafe WA

4.13. Resource and equipment relevant to this training package

The resources essential for assessment of units of competency in the CHC Training Package have been listed in the assessment requirements of individual units. Where units of competency require assessment in the workplace, the workplace must include the full range of equipment required to do the task. Simulated assessment environments must also include the full range of equipment found in the workplace even if not listed in the units of competency.

4.14. Legal considerations for learners in the workplace including on placement.

Legal requirements that apply to specific sectors covered by this training package vary across each State and Territory and can change from time to time. Contact relevant State and Territory departments to check if legal requirements apply.

This requirement is specifically relevant to Aboriginal and/or Torres Strait Islander health workers working with medications where different States/Territories have stringent requirements around the administration and management of medications.

Work placements should always involve the appropriate supervision and guidance from individuals in the workplace and trainers and assessors from the RTO and must adhere to required legislation that applies in the jurisdiction such as working with children checks if, for example, work placement is occurring in the context of child protection. Further information about work placements for learning is included in the companion volume - *Learning strategies guide.*

For more information on these checks and how they apply to various jurisdictions visit the website National Crime Check https://www.nationalcrimecheck.com.au/

4.16. Importing units from other Training Packages

Units of competency may be imported from another endorsed Training Package to customise a community services qualification. These imported units of competency may be used to replace the maximum number of imported units that are identified in the packaging rules.

The use of imported units of competency is allowed if:

- they are appropriate to the needs of the enterprise and the job outcome sought
- any prerequisites and co-requisites specified in the original unit and any specific assessment requirements in the host Training Package are also observed.

4.17. Assessment Conditions

Resources

The resources essential for assessment of units of competency in this training package have been listed in the assessment requirements of individual units of competency.

Where units of competency require assessment in the workplace, the workplace must include the full range of equipment required to do the task. Simulated assessment environments (SAEs) must also include the full range of equipment found in the workplace even if not specifically listed in the unit of competency being assessed.

Development of Assessment Tasks

For the purposes of the Assessment Requirements of units *CHCCCS031 Provide individualised support* and *CHCCCS041 Recognise healthy body systems* within the CHC Community Services Training Package, a health professional is defined as a person who is qualified to practice in a specific health care field. They must be currently working in a recognised health professional role e.g. as a registered nurse, general practitioner, Aboriginal or Torres Strait Islander Health Practitioner, dentist, or an allied health professional such as a dietician, speech pathologist, podiatrist, physiotherapist, etc. The type of health professional may vary depending on the assessment task being developed.

RTOs may work with the health professional face to face or remotely as suits their needs, but there must be evidence that the health professional provided advice and was involved in the development and validation of all aspects of the task.

Assessor requirements

The majority of HLT Health Training Package units of competency state:

'Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.'

In some cases, there are additional assessor requirements, where required by industry.

Appendix 1: List of CHC Qualifications

Code	Title
CHC14015	Certificate I in Active Volunteering
CHC22015	Certificate II in Community Services
CHC24015	Certificate II in Active Volunteering
CHC30121	Certificate III in Early Childhood Education and Care
CHC30221	Certificate III in School Based Education Support
CHC32015	Certificate III in Community Services
CHC33021	Certificate III in Individual Support
CHC34015	Certificate III in Active Volunteering
CHC35021	Certificate III in Community Safety Services
CHC40113	Certificate IV in School Age Education and Care (deleted 30/12/22)
CHC40221	Certificate IV in School Based Education Support
CHC40321	Certificate IV in Child, Youth and Family Intervention
CHC40421	Certificate IV in Youth Work
CHC40521	Certificate IV in Youth Justice
CHC41015	Certificate IV in Celebrancy
CHC41115	Certificate IV in Employment Services
CHC41215	Certificate IV in Career Development
CHC42021	Certificate IV in Community Services
CHC42121	Certificate IV in Community Development
CHC42221	Certificate IV in Housing
CHC42315	Certificate IV in Chaplaincy and Pastoral Care
CHC43015	Certificate IV in Ageing Support
CHC43121	Certificate IV in Disability Support
CHC43215	Certificate IV in Alcohol and Other Drugs
CHC43315	Certificate IV in Mental Health
CHC43415	Certificate IV in Leisure and Health
CHC43515	Certificate IV in Mental Health Peer Work
CHC44015	Certificate IV in Coordination of volunteer programs
CHC50121	Diploma of Early Childhood Education and Care
CHC50221	Diploma of School Age Education and Care
CHC50321	Diploma of Child, Youth and Family Intervention
CHC50421	Diploma of Youth Work
CHC50521	Diploma of Youth Justice

Code	Title
CHC51015	Diploma of Counselling
CHC51122	Diploma of Financial Counselling
CHC52021	Diploma of Community Services
CHC52121	Diploma of Community Development
CHC53215	Diploma of Alcohol and Other Drugs
CHC53315	Diploma of Mental Health
CHC53415	Diploma of Leisure and Health
CHC62015	Advanced Diploma of Community Sector Management
CHC81015	Graduate Diploma of Relationship Counselling
CHC81115	Graduate Diploma of Family Dispute Resolution
CHC81215	Graduate Certificate in Statutory Child Protection
CHC81315	Graduate Certificate in Career Development Practice
CHC82015	Graduate Certificate in Client Assessment and Case Management

Appendix 2: List of CHC skill sets

Code	Title
CHCSS00065	Workforce Planning Skill Set
CHCSS00067	Administer and Monitor Medication Skill Set
CHCSS00069	Advocacy Skill Set
CHCSS00070	Assist Clients with Medication Skill Set
CHCSS00075	Chronic Disease Self-Management
CHCSS00076	Coordinate Client Directed Services
CHCSS00077	Financial Literacy Education
CHCSS00079	Homelessness Support Work
CHCSS00080	Induction to Leisure and Health
CHCSS00082	Lead and Mentor
CHCSS00083	Lead Inclusion and Collaboration
CHCSS00084	Lead and support colleagues
CHCSS00085	Pastoral and Spiritual Care
CHCSS00086	Quality Management
CHCSS00087	Risk Management
CHCSS00088	Induction
CHCSS00089	Service Coordination and Collaboration
CHCSS00092	Alcohol and Other Drugs Co-existing Needs Skill Set
CHCSS00093	Alcohol and Other Drugs Skill Set
CHCSS00101	Language, Literacy and Numeracy Tutor Skill Set
CHCSS00102	Mental Health Co-existing Needs Skill Set
CHCSS00103	Mental Health Peer Work Skill Set
CHCSS00104	Peer Leadership Skill Set

Code	Title
CHCSS00107	Carer Support Skill Set
CHCSS00108	Career Development Skill Set
CHCSS00109	Employment Services Skill Set
CHCSS00111	Problem Gambling Skill Set
CHCSS00112	Suicide Bereavement Support Skill Set
CHCSS00113	Crisis Support Skill Set
CHCSS00114	Entry into Care Roles Skill Set
CHCSS00115	Social Housing Skill Set
CHCSS00116	Work with Clients with Complex Needs Skill Set
CHCSS00117	Aboriginal and/or Torres Strait Islander Education Support Skill Set
CHCSS00118	School Based Education Support Work Skill Set
CHCSS00119	Out of School Hours Care Skill Set
CHCSS00120	Community Safety Services Skill Set
CHCSS00122	Client-oriented Service Delivery
CHCSS00123	Dementia Support
CHCSS00124	Disability Work - Behaviour Support
CHCSS00125	Entry to Certificate IV in Disability Support
CHCSS00126	Facilitate Independent Travel
CHCSS00127	High Support and Complex Care – Aged Care
CHCSS00128	High Support and Complex Care - Disability Support
CHCSS00129	Individual Support – Ageing
CHCSS00130	Individual Support – Disability
CHCSS00131	Individual Support - Home and Community (Ageing)
CHCSS00132	Individual Support - Home and Community (Disability)
CHCSS00133	Induction to Disability Support

Code	Title
CHCSS00134	Leadership in Disability Support
CHCSS00135	Mealtime Support
CHCSS00136	NDIS Coordinator of Supports
CHCSS00137	Palliative Approach
CHCSS00138	Mental Health Assistance
CHCSS00139	Team Leader
CHCSS00140	Case Management Skill Set
CHCSS00141	Child Protection Skill Set
CHCSS00142	Mediation Skill Set
CHCSS00143	Provide family Support Services Skill Set
CHCSS00144	Supporting Children and Families with Complex Needs Skill Set
CHCSS00145	Working with Families Skill Set
CHCSS00146	Working in a Child Safe Environment Skill Set

Appendix 3: CHC units of competency

Code	Title	
CHCADV001	Facilitate the interests and rights of clients	
CHCADV002	Provide advocacy and representation services	
CHCADV003	Represent clients in court	
CHCADV004	Represent organisation in court or tribunal	
CHCADV005	Provide systems advocacy services	
CHCAGE001	Facilitate the empowerment of older people	
CHCAGE002	Implement falls prevention strategies	
CHCAGE003	Coordinate services for older people	
CHCAGE004	Implement interventions with older people at risk	
CHCAGE005	Provide support to people living with dementia	
CHCAGE006	Provide food services	
CHCAGE007	Recognise and report risk of falls	
CHCAGE008	Implement falls prevention strategies	CHCAGE007 Recognise and report risk of falls
CHCAGE009	Provide services for older people	
CHCAGE010	Implement interventions with older people to reduce risk	
CHCAGE011	Provide support to people living with dementia	
CHCAGE012	Provide food service	
CHCAGE013	Work effectively in aged care	
CHCAOD001	Work in an alcohol and other drugs context	
CHCAOD002	Work with clients who are intoxicated	
CHCAOD003	Provide needle and syringe services	
CHCAOD004	Assess needs of clients with alcohol and other drugs issues	
CHCAOD005	Provide alcohol and other drugs withdrawal services	
CHCAOD006	Provide interventions for people with alcohol and other drugs issues	
CHCAOD007	Develop strategies for alcohol and other drugs relapse prevention and management	
CHCAOD008	Provide advanced interventions to meet the needs of clients with alcohol and other drugs issues	
CHCAOD009	Develop and review individual alcohol and other drugs treatment plans	

Code	Title	
CHCCCS001	Address the needs of people with chronic disease	
CHCCCS002	Assist with movement	
CHCCCS003	Increase the safety of individuals at risk of suicide	
CHCCCS004	Assess co-existing needs	
CHCCCS005	Conduct individual assessments	
CHCCCS006	Facilitate individual service planning and delivery	
CHCCCS007	Develop and implement service programs	
CHCCCS008	Develop strategies to address unmet needs	
CHCCCS009	Facilitate responsible behaviour	
CHCCCS010	Maintain a high standard of service	
CHCCCS011	Meet personal support needs	
CHCCCS012	Prepare and maintain beds	
CHCCCS014	Provide brief interventions	
CHCCCS015	Provide individualised support	
CHCCCS016	Respond to client needs	
CHCCCS017	Provide loss and grief support	
CHCCCS018	Provide suicide bereavement support	
CHCCCS019	Recognise and respond to crisis situations	
CHCCCS020	Respond effectively to behaviours of concern	
CHCCCS021	Respond to suspected abuse	
CHCCCS022	Facilitate independent travel	
CHCCCS023	Support independence and wellbeing	
CHCCCS024	Support individuals with autism spectrum disorder	
CHCCCS025	Support relationships with carers and families	
CHCCCS026	Transport individuals	
CHCCCS027	Visit client residence	
CHCCCS028	Provide client-centred support to people in crisis	
CHCCCS029	Work with involuntary and mandated clients	
CHCCCS030	Determine and respond to carer needs	
CHCCCS031	Provide individualised support	

Code	Title	
CHCCCS032	Provide basic foot care	
CHCCCS033	Identify and report abuse	
CHCCCS034	Facilitate independent travel	
CHCCCS035	Support people with autism spectrum disorder	
CHCCCS036	Support relationships with carer and family	
CHCCCS037	Visit client residence	
CHCCCS038	Facilitate the empowerment of people receiving support	
CHCCCS039	Coordinate and monitor home-based support	
CHCCCS040	Support independence and wellbeing	
CHCCCS041	Recognise healthy body systems	
CHCCCS042	Prepare meals	
CHCCCS043	Support positive mealtime experiences	
CHCCCS044	Follow established person-centred behaviour supports	
CHCCDE001	Support participative planning processes	
CHCCDE002	Develop and implement community programs	
CHCCDE003	Work within a community development framework	
CHCCDE004	Implement participation and engagement strategies	
CHCCDE005	Develop and support relevant community resources	
CHCCDE006	Work to empower Aboriginal and/or Torres Strait Islander communities	
CHCCDE007	Develop and provide community projects	
CHCCDE008	Support community action	
CHCCDE012	Work within organisation and government structures to enable community development outcomes	
CHCCDE013	Establish and develop community organisations or social enterprises	
CHCCDE017	Support collaborative planning processes	
CHCCDE018	Develop and implement community programs	
CHCCDE019	Work within a community development framework	
CHCCDE020	Implement participation and engagement strategies	
CHCCDE021	Develop and support community resources	

Code	Title	
CHCCDE022	Work to empower Aboriginal and or Torres Strait Islander communities	
CHCCDE023	Develop and deliver community projects	
CHCCDE024	Support community action	
CHCCDE025	Develop and support community leadership	
CHCCDE026	Develop and lead community engagement strategies to enhance participation	
CHCCDE027	Implement community development strategies	
CHCCDE028	Work within organisational and government structures to enable community development outcomes	
CHCCDE029	Establish and develop community organisations or social enterprises	
CHCCDE030	Facilitate the development of community capacity to manage place making	
CHCCDE031	Develop and implement a community renewal plan	
CHCCDE032	Deliver emergency relief services	
CHCCEL001	Develop sustainable celebrancy practice	
CHCCEL002	Establish client celebrancy needs	
CHCCEL003	Research, design and organise ceremonies	
CHCCEL004	Prepare for, present and evaluate ceremonies	
CHCCEL005	Establish and maintain marriage celebrancy practice	
CHCCEL006	Interview clients and plan marriage ceremonies	
CHCCEL007	Prepare for, present and evaluate marriage ceremonies	
CHCCEL008	Plan, present and evaluate funeral and memorial ceremonies	
CHCCOM001	Provide first point of contact	
CHCCOM002	Use communication to build relationships	
CHCCOM003	Develop workplace communication strategies	
CHCCOM004	Present information to stakeholder groups	
CHCCOM005	Communicate and work in health or community services	
CHCCOM006	Establish and manage client relationships	
CHCCSL001	Establish and confirm the counselling relationship	
CHCCSL002	Apply specialist interpersonal and counselling interview skills	
CHCCSL003	Facilitate the counselling relationship and process	

Code	Title	
CHCCSL004	Research and apply personality and development theories	
CHCCSL005	Apply learning theories in counselling	
CHCCSL006	Select and use counselling therapies	
CHCCSL007	Support counselling clients in decision-making processes	
CHCCSM001	Facilitate goal directed planning	
CHCCSM002	Implement case management practice	
CHCCSM003	Work with carers and/or families in complex situations	
CHCCSM004	Coordinate complex case requirements	
CHCCSM005	Develop, facilitate and review all aspects of case management	
CHCCSM006	Provide case management supervision	
CHCCSM007	Undertake case management in a child protection framework	
CHCCSM008	Undertake advanced client assessment	
CHCCSM009	Facilitate goal directed planning	
CHCCSM010	Implement case management practice	
CHCCSM011	Work with carers and families in complex situations	
CHCCSM012	Coordinate complex case requirements	
CHCCSM013	Facilitate and review case management	
CHCCSM014	Provide case management supervision	
CHCCSM015	Undertake case management in a child protection framework	
CHCCSM016	Undertake advanced assessments	
CHCCSS001	Work effectively in community safety services	
CHCDEV001	Confirm client developmental status	
CHCDEV002	Analyse impacts of sociological factors on clients in community work and services	
CHCDEV003	Analyse client information for service planning and delivery	
CHCDEV004	Confirm client developmental status	
CHCDEV005	Analyse impacts of sociological factors on clients in community work and services	
CHCDEV006	Analyse client information for service planning and delivery	
CHCDFV001	Recognise and respond appropriately to domestic and family violence	

Code	Title	
CHCDFV002	Provide support to children affected by domestic and family violence	
CHCDFV003	Promote community awareness of domestic and family violence	
CHCDFV004	Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities	
CHCDFV005	Provide domestic and family violence support in non-English speaking background communities	
CHCDFV006	Counsel clients affected by domestic and family violence	
CHCDFV007	Work with users of violence to effect change	
CHCDFV008	Manage responses to domestic and family violence in family work	
CHCDFV009	Establish change promoting relationship with users of domestic and family violence	
CHCDFV010	Promote accountability and assist users of domestic and family violence to accept responsibility	
CHCDFV011	Establish and maintain the safety of people who have experienced domestic and family violence	
CHCDFV012	Make safety plans with people who have been subjected to domestic and family violence	
CHCDFV013	Manage domestic and family violence screening and risk assessment processes	
CHCDIS002	Follow established person-centred behaviour supports	
CHCDIS003	Support community participation and social inclusion	
CHCDIS004	Communicate using augmentative and alternative communication strategies	
CHCDIS005	Develop and provide person-centred service responses	
CHCDIS006	Develop and promote positive person-centred behaviour supports	
CHCDIS007	Facilitate the empowerment of people with disability	
CHCDIS008	Facilitate community participation and social inclusion	
CHCDIS009	Facilitate ongoing skills development using a person-centred approach	
CHCDIS010	Provide person-centred services to people with disability with complex needs	
CHCDIS011	Contribute to ongoing skills development using a strengths-based approach	
CHCDIS012	Support community participation and social inclusion	
CHCDIS013	Assist with communication using augmentative and alternative communication methods	
CHCDIS014	Develop and use strategies for communication with augmentative and alternative communication systems	

Code	Title	
CHCDIS015	Develop and provide person-centred service responses	
CHCDIS016	Develop and promote positive person-centred behaviour supports	
CHCDIS017	Facilitate community participation and social inclusion	
CHCDIS018	Facilitate ongoing skills development using a person-centred approach	
CHCDIS019	Provide person-centred services to people with disability with complex needs	
CHCDIS020	Work effectively in disability support	
CHCDIS021	Prepare for NDIS support coordination	
CHCDIS022	Coordinate NDIS participant support	CHCDIS021 Prepare for NDIS support coordination
CHCDIS023	Provide specialised support	CHCCCS041 Recognise healthy body systems CHCDIS020 Work effectively in disability support
CHCDIV001	Work with diverse people	
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	
CHCDIV003	Manage and promote diversity	
CHCDSP001	Facilitate dispute resolution in the family law context	
CHCDSP002	Adhere to ethical standards in family dispute resolution	
CHCDSP003	Support the safety of vulnerable parties in family dispute resolution	
CHCECD001	Analyse and apply information that supports employment and career development	
CHCECD002	Deliver and monitor contracted employment services	
CHCECD003	Promote job seekers to employers	
CHCECD005	Deliver employment services to employers	
CHCECD006	Develop and monitor employment plans	
CHCECD007	Maximise participation in work by people with disability	
CHCECD008	Deliver services consistent with a career development framework	
CHCECD009	Conduct career guidance interviews	
CHCECD010	Provide support to people in career transition	

Code	Title	
CHCECD011	Manage quality in career development practice	
CHCECE001	Develop cultural competence	
CHCECE002	Ensure the health and safety of children	
CHCECE004	Promote and provide healthy food and drinks	
CHCECE006	Support behaviour of children and young people	
CHCECE009	Use an approved learning framework to guide practice	
CHCECE010	Support the holistic development of children in early childhood	
CHCECE011	Provide experiences to support children's play and learning	
CHCECE012	Support children to connect with their world	
CHCECE015	Attend to daily functions in home based child care	
CHCECE021	Implement strategies for the inclusion of all children	
CHCECE022	Promote children's agency	
CHCECE025	Embed sustainable practices in service operations	
CHCECE027	Promote equity in access to the service	
CHCECE028	Collaborate with families to plan service and supports	
CHCECE029	Respond to problems and complaints about the service	
CHCECE030	Support inclusion and diversity	
CHCECE031	Support children’s health, safety and wellbeing	
CHCECE032	Nurture babies and toddlers	
CHCECE033	Develop positive and respectful relationships with children	
CHCECE034	Use an approved learning framework to guide practice	
CHCECE035	Support the holistic learning and development of children	
CHCECE036	Provide experiences to support children’s play and learning	
CHCECE037	Support children to connect with the natural environment	
CHCECE038	Observe children to inform practice	
CHCECE039	Comply with family day care administration requirements	
CHCECE040	Attend to daily functions in home-based child care	
CHCECE041	Maintain a safe and healthy environment for children	

Code	Title	
CHCECE042	Foster holistic early childhood learning, development and wellbeing	
CHCECE043	Nurture creativity in children	
CHCECE044	Facilitate compliance in a children's education and care service	
CHCECE045	Foster positive and respectful interactions and behaviour in children	
CHCECE046	Implement strategies for the inclusion of all children	
CHCECE047	Analyse information to inform children's learning	
CHCECE048	Plan and implement children's education and care curriculum	
CHCECE049	Embed environmental responsibility in service operations	
CHCECE050	Work in partnership with children's families	
CHCECE051	Promote equity in access to the service	
CHCECE052	Plan service and supports for children and families	
CHCECE053	Respond to grievances and complaints about the service	
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures	
CHCECE055	Meet legal and ethical obligations in children's education and care	
CHCECE056	Work effectively in children's education and care	
CHCECE057	Use collaborative practices to uphold child protection principles	
CHCEDS001	Comply with legislative, policy and industrial requirements in the education environment	
CHCEDS002	Assist in implementation of planned educational programs	
CHCEDS012	Set up and sustain individual and small group learning areas	
CHCEDS014	Support students with English as a second language	
CHCEDS016	Support learning for students with disabilities in a classroom environment2	
CHCEDS018	Support students with additional needs in the classroom environment	
CHCEDS033	Meet legal and ethical obligations in an education support environment	
CHCEDS034	Contribute to the planning and implementation of educational programs	
CHCEDS035	Contribute to student education in all developmental domains	
CHCEDS036	Support the development of literacy and oral language skills	
CHCEDS037	Support the development of numeracy skills	

Code	Title	
CHCEDS038	Communicate with students parents and colleagues in an Aboriginal or Torres Strait Islander language	
CHCEDS039	Work effectively as an Aboriginal and/or Torres Strait Islander education worker	
CHCEDS040	Search and access online information	
CHCEDS041	Set up and sustain learning areas	
CHCEDS042	Provide support for e-learning	
CHCEDS043	Support students with English as an additional language	
CHCEDS044	Support development of student research skills	
CHCEDS045	Support student mathematics learning	
CHCEDS046	Support student literacy learning	
CHCEDS047	Assist in facilitation of student learning	
CHCEDS048	Work with students in need of additional learning support	
CHCEDS049	Supervise students outside the classroom	
CHCEDS050	Support Aboriginal and/or Torres Strait Islander education	
CHCEDS051	Facilitate learning for students with disabilities	
CHCEDS052	Deliver elements of teaching and learning programs	
CHCEDS053	Assist in production of language resources	
CHCEDS054	Contribute to teaching of Aboriginal and/or Torres Strait Islander language and culture	
CHCEDS055	Coordinate e-learning programs	
CHCEDS056	Provide support to students with autism spectrum disorder	
CHCEDS057	Support students with additional needs in the classroom	
CHCEDS058	Support the implementation of behaviour plans	
CHCEDS059	Contribute to the health, safety and wellbeing of students	
CHCEDS060	Work effectively with students and colleagues	
CHCEDS061	Support responsible student behaviour	
CHCEDU001	Provide community focused health promotion and prevention strategies	
CHCEDU002	Plan health promotion and community intervention	
CHCEDU003	Provide sexual and reproductive health information to clients	
CHCEDU004	Develop, implement and review sexual and reproductive health education programs	

Code	Title	
CHCEDU005	Work with clients to identify financial literacy education needs	
CHCEDU006	Improve clients' fundamental financial literacy skills	
CHCEDU007	Provide group education on consumer credit and debt	
CHCEDU008	Share health information	
CHCEDU009	Provide parenting, health and well-being education	
CHCEDU010	Prepare and evaluate relationship education programs	
CHCEDU011	Work with parents or carers of very young children	
CHCEDU012	Facilitate couple processes in group work	
CHCEDU013	Facilitate adult learning and development	
CHCFAM001	Operate in a family law environment	
CHCFAM002	Work with a child-focused approach	
CHCFAM003	Support people to improve relationships	
CHCFAM004	Facilitate changeovers	
CHCFAM005	Facilitate and monitor contact	
CHCFAM006	Assist families to self-manage contact	
CHCFAM007	Assist clients to develop parenting arrangements	
CHCFAM008	Work within a child inclusive framework	
CHCFAM009	Facilitate family intervention strategies	
CHCFAM010	Provide intervention support to families	
CHCFCS001	Facilitate the family counselling process	
CHCFCS002	Provide relationship counselling	
CHCFCS003	Provide counselling to children and young people	
CHCFCS004	Provide grief and loss counselling	
CHCFIN005	Provide responsible online wagering services	
CHCFIN006	Establish the financial counselling relationship	
CHCFIN007	Provide advice, counselling and representation to financial counselling clients	
CHCFIN008	Apply professional standards in financial counselling	
CHCFIN009	Provide financial counselling and systemic advocacy within a social justice framework	
CHCFIN010	Apply basic concepts of small business to financial counselling	

Code	Title	
CHCFIN011	Provide rural financial counselling services	
CHCGMB001	Assess the needs of clients with problem gambling issues	
CHCGMB002	Provide counselling for clients with problem gambling issues	
CHCGRP001	Support group activities	
CHCGRP002	Plan and conduct group activities	
CHCGRP003	Plan, facilitate and review psycho-educational groups	
CHCGRP004	Deliver structured programs	
CHCGRP005	Plan and provide group counselling	
CHCHCS001	Provide home and community support services	
CHCHCS002	Coordinate and monitor home based support	
CHCINM001	Meet statutory and organisation information requirements	
CHCINM002	Meet community information needs	
CHCLAH001	Work effectively in the leisure and health industries	
CHCLAH002	Contribute to leisure and health programming	
CHCLAH003	Participate in the planning, implementation and monitoring of individual leisure and health programs	
CHCLAH004	Participate in planning leisure and health programs for clients with complex needs	
CHCLAH005	Incorporate lifespan development and sociological concepts into leisure and health programming	
CHCLAH006	Coordinate planning, implementation and monitoring of leisure and health programs	
CHCLAH008	Provide leisure education	
CHCLAH009	Apply concepts of human psychology to facilitate involvement in leisure programs	
CHCLEG001	Work legally and ethically	
CHCLEG002	Interpret and use legal information	
CHCLEG003	Manage legal and ethical compliance	
CHCLLN001	Respond to client language, literacy and numeracy needs	
CHCLLN002	Support adult language and literacy learning	
CHCLLN003	Support adult numeracy learning	
CHCMED004	Prepare for mediation	
CHCMED005	Facilitate mediation	

Code	Title	
CHCMED006	Consolidate and conclude mediation	
CHCMGT001	Develop, implement and review quality framework	
CHCMGT002	Manage partnership agreements with service providers	
CHCMGT003	Lead the work team	
CHCMGT004	Secure and manage funding	
CHCMGT005	Facilitate workplace debriefing and support processes	
CHCMGT006	Coordinate client directed services	
CHCMGT007	Work effectively with the Board of an organisation	
CHCMHS001	Work with people with mental health issues	
CHCMHS002	Establish self-directed recovery relationships	
CHCMHS003	Provide recovery oriented mental health services	
CHCMHS004	Work collaboratively with the care network and other services	
CHCMHS005	Provide services to people with co-existing mental health and alcohol and other drugs issues	
CHCMHS006	Facilitate the recovery process with the person, family and carers	
CHCMHS007	Work effectively in trauma informed care	
CHCMHS008	Promote and facilitate self advocacy	
CHCMHS009	Provide early intervention, health prevention and promotion programs	
CHCMHS010	Implement recovery oriented approaches to complexity	
CHCMHS011	Assess and promote social, emotional and physical wellbeing	
CHCMHS012	Provide support to develop wellness plans and advanced directives	
CHCMHS013	Implement trauma informed care	
CHCPAL001	Deliver care services using a palliative approach	
CHCPAL002	Plan for and provide care services using a palliative approach	
CHCPAL003	Deliver care services using a palliative approach	
CHCPAL004	Contribute to planning and implementation of care services using a palliative approach	CHCPAL003 Deliver care services using a palliative approach
CHCPAS001	Plan for the provision of pastoral and spiritual care	
CHCPAS002	Provide pastoral and spiritual care	

Code	Title	
CHCPAS003	Plan for the provision of pastoral and spiritual care	
CHCPAS004	Provide pastoral and spiritual care	
CHCPOL001	Contribute to the review and development of policies	
CHCPOL002	Develop and implement policy	
CHCPOL003	Research and apply evidence to practice	
CHCPRP001	Develop and maintain networks and collaborative partnerships	
CHCPRP002	Collaborate in professional practice	
CHCPRP003	Reflect on and improve own professional practice	
CHCPRP004	Promote and represent the service	
CHCPRP005	Engage with health professionals and the health system	
CHCPRP006	Lead own professional development	
CHCPRP007	Work within a clinical supervision framework	
CHCPRT001	Identify and respond to children and young people at risk	
CHCPRT002	Support the rights and safety of children and young people	
CHCPRT003	Work collaboratively to maintain an environment safe for children and young people	
CHCPRT004	Work effectively in child protection to support children, young people and families	
CHCPRT007	Provide supervision in the community	
CHCPRT020	Manage complex child protection risk assessments and case strategies	
CHCPRT021	Manage and monitor child protection orders	
CHCPRT022	Develop, implement and monitor safety strategies in child protection work	
CHCPRT023	Plan, implement and monitor provision of out of home care	
CHCPRT024	Promote positive development of children and young people in out of home care	
CHCPRT025	Identify and report children and young people at risk	
CHCPRT026	Support the rights and safety of children and young people	
CHCPRT027	Work collaboratively to maintain an environment safe for children and young people	
CHCPRT028	Work effectively in child protection to support children, young people and families	
CHCPRT029	Work within a practice framework	

Code	Title	
CHCPRT030	Build professional practice and sectoral expertise	
CHCPRT031	Provide supervision in the community	
CHCPRT032	Provide supervision in a secure system	
CHCPRT033	Provide support to children and youth in out of home care	
CHCPRT034	Work with children and young people with complex trauma and attachment issues and needs	
CHCPRT035	Develop and implement a multi-agency investigation and child risk assessment strategy	
CHCPRT036	Undertake and implement planning with at-risk children and young people and their families	
CHCPRT037	Support the progress and positive development of young people demonstrating anti-social behaviours	
CHCPRT038	Interact with the legal system to protect children	
CHCPRT039	Work effectively within youth justice	
CHCPRT040	Work in the youth justice environment	
CHCPRT041	Support Aboriginal and or Torres Strait Islander young people in the youth justice system	
CHCPRT042	Prepare young people for reintegration	
CHCPRT043	Develop and support youth justice team	
CHCPWK001	Apply peer work practices in the mental health sector	
CHCPWK002	Contribute to the continuous improvement of mental health services for consumers and carers	
CHCPWK003	Apply lived experience in mental health peer work	
CHCPWK004	Work effectively in consumer mental health peer work	
CHCPWK005	Work effectively with carers as a mental health peer worker	
CHCPWK006	Promote and conduct mental health peer work	
CHCSAC001	Support children to participate in school age care	
CHCSAC002	Develop and implement play and leisure experiences in school age care	
CHCSAC003	Work collaboratively and respectfully with children in school age care	
CHCSAC004	Support the holistic development of children in school age care	
CHCSAC006	Support children to participate in school age care	
CHCSAC007	Develop and implement play and leisure experiences in school age care	
CHCSAC008	Work collaboratively and respectfully with school age children	

Code	Title	
CHCSAC009	Support the holistic development of children in school age care	
CHCSAC010	Foster holistic learning, development and wellbeing for school age children	
CHCSET001	Work with forced migrants	
CHCSET002	Undertake bicultural work with forced migrants in Australia	
CHCSET003	Work with forced migrants	
CHCSET004	Undertake bicultural work with forced migrants in Australia	
CHCSOH001	Work with people experiencing or at risk of homelessness	
CHCSOH002	Manage and maintain tenancy agreements and services	
CHCSOH008	Manage head lease	
CHCSOH009	Develop quality systems in line with registration standards	
CHCSOH010	Work with clients within the social housing system	
CHCSOH013	Work with people experiencing or at risk of homelessness	
CHCSOH014	Manage and maintain tenancy agreements and services	
CHCSOH015	Manage housing application and allocation processes	
CHCSOH016	Manage tenancy rent and rental arrears	
CHCSOH017	Manage vacant properties	
CHCSOH018	Respond to property maintenance enquiries	
CHCSOH019	Manage head lease	
CHCSOH020	Develop quality systems in line with registration standards	
CHCSOH021	Work with clients within the social housing system	
CHCSOH022	Develop social housing enterprise opportunities	
CHCSOH023	Acquire properties by purchase or transfer	
CHCSOH024	Support sustainable tenancies	
CHCVOL001	Be an effective volunteer	
CHCVOL002	Lead volunteer teams	
CHCVOL003	Recruit, induct and support volunteers	
CHCVOL004	Manage volunteer workforce development	
CHCYTH001	Engage respectfully with young people	

Code	Title	
CHCYTH002	Work effectively with young people in the youth work context	
CHCYTH003	Support young people to create opportunities in their lives	
CHCYTH005	Develop and implement procedures to enable young people to address their needs	
CHCYTH006	Work with young people to establish support networks	
CHCYTH007	Undertake youth work in specific communities	
CHCYTH008	Support young people to take collective action	
CHCYTH009	Support youth programs	
CHCYTH010	Provide services for young people appropriate to their needs and circumstances	
CHCYTH011	Work effectively with young people and their families	
CHCYTH013	Engage respectfully with young people	
CHCYTH014	Work effectively with young people in the youth work context	
CHCYTH015	Support young people to create opportunities in their lives	
CHCYTH016	Respond to critical situations	
CHCYTH017	Develop and implement procedures to enable young people to address their needs	
CHCYTH018	Work with young people to establish support networks	
CHCYTH019	Undertake youth work in specific communities	
CHCYTH020	Support young people to take collective action	
CHCYTH021	Support youth programs	
CHCYTH022	Provide services for the needs and circumstances of young people	
CHCYTH023	Work effectively with young people and their nominated carer or families	
CHCYTH024	Manage service response to young people in crisis	

Appendix 4 List of imported units of competency

Note: There are no imported units with prerequisites.

Code	Title
AHCAGB518	Develop climate risk management strategies
AHCAGB519	Plan and monitor production processes
AHCAGB608	Manage financial resources
AHCBUS401A	Administer finance, insurance and legal requirements
AHCBUS516	Develop and review a business plan
AHCBUS518	Prepare and monitor budgets and financial reports
AHCCCF411A	Develop approaches to include cultural and human diversity
AHCCCF414A	Coordinate fund-raising activities
BSBADM405	Organise meetings
BSBADM409	Coordinate business resources
BSBADM504	Plan and implement administrative systems
BSBATSIC511	Plan and conduct a community meeting
BSBATSIW515	Secure funding
BSBCMM201	Communicate in the workplace
BSBCMM401	Make a presentation
BSBCOM406	Conduct work within a compliance framework
BSBCUS201	Deliver a service to customers
BSBEMS401	Develop and implement business development strategies to expand client base
BSBEMS402	Develop and implement strategies to source and assess candidates
BSBEMS403	Develop and provide employment management services to candidates
BSBEMS404	Manage the recruitment process for client organisations

Code	Title
BSBFIA301	Maintain financial records
BSBFIA402	Report on financial activity
BSBFIM501	Manage budgets and financial plans
BSBFIM601	Manage finances
BSBFLM306	Provide workplace information and resourcing plans
BSBHRM405	Support the recruitment, selection and induction of staff
BSBHRM413	Support the learning and development of teams and individuals
BSBHRM506	Manage recruitment selection and induction processes
BSBHRM512	Develop and manage performance-management processes
BSBHRM513	Manage workforce planning
BSBHRM602	Manage human resources strategic planning
BSBINM201	Process and maintain workplace information
BSBINM301	Organise workplace information
BSBINM401	Implement workplace information system
BSBINM601	Manage knowledge and information
BSBINN301	Promote innovation in a team environment
BSBINN601	Lead and manage organisational change
BSBINN801	Lead innovative thinking and practice
BSBINS201	Process and maintain workplace information
BSBIPR401	Use and respect copyright
BSBITS401	Maintain business technology
BSBITU306	Design and produce business documents
BSBLDR402	Lead effective workplace relationships

Code	Title
BSBLDR403	Lead team effectiveness
BSBLDR411	Demonstrate leadership in the workplace
BSBLDR413	Lead effective workplace relationships
BSBLDR523	Lead and manage effective workplace relationships
BSBLDR801	Lead personal and strategic transformation
BSBLDR803	Develop and cultivate collaborative partnerships and relationships
BSBLDR806	Lead and influence ethical practice
BSBLED401	Develop teams and individuals
BSBLED805	Plan and implement a mentoring program
BSBLED806	Plan and implement a coaching strategy
BSBLED807	Establish career development services
BSBLED808	Conduct a career development session
BSBLED809	Identify and communicate trends in career development
BSBMGT401	Show leadership in the workplace
BSBMGT402	Implement operational plan
BSBMGT403	Implement continuous improvement
BSBMGT404	Lead and facilitate off-site staff
BSBMGT406	Plan and monitor continuous improvement
BSBMGT502	Manage people performance
BSBMGT605	Provide leadership across the organisation
BSBMGT608	Manage innovation and continuous improvement
BSBMGT615	Contribute to organisation development
BSBMGT616	Develop and implement strategic plans

Code	Title
BSBMGT617	Develop and implement a business plan
BSBMKG413	Promote products and services
BSBMKG514	Implement and monitor marketing activities
BSBMKG521	Plan and implement sponsorship and event marketing
BSBMKG610	Develop, implement and monitor a marketing campaign
BSBOPS502	Manage business operational plans
BSBPEF201	Support personal wellbeing in the workplace
BSBSPEF401	Manage personal health and wellbeing
BSBPEF502	Develop and use emotional intelligence
BSBPMG522	Undertake project work
BSBPMG601	Direct the integration of projects
BSBPMG602	Direct the scope of a project program
BSBREL402	Build client relationships and business networks
BSBRES401	Analyse and present research information
BSBRES801	Initiate and lead applied research
BSBRKG403	Set up a business or records system for a small business
BSBRSK401	Identify risk and apply risk management processes
BSBRSK501	Manage risk
BSBSMB403	Market the small business
BSBSMB404	Undertake small business planning
BSBSMB405	Monitor and manage small business operations
BSBSMB406	Manage small business finances
BSBSTR301	Contribute to continuous improvement

Code	Title
BSBSTR401	Promote innovation in team environments
BSBSTR402	Implement continuous improvement
BSBSTR501	Establish innovative work environments
BSBSUS301	Implement and monitor environmentally sustainable work practices
BSBSUS411	Implement and monitor environmentally sustainable work practices
BSBSUS501	Develop workplace policy and procedures for sustainability
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBTWK502	Manage team effectiveness
BSBWHS402	Assist with compliance with WHS laws
BSBWHS405	Contribute to implementing and maintaining WHS management systems
BSBWHS603	Implement WHS risk management
BSBWOR201	Manage personal stress in the workplace
BSBWOR202	Organise and complete daily work activities
BSBWOR204	Use business technology
BSBWOR301	Organise personal work priorities and development
BSBWOR302	Work effectively as an off-site worker
BSBWOR404	Develop work priorities
BSBWRT401	Write complex documents
BSBXTW301	Work in a team
CPPDSM4028	Identify and analyse risks and opportunities in the property industry
CPPREP3105	Assist with property inspection
CPPREP4231	Select and appoint contractors in the property industry

Code	Title
CSCOFM027	Protect the safety and welfare of young people who have offended
CUECOR01C	Manage own work and learning
CUFWRT301A	Write content for a range of media
CUSFIM501A	Secure funding for projects
CUSMPF302A	Prepare for performance
CUSMPF402A	Develop and maintain stagecraft skills
FNSACC323	Perform financial calculations
FNSACC604	Monitor corporate governance activities
FNSCUS411	Participate in negotiations
FSKDIG02	Use digital technology for simple workplace tasks
FSKDIG03	Use digital technology for routine workplace tasks
FSKLRG09	Use strategies to respond to routine workplace problems
FSKLRG11	Use routine strategies for work-related learning
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKOCM07	Interact effectively with others at work
FSKRDG10	Read and respond to routine workplace information
FSKWTG06	Write simple workplace information
FSKWTG09	Write routine workplace texts
HLTAAP001	Recognise healthy body systems
HLTAAP002	Confirm physical health status
HLTAHA013	Provide support in dysphagia management
HLTAHA018	Assist with planning and evaluating meals and menus to meet recommended dietary guidelines

Code	Title
HLTAHA019	Assist with the monitoring and modification of meals and menus according to individualised plans
HLTAHA021	Assist with screening and implementation of therapeutic diets
HLTAHA035	Provide support in dysphagia management
HLTAHW006	Facilitate and advocate for the rights and needs of clients and community members
HLTAHW023	Plan, develop and evaluate health promotion and community development programs
HLTAHW031	Provide information/strategies to enhance capacities of Aboriginal and/or Torres Strait Islander families
HLTAHW044	Advocate on behalf of the community
HLTAHW049	Work effectively in social and emotional wellbeing
HLTAHW050	Develop a healing framework for social and emotional wellbeing work
HLTAHW051	Respond to loss, grief and trauma
HLTAID009	Provide cardiopulmonary resuscitation
HLTAID010	Provide basic emergency life support
HLTAID011	Provide first aid
HLTAID012	Provide First Aid in an education and care setting
HLTAID013	Provide First Aid in a remote or isolated site
HLTAID014	Provide Advanced First Aid
HLTFSE001	Follow basic food safety practices
HLTFSE002	Provide ward or unit based food preparation and distribution services
HLTFSE005	Apply and monitor food safety requirements
HLTFSE007	Oversee the day-to-day implementation of food safety in the workplace
HLTHPS006	Assist clients with medication

Code	Title
HLTHPS007	Administer and monitor medication
HLTHPS010	Interpret and use information about nutrition and diet
HLTINF001	Comply with infection prevention and control policies and procedures
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTOHC001	Recognise and respond to oral health issues
HLTOHC002	Inform and support patients and groups about oral health
HLTOHC003	Apply and manage use of basic oral health products
HLTOHC004	Provide or assist with oral hygiene
HLTOHC005	Use basic oral health screening tools
HLTOHC006	Apply fluoride varnish
HLTOHC007	Recognise and respond to oral health issues
HLTWHS001	Participate in workplace health and safety
HLTWHS002	Follow safe work practices for direct client care
HLTWHS003	Maintain work health and safety
HLTWHS004	Manage work health and safety
HLTWHS006	Manage personal stressors in the work environment
ICTWEB201	Use social media tools for collaboration and engagement
LGADMIN423A	Provide induction and orientation for new employees
PSPETH001	Uphold the values and principles of public service
PSPGEN026	Provide input to change processes
PSPGEN043	Apply government processes
PSPGEN124	Provide workplace coaching
PSPGOV411A	Deal with conflict

Code	Title
PSPGOV414A	Provide workplace mentoring
PSPGOV506A	Support workplace coaching and mentoring
PSPLEG001	Comply with legislation in the public sector
SIFXIND002	Work effectively in the funeral services industry
SIRXIND101	Work effectively in customer service environment
SISCCRO001	Plan and conduct recreation programs for older persons
SISOABL402A	Facilitate adventure-based learning activities
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions
SISXCAI007	Assist with activities not requiring equipment
SISXDIS001	Facilitate inclusion for people with a disability
SISXDIS002	Plan and conduct disability programs
SISXEMR002	Coordinate emergency responses
SISXFAC409	Plan and provide sport, fitness and recreation services
SITHFAB201	Provide responsible service of alcohol
SITXFSA202	Transport and store food
TAEASS504A	Develop and implement recognition strategies
TAEDEL301A	Provide work skill instruction
TAEDEL401A	Plan, organise and deliver group-based learning
TAEDEL402A	Plan, organise and facilitate learning in the workplace
TAEDEL404A	Mentor in the workplace
TAEDES401A	Design and develop learning programs
TAEDES402A	Use training packages and accredited courses to meet client needs
TAEDES502A	Design and develop learning resources

Code	Title
TAEDES505A	Evaluate a training program
TLIC2025	Operate four wheel drive vehicle
TLIE2007	Use communications systems

END of table

Appendix 5: CHC qualification mapping table

Determination of equivalence

A qualification is mapped as not equivalent (N) when it provides different skill and knowledge outcomes for one or more of the following reasons:

- Units have been added to the core, providing additional skill and knowledge outcomes.
- Units have been removed from the core, reducing skill and knowledge outcomes.
- A significant number of additional elective units are required, or the choice of electives has changed significantly.
- Entry requirements are altered creating significant differences to the structure of the qualification.

Status Key

E = Equivalent

N = Non-equivalent

D = Deleted

NC = Newly Created

New qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHC14015	Certificate I in Active Volunteering	CHC10212	Certificate I in Active Volunteering	2.0	N	• Significant changes to core units Minimum work requirement of 20 hours.
CHC22015	Certificate II in Community Services	CHC20112	Certificate II in Community Services	2.0	N	• Significant changes to core units Change in packaging rules.
CHC24015	Certificate II in Active Volunteering	CHC20212	Certificate II in Active Volunteering	2.0	N	• Certificate II in Active Volunteering.

CHC30121	Certificate III in Early Childhood Education and Care	CHC30113	Certificate III in Early Childhood Education and Care	5.0	N	• Changes to packaging rules:
						  • Total number of units reduced to 17 (18 in CHC30113)
						  • 15 core units
						  • 2 elective units (3 in CHC30113)
						• Hours of work statement added to packaging rules
						• New unit added to the core:
						  • CHCECE056 Work effectively in children's education and care added to core as an introductory unit and replaces BSBWOR301 Organise personal work priorities and development which was included in the electives
						• Significant changes to core and elective units.

CHC30221	Certificate III in School Based Education Support	CHC30213	Certificate III in Education Support	5.0	N	• Qualification title and description clarifies that the job role is school-based and acknowledges jurisdictional differences
						• Changes to packaging rules:
						  • Total number of units decreased to 15 (17 in CHC30213)
						  • 10 core units (12 in CHC30213)
						  • 5 elective units.

						• Hours of work statement and clarification of environment added to packaging rules • Significant changes to core and electives.
CHC32015	Certificate III in Community Services	CHC30112	Certificate III in Community Services Work	2.0	N	• Significant changes to core units Change in packaging rules.
CHC33021	Certificate III in Individual Support	CHC33015	Certificate III in Individual Support	7.0	N	• Major updates to reflect changed industry expectations, including changes to core units, removal of one specialisation, changes to composition of two specialisations, changes to elective bank.
CHC34015	Certificate III in Active Volunteering	CHC30612	Certificate III in Active Volunteering	2.0	N	• Significant changes to core units Minimum work requirement of 20 hours.
CHC35021	Certificate III in Community Safety Services			6.0	NC	• A new qualification to meet the needs of individuals working in a range of roles to provide community safety services in remote or other communities.

CHC40121	Certificate IV in School Age Education and Care	CHC40113 (Deleted 30/12/22)	Certificate IV in School Age Education and Care	5.0	N	• Qualification title and description updated to better reflect the job role
						• Changes to packaging rules:
						  • Total number of units remains at 19
						  • 12 core units (15 in CHC40113)
						  • 7 elective units (4 in CHC40113)
						• Hours of work statement added to packaging rules
						• Significant changes to core and electives.

CHC40221	Certificate IV in School Based Education Support	CHC40213	Certificate IV in Education Support	5.0		• Qualification description updated to align with the job role and acknowledge jurisdictional differences
						• Changes to packaging rules:
						  • Total number of units remains at 17
						  • 13 core units (12 in CHC40213)
						  • 4 elective units (5 in CHC40213)

						• Hours of work statement and clarification of environment added to packaging rules. • Significant changes to core and electives.
CHC40321	Certificate IV in Child, Youth and Family Intervention	CHC40313	Certificate IV in Child, Youth and Family Intervention	8.0	N	• Code change / Changes to Packaging Rules / Removal of Residential and out of home care specialisation / Deletions and additions to core and elective Units.
CHC40421	Certificate IV in Youth Work	CHC40413	Certificate IV in Youth Work	8.0	E	• Code change / Changes to Packaging Rules / Deletions and additions to core and elective Units.
CHC40521	Certificate IV in Youth Justice	CHC40513	Certificate IV in Youth Justice	8.0	E	• Code change / Changes to Packaging Rules / Additions to elective Units.
CHC41015	Certificate IV in Celebrancy	CHC42608	Certificate IV in Celebrancy	2.0	N	• Change in packaging rules • Significant changes to core units.
CHC41115	Certificate IV in Employment Services	CHC42012	Certificate IV in Employment Services	2.0	N	• Merged CHC30912 and CHC42012 • Change in packaging rules • Significant changes to core units.
CHC41215	Certificate IV in Career Development	CHC42112	Certificate IV in Career Development	2.0	N	• Change in packaging rules • Significant changes to core units.
CHC42021	Certificate IV in Community Services	CHC42015	Certificate IV in Community Services	7.0	N	• Code change / Changes to Packaging Rules / Deletions and additions to core and elective Units.
CHC42121	Certificate IV in Community Development	CHC42115	Certificate IV in Community Development	7.0	E	• Code change / Additions to elective Units.
CHC42221	Certificate IV in Housing	CHC42215	Certificate IV in Social Housing	4.0	N	• Updates to Packaging of Core and Elective Units • Introduction of two elective specialisations to better reflect workforce variations including an elective specialisation for the homelessness support job roles and a specialisation for social housing.

						• Updated Unit codes.
CHC42315	Certificate IV in Chaplaincy and Pastoral Care	CHC41112	Certificate IV in Pastoral Care	2.0	N	• Significant changes to core units Change in packaging rules Minimum work requirement of 100 hours.
CHC43015	Certificate IV in Ageing Support	CHC40212	Certificate IV in Home and Community Care	2.0	E	• This version was released to meet the requirements of the 2012 Standards for Training Packages. • Merged CHC40108 and CHC40212. • Change in packaging rules. • Removal of entry requirements. Significant change to core units. • Minimum work requirements of 120 hours.
CHC43121	Certificate IV in Disability Support	CHC43115	Certificate IV in Disability	7.0	N	• Major updates to reflect changed industry expectations, including changes to core units, addition of entry requirement, changes to elective bank.
CHC43215	Certificate IV in Alcohol and Other Drugs	CHC40412	Certificate IV in Alcohol and Other Drugs	2.0	N	• Change in packaging rules Significant changes to core units.
CHC43315	Certificate IV in Mental Health	CHC40512	Certificate IV in Mental Health	2.0	N	• Change in packaging rules Significant changes to core units Minimum work requirement of 80 hours.
CHC43415	Certificate IV in Leisure and Health	CHC40608	Certificate IV in Leisure and Health	2.0	N	• Change in packaging rules Significant changes to core Minimum work hours required of 120 hours.
CHC43515	Certificate IV in Mental Health Peer Work	CHC42912	Certificate IV in Mental Health Peer Work	2.0	N	• Change in packaging rules Significant changes to core units Removal of entry requirements Minimum work requirement of 80 hours.

CHC44015	Certificate IV in Coordination of volunteer programs	CHC42712	Certificate IV in Volunteer Program Coordination	2.0	N	• Significant changes to core units Change in packaging rules Removal of entry requirements.
CHC50121	Diploma of Early Childhood Education and Care	CHC50113	Diploma of Early Childhood Education and Care	5.0	N	• Entry requirements introduced – individuals must hold a CHC30121 Certificate III in Early Childhood Education and Care or a CHC30113 Certificate III in Early Childhood Education and Care • Changes to packaging rules: • Total number of units reduced to 15 due to new entry requirement (28 in CHC50113) • 12 core units (23 in CHC50113) • 3 elective units (5 in CHC50113) • Hours of work statement added to packaging rules • Significant changes to core and elective units.
CHC50221	Diploma of School Age Education and Care	CHC50213	Diploma of School Age Education and Care	5.0	N	• Removal of ECE units • Major changes to core and electives • Hours of work statement added to packaging rules.
CHC50321	Diploma of Child, Youth and Family Intervention	CHC50313	Diploma of Child, Youth and Family Intervention	8.0	N	• Code change / Deletions and additions to elective Units / Mandatory Work Placement Hours (MWH) added to CHCCSM013.
CHC50421	Diploma of Youth Work	CHC50413	Diploma of Youth Work	8.0	N	• Code change / Changes to Packaging Rules / Deletions and additions to core and Elective Units / Mandatory Work Placement Hours (MWH) added to CHCCSM013.
CHC50521	Diploma of Youth Justice	CHC50513	Diploma of Youth Justice	8.0	E	• Code change / Additions to elective Units.
CHC51015	Diploma of Counselling	CHC51712	Diploma of Counselling	3.0	N	• Change in packaging rules • Significant changes to core units.

CHC51122	Diploma of Financial Counselling	CHC51115	Diploma of Financial Counselling	9.0	N	• Qualification and Unit Codes updated. • Qualification Description updated • Packaging Rules changed • Packaging of core and elective units changed.
CHC52021	Diploma of Community Services	CHC52015	Diploma of Community Services	8.0	N	• Code change / Major changes throughout / Changes to Packaging Rules / Additions to core and elective Units / Addition of Responding to Family Violence specialisation / Mandatory Work Placement Hours (MWH) added to CHCCSM013 and CHCCSM016 / total MWH is now 200.
CHC52121	Diploma of Community Development	CHC52115	Diploma of Community Development	8.0	N	• Code change / Deletions and additions to core and elective Units.
CHC53215	Diploma of Alcohol and Other Drugs	CHC50212	Diploma of Community Services (Alcohol and other drugs)	2.0	N	• Change in packaging rules Significant changes to core units Removal of entry requirements.
CHC53315	Diploma of Mental Health	CHC50312	Diploma of Community Services (Mental health)	2.0	N	• Change in packaging rules Significant changes to core units Removal of entry requirements Minimum work requirement of 160 hours.
CHC53415	Diploma of Leisure and Health	CHC50512	Diploma of Leisure and Health	2.0	N	• Change in packaging rules Significant changes to core Removal of entry requirements Minimum work hours required of 240 hours.
CHC62015	Advanced Diploma of Community Sector Management	CHC60312	Advanced Diploma of Community Sector Management	2.0	N	• Significant changes to core units Change in packaging rules Removal of entry requirements.
CHC81215	Graduate Certificate in Statutory Child Protection	CHC70108	Graduate Certificate in Community Services	3.0	N	• Change in packaging rules • Significant changes to core units.

			Practice (Statutory Child Protection)			
CHC81315	Graduate Certificate in Career Development Practice	CHC70308	Graduate Certificate in Career Development Practice	3.0	N	• Change in packaging rules • Significant changes to core units.
CHC82015	Graduate Certificate in Client Assessment and Case Management	CHC70208	Vocational Graduate Certificate in Community Services Practice (Client assessment and case management)	2.0	N	• Significant changes to core units Change in packaging rules.
CHC81015	Graduate Diploma of Relationship Counselling	CHC80208	Graduate Diploma of Relationship Counselling	3.0	N	• Change in packaging rules • Significant changes to core units • Minimum work requirement of 50 hours.
CHC81115	Graduate Diploma of Family Dispute Resolution	CHC80308	Graduate Diploma of Family Dispute Resolution	3.0	N	• Change in packaging rules • Significant changes to core units • Minimum work requirement of 50 hours.

Appendix 6: CHC units of competency mapping table

A unit is mapped as equivalent (E) when it provides the same skill and knowledge outcomes, as follows:

- Elements and performance criteria are the same, but are re-ordered and or expressed differently for clarity.
- Knowledge requirements are the same, but are expressed differently for clarity, or statements about scope and depth of knowledge have been added for clarity.

A unit is mapped as not equivalent (N) when it provides different skill and knowledge outcomes, as follows:

- Elements and/or performance criteria have been added or removed.
- Knowledge requirements have been added or removed.
- Unit content has been split to create two or more Units.
- One or more units have been merged.

Status Key

E = Equivalent

N = Non-equivalent

D = Deleted

NC = Newly Created

Summary of Change Key

E = Element

PC = Performance Criteria

PE = Performance Evidence

KE = Knowledge Evidence

AC = Assessment Conditions

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
Advocacy						
CHCADV001	Facilitate the interests and rights of clients	CHCAD401D CHCAD402D	Advocate for clients Support the interests, rights and needs of clients within duty of care requirements	7.0	N	• Merged CHCAD401/CHCAD402 • Significant changes to performance criteria • New evidence requirements for assessment, including volume and frequency requirements • Significant changes to knowledge evidence.
CHCADV002	Provide advocacy and representation services	CHCAD504B	Provide advocacy and representation services	7.0	N	• Significant changes to performance criteria • New evidence requirements for assessment, including volume and frequency requirements • Significant changes to knowledge evidence.
CHCADV003	Represent clients in court	CHCAD505A	Represent clients in court	7.0	N	• Significant changes to performance criteria • New evidence requirements for assessment, including volume and frequency requirements • Significant changes to knowledge evidence.
CHCADV004	Represent organisation in court or tribunal	CHCAD506A	Represent the organisation in a court or tribunal	7.0	N	• Significant changes to performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant changes to knowledge evidence.
CHCADV005	Provide systems advocacy services	CHCAD603B	Provide systems advocacy services	7.0	N	• Significant changes to performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant changes to knowledge evidence.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
Aged Care						
CHCAGE007	Recognise and report risk of falls			7.0	NC	
CHCAGE008	Implement falls prevention strategies	CHCAGE002	Implement falls prevention strategies	7.0	E	• Minor changes to E, PC, PE, KE and AC.
CHCAGE009	Provide services for older people	CHCAGE003	Coordinate services for older people	7.0	E	• Title changed • Minor changes to E, PC, PE, KE, AC.
CHCAGE010	Implement interventions with older people to reduce risk	CHCAGE004	Implement interventions with older people at risk	7.0	E	• Minor changes to E, PC, PE, KE, AC.
CHCAGE011	Provide support to people living with dementia	CHCAGE005	Provide support to people living with dementia	7.0	N	• Major changes to E, PC, PE, KE and AC to reflect changed industry expectations.
CHCAGE012	Provide food service	CHCAGE006	Provide food services	7.0	N	• Title changed. • Major changes to E, PC, PE, KE and AC to reflect changed industry expectations and changed focus of unit.
CHCAGE013	Work effectively in aged care			7.0	NC	
Alcohol and Other Drugs						
CHCAOD001	Work in an alcohol and other drugs context	CHCAOD201D CHCAOD402B	Prepare for alcohol and other drugs work	2.0	N	• Merged CHCAOD201D and CHCAOD402B • Significant changes to elements and performance criteria

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
			Work effectively in the alcohol and other drugs sector			• New evidence requirements for assessment, including volume and frequency requirements • Significant change to knowledge evidence.
CHCAOD002	Work with clients who are intoxicated	CHCAOD406E	Work with clients who are intoxicated	2.0	N	• Significant changes to elements and performance criteria • New evidence requirements for assessment, including volume and frequency requirements • Significant change to knowledge evidence.
CHCAOD003	Provide needle and syringe services	CHCAOD407E	Provide needle and syringe services	2.0	N	• Significant changes to elements and performance criteria • New evidence requirements for assessment, including volume and frequency requirements • Significant change to knowledge evidence.
CHCAOD004	Assess needs of clients with alcohol and other drugs issues	CHCAOD408B	Assess needs of clients with alcohol and/or other drugs issues	2.0	N	• Significant changes to elements and performance criteria • New evidence requirements for assessment, including volume and frequency requirements • Significant change to knowledge evidence.
CHCAOD005	Provide alcohol and other drugs withdrawal services	CHCAOD409E	Provide alcohol and/or other drug withdrawal services	2.0	N	• Significant changes to elements and performance criteria • New evidence requirements for assessment, including volume and frequency requirements • Significant change to knowledge evidence.
CHCAOD006	Provide interventions for people with alcohol	CHCAOD411A	Provide interventions for people with alcohol and/or other drug issues	2.0	N	• Significant changes to elements and performance criteria

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
	and other drugs issues					• New evidence requirements for assessment, including volume and frequency requirements • Significant change to knowledge evidence.
CHCAOD007	Develop strategies for alcohol and other drugs relapse prevention and management	CHCAOD513A	Provide relapse prevention strategies	2.0	N	• Significant changes to elements and performance criteria • New evidence requirements for assessment, including volume and frequency requirements • Significant change to knowledge evidence.
CHCAOD008	Provide advanced interventions to meet the needs of clients with alcohol and other drugs issues	CHCAOD511C	Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues	2.0	N	• Significant changes to elements and performance criteria • New evidence requirements for assessment, including volume and frequency requirements • Significant change to knowledge evidence.
CHCAOD009	Develop and review individual alcohol and other drugs treatment plans	CHCCAR501C	Conduct career guidance interview	2.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency • Significant change to knowledge evidence.
Client Care Services						
CHCCCS001	Address the needs of people with chronic disease	CHCICS408B	Provide support to people with chronic disease	2.0	N	• Merged HLTCOM510B/CHCICS408B Significant change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant changes to knowledge evidence.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCCCS002	Assist with movement	HLTCSD305D	Assist with client movement	2.0	N	• Minimal change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence.
CHCCCS003	Increase the safety of individuals at risk of suicide	CHCCS521B	Assess and respond to individuals at risk of suicide	2.0	N	• Significant change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant changes to knowledge evidence.
CHCCCS004	Assess co-existing needs	CHCCS416B CHCCS500B CHCCS504B	Assess and provide services for clients with complex needs Conduct complex assessment and referral Provide services to clients with complex needs	2.0	N	• Merged CHCCS416B/CHCCS500B/CHCCS504B • Significant change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant changes to knowledge evidence.
CHCCCS005	Conduct individual assessments	CHCICS403A	Conduct individual assessment	2.0	N	• Significant change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant changes to knowledge evidence.
CHCCCS006	Facilitate individual service planning and delivery	CHCICS402B	Facilitate individualised plans	2.0	N	• Significant change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• Significant changes to knowledge evidence.
CHCCCS007	Develop and implement service programs	CHCCS503B	Develop, implement and review services and programs to meet client needs	2.0	N	• Significant change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant changes to knowledge evidence.
CHCCCS008	Develop strategies to address unmet needs			2.0	NC	• New unit.
CHCCCS009	Facilitate responsible behaviour	CHCCS401C	Facilitate responsible behaviour	2.0	N	• Significant change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant changes to knowledge evidence.
CHCCCS010	Maintain a high standard of service	HLTCSD201D	Maintain high standard of client service	2.0	N	• Significant change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant changes to knowledge evidence.
CHCCCS012	Prepare and maintain beds	HLTCSD203D	Prepare and maintain beds	2.0	N	• Minimal change to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency requirements.
CHCCCS014	Provide brief interventions	CHCCS403C	Provide brief intervention	2.0	N	• Significant change to the elements and performance criteria

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• New evidence requirements for assessment including volume and frequency requirements • Significant changes to knowledge evidence.
CHCCCS016	Respond to client needs			2.0	NC	• New unit.
CHCCCS017	Provide loss and grief support	CHCCS426B	Provide support and care relating to loss and grief	2.0	N	• Significant change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant changes to knowledge evidence.
CHCCCS018	Provide suicide bereavement support	CHCCS417B	Provide support and care relating to suicide bereavement	2.0	N	• Significant change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant changes to knowledge evidence.
CHCCCS019	Recognise and respond to crisis situations	CHCCS514B	Recognise and respond to individuals at risk	2.0	N	• Significant change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant changes to knowledge evidence.
CHCCCS020	Respond effectively to behaviours of concern	HLTCSD306D	Respond effectively to behaviours of concern	2.0	N	• Minimal change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant changes to knowledge evidence.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCCCS026	Transport individuals	HLTCSD208D	Transport clients	2.0	N	• Minimal change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant changes to knowledge evidence.
CHCCCS028	Provide client-centred support to people in crisis	CHCTC302B	Provide client-centred telephone counselling	2.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence • Minimum work hours added.
CHCCCS029	Work with involuntary and mandated clients	CHCFAM518B	Work with involuntary and mandated clients	2.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements. • Significant change to knowledge evidence.
CHCCCS030	Determine and respond to carer needs	CHCRCP402A CHCRCP403A	Conduct assessment of carer's needs Support carers to access information and services	2.0	N	• Merged CHCRCP402A and CHCRCP403A • Significant changes to the elements and performance criteria. • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCCCS031	Provide individualised support	CHCCCS011 CHCCCS015	Meet personal support needs Provide individualised support	7.0	N	• Merge of current units CHCCCS011 and CHCCCS015 to meet industry expectations and reduce duplication.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCCCS032	Provide basic foot care	CHCCCS013	Provide basic foot care	7.0	E	• Minor changes to PC, PE and KE.
CHCCCS033	Identify and report abuse	CHCCCS021	Respond to suspected abuse	7.0	N	• Major changes to E, PC, PE, KE and AC to reflect changed industry expectations and changed focus of unit.
CHCCCS034	Facilitate independent travel	CHCCCS022	Facilitate independent travel	7.0	E	• Minor changes to PC, PE and KE.
CHCCCS035	Support people with autism spectrum disorder	CHCCCS024	Support individuals with autism spectrum disorder	7.0	N	• Title changed • Major changes to PC, PE, KE and AC to reflect changed industry expectations.
CHCCCS036	Support relationships with carer and family	CHCCCS025	Support relationships with carers and families	7.0	E	• Title changed • Minor changes to PC, PE and KE.
CHCCCS037	Visit client residence	CHCCCS027	Visit client residence	7.0	E	• Minor changes to PC, PE and KE.
CHCCCS038	Facilitate the empowerment of people receiving support	CHCAGE001 CHCDIS007	Facilitate the empowerment of older people Facilitate the empowerment of people with disability	7.0	N	• Merge of current CHCAGE001 and CHCDIS007 to meet industry expectations and reduce duplication.
CHCCCS039	Coordinate and monitor home-based support	CHCHCS002	Coordinate and monitor home based support	7.0	E	• Minor changes to PC, PE and KE.
CHCCCS040	Support independence and wellbeing	CHCCCS023	Support independence and wellbeing	7.0	E	• Minor changes to PC, PE and KE.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCCCS041	Recognise healthy body systems			7.0	NC	• New unit
CHCCCS042	Prepare meals			7.0	NC	• New unit
CHCCCS043	Support positive mealtime experiences			7.0	NC	• New unit
CHCCCS044	Follow established person-centred behaviour supports	CHCDIS002	Follow established person-centred behaviour supports	7.0	N	• Unit sector changed. • Major changes to PC, PE, KE and AC to reflect changed industry expectations.
Community Development						
CHCCDE017	Support collaborative planning processes	CHCCDE001	Support participative planning processes	8.0	N	• Code change / Title change / Changes to A / Major changes and additions to EL, PC, PE and KE / Changes to AC.
CHCCDE018	Develop and implement community programs	CHCCDE002	Develop and implement community programs	8.0	N	• Code change / Changes to A / Major changes and additions to PC, PE and KE / Changes to AC.
CHCCDE019	Work within a community development framework	CHCCDE003	Work within a community development framework	8.0	N	• Code change / Word changes to A / Changes and additions to PC, KE / Changes to AC.
CHCCDE020	Implement participation and engagement strategies	CHCCDE004	Implement participation and engagement strategies	8.0	N	• Code change / Word changes to A / Changes and additions to PC, KE / Changes to AC.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCCDE021	Develop and support community resources	CHCCDE005	Develop and support relevant community resources	8.0	E	• Code change / Title change / Minor changes to A / Word changes and minor changes to PC / Minor changes PE / Additions to KE / Changes to AC.
CHCCDE022	Work to empower Aboriginal and or Torres Strait Islander communities	CHCCDE006	Work to empower Aboriginal and/or Torres Strait Islander communities	8.0	E	• Code change / Minor word changes throughout / Minor additions to EL and PC / Additions to KE / Changes to AC.
CHCCDE023	Develop and deliver community projects	CHCCDE007	Develop and provide community projects	8.0	E	• Code change / Title change / Changes to A / Changes and additions to EL, PC, PE and KE / Changes to AC.
CHCCDE024	Support community action	CHCCDE008	Support community action	8.0	E	• Code change / Minor changes to A / Changes and additions to PC / Minor change to PE / Additions to KE / Changes to AC.
CHCCDE025	Develop and support community leadership	CHCCDE009	Develop and support community leadership	8.0	E	• Code change / Minor changes to A / Minor changes and additions to PC, PE and KE / Changes to AC.
CHCCDE026	Develop and lead community engagement strategies to enhance participation	CHCCDE010	Develop and lead community engagement strategies to enhance participation	8.0	E	• Code change / Minor changes to A / Minor changes and additions to EL, PC and PE and KE / Changes to AC.
CHCCDE027	Implement community development strategies	CHCCDE011	Implement community development strategies	8.0	E	• Code change / Minor changes to A / Minor changes and additions to PC and PE / Additions to KE / Changes to AC.
CHCCDE028	Work within organisational and government structures to enable community	CHCCDE012	Work within organisation and government structures to enable	8.0	E	• Code change / Minor changes to A / Changes and additions to PC / Additions to KE / Changes to AC.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
	development outcomes		community development outcomes			
CHCCDE029	Establish and develop community organisations or social enterprises	CHCCDE013	Establish and develop community organisations or social enterprises	8.0	E	• Code change / Minor changes to A / Changes and additions to PC / Major additions to KE / Changes to AC.
CHCCDE030	Facilitate the development of community capacity to manage place making	CHCCDE014	Facilitate the development of community capacity to manage place making	8.0	E	• Code change / Minor changes to A, EL, PC and PE / Changes to AC.
CHCCDE031	Develop and implement a community renewal plan	CHCCDE015	Develop and implement a community renewal plan	8.0	E	• Code change / Minor changes and additions throughout / Changes to AC.
CHCCDE032	Deliver emergency relief services	CHCCDE016	Deliver emergency relief services	8.0	E	• Code change / Minor changes throughout / Additions to KE / Changes to AC.
Celebrancy						
CHCCEL001	Develop sustainable celebrancy practice	CHCCEL401C	Work effectively in a celebrancy role	3.0	N	• Significant changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements Significant change to knowledge evidence.
CHCCEL002	Establish client celebrancy needs	CHCCEL406A	Identify and address client needs in a celebrancy role	3.0	N	• Significant changes to the elements and performance criteria New evidence requirements for assessment including

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						volume and frequency requirements Significant change to knowledge evidence.
CHCCEL003	Research, design and organise ceremonies			3.0	NC	• New unit.
CHCCEL004	Prepare for, present and evaluate ceremonies			3.0	NC	• New unit.
CHCCEL005	Establish and maintain marriage celebrancy practice	CHCCEL402A	Establish and maintain knowledge of legal responsibilities of a marriage celebrant	3.0	N	• Significant changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements Significant change to knowledge evidence.
CHCCEL006	Interview clients and plan marriage ceremonies	CHCCEL403A CHCCEL404A	Develop an effective relationship with a marrying couple Plan a marriage ceremony in line with legal requirements	3.0	N	• Merged CHCCEL403A and CHCCEL404A • Significant changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements Significant change to knowledge evidence.
CHCCEL007	Prepare for, present and evaluate marriage ceremonies	CHCCEL405A	Conduct and review a marriage ceremony in line with legal requirements	3.0	N	• Significant changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements Significant change to knowledge evidence.
CHCCEL008	Plan, present and evaluate funeral and memorial ceremonies			3.0	NC	• New unit.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
Communication						
CHCCOM001	Provide first point of contact	CHCCS308B	Provide first point of contact	2.0	N	• Merged CHCCS308B/HLTCOM301 Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence.
CHCCOM002	Use communication to build relationships	CHCCOM403A	Use targeted communication skills to build relationships	2.0	N	• Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence.
CHCCOM003	Develop workplace communication strategies			2.0	NC	• New unit.
CHCCOM004	Present information to stakeholder groups			2.0	NC	• New unit.
CHCCOM005	Communicate and work in health or community services	CHCCS411C	Work effectively in the community sector	2.0	N	• Merged CHCCS411C and HLTHIR301C • Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Significant changes to knowledge evidence.
CHCCOM006	Establish and manage client relationships	HLTCOM404C	Communicate effectively with clients	2.0	N	• Significant changes to performance criteria New evidence requirements for assessment, including volume and frequency requirements Significant changes to knowledge evidence.
Counselling						

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCCSL001	Establish and confirm the counselling relationship	CHCCSL501A	Work within a structured counselling framework	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence • Additional assessor requirements.
CHCCSL002	Apply specialist interpersonal and counselling interview skills	CHCCSL502A	Apply specialist interpersonal and counselling interview skills	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence • Additional assessor requirements.
CHCCSL003	Facilitate the counselling relationship and process	CHCCSL503B	Facilitate the counselling relationship	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence • Additional assessor requirements.
CHCCSL004	Research and apply personality and development theories	CHCCSL504A	Apply personality and development theories	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence • Additional assessor requirements.
CHCCSL005	Apply learning theories in counselling	CHCCSL505A	Apply learning theories in counselling	3.0	N	• Significant changes to the elements and performance criteria

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence • Additional assessor requirements.
CHCCSL006	Select and use counselling therapies	CHCCSL506A	Apply counselling therapies to address a range of client issues	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence • Additional assessor requirements.
CHCCSL007	Support counselling clients in decision-making processes	CHCCSL507B	Support clients in decision-making processes	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence • Additional assessor requirements.
Case Management						
CHCCSM009	Facilitate goal directed planning	CHCCSM001	Facilitate goal directed planning	8.0	E	• Code change / Minor change to A / Major changes to PC / Additions to PE / Additions to KE / Additions to AC.
CHCCSM010	Implement case management practice	CHCCSM002	Implement case management practice	8.0	E	• Code change / Title change / Minor word changes throughout / Additions to AC.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCCSM011	Work with carers and families in complex situations	CHCCSM003	Work with carers and/or families in complex situations	8.0	E	• Code change / Minor word changes throughout / Additions to AC.
CHCCSM012	Coordinate complex case requirements	CHCCSM004	Coordinate complex case requirements	8.0	E	• Code change / Minor word changes throughout / Additions to PE and AC.
CHCCSM013	Facilitate and review case management	CHCCSM005	Develop, facilitate and review all aspects of case management	8.0	E	• Code change / Title change / Minor change to EL / Minor word changes throughout / Additions to PE and AC.
CHCCSM014	Provide case management supervision	CHCCSM006	Provide case management supervision	8.0	E	• Code change / Minor word changes throughout / Additions to AC.
CHCCSM015	Undertake case management in a child protection framework	CHCCSM007	Undertake case management in a child protection framework	8.0	E	• Code change / Changes to EL and PC / Additions to KE / Additions to AC.
CHCCSM016	Undertake advanced assessments	CHCCSM008	Undertake advanced client assessment	8.0	E	• Code change / Title change / Minor changes to EL and PC / Additions to PE and AC.
Community Safety Services						
CHCCSS001	Work effectively in Community Safety Services			6.0	NC	• A new unit to address the skills and knowledge requirements in establishing a foundation to the scope and parameters of working in community safety services roles.
Development						

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
CHCDEV004	Confirm developmental status	CHCDEV001	Confirm client developmental status	8.0	E	• Code change / Title change / Minor changes to EL / Additions to PC / Minor changes to KE / Additions to AC.
CHCDEV005	Analyse impacts of sociological factors on clients in community work and services	CHCDEV002	Analyse impacts of sociological factors on clients in community work and services	8.0	E	• Code change / Title change / Minor word changes throughout / Additions to AC.
CHCDEV006	Analyse information for service planning and delivery	CHCDEV003	Analyse client information for service planning and delivery	8.0	E	• Code change / Title change / Minor word changes throughout / Additions to AC.
Domestic and Family Violence						
CHCDFV001	Recognise and respond appropriately to domestic and family violence	CHCDFV301A CHCDFV403C	Recognise and respond appropriately to domestic and family violence Provide crisis intervention and support to those experiencing domestic and family violence	3.0	N	• Merged CHCDFV301A and CHCDFV403C • Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCDFV002	Provide support to children affected by domestic and family violence	CHCDFV408C	Provide support to children affected by domestic and family violence	3.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCDFV003	Promote community awareness of	CHCDFV404C	Promote community awareness of domestic and family violence	3.0	N	• Minimal changes to the elements and performance criteria

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
	domestic and family violence					• New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCDFV004	Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities	CHCDFV406C	Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities	3.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCDFV005	Provide domestic and family violence support in non-English speaking background communities	CHCDFV407C	Provide domestic and family violence support in non-English speaking background communities	3.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCDFV006	Counsel clients affected by domestic and family violence	CHCDFV505C	Counsel clients affected by domestic and family violence	3.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCDFV007	Work with users of violence to effect change	CHCDFV509D	Work with users of violence to effect change	3.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCDFV008	Manage responses to domestic and family	CHCDFV811C	Respond to domestic and family violence in family work	3.0	N	• Significant changes to the elements and performance criteria

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
	violence in family work					• New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCDFV009	Establish change promoting relationship with users of domestic and family violence	CHCDFV814B	Establish change promoting relationship with users of domestic and family violence and abuse	3.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCDFV010	Promote accountability and assist users of domestic and family violence to accept responsibility	CHCDFV812B CHCDFV813B	Assist users of domestic and family violence to accept responsibility for their behaviour Promote accountability of users of domestic and family violence and abuse	3.0	N	• Merged CHCDFV812B and CHCDFV813B • Minimal changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCDFV011	Establish and maintain the safety of people who have experienced domestic and family violence	CHCDFV815B	Establish and maintain the safety of people who have experienced domestic and family violence	3.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCDFV012	Make safety plans with people who have been subjected to domestic and family violence	CHCDFV816B	Undertake safety planning with people who have been subjected to domestic and family violence	3.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCDFV013	Manage domestic and family violence screening and risk assessment processes	CHCDFV817B	Manage domestic and family violence and abuse screening and risk assessment processes	3.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCDFV014	Provide programs for people who have been subjected to domestic and family violence	CHCDFV818C	Provide programs for people who have been subject to domestic and family violence	3.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
Disability						
CHCDIS011	Contribute to ongoing skills development using a strengths-based approach	CHCDIS001	Contribute to ongoing skills development using a strengths-based approach	7.0	E	• Minor changes to PC, PE and KE.
CHCDIS012	Support community participation and social inclusion	CHCDIS003	Support community participation and social inclusion	7.0	E	• Minor changes to PC, PE and KE.
CHCDIS013	Assist with communication using augmentative and alternative communication methods			7.0	NC	• New unit.
CHCDIS014	Develop and use strategies for communication with	CHCDIS004	Communicate using augmentative and alternative	7.0	N	• Title changed.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
	augmentative and alternative communication systems		communication strategies			• Changes to PC, PE, KE, AC to reflect changed industry expectations.
CHCDIS015	Develop and provide person-centred service responses	CHCDIS005	Develop and provide person-centred service responses	7.0	E	• Minor changes to PC, PE and KE.
CHCDIS016	Develop and promote positive person-centred behaviour supports	CHCDIS006	Develop and promote positive person-centred behaviour supports	7.0	E	• Minor changes to PC, PE and KE.
CHCDIS017	Facilitate community participation and social inclusion	CHCDIS008	Facilitate community participation and social inclusion	7.0	E	• Minor changes to PC, PE and KE.
CHCDIS018	Facilitate ongoing skills development using a person-centred approach	CHCDIS009	Facilitate ongoing skills development using a person-centred approach	7.0	E	• Minor changes to PC, PE and KE.
CHCDIS019	Provide person-centred services to people with disability with complex needs	CHCDIS010	Provide person-centred services to people with disability with complex needs	7.0	N	• Changes to PC, PE, KE, AC to reflect changed industry expectations.
CHCDIS020	Work effectively in disability support			7.0	NC	• New unit.
CHCDIS021	Prepare for NDIS support coordination			7.0	NC	• New unit.
CHCDIS022	Coordinate NDIS participant support			7.0	NC	• New unit

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCDIS023	Provide specialised support			7.0	NC	• New unit.
Diversity						
CHCDIV001	Work with diverse people	CHCCS405A	Work effectively with culturally diverse clients and co-workers	2.0	N	• Merged HLTHIR403C/CHCCS405A • Significant changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency.
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	HLTHIR404D	Work effectively with Aboriginal and/or Torres Strait Islander people	2.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency.
CHCDIV003	Manage and promote diversity	CHCCS506A	Promote and respond to workplace diversity	2.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency.
Dispute Resolution						
CHCDSP001	Facilitate dispute resolution in the family law context	CHCDISP801B CHCDISP802B	Facilitate dispute resolution in the family law context Implement family dispute resolution strategies	3.0	N	• Merged CHCDISP801B and CHCDISP802B Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence Minimum work hours added.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCDSP002	Adhere to ethical standards in family dispute resolution	CHCDISP803B	Facilitate dispute resolution in an impartial manner and adhere to ethical standards	3.0	N	• Merged CHCDISP802B and CHCDISP803B • Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence • Minimum work hours added.
CHCDSP003	Support the safety of vulnerable parties in family dispute resolution	CHCDISP804B	Create an environment that supports the safety of vulnerable parties in dispute resolution	3.0	N	• Contains content from CHCDISP802 • Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence • Minimum work hours added.
Employment and Career Development						
CHCECD001	Analyse and apply information that supports employment and career development	CHCES303C	Use labour market information	3.0	N	• Merged CHCCDP403B/CHCES303C/ • CHCES411A/CHCES502C Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCECD002	Deliver and monitor contracted employment services	CHCES311B CHCES312A	Work effectively in employment services Deliver contracted employment services	3.0	N	• Merged CHCES311A/CHCES312A/CHCES415A Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• Significant change to knowledge evidence.
CHCECD003	Promote job seekers to employers	CHCES404B	Promote clients to employers	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCECD004	Establish and monitor Australian Apprenticeship arrangements			3.0	D	• Deleted 2021.
CHCECD005	Deliver employment services to employers	CHCES304B	Deliver recruitment services	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCECD006	Develop and monitor employment plans	CHCES413A CHCES416A	Develop and monitor employment plans with clients Plan and provide job search support	3.0	N	• Merged CHCES413A and CHCES416A Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCECD007	Maximise participation in work by people with disability	CHCDIS509E	Maximise participation in work by people with disabilities	3.0	N	• Significant change to the elements and performance criteria. • New evidence requirements for assessment including volume and frequency requirements. • Minimum work hours added.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• Significant changes to knowledge evidence.
CHCECD008	Deliver service consistent with a career development framework	CHCCDP401B	Deliver service consistent with a career development framework	3.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency requirements.
CHCECD009	Conduct career guidance interviews	CHCCAR501C	Conduct career guidance interview	3.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency • Significant change to knowledge evidence.
CHCECD010	Provide support to people in career transition	CHCCDP402B	Assist clients to plan and access career pathways	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCECD011	Manage quality in career development practice	CHCCDP701A	Manage quality in career development practice	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
Early Childhood Education						
CHCECE030	Support inclusion and diversity	CHCECE001	Develop cultural competence	5.0	N	• Elements restructured and reduced in number.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• Significant changes to wording in Elements and PCs to align with job roles at C3 level; terminology and concepts reframed to inclusion and diversity. • PE changed to align with new PCs and provide clarity around evidence requirements. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCECE031	Support children's health, safety and wellbeing	CHCECE002 CHCECE003 CHCECE004	Ensure the health and safety of children Provide care for children Promote and provide healthy food and drinks	5.0	N	• Incorporates merged content from CHCECE002, CHCECE003 and CHCECE004 plus new requirements added. Content and level of responsibility are consolidated for all aspects as they are encompassed in the entry level job role in regulated services under the NQS. • PE changed to align with new scope and provide clarity around evidence requirements. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements based on the application of the new unit. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCECE032	Nurture babies and toddlers	CHCECE005	Provide care for babies and toddlers	5.0	N	• Significant changes throughout. Combines content from existing units CHCECE003 and CHCECE005. • Elements and PCs reordered to place focus on developing relationships first (E1 and E2, followed by

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						individualised care routines; more explicit references to belonging and attachment. • PE changed to provide clarity around evidence requirements; age requirements of babies and toddlers specified. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements including to highlight relationship between theory and practice. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence.
CHCECE033	Develop positive and respectful relationships with children	CHCECE006	Support behaviour of children and young people	5.0	N	• Merged • Content merged into CHCECE033 to align with the skills and knowledge required in contemporary practice.
CHCECE034	Use an approved learning framework to guide practice	CHCECE009	Use an approved learning framework to guide practice	5.0	N	• Clarification that this unit reflects the skills of an educator working with established curriculum under the guidance of others. • New element added about reflection, other minor changes to PCs. • PE changed to provide clarity around evidence requirements, particularly in relation to the link between theory and practice. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements; new requirements added about reflective practice and links between frameworks and curriculum.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence.
CHCECE035	Support the holistic learning and development of children	CHCECE010	Support the holistic development of children in early childhood	5.0	N	• Overall structure of the unit remains unchanged. Minor changes to Element and PCs, including updated terminology. • PE changed to provide clarity around evidence requirements; workplace hours increased to 160. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements; new requirements added in relation to curriculum development cycles, physiological responses and principles of literacy development. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence.
CHCECE036	Provide experiences to support children's play and learning	CHCECE011	Provide experiences to support children's play and learning	5.0	N	• Clarified that unit reflects skills of an educator working with established curriculum under the guidance of others. • Significant changes to Elements and PCs with a new element on evaluation, greater focus on children's agency and updated terminology. • V3.4 to 4.0PE changed to provide clarity around evidence requirements with specification around types of experience, nature of children and inclusion of reflection; workplace hours added.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• KE expanded to provide clarity about scope and depth of knowledge requirements about theories of play and learning, their application in practice and children's agency. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence.
CHCECE037	Support children to connect with the natural environment	CHCECE012	Support children to connect with their world	5.0	N	• Title changed. • Unit updated to focus on children rather than the service/workplace, consistent with the application and intent of the unit. Significant changes to Elements and PCs to reflect new scope. • PE changed to align to new scope and to provide clarity around evidence requirements. • KE rewritten to align to new scope. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence.
CHCECE038	Observe children to inform practice	CHCECE013	Use information about children to inform practice	5.0	E	• Purpose of unit and link to curriculum planning and collaborative process clarified. Minor changes to Elements and PCs with one Element split into two to reflect importance of analysing information: greater emphasis on communication. • PE changed to provide clarity around evidence requirements.; now includes specification of age groups.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• KE expanded to provide clarity about scope and depth of knowledge requirements. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence.
CHCECE039	Comply with family day care administration requirements	CHCECE014	Comply with family day care administration requirements	5.0	E	• Clarified that work takes place in family day care services under the auspices of an approved family day care coordination unit in Australia. • Minor changes to Elements and PCs. • PE changed to provide clarity around evidence requirements, particularly that focus is administration rather than children. • KE expanded to provide clarity about scope and depth of knowledge requirements related to administration and business requirements. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence.
CHCECE040	Attend to daily functions in home-based child care	CHCECE015	Attend to daily functions in home-based child care	5.0	E	• Minor changes to Elements and PCs. • PE changed to provide clarity around evidence requirements. • KE expanded to provide clarity about scope and depth of knowledge requirements, particularly in the area of health and safety. • AC revised to include clear specifications about how evidence must be collected, requirements for

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						supervision of interactions with children and resource requirements and clarification of other forms of evidence.
CHCECE041	Maintain a safe and healthy environment for children	CHCECE016	Establish and maintain a safe and healthy environment for children	5.0	N	• Title changed. • Prerequisite Unit CHCECE031 or completion of the CHC30113 Certificate III in Early Childhood Education and Care added and aspects covered in that unit removed. The inclusion of the 2013 qualification has been done to ensure that learners who have completed this qualification are not disadvantaged should they wish to subsequently enrol in the Diploma. The content of CHCECE031 is spread across a number of units within the 2013 qualification, therefore, completion of this qualification would present sufficient evidence of competence in these areas to meet the required prerequisite skills and knowledge. • Clarified that this unit is for educators who implement and practices and contribute to improvements. Unit rewritten with significant change to place an emphasis on the implementation, maintenance and review of health and safety policies in the service, including risk management and emergencies. • PE rewritten to reflect changed scope of unit and to provide clarity around evidence requirements. • KE changed significantly to reflect changed scope of unit and to provide clarity about scope and depth of knowledge requirements. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						requirements and clarification of other forms of evidence.
CHCECE042	Foster holistic early childhood learning, development and wellbeing	CHCECE017	Foster the holistic development and wellbeing of the child in early childhood	5.0	N	• Elements restructured with significant changes in PCs. Differentiation with CHCECE035 strengthened. • Unit structure is no longer based on each domain as a separate element and focuses on extending knowledge for application of theory to practice, supporting belonging, planning, collaboration and improvement. • New E4- Foster holistic & collaborative practices, incorporate PCs for each of the development domains. • PE changed to provide clarity around evidence requirements; focus now on 4 experiences across domains with both individual and groups of children and explicit research and evaluation requirements to synthesise application of theory to practice; workplace hours increased to 280. • KE expanded to provide clarity about scope and depth of knowledge requirements; new requirements added about holistic learning, strategies, activities and equipment that support development in each domain and critical reflection. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence.
CHCECE043	Nurture creativity in children	CHCECE018	Nurture creativity in children	5.0	N	• Significant changes to unit structure, Elements and PCs. Updated language and terminology throughout the unit.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• PE changed to provide clarity around evidence requirements; focus now on 3 experiences for children between birth and 6 years old across 7 nominated areas (5 of which were previously included in the range of conditions in the existing unit). • KE expanded to provide clarity about scope and depth of knowledge requirements; new requirements added about role of the arts and why encouraging creative freedom is important for children, critical reflection and evaluation. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence.
CHCECE044	Facilitate compliance in a children's education and care service	CHCECE019	Facilitate compliance in an education and care service	5.0	N	• New Element added about the NQS and its relevance to services. Other minor changes to Elements and PCs, including updating of terminology and clarification that focus is on preparation for site assessment only. • PE changed to provide clarity around evidence requirements; focus now on development of QIP for 2 quality areas rather than one QIP; workplace hours requirement removed. • KE expanded to provide clarity about scope and depth of knowledge requirements. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCECE045	Foster positive and respectful interactions and behaviour in children	CHCECE020	Establish and implement plans for developing cooperative behaviour	5.0	N	• Significant changes to unit content and structure. Focus is on relationships, collaboration and strategies for positive behaviours and support. Changes in language and terminology emphasise collaboration, guidance and reflection rather than rules and enforcement. • PE changed to align to new content and provide clarity around evidence requirements; now includes focus on identifying and supporting self-regulation and pro-social skills in collaboration with others. • KE expanded to provide clarity about scope and depth of knowledge requirements; new requirements added to about aspects critical to understanding children's behaviour, potential contributing factors to behaviours and plans for supporting positive interactions and behaviour. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence.
CHCECE046	Implement strategies for the inclusion of all children	CHCECE021	Implement strategies for the inclusion of all children	5.0	N	• Element 2 removed to reduce duplication with other units; minor changes to other Elements and PCs for clarity and sequencing; terminology updated to be more inclusive. • PE changed to provide clarity around evidence requirements; now includes critical reflection and promotion of inclusion. • KE expanded to provide clarity about scope and depth of knowledge requirements; new requirements added about ways to promote inclusion, behaviours that show

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						respect for diversity, strategies for individual support and critical reflection. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence.
		CHCECE022	Promote children's agency	5.0	N	• Merged • Applicable content is embedded throughout units addressing curriculum and child development in both ECE qualifications (see CHCECE033/035/046/047/048).
CHCECE047	Analyse information to inform children's learning	CHCECE023	Analyse information to inform learning	5.0	N	• Title changed. • Significant changes to Elements and PCs to remove duplication and align content with the curriculum planning cycle. • Exiting PCs 1.1 and 1.2 deleted • New PC 1.3 uses wording in existing PC 1.5 updated to include reference to respect for children. • E2 renamed Interpret information on children's development and learning. PCs reworded to align with the curriculum planning cycle. This establishes a clear relationship to the purpose of analysing information. • New Element 3 combines content mainly from PCs in existing Elements 3 & 4. • New PC 3.1 is based on existing PC 3.1 • New PC 3.2 is based on existing PC 2.4 • New PC 3.3 is based on existing PC 4.1 • New PC 3.4 is based on existing PC 4.2

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• PE changed significantly to provide clarity around evidence requirements with changed specification about the ongoing gathering and review of information about an individual child using different tools to develop a perspective about specific aspects of their development and learning; critical reflection also included. • KE expanded to provide clarity about scope and depth of knowledge requirements; new requirements added about strategies for collection of information, how to analyse information and critical reflection. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence. New requirements, including direct observation by an assessor at least once. • Simulation removed. • Conditional provision for skills to be demonstrated outside a service.
CHCECE048	Plan and implement children's education and care curriculum	CHCECE024	Design and implement the curriculum to foster children's learning and development	5.0	N	• Title changed. • Content duplicated in other units removed. Elements restructured to follow a logical research design, implement and evaluate sequence and PCs significantly changed. • Incorporates merged content from ECE 022 • E1 renamed and content replaced. PCs 1.1 and 1.2 based on existing PCs 2.1 & 2.2 • Content modified and retained in renumbered elements as follows - • Element 2 maps to element 1

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• Element 3 map to Element 2 • Element 4 maps tov Element 3 • Element 5 maps to element 4 • PC1.4 removed - content covered in ECE049. • PE changed significantly to provide clarity around evidence requirements with specification about individuals and groups, curriculum inclusions, collaboration and critical reflection; workplace hours increased to 280. • KE expanded to provide clarity about scope and depth of knowledge requirements in relation to stages of the curriculum planning cycle and strategies for planning and implementation. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence. New requirements, including direct observation by an assessor at least once.
CHCECE049	Embed environmental responsibility in service operations	CHCECE025	Embed sustainable practices in service operations	5.0	N	• Title changed. • Prerequisite unit CHCECE037 Support children to connect with the natural environment or CHCECE012 - Support children to connect with their world, and elective unit from the CHC30113 Certificate III qualification. This unit is included to ensure that learners who have completed this qualification are not disadvantaged should they wish to subsequently enrol in the Diploma. There is sufficient coverage of the base skills and knowledge in this unit to meet the pre-requisite requirements.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• ECE049 has been restructured to provide greater clarity and align to the level and nature of educator responsibility. • E1 Enhance children's environmental responsibility – new PCs focused on children's understanding of environmental responsibility and daily practices of the service. • E2 Promote environmental responsibility in the service – new PCs incorporating some content from existing PCs 3.1 & 3.2, & 4.1 New PC 2.5 refers to including ways to evaluate improvements. • E3 Implement & evaluate environmental responsibility maps to existing E2. • PE changed to provide clarity around evidence requirements in relation to design, implementation and evaluation of a plan to enhance two aspects of environmental responsibility and documentation of practice. • KE expanded to provide clarity about scope and depth of knowledge requirements. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence. Skills related to design and evaluation may be demonstrated outside of the service, but the plan must be based on work in a regulated service in Australia.
CHCECE050	Work in partnership with children's families	CHCECE026	Work in partnership with families to provide	5.0	N	• Elements restructured and renamed some PCs reordered and additional content introduced to focus more on supporting children's connection to

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
			appropriate education and care for children			community, collaboration and relationships with families to support education and care for children. • PE changed to provide greater focus on need for demonstration of communication skills. • KE expanded to provide clarity about scope and depth of knowledge requirements in relation to family and family structures, including direct reference to value of the family as the first educator, and range of practices and styles. • AC additional detail/conditional simulation. • Includes a new requirement that interactions with children must be supervised by an early childhood educator.
CHCECE051	Promote equity in access to the service	CHCECE027	Promote equity in access to the service	5.0	N	• Elements and PCs significantly restructured and changed to improve clarity; references to ratio targets removed. • PE remains unchanged except for clarification that strategies must be documented • KE expanded to provide clarity about scope and depth of knowledge requirements in relation to eligibility criteria, how information can be adapted for different groups, principles of relevant human rights & anti-discrimination and hard to reach populations. • AC reference to simulations removed. AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence. New requirements, including direct observation by an assessor at least once

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCECE052	Plan service and supports for children and families	CHCECE028	Collaborate with families to plan service and supports	5.0	E	• Title changed. • Minor changes to Elements and PCs; additional content added for clarity in PC1.3, 3.3. • changes in terminology and language to accommodate different family structures and remove adversarial language; broader references to family terminology rather than references to parents included. • PE changed to provide clarity around evidence requirements in relation to working with families. • KE expanded to provide clarity about scope and depth of knowledge requirements in relation to • families, principles of relevant human rights & anti-discrimination, legal and ethical considerations, hard to reach populations, importance of equity & diversity, and boundaries of service provision. • AC - circumstances for where simulation is permitted added. AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence. New requirements, including direct observation by an assessor at least once.
CHCECE053	Respond to grievances and complaints about the service	CHCECE029	Respond to problems and complaints about the service	5.0	E	• Title changed. • Detail added to the application • Minor changes to Elements and PCs • Existing PCs 1.1 & 1.2 deleted as content emphasised the child rather than the service. • PE changed to provide clarity around evidence requirements in relation to type of grievance or complaint and need for demonstration of communication skills

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• KE expanded to provide clarity about scope and depth of knowledge requirements in relation to • regulatory requirements for reporting to authorities, range of family member responses, communication techniques, conflict theory, resolution and collaborative partnerships with families and community. • AC – clarification of where simulated environments are permitted AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and clarification of other forms of evidence. • New requirements, including direct observation by an assessor at least once.
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures			5.0	NC	• This unit replaces CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety as a core unit in the C3. The content is specifically aligned to the role of educators working with children and addresses the ambiguity issues often encountered in DIV002. • The content also incorporates aspects specific to Aboriginal and Torres Strait Islander cultures from E3 and PE & KE statements in the existing unit CHCECE001 Develop cultural competence.
CHCECE055	Meet legal and ethical obligations in children's education and care			5.0	NC	• This unit is customised to the CEC context and replaces the core unit CHCLEG001 -Work legally and ethically included in the current qualifications.
CHCECE055	Meet legal and ethical obligations in			5.0	E	• Minor Changes. Corrections to PC numbering from 3.4 to 3.3. Equivalent outcome.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
	children's education and care					
CHCECE056	Work effectively in children's education and care			5.0	NC	• This is a broad-based introductory unit to establish the breadth and scope of the role of educators in regulated services in Australia. It requires the introduction of key concepts such as the relationship of theory and practice and the development of professional practice.
CHCECE057	Use collaborative practices to uphold child protection principles			5.0	NC	• This unit has been developed to replace CHCPRT003 Work collaboratively to maintain an environment safe for children and young people, which has been removed – Assessment Conditions of this unit could not be met in Children's Education and Care Services.
Education Support						
CHCEDS033	Meet legal and ethical obligations in an education support environment	CHCEDS001	Comply with legislative, policy and industrial requirements in the education environment	5.0	N	• Title changed. • Elements and PCs restructured and renamed; wording changed for clarity Ethical obligations added. • Range of conditions deleted as environment defined in updated Application. • PE changed to align with new scope and provide clarity around evidence requirements. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements; new requirements added for potential legal and ethical dilemmas and conflicts of interest. • AC revised to include clear specifications about how evidence must be collected, requirements for

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						supervision of interactions with children and resource requirements.
CHCEDS034	Contribute to the planning and implementation of educational programs	CHCEDS002 CHCEDS004	Assist in implementation of planned educational programs Contribute to organisation and management of classroom or centre	5.0	N	• Title changed. • Elements and PCs restructured and renamed; wording changed for clarity and to align to the support role. • New PC 1.3, 2.4 3.2 • New E5 and associated PCs addressing review of implementation • PE changed to provide clarity around evidence requirements. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements; new requirements added to align with updated PCs. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS035	Contribute to student education in all developmental domains	CHCEDS003	Contribute to student education in all developmental domains	5.0	N	• Elements and PCs restructured; wording changed throughout for clarity and to align to the support role. • New E4 and E5 • PE changed to provide clarity around evidence requirements; includes support across different domains; reference to curriculum moved to KE; references to reported concerns and inclusion removed as content is covered in PCs. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements in relation to domains, curriculum planning cycle and the relationship to child development; new requirements

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						added about strategies and communication to support inclusion. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
		CHCEDS004	Contribute to organisation and management of classroom or centre	5.0	NA	• Merged • Some content is incorporated in CHCEDS057 Support students with additional needs in the classroom (refer to elements E1 E2 & E4 in particular). • Other units with an organisation component in the main task or function are CHCEDS034 Contribute to the planning and implementation of educational programs, CHCEDS041 Set up and sustain learning areas and CHCEDS051 Facilitate learning for students with disabilities.
CHCEDS036	Support the development of literacy and oral language skills	CHCEDS005	Support the development of literacy and oral language skills	5.0	N	• Elements and PCs restructured; new content added and wording changed throughout for clarity and to align to the education support role. • New E3, content added in new PCs 2.4 and 2.5 • Range of conditions deleted as environment defined in updated Application. • PE changed to provide clarity around evidence requirements; includes specific tasks about understanding of teacher planning documents in 2 curriculum areas in addition to existing requirements. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements and specify aspects of literacy, genres and writing styles,

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						communication techniques and processes for monitoring and recording progress. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS037	Support the development of numeracy skills	CHCEDS006	Support the development of numeracy skills	5.0	N	• Elements and PCs restructured; new content added wording changed throughout for clarity and to align to the support role. • E1 deleted with some content transferred to KE. • New E1 and E3 with associated PCs • Range of conditions deleted as environment defined in updated Application. • PE changed to provide clarity around evidence requirements and to align with updated PCs; references to communication transferred to KE. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements in relation to aspects of numeracy and communication. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS038	Communicate with students parents and colleagues in an Aboriginal or Torres Strait Islander language	CHCEDS009	Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language	5.0	E	• Application changed to clarify that scope of communication is in a school environment. • Minor changes to Element and PCs wording for clarity; PCs in E2 reordered to follow a practical sequence. • PE changed to provide clarity around evidence requirements; references to communications with students, parents and colleagues included.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• KE changed and expanded to provide clarity about scope and depth of knowledge requirements • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS039	Work effectively as an Aboriginal and/or Torres Strait Islander education worker	CHCEDS010	Work effectively as an Aboriginal or Torres Strait Islander education worker	5.0	N	• Minor changes to Element and PCs wording for clarity, including reordering of PCs. • New PC 3.4 added • Range of conditions deleted and content defining role model and personal and professional integrity transferred to KE. • PE changed significantly to provide clarity around evidence requirements and to align with PCs. • KE changed to better align with PCs; developmental milestones removed. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS040	Search and access online information	CHCEDS011	Search and assess online information	5.0	N	• Minor changes to Elements and PCs wording for clarity; elements reordered. • PE changed to provide clarity around evidence requirements; includes practical tasks about sourcing online information in response to 3 different briefs. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements based on updated references to online research techniques and aspects of copyright.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS041	Set up and sustain learning areas	CHCEDS012	Set up and sustain individual and small group learning areas	5.0	N	• Title changed. • Updates to wording in PCs for clarity. • New PCs 1.4 and 2.2 • PE changed to provide clarity around evidence requirements; includes creation of learning spaces for an individual and a group and demonstration of 3 different techniques to create positive learning environment. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements in relation to different types of customised learning spaces and features, techniques & equipment. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS042	Provide support for e-learning	CHCEDS013	Use an e-learning management system	5.0	N	• Title changed. • Significant changes to structure and wording of Elements and PCs to align with contemporary e-learning practices and the responsibilities of the support role. • PE changed to provide clarity around evidence requirements and to align with PCs. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements; new

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						requirements added in relation to legislation, features, considerations and support mechanisms. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS043	Support students with English as an additional language	CHCEDS014	Support students with English as a second language	5.0	E	• Elements restructured to include monitoring • Minor changes to PC wording • New P.C 3. • Range of conditions deleted as information no longer required • PE changed to provide clarity around evidence requirements, additional requirement for both individuals and groups. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS044	Support development of student research skills	CHCEDS015	Support development of student research skills	5.0	E	• Minor changes to Element & PC wording to align to the support role • New wording in PC s 3.2 and 3.3 • PE changed to provide clarity around evidence requirements; expanded to relate to specific aspects of research skills. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements; reference to grammar, punctuation and spelling removed.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS045	Support student mathematics learning	CHCEDS019	Support students' mathematics learning	5.0	E	• Structure of Elements and PCs retained; some changes in wording and ordering of PCs to align to the support role. • PE changed significantly to provide clarity around evidence requirements and to align with updated PCs. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements in relation to mathematics terminology and concepts, factors affecting skills development and key strands of curriculum. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements and resources required also included.
CHCEDS046	Support student literacy learning	CHCEDS020	Support students' literacy learning	5.0	N	• Structure of Elements and PCs retained; some changes in wording and ordering of PCs to align to the support role, including that individual is only contributing to development of resources. • PE significantly changed to provide clarity around evidence requirements. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements in relation to styles of communication, literacy, language, texts and support strategies terminology and concepts and factors affecting skills development.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS047	Assist in facilitation of student learning	CHCEDS021	Assist in facilitation of student learning	5.0	N	• Changes to Elements and PCs for clarity, updated terminology. • E1 deleted and PC 1.2 and 1.3 retained. Remaining elements and PCs renumbered. • Behaviour terminology updated in existing PC 4.5 • PE significantly changed to provide clarity around evidence requirements and to align with updated PCs. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements; new requirements added in relation to student learning styles. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS048	Work with students in need of additional learning support	CHCEDS022	Work with students in need of additional support	5.0	N	• Significant changes to unit incorporating aspects of EDS016. • Emphasis is on learning support and the curriculum in a classroom inclusive environment. • New E3 • PE significantly changed to provide clarity around evidence requirements and to align with updated PCs. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements; new requirements added in relation to reasons some students require additional support, support strategies,

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						an inclusive approach, individual learning plans, potential indicators of risk to student emotional wellbeing, and classroom safety considerations within the scope of the EDS role. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS049	Supervise students outside the classroom	CHCEDS023	Supervise students outside the classroom	5.0	E	• Minor changes Elements and PCs for clarity. • New content in PC 4.2 (self-reflection) and 4.3 Identify potential for changed approaches. • PE significantly changed to provide clarity around evidence requirements and to align with updated PCs, including risk analysis and supervision plus more explicit requirements for situations where positive behaviour techniques can be demonstrated. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements in relation to principles of active supervision, verbal & non-verbal techniques to influence student behaviour, sources of additional information about students to be supervised, potential risks and hazards and specific organisational policies and procedures. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS050	Support Aboriginal and/or Torres Strait Islander education	CHCEDS024	Use educational strategies to support Aboriginal and/or Torres	5.0	N	• Minor changes in wording in Application, Elements and PCs for clarity

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
			Strait Islander education			• PE significantly changed to provide clarity around evidence requirements and to align with PCs. • Minor changes to KE. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS051	Facilitate learning for students with disabilities	CHCEDS025	Facilitate learning for students with disabilities	5.0	N	• Significant changes to wording in Elements & PCs for clarity, to provide more robust framework and introduce explicit content relating to reflection and sense of belonging. • Incorporates aspects of CHCEDS016 and content to strengthen knowledge. • PE significantly changed to provide clarity around evidence requirements and to align with PCs. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements to support updated PCs and specifies legal and ethical requirements, potential impacts of own values, attitudes and experiences, inclusive practice, types of disability, the language used to describe them and their potential impacts on learning, support strategies, principles of holistic and individual centred care. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS052	Deliver elements of teaching and learning programs	CHCEDS026	Deliver elements of teaching and learning programs	5.0	N	• Minor changes to PCs for clarity • PE significantly changed to provide clarity around evidence requirements.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• KE changed and expanded to provide clarity about scope and depth of knowledge requirements; new requirements added in relation to types of resource requirements for structured delivery and specific techniques and strategies and their application to different student cohorts. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS053	Assist in production of language resources	CHCEDS028	Assist in production of language resources	5.0	N	• Minor changes in wording in PCs for clarity. • Existing PC 2.1 renumbered 1.1 • New PC 2.4 refers to the development process • E3 renamed and new PC 3.1 • PE significantly changed to provide clarity around evidence requirements. • KE includes minor changes for clarity. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS054	Contribute to teaching of Aboriginal and/or Torres Strait Islander language and culture	CHCEDS029	Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons	5.0	N	• Title changed. • Elements and PCs renamed and changed for clarity and to align with job role. • New PC 2.1 • PE changed to provide clarity around evidence requirements

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• KE changed and expanded to provide clarity about scope and depth of knowledge requirements.
CHCEDS055	Coordinate e-learning programs	CHCEDS030	Coordinate e-learning programs	5.0	E	• Minor changes to Elements and PCs • PE changed to provide clarity around evidence requirements. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS056	Provide support to students with autism spectrum disorder	CHCEDS031	Provide support to students with autism spectrum disorder	5.0	N	• Elements reordered and changes to PCs including updated terminology and introduction of more positive language and emphasis on student learning. • PE changed to provide clarity around evidence requirements; includes support for one student and preparation of two learning resources. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS057	Support students with additional needs in the classroom	CHCEDS016	Support learning for students with disabilities in a classroom environment	5.0	N	• Content updated and merged with content from CHCEDS018 (reflected in separate elements). Elements and PCs restructured and changed. • Emphasis is on the classroom environments and the mix of needs as referred to in the updated application.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
		CHCEDS018	Support students with additional needs in the classroom environment			• PE significantly changed to provide clarity around evidence requirements and to align with updated PCs. • KE significantly changed to align with updated PCs • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS058	Support the implementation of behaviour plans	CHCEDS032	Support learning and implementation of responsible behaviour	5.0	N	• Title changed. • New Element 4 added to address evaluation. • Minor wording changes to PCs for clarity and to align to support role. • PE significantly changed to provide clarity around evidence requirements and to align with PCs. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS059	Contribute to the health, safety and wellbeing of students	CHCEDS017	Contribute to the health and safety of students	5.0	N	• Structure of Elements and PCs remain unchanged but significant changes to content to emphasise student safety as distinct from workplace health and safety. • Range of conditions deleted and relevant content moved to KE • PE changed to provide clarity around evidence requirements and to align with updated PCs. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS060	Work effectively with students and colleagues	CHCEDS007	Work effectively with students and colleagues	5.0	N	• Elements and PCs significantly changed and restructured to include updated terminology, emphasis on interaction and to align to the support role • New E1 and E2 • New PCs - 1.5, 3.2 and 3.3 • PE changed to provide clarity around evidence requirements and to align with updated PCs. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements specifying relevant legislation, communication techniques, negotiation& conflict resolution; reference to sustainability removed. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCEDS061	Support responsible student behaviour			5.0	NC	• New unit.
Education						
CHCEDU001	Provide community focused health promotion and prevention strategies	CHCPROM503A	Provide community-focused promotion and prevention strategies	2.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCEDU002	Plan health promotion and community intervention	CHCPROM502B	Implement health promotion and community intervention	2.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements.
CHCEDU003	Provide sexual and reproductive health information to clients	CHCCED311A	Provide sexual and reproductive health information to clients	2.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements.
CHCEDU004	Develop, implement and review sexual and reproductive health education programs	CHCCED511A	Develop, implement and review sexual and reproductive health education programs	2.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements.
CHCEDU005	Work with clients to identify financial literacy education needs	CHCFLE301A	Work with clients needing financial literacy education	2.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements.
CHCEDU006	Improve clients' fundamental financial literacy skills	CHCFLE302A	Educate clients in fundamental financial literacy skills	2.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements.
CHCEDU007	Provide group education on consumer credit and debt	CHCFLE303A	Educate clients to understand debt and consumer credit	2.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCEDU008	Share health information	CHCPROM401C	Share health information	2.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements.
CHCEDU009	Provide parenting, health and well-being education	CHCCS414A	Provide education and support on parenting, health and wellbeing	2.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency.
CHCEDU010	Prepare and evaluate relationship education programs	CHCFAM409B CHCFAM411B CHCFAM412B CHCFAM510B	Work with men Engage fathers into family based programs Work with women Work with separated fathers	2.0	N	• Merged CHCFAM409B/CHCFAM411B/CHCFAM412B/CHCFAM510B • Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCEDU011	Work with parents or carers of very young children	CHCFAM421B	Work with parents of very young children	2.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCEDU012	Facilitate couple processes in group work	CHCFAM413B CHCFAM414B	Facilitate couple processes within group work Use tools for exploring relationships	2.0	N	• Merged CHCFAM413B and CHCFAM414B • Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• Significant change to knowledge evidence.
CHCEDU013	Facilitate adult learning and development	CHCCS427B	Facilitate adult learning and development	2.0	N	• Merged CHCCS416B/CHCCS500B/CHCCS504B • Significant change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant changes to knowledge evidence.
Family Services						
CHCFAM001	Operate in a family law environment	CHCFAM505B	Operate in a family law environment	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCFAM002	Work with a child-focused approach	CHCFAM503B CHCFAM801B	Work with a child focused approach Develop an understanding of child inclusive practice	3.0	N	• Merged CHCFAM503B and CHCFAM801B • Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCFAM003	Support people to improve relationships	CHCFAM406B CHCFAM515B	Engage and resource clients to improve their interpersonal relationships Work holistically with families	3.0	N	• Merged CHCFAM406B/CHCFAM515B/ • CHCCONS403C • Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
		CHCCONS403C	Support families to develop relationships			• Significant change to knowledge evidence.
CHCFAM004	Facilitate changeovers	CHCCONS401C	Facilitate changeover	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCFAM005	Facilitate and monitor contact	CHCCONS402C	Facilitate and monitor contact	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCFAM006	Assist families to self-manage contact	CHCCONS504C	Assist families to self manage contact	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCFAM007	Assist clients to develop parenting arrangements	CHCFAM806B	Assist clients to develop parenting arrangements	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCFAM008	Work within a child inclusive framework	CHCFAM802B	Work within a child inclusive framework	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• Significant change to knowledge evidence Pre-requisite removed.
CHCFAM009	Facilitate family intervention strategies	CHCCS404B	Facilitate family intervention strategies	3.0	N	• Significant change to the elements and performance criteria. • New evidence requirements for assessment including volume and frequency requirements. • Significant changes to knowledge evidence.
CHCFAM010	Provide intervention support to families	CHCRF402B	Provide intervention support to children and families	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency • Significant change to knowledge evidence.
Family Counselling						
CHCFCS001	Facilitate the family counselling process	CHCFCS801B	Apply theory and practice of counselling approaches	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence • Minimum work hours added.
CHCFCS002	Provide relationship counselling	CHCFCS802B	Provide relationship counselling	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence • Minimum work hours added.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
CHCFCS003	Provide counselling to children and young people	CHCFCS803B	Provide grief and loss counselling	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence Minimum work hours added.
CHCFCS004	Provide grief and loss counselling	CHCFCS804B	Provide counselling to children and young people	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
Financial Counselling						
CHCFIN005	Provide responsible online wagering services			4.0	NC	• New unit.
CHCFIN006	Establish the financial counselling relationship	CHCFIN001	Facilitate the financial counselling process	9.0	N	• Unit Code updated • Changes to Title, Elements, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions.
CHCFIN007	Provide advice, counselling and representation to financial counselling clients	CHCFIN002	Identify and apply technical information to assist clients with financial issues	9.0	N	• Unit Code updated • Changes to Title, Elements, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCFIN008	Apply professional standards in financial counselling	CHCFIN003	Develop and use financial counselling tools and techniques	9.0	N	• Unit Code updated • Changes to Title, Elements, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions.
CHCFIN009	Provide financial counselling and systemic advocacy within a social justice framework	N/A	N/A	9.0	NC	• New unit.
CHCFIN010	Apply basic concepts of small business to financial counselling	N/A	N/A	9.0	NC	• New unit.
CHCFIN011	Provide rural financial counselling services	CHCFIN004	Provide rural financial counselling services	9.0	E	• Unit Code updated • Minor changes to Performance Evidence, Knowledge Evidence and Assessment Conditions.
Gambling Support						
CHCGMB001	Assess the needs of clients with problem gambling issues	CHCGMB502A	Assess the needs of clients with problem gambling issues	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCGMB002	Provide counselling for clients with problem gambling issues	CHCGMB503A	Provide counselling for clients with problem gambling issues	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• Significant change to knowledge evidence.
Group Counselling						
CHCGRP001	Support group activities	CHCGROUP201C CHCGROUP302D	Support the activities of existing groups Support group activities	3.0	N	• Merged CHCGROUP201C and CHCGROUP302D • Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCGRP002	Plan and conduct group activities	CHCGROUP403D	Plan and conduct group activities	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCGRP003	Plan, facilitate and review psycho-educational groups	CHCGROUP408B CHCGROUP504B CHCGROUP509B	Facilitate and review a psycho-educational group Assess group members and their social systems Manage disclosures and disruptions in groups	3.0	N	• Merged CHCFAM416B/CHCGROUP408B/ • CHCGROUP504B/CHCGROUP509B • Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCGRP004	Deliver structured programs	CHCGROUP410B	Deliver a structured program	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• Significant change to knowledge evidence.
CHCGRP005	Plan and provide group counselling	CHCGROUP805B CHCGROUP806B CHCGROUP807B	Support change in the social systems of group members Plan group interventions Implement group interventions	3.0	N	• Merged CHCFCS805B/CHCGROUP805B/ • CHCGROUP806B/CHCGROUP807B/ • Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCHCS001	Provide home and community support services			3.0	D	• Deleted.
Information						
CHCINM001	Meet statutory and organisation information requirements	CHCINF505D	Meet statutory and organisation information requirements	2.0	N	• Significant changes to performance criteria • New evidence requirements for assessment, including volume and frequency requirements • Significant changes to knowledge evidence.
CHCINM002	Meet community information needs	CHCINF407D	Meet information needs of the community	2.0	N	• Significant changes to performance criteria • New evidence requirements for assessment, including volume and frequency requirements • Significant changes to knowledge evidence.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
Leisure and Health						
CHCLAH001	Work effectively in the leisure and health industries	CHCRH401C	Work effectively in the leisure and health industry	2.0	N	• Significant change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant changes to knowledge evidence.
CHCLAH002	Contribute to leisure and health programming	CHCRH402B	Undertake leisure and health programming	2.0	N	• Minimal change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Minimum work hours added • Significant changes to knowledge evidence.
CHCLAH003	Participate in the planning, implementation and monitoring of individual leisure and health programs	CHCRH404B	Plan, implement and monitor leisure and health programs	2.0	N	• Minimal change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Minimum work hours added • Significant changes to knowledge evidence.
CHCLAH004	Participate in planning leisure and health programs for clients with complex needs	CHCRH405B	Plan leisure and health programs for clients with complex needs	2.0	N	• Significant change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Minimum work hours added • Significant changes to knowledge evidence.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
CHCLAH005	Incorporate lifespan development and sociological concepts into leisure and health programming	CHCRH406A CHCRH407A	Apply knowledge of human behaviour in leisure activity programs Apply sociological concepts to leisure and health	2.0	N	• Merged CHCRH406A and CHCRH407A • Significant change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant changes to knowledge evidence.
CHCLAH006	Coordinate planning, implementation and monitoring of leisure and health programs	CHCRH503B CHCRH504B	Develop leisure and health programs for clients with special needs Coordinate planning, implementation and monitoring of leisure and health programs	2.0	N	• Merged CHCRH504B and CHCRH503B Minimal change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Minimum work hours added.
CHCLAH008	Provide leisure education	CHCRH506A	Provide leisure education	2.0	N	• Significant change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Minimum work hours added.
CHCLAH009	Apply concepts of human psychology to facilitate involvement in leisure programs	CHCRH507A	Apply concepts of human psychology to facilitate involvement in leisure programs	2.0	N	• Minimal change to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements.
Legal						
CHCLEG001	Work legally and ethically	CHCCS400C	Work within a relevant legal and ethical framework	2.0	N	• Significant changes to the elements and performance criteria

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• New evidence requirements for assessment, including volume and frequency.
CHCLEG002	Interpret and use legal information	CHCLEG411A	Use relevant legislation in response to client needs	2.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency • Significant change to knowledge evidence.
CHCLEG003	Manage legal and ethical compliance	CHCCS502C	Maintain legal and ethical work practices	2.0	N	• Merged CHCCS502/HLTHIR506 • Significant changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency • Significant change to knowledge evidence.
Language, Literacy and Numeracy						
CHCLLN001	Respond to client language, literacy and numeracy needs	CHCLLN403A	Identify clients with language, literacy and numeracy needs and respond effectively	2.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency.
CHCLLN002	Support adult language and literacy learning	CHCLLN401A	Support adult language and literacy learning and development	2.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCLLN003	Support adult numeracy learning	CHCLLN402A	Support adult numeracy learning and development	2.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency.
Medication						
CHCMED004	Prepare for mediation	CHCMED001	Prepare for mediation	8.0	E	• Code change / Minor word changes throughout / Additions to AC.
CHCMED005	Facilitate mediation	CHCMED002	Facilitate mediation	8.0	E	• Code change / Minor word changes throughout / Additions to AC.
CHCMED006	Consolidate and conclude mediation	CHCMED003	Consolidate and conclude mediation	8.0	E	• Code change / Minor word changes throughout / Additions to AC.
Management						
CHCMGT001	Develop, implement and review quality framework	CHCORG423C	Maintain quality service delivery	2.0	N	• Merged CHCORG423C and CHCORG619D • Significant changes to performance criteria • New evidence requirements for assessment, including volume and frequency requirements • Significant changes to knowledge evidence.
CHCMGT002	Manage partnership agreements with service providers	CHCORG626B	Manage a service level agreement	2.0	N	• Significant changes to performance criteria • New evidence requirements for assessment, including volume and frequency requirements • Significant changes to knowledge evidence.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCMGT003	Lead the work team	CHCORG506E	Coordinate the work environment	2.0	N	• Significant changes to performance criteria • New evidence requirements for assessment, including volume and frequency requirements • Significant changes to knowledge evidence.
CHCMGT004	Secure and manage funding			2.0	NC	• New unit.
CHCMGT005	Facilitate workplace debriefing and support processes	CHCDFV510D	Facilitate workplace debriefing and support processes	2.0	N	• Significant changes to performance criteria • New evidence requirements for assessment, including volume and frequency requirements • Significant changes to knowledge evidence.
CHCMGT006	Coordinate client directed services			2.0	NC	• New unit.
CHCMGT007	Work effectively with the Board of an organisation			2.0	NC	• New unit.
Mental Health						
CHCMHS001	Work with people with mental health issues	CHCMH301C CHCMH411A	Work effectively in mental health Work with people with mental health issues	2.0	N	• Merged CHCMH301C/CHCMH411A Significant changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency.
CHCMHS002	Establish self-directed recovery relationships			2.0	NC	• New unit.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCMHS003	Provide recovery oriented mental health services			2.0	NC	• New unit.
CHCMHS004	Work collaboratively with the care network and other services			2.0	NC	• New unit.
CHCMHS005	Provide services to people with co-existing mental health and alcohol and other drugs issues	CHCMH408C	Provide interventions to meet the needs of consumers with mental health and AOD issues	2.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency • Significant change to knowledge evidence.
CHCMHS006	Facilitate the recovery process with the person, family and carers	CHCMH409A	Facilitate consumer, family and carer participation in the recovery process	2.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency • Significant change to knowledge evidence.
CHCMHS007	Work effectively in trauma informed care	CHCPW404A	Work effectively in trauma informed care	2.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency.
CHCMHS008	Promote and facilitate self advocacy	CHCPW405A	Promote and facilitate self advocacy	2.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency.
CHCMHS009	Provide early intervention, health			2.0	NC	• New unit.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
	prevention and promotion programs					
CHCMHS010	Implement recovery oriented approaches to complexity			2.0	NC	• New unit.
CHCMHS011	Assess and promote social, emotional and physical wellbeing			2.0	NC	• New unit.
CHCMHS012	Provide support to develop wellness plans and advanced directives			2.0	NC	• New unit.
CHCMHS013	Implement trauma informed care			2.0	NC	• New unit.
Palliative Care						
CHCPAL003	Deliver care services using a palliative approach	CHCPAL001	Deliver care services using a palliative approach	7.0	N	• Changes to PC, PE, • KE, AC to reflect changed industry expectations.
CHCPAL004	Contribute to planning and implementation of care services using a palliative approach	CHCPAL002	Plan for and provide care services using a palliative approach	7.0	N	• Addition of prerequisite • Changes to PC, PE, • KE, AC to reflect changed industry expectations.
Pastoral Care						
CHCPAS003	Plan for the provision of pastoral and spiritual care	CHCPAS001	Plan for the provision of pastoral and spiritual care	8.0	E	• Code change / Minor changes throughout / Additions to KE / Changes to AC.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	**Title**	**Code**	**Title**			
CHCPAS004	Provide pastoral and spiritual care	CHCPAS002	Provide pastoral and spiritual care	8.0	E	• Code change / Minor changes throughout / Additions to KE / Changes to AC.
Policy and Practice						
CHCPOL001	Contribute to the review and development of policies	CHCPOL301B CHCPOL402C	Participate in policy development Contribute to policy development	2.0	N	• Merged CHCPOL402C/CHCPOL301B • Significant changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency • Significant change to knowledge evidence.
CHCPOL002	Develop and implement policy	CHCPOL504B	Develop and implement policy	2.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency • Significant change to knowledge evidence.
CHCPOL003	Research and apply evidence to practice	CHCPOL501A	Access evidence and apply in practice	2.0	N/A	• Significant changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency • Significant change to knowledge evidence.
Professional Practice						
CHCPRP001	Develop and maintain networks and collaborative partnerships	CHCNET402B CHCNET501C CHCNET503D	Establish and maintain effective networks	2.0	N	• Merged CHCNET402B/ • CHCNET501C/CHCNET503D • Significant changes to the elements and performance criteria

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
			Work effectively with other services and networks Develop new networks			• New evidence requirements for assessment, including volume and frequency • Significant change to knowledge evidence.
CHCPRP002	Collaborate in professional practice			2.0	NC	• New unit.
CHCPRP003	Reflect on and improve own professional practice	CHCORG428A	Reflect on and improve own professional practice	2.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency • Significant change to knowledge evidence.
CHCPRP004	Promote and represent the service	CHCORG620D	Promote and represent the service	2.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency • Significant change to knowledge evidence.
CHCPRP005	Engage with health professionals and the health system	HLTCOM406C	Make referrals to other health care professionals when appropriate	2.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency • Significant change to knowledge evidence.
CHCPRP006	Lead own professional development	CHCCS805B	Undertake professional reflection	2.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCPRP007	Work within a clinical supervision framework	CHCFCS806C	Work within a clinical supervision framework	2.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
Child Protection						
CHCPRT020	Manage complex child protection risk assessments and case strategies	CHCPROT701A	Conduct complex child protection risk assessment	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCPRT021	Manage and monitor child protection orders	CHCPROT702A	Apply for and implement child protection orders	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCPRT022	Develop, implement and monitor safety strategies in child protection work	CHCPROT703B	Facilitate incident prevention strategies in child protection work	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCPRT023	Plan, implement and monitor provision of out of home care	CHCPROT603B	Plan and manage provision of out of home care	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• Significant change to knowledge evidence.
CHCPRT024	Promote positive development of children and young people in out of home care	CHCFOS402A	Promote positive development of children and young people in out of home care	3.0	N	• Significant changes to the elements and performance criteria • New evidence requirements for assessment including volume and frequency requirements • Significant change to knowledge evidence.
CHCPRT025	Identify and report children and young people at risk	CHCPRT001	Identify and respond to children and young people at risk	8.0	N	• Code change / Title change / Major changes and additions to A, PC and KE / Changes to AC.
CHCPRT026	Support the rights and safety of children and young people	CHCPRT002	Support the rights and safety of children and young people	8.0	E	• Code change / Minor changes throughout / Additions to KE / Changes to AC.
CHCPRT027	Work collaboratively to maintain an environment safe for children and young people	CHCPRT003	Work collaboratively to maintain an environment safe for children and young people	8.0	E	• Code change / Minor changes and additions throughout / Additions to KE / Changes to AC.
CHCPRT028	Work effectively in child protection to support children, young people and families	CHCPRT004	Work effectively in child protection to support children, young people and families	8.0	E	• Code change / Minor changes and additions throughout / Additions to KE / Changes to AC.
CHCPRT029	Work within a practice framework	CHCPRT005	Work within a practice framework	8.0	E	• Code change / Minor changes and additions throughout / Changes to AC.
CHCPRT030	Build professional practice and sectoral expertise	CHCPRT006	Build professional practice and sectoral expertise	8.0	E	• Code change / Minor changes and additions throughout / Additions to KE / Changes to AC.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCPRT031	Provide supervision in the community	CHCPRT007	Provide supervision in the community	8.0	N	• Code change / Changes and additions to PC, PE and KE / Changes to AC.
CHCPRT032	Provide supervision in a secure system	CHCPRT008	Provide supervision in a secure system	8.0	N	• Code change / Changes and additions to PC, PE and KE / Changes to AC.
CHCPRT033	Provide support to children and youth in out of home care	CHCPRT009	Provide primary residential care	8.0	E	• Code change / Title change / Minor changes and additions throughout / Changes to AC.
CHCPRT034	Work with children and young people with complex trauma and attachment issues and needs	CHCPRT010	Work with children and young people with complex trauma and attachment issues and needs	8.0	E	• Code change / Minor changes and additions throughout / Changes to AC.
CHCPRT035	Develop and implement a multi-agency investigation and child risk assessment strategy	CHCPRT011	Develop and implement a multi-agency investigation and child risk assessment strategy	8.0	E	• Code change / Minor changes and additions throughout / Changes to AC.
CHCPRT036	Undertake and implement planning with at-risk children and young people and their families	CHCPRT012	Undertake and implement planning with at-risk children and young people and their families	8.0	E	• Code change / Minor changes and additions throughout / Changes to AC.
CHCPRT037	Support the progress and positive development of young people demonstrating anti-social behaviours	CHCPRT013	Support the progress and development of young people	8.0	E	• Code change / Title change / Minor changes and additions throughout / Changes to AC.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCPRT038	Interact with the legal system to protect children	CHCPRT014	Interact with the legal system to protect children	8.0	E	• Code change / Minor changes and additions throughout / Changes to AC.
CHCPRT039	Work effectively within youth justice	CHCPRT015	Respond to needs of youth justice clients	8.0	E	• Code change / Title change / Minor changes and additions throughout / Changes to AC.
CHCPRT040	Work in the youth justice environment	CHCPRT016	Work in the youth justice environment	8.0	E	• Code change / Minor changes and additions throughout / Changes to AC.
CHCPRT041	Support Aboriginal and or Torres Strait Islander young people in the youth justice system	CHCPRT017	Support Aboriginal and/or Torres Strait Islander young people in youth justice system	8.0	E	• Code change / Minor Title change / Minor changes and additions throughout / Changes to AC.
CHCPRT042	Prepare young people for reintegration	CHCPRT018	Prepare young people for reintegration	8.0	E	• Code change / Minor changes and additions throughout / Changes to AC.
CHCPRT043	Develop and support youth justice team	CHCPRT019	Develop and support youth justice team	8.0	E	• Code change / Minor changes and additions throughout / Changes to AC.
Work Practices Programmes						
CHCPWK001	Apply peer work practices in the mental health sector	CHCPW401A	Apply peer work practices in the mental health sector	2.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency.
CHCPWK002	Contribute to the continuous improvement of mental health services	CHCPW402A	Contribute to continuous improvement of services	2.0	N	• Minimal changes to the elements and performance criteria

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
	for consumers and carers		for consumers and carers			• New evidence requirements for assessment, including volume and frequency.
CHCPWK003	Apply lived experience in mental health peer work	CHCPW403A	Apply lived experience in mental health peer work	2.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency • Minimum work hours added.
CHCPWK004	Work effectively in consumer mental health peer work	CHCPW406A	Work effectively in consumer mental health peer work	2.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency.
CHCPWK005	Work effectively with carers as a mental health peer worker	CHCPW408A	Work effectively in carer mental health peer work	2.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency.
CHCPWK006	Promote and conduct mental health peer work	CHCPW601A	Establish and maintain mental health peer work	2.0	N	• Minimal changes to the elements and performance criteria • New evidence requirements for assessment, including volume and frequency.
School Age Care						
CHCSAC006	Support children to participate in school age care	CHCSAC001	Support children to participate in school age care	5.0	N	• More detailed information in the Application including reference to general level of responsibility in the job role.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• Significant changes to Elements and PCs for clarity and to align with the level of responsibility of job roles in SAC services regulated under the NQF. • Updated terminology throughout the unit in relation to inclusion and diversity, child protection and reflection. Requirements include aspects to support sense of belonging and more explicit references to service policies and procedures. • New PC 1.1, 1.4, 3.2 3.3.3.4 and 1.6 • PE changed to provide clarity around evidence requirements; now a holistic task which focuses on meeting the needs of 3 different children; workplace hours increased to 160. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements, including the different types of support needs, principles of inclusion and diversity, communication techniques, methods of evaluation and collaboration. Terminology updated. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCSAC007	Develop and implement play and leisure experiences in school age care	CHCSAC002	Develop and implement play and leisure experiences in school age care	5.0	N	• More detailed information in the Application including reference to general level of responsibility in the job role. • Significant Changes in wording in Elements and PCs to align with the terminology, concepts and requirements of the NQS.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• E1 PCs reworded with a child centred perspective. New PCs 1.1, 1.2. 1.3 &1.4, 2.6, 4.1 replace existing PCs • PE changed to provide clarity around evidence requirements; now a holistic task with requirements listed for clarity • Age range of children specified • New requirement for one experience that supports development of a fundamental motor skill. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements; new requirements added in relation to learning frameworks, play, environments and resources. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCSAC008	Work collaboratively and respectfully with school age children	CHCSAC003	Work collaboratively and respectfully with children in school age care	5.0	N	• More detailed information in the Application including reference to general level of responsibility in the job role. • Unit now includes reference to behaviour guidance in positive ways. • Significant changes in wording in Elements and PCs to align with the terminology, concepts and requirements of the NQS and child development. • Significant changes to Elements & PCs • New PC 1.3, 3.8, 4.1 and 4.2 • New E4 • PE changed to provide clarity around evidence requirements and to align with updated PCs.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• KE changed and expanded to provide clarity about scope and depth of knowledge requirements; new requirements added in relation to self-regulation and communication. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCSAC009	Support the holistic development of children in school age care	CHCSAC004	Support the holistic development of children in school age care	5.0	N	• More detailed information in the Application including reference to general level of responsibility in the job role. • Structure and content of Elements 1-5 and associated PCs retained with minor wording changes for clarity and to reflect level of responsibility. New Pcs added. • New PC 4, 6.1 & 6.3 • PE changed to provide clarity around evidence requirements; additional evidence requirements with separate age groups nominated; workplace hours increased to 160. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
CHCSAC010	Foster holistic learning, development and wellbeing for school age children	CHCSAC005	Foster the holistic development and wellbeing of the child in school age care	5.0	N	• Application highlights that the unit is about the application of knowledge to support holistic development and also references the aspects of the educator job role in relation to developing and implementing curriculum.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• Elements & PC content restructured. • Some existing PC content in relation to each domain transferred to KE. • Clear differentiation created between this unit and CHCSAC009. • PE changed to provide clarity around evidence requirements. • KE changed and expanded to provide clarity about scope and depth of knowledge requirements. • AC revised to include clear specifications about how evidence must be collected, requirements for supervision of interactions with children and resource requirements.
Settlement Support						
CHCSET003	Work with forced migrants	CHCSET001	Work with forced migrants	8.0	E	• Code change / Minor changes throughout / Additions to KE / Changes to AC.
CHCSET004	Undertake bicultural work with forced migrants in Australia	CHCSET002	Undertake bicultural work with forced migrants in Australia	8.0	E	• Code change / Minor changes throughout / Additions to KE / Changes to AC.
Social Housing						
CHCSOH013	Work with people experiencing or at risk of homelessness	CHCSOH001	Work with people experiencing or at risk of homelessness	4.0	E	• Unit code updated • Minor Changes to Performance Evidence and Knowledge Evidence in terms of terminology.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCSOH014	Manage and maintain tenancy agreements and services	CHCSOH002	Manage and maintain tenancy agreements and services	4.0	NE	• Unit code updated • Changes to Elements and Performance Criteria • Element 9 – PCs rearranged for better clarity • Element 10 – PCs 10.2 and 10.4 added in terms of meeting different parties and preparing a report to resolve problems • Changes to Knowledge Evidence • Content related to 'rights and responsibilities of young people' has been added.
CHCSOH015	Manage housing application and allocation processes	CHCSOH003 CHCSOH004	Manage housing application processes Manage housing allocations	4.0	NE	• Unit code updated • Content merged with CHCSOH004.
CHCSOH016	Manage tenancy rent and rental arrears	CHCSOH005	Manage tenancy rent and rental arrears	4.0	NE	• Unit code updated • Changes to Performance Criteria • PC 3.3 updated to include referrals related to tenant's financial situation. • Changes to Knowledge Evidence • Content related to 'referral options to help tenants with their finances' added.
CHCSOH017	Manage vacant properties	CHCSOH006	Manage vacant properties	4.0	E	• Unit code updated • Minor changes to Performance Criteria in terms of terminology.
CHCSOH018	Respond to property maintenance enquiries	CHCSOH007	Respond to property maintenance enquiries	4.0	NE	• Unit code updated • Changes to Elements and Performance Criteria • • Element 2 and PC 2.1 updated to provide clarity in terms of locating information to follow up enquiries.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• Changes to Knowledge Evidence • • Content on 'risk assessment and understanding of domestic and family violence issues' has been added.
CHCSOH019	Manage head lease	CHCSOH008	Manage head lease	4.0	NE	• Unit code updated • Changes to Performance Criteria • Element 3, PC 3.5 and 3.6 added to include content on insurance issues, property inspections and other management activities. • Changes to Performance Evidence • Task related to managing ongoing requirements for property head lease in the private rental market updated to include one property instead of three. • Changes to Knowledge Evidence • Content on 'private rental property market operations' has been added.
CHCSOH020	Develop quality systems in line with registration standards	CHCSOH009	Develop quality systems in line with registration standards	4.0	E	• Unit code updated • Minor Change to Knowledge Evidence • Content on 'understanding of accountability, policy formation, development of strategy, compliance, and principles of monitoring and review' has been added.

CHCSOH021	Work with clients within the social housing system	CHCSOH010	Work with clients within the social housing system	4.0	NE	• Unit code updated
						• Changes to Performance Criteria
						  • PC 1.5 and PC 1.6 added
						  • Minor changes to PC 1.1 to PC 1.4 in terms of replacing the word 'research' with relevant terminology.
						• Changes to Knowledge Evidence

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
						• Content on 'components and structure of the social housing sector' has been added. • Content on 'interpersonal skills and affordable and shared housing options' has been added.
CHCSOH022	Develop social housing enterprise opportunities	CHCSOH011	Develop social housing enterprise opportunities	4.0	E	• Unit code updated • Minor changes to Knowledge Evidence.
CHCSOH023	Acquire properties by purchase or transfer	CHCSOH012	Acquire properties by purchase or transfer	4.0	E	• Unit code updated.
CHCSOH024	Support sustainable tenancies			4.0	NC	• New unit.
Volunteers						
CHCVOL001	Be an effective volunteer	CHCVOL201B	Be an effective volunteer	2.0	N	• Significant changes to performance criteria • New evidence requirements for assessment, including volume and frequency requirements • Significant changes to knowledge evidence.
CHCVOL002	Lead volunteer teams			2.0	NC	• New unit.
CHCVOL003	Recruit, induct and support volunteers	CHCORG525D	Recruit and coordinate volunteers	2.0	N	• Significant changes to performance criteria • New evidence requirements for assessment, including volume and frequency requirements • Significant changes to knowledge evidence.
CHCVOL004	Manage volunteer workforce development			2.0	NC	• New unit.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
Youth Work						
CHCYTH013	Engage respectfully with young people	CHCYTH001	Engage respectfully with young people	8.0	E	• Code change / Minor changes throughout / Additions to KE / Changes to AC.
CHCYTH014	Work effectively with young people in the youth work context	CHCYTH002	Work effectively with young people in the youth work context	8.0	E	• Code change / Minor changes and additions throughout / Changes to AC.
CHCYTH015	Support young people to create opportunities in their lives	CHCYTH003	Support young people to create opportunities in their lives	8.0	E	• Code change / Minor changes throughout / Additions to PC and KE / Changes to AC.
CHCYTH016	Respond to critical situations	CHCYTH004	Respond to critical situations	8.0	N	• Code change /Changes throughout / Additions to PC / Changes to PE and KE / Changes to AC.
CHCYTH017	Develop and implement procedures to enable young people to address their needs	CHCYTH005	Develop and implement procedures to enable young people to address their needs	8.0	E	• Code change / Minor changes throughout / Changes and additions to EL, PC and KE / Changes to AC.
CHCYTH018	Work with young people to establish support networks	CHCYTH006	Work with young people to establish support networks	8.0	E	• Code change / Minor changes and additions throughout / Changes to AC.
CHCYTH019	Undertake youth work in specific communities	CHCYTH007	Undertake youth work in specific communities	8.0	E	• Code change / Minor changes and additions throughout / Changes to AC.
CHCYTH020	Support young people to take collective action	CHCYTH008	Support young people to take collective action	8.0	E	• Code change / Minor changes and additions throughout / Changes to AC.

CHC new unit		CHC superseded unit		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHCYTH021	Support youth programs	CHCYTH009	Support youth programs	8.0	E	• Code change / Minor changes and additions throughout / Changes to AC.
CHCYTH022	Provide services for the needs and circumstances of young people	CHCYTH010	Provide services for young people appropriate to their needs and circumstances	8.0	N	• Code change / Title change /changes and additions throughout / Changes to AC.
CHCYTH023	Work effectively with young people and their families	CHCYTH011	Work effectively with young people and their families	8.0	E	• Code change / Minor changes and additions throughout / Changes to AC.
CHCYTH024	Manage service response to young people in crisis	CHCYTH012	Manage service response to young people in crisis	8.0	E	• Code change / Minor changes and additions throughout / Changes to AC.

Appendix 7: Occupational outcomes

Each qualification in the CHC Community Services Training Package describes the occupational outcomes as reproduced below.

Qualification	Occupational Outcomes
CHC14015 Certificate I in Active Volunteering	This qualification reflects the role of volunteer workers and includes foundation skills required to enable them to effectively undertake volunteer work. This qualification may be used as a pathway for workforce entry. Organisations may require volunteers to undergo relevant background checks.
CHC22015 Certificate II in Community Services	This qualification may be used as a pathway for workforce entry as community services workers who provide a first point of contact and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines.
CHC24015 Certificate II in Active Volunteering	This qualification reflects the role of entry level volunteer workers. At this level, work takes place under direct, regular supervision within clearly defined guidelines. This qualification may be used as a pathway for workforce entry. Organisations may require volunteers to undergo relevant background checks.
CHC30121 Certificate III in Early Childhood Education and Care	This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia. They support children's wellbeing, and development in the context of an approved learning framework. Educators use a range of well-developed skills and knowledge using discretion and judgment when carrying out their work in the context of established policies and procedures. They may work independently or under the guidance of others, though in some contexts that guidance may not be on-site. Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens. To achieve this qualification, the individual must have completed a total of least 160 hours of work in a regulated children's education and care service in Australia as detailed in the Assessment Requirements of units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours. No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication. Under the Education and Care Services National Law (2011) the Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: www.acecqa.gov.au

Qualification	Occupational Outcomes
CHC30221 Certificate III in School Based Education Support	This qualification reflects the role of workers who assist teachers and support student learning in a range of classroom settings. They complete general administrative as well as operational tasks to support students with learning under the guidance of a teacher or other educational professional. Work requires use of discretion and judgement within the boundaries of established policies and procedures. Education support workers work mainly with students in classroom settings in primary or secondary schools, as defined by State/Territory legislation. To achieve this qualification, the individual must have completed a total of least 100 hours of work in a classroom environment catering to primary or secondary school students, within at least one school in Australia as detailed in the Assessment Requirements of units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours. No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.
CHC32015 Certificate III in Community Services	This qualification reflects the role of entry level community services workers who support individuals through the provision of person-centred services. Work may include day-to-day support of individuals in community settings or support the implementation of specific community-based programs. At this level, work takes place under the direction of others and supervision may be direct or indirect. Work may take place in a range of community services organisations.
CHC33021 Certificate III in Individual Support	This qualification reflects the role of individuals in the community, home or residential care setting who work under supervision and delegation as a part of a multi-disciplinary team, following an individualised plan to provide person-centred support to people who may require support due to ageing, disability or some other reason. These individuals take responsibility for their own outputs within the scope of their job role and delegation. Workers have a range of factual, technical and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required to provide person-centred support.
CHC34015 Certificate III in Active Volunteering	This qualification reflects the role of people working in a volunteer capacity across a range of industries and organisations in a variety of contexts. At this level, work takes place under the direction of others and supervision may be direct or indirect. Volunteers may also be required to lead volunteer teams and have limited responsibility for the output of others within a project or event. Organisations may require volunteers to undergo relevant background checks.
CHC35021 Certificate III in Community Safety	This qualification reflects the role of workers in a range of community safety service settings in remote and other communities.

Qualification	Occupational Outcomes
Services	These services may include safety patrols, outreach services, community liaison and support roles or community networking programs in relation to specific initiatives. At this level, work takes place under the general direction of others and supervision may be direct or indirect. Workers in community safety service roles contribute to the safety and wellbeing of their communities. This qualification meets the needs of individuals working in a range of roles to provide community safety services in remote or other communities. These services may include safety patrols, outreach services, community liaison and support roles or community networking programs in relation to specific initiatives. *Other occupational information relevant to this outcome* – Community Safety Services work collaboratively with a range of other service providers in communities to address safety issues and concerns that arise in communities. Community safety services aim to assist people at risk of becoming the victims of harm or causing safety issues, in order to minimise potentially harmful behaviours which could jeopardise the safety of individuals or communities. The qualification can be tailored to support the focus of different organisations in line with the funding or organisational focus of programs to meet community needs, including general community safety programs through to direct support and assistance for police services. The approach is to minimise harm by providing non-coercive intervention or diversion strategies to prevent anti-social or destructive behaviours through the promotion of culturally appropriate processes which compliment contemporary law enforcement measures around personal safety, children and youth at risk, conflict resolution and antisocial or illegal behaviours. In response to the needs of the community, activities undertaken by community safety services can include: relocating a person to a “safe” environment such as a relative’s home, recognised safe house, women’s refuge, hospital, sobering–up shelter, or other medical facility, where the person voluntarily agrees to the relocation de-escalating violent situations where it is safe to do so ensuring the safety of children diverting intoxicated people, substance abusers, young people, victims of crime and the homeless to avoid actions that lead to contact with the criminal justice system providing advice, information or referral, for instance to a counselling service. supporting youth participation in evening youth engagement programs

Qualification	Occupational Outcomes
	assist children home or to a safe place at night supporting improved remote school attendance assisting vulnerable adults home or to a safe place at night, supporting community safety supporting community safety awareness programs with other health and safety service providers No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.
CHC40113 Certificate IV in School Age Education and Care (deleted 30/12/22)	This qualification reflects the role of educators who work with school age children in outside school hours care and vacation programs. In doing so they support the implementation of an approved learning framework. They may work under direct supervision or autonomously. They may have responsibility for supervision of volunteers or other staff.
CHC40221 Certificate IV in School Based Education Support	This qualification reflects the role of workers who assist teachers and support student learning in a range of classroom settings under the guidance of a teacher or other educational professional. At this level, workers may be involved in facilitation of learning for a range of instructional groupings, including for those students in need of additional support. In these roles, the education support worker sources and analyses information from diverse sources, may work with limited direct supervision and could provide guidance to other workers. Education support workers work mainly with students in classroom settings in primary or secondary schools, as defined by State/Territory legislation. To achieve this qualification, the individual must have completed a total of least 100 hours of work in a classroom environment catering to primary or secondary school students, within at least one school in Australia as detailed in the Assessment Requirements of units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours. No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.
CHC40321 Certificate IV in Child, Youth and Family Intervention	This qualification reflects the role of those who work in youth and family intervention, including practice specialisations in residential and out of home care, family support and early intervention. Workers operate under a broad supervision framework and within clearly defined organisational guidelines, service plans and position specifications.

Qualification	Occupational Outcomes
CHC40421 Certificate IV in Youth Work	This qualification reflects the role of workers who develop and facilitate programs for young people through a range of community-based programs designed to address the social, behavioural, health, welfare, developmental and protection needs of young people. This work may be undertaken through employment in community, government and youth sector agencies and workers will be: responsible for implementing policies and guidelines of the employing organisation largely self-directed with fairly autonomous decision-making capacity under the indirect supervision of a manager.
CHC40521 Certificate IV in Youth Justice	This qualification reflects the role of youth justice workers who supervise young people who have been directed by the justice system to be in the care and direction of authorised community and/or government agencies
CHC41015 Certificate IV in Celebrancy	This qualification reflects the role of celebrants who work with their clients to plan and present ceremonies of varied types in the Australian community. Celebrants are generally self-employed. When the marriage Celebrancy electives are chosen, this qualification addresses the specific legislative responsibilities of marriage celebrants and is linked to national registration requirements.
CHC41115 Certificate IV in Employment Services	This qualification reflects the role of individuals who provide employment services to both jobseekers and employers. They use specialised knowledge to support individual jobseekers in locating, securing and maintaining employment, and to assist employers in meeting their recruitment needs.
CHC41215 Certificate IV in Career Development	This qualification reflects the role of individuals who provide programs and services to individuals and groups of clients and employers to support them in planning their career and/or locating, securing and maintaining suitable employment. They may work in career information and transition services or assist in career advisor roles in education, training, school or transition work environments. They may have limited supervisory responsibilities in contexts such as employment services
CHC42021 Certificate IV in Community Services	This qualification reflects the role of community service workers who design and deliver person-centred services to individuals and/or groups. Workers may provide support, advocacy or interventions to individual clients, groups, or communities across a range of services. At this level, workers may be autonomous with limited responsibility within established parameters and may be required to supervise and lead other workers in projects or teams. Work may take place in a range of community service, case work or case management contexts.

Qualification	Occupational Outcomes
CHC42121 Certificate IV in Community Development	This qualification reflects the role of community services workers who assist in the delivery of programs that contribute to the development of capacity through public social change processes. At this level, work takes place within a professional team under the guidance of others, to support development within the community. Work may be undertaken in organisations working across a range of social, health, environment, economic, arts and culture and recreation sectors.
CHC42221 Certificate IV in Housing	This qualification reflects the role of workers who are engaged in delivering housing services and support to tenants, residents, applicants and the community, including clients who are experiencing homelessness or at risk of experiencing homelessness. These skills are particularly focused on housing services to vulnerable people. Workers at this level may work under limited supervision in an administrative or assisting capacity in delivering housing support services in the social housing and homelessness sector.
CHC42315 Certificate IV in Chaplaincy and Pastoral Care	This qualification reflects the role of chaplains and/or pastoral and spiritual care workers who provide ongoing ethical, moral and spiritual support to clients using a person-centred approach. Workers operate within the guidelines and practices of their organisation and within the professional and ethical standards of their relevant association. The development of self-awareness and identity underpin effective work in pastoral and spiritual care and are developed over time, through professionally supervised practice and mentoring. Work may take place in a range of contexts, including schools, community outreach and local churches in a paid or volunteer capacity. Work in these roles may also require commissioning from a recognised religious institution.
CHC43015 Certificate IV in Ageing Support	This qualification reflects the role of support workers who complete specialised tasks and functions in aged services; either in residential, home or community based environments. Workers will take responsibility for their own outputs within defined organisation guidelines and maintain quality service delivery through the development, facilitation and review of individualised service planning and delivery. Workers may be required to demonstrate leadership and have limited responsibility for the organisation and the quantity and quality of outputs of others within limited parameters. To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency. No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

Qualification	Occupational Outcomes
CHC43121 Certificate IV in Disability Support	This qualification reflects the role of individuals in a range of community settings and peoples' homes, who provide support in a manner that empowers people with disabilities to achieve greater levels of independence, self-reliance, community participation and wellbeing. Workers promote a person-centred approach, work according to and may contribute to an individualised plan, and work without direct supervision. They may be required to supervise and/or coordinate a small team.
CHC43215 Certificate IV in Alcohol and Other Drugs	This qualification reflects the role of entry level workers who provide services and interventions to clients with alcohol and other drugs issues and/or implement health promotion and community interventions. Work in undertaken in contexts such as community-based organisations, withdrawal services, residential rehabilitation services and outreach services under the guidance of other practitioners and professionals, with limited responsibility and within established parameters
CHC43315 Certificate IV in Mental Health	This qualification reflects the role of workers who provide self-directed recovery-oriented support for people affected by mental illness and psychiatric disability. Work involves implementing community-based programs and activities focusing on mental health, mental illness and psychiatric disability. Work is undertaken in a range of community contexts such as community based non-government organisations; home based outreach; centre-based programs; respite care; residential services, rehabilitation programs; clinical settings; or supporting people in employment. Work is carried out autonomously under the broad guidance of other practitioners and professionals.
CHC43415 Certificate IV in Leisure and Health	This qualification reflects the role of workers participating in the design, implementation and evaluation of leisure, health activities and programs for clients in one or more sector areas. Workers may be in residential facilities and/or in community agencies and day centres, completing specialised tasks and functions in relation to leisure and health. Whilst workers are responsible for their own outputs, work is carried out under direct or indirect supervision within defined organisation guidelines.
CHC43515 Certificate IV in Mental Health Peer Work	This qualification reflects the role of workers who have lived experience of mental illness as either a consumer or carer and who work in mental health services in roles that support consumer peers or carer peers. Workers are employed in the mental health sector in government, public, private or community managed services.

Qualification	Occupational Outcomes
CHC44015 Certificate IV in Coordination of volunteer programs	This qualification reflects the role of workers who are responsible for the coordination of volunteers within a program or organisation. Volunteer coordinators provide ongoing management and support to volunteers and are the main point of contact for volunteers. At this level, workers will generally be autonomous and are required to supervise and lead volunteers in projects or teams. These workers may be employed in a range of industry sectors and in a complex, regularly changing context. Work may be in either a volunteer or paid capacity.
4CHC50121 Diploma of Early Childhood Education and Care	This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia. Educators at this level are responsible for designing and implementing curriculum that meets the requirements of an approved learning framework and for maintaining compliance in other areas of service operations. They use specialised knowledge and analyse and apply theoretical concepts to diverse work situations. They may have responsibility for supervision of volunteers or other educators. Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens. To achieve this qualification, the individual must have completed a total of least 280 hours of work in a regulated children's education and care service in Australia as detailed in the Assessment Requirements of units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours. No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication. Under the Education and Care Services National Law (2011) the Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: www.acecqa.gov.au,

Qualification	Occupational Outcomes
CHC50221 Diploma of School-age Education and Care	This qualification reflects the role of educators who are responsible for the day-to-day running of a regulated school age education and care service in Australia. They plan, implement and manage programs across all areas of service operations. They use specialised knowledge and analyse and apply theoretical concepts to diverse work situations. Educators have responsibility for the supervision of volunteers and/or other staff. Educators in this context work in outside school hours care and vacation care. To achieve this qualification the individual must have completed a total of at least 280 hours of work with school age children in a regulated children's education and care service in Australia. The total number of hours may be applied collectively across all units of competency that include a requirement for workplace hours. No national occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication. State and territory jurisdictions may have specific regulatory requirements regarding qualifications for school age care educators.
CHC50321 Diploma of Child, Youth and Family Intervention	This qualification reflects the role of workers in residential facilities and/or non-residential settings related to child protection and family support work. These workers: work under limited supervision or within a team and are responsible for planning and prioritising their own work program to achieve targets may supervise other workers may, depending on the focus of their role, carry out activities related to improvement of personal living and emotional circumstances of a child or young person at risk may exercise legal authorities and delegated decision-making on relevant statutory matters.
CHC50421 Diploma of Youth Work	This qualification reflects the role of people with responsibility for the development and the outcomes of programs and services for young people managed through a range of agencies and designed to meet the social, behavioural, health, welfare, developmental and protection needs of young people. This work may be undertaken through employment in community, government and welfare agencies.
CHC50521 Diploma of Youth Justice	This qualification reflects the role of youth justice workers who supervise young people who have been directed by the justice system to be in the care and direction of authorised community and government agencies. Workers at this level may have some supervisory responsibility for other staff.
CHC51015 Diploma of Counselling	This qualification reflects the role of counsellors, who work with clients on personal and psychological issues using established counselling modalities. They use communication, micro-counselling and interviewing skills and draw on varied counselling therapies to assist clients. At this level, the counsellor will be working in defined and supported counselling roles in established agencies rather than in independent practice.

Qualification	Occupational Outcomes
CHC51122 Diploma of Financial Counselling	This qualification reflects the role of financial counsellors working in the following two contexts: • Generalist financial counsellors who work in agencies that meet the requirements for exemptions from holding both an Australian Financial Services Licence and an Australian Credit Licence. Financial counsellors work across a variety of metropolitan, regional and remote settings. Generalist financial counsellors can assist both individuals and small businesses. • Rural financial counsellors undertake specialised financial counselling work that assists primary producers and rural small businesses, and are employed in agencies funded for this purpose. These agencies meet the requirements for an exemption from holding an Australian Credit Licence. All financial counsellors are experts in financial difficulty and provide advice and support to help clients get back on top of their financial issues. They work from a model of social justice and client empowerment. This qualification is NOT related to the work performed by financial planners or financial advisers whose role is to provide clients with strategies to address their investment options and requires a financial services licence. This qualification is also not appropriate for financial capability workers. This qualification does NOT refer to therapeutic counselling. Psychological issues, which affect individuals, families and groups such as gambling, substance abuse, child abuse and mental or physical health problems require referral to a professionally qualified practitioner However, a recognition of, and an ability to work within, a counselling framework and the way in which other issues may interact with financial issues is highly relevant to financial counselling practice. To achieve this qualification, the individual must have completed a total of at least 220 hours of work in an industry workplace or simulated industry environment as detailed in the relevant assessment requirements of the units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours. The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

Qualification	Occupational Outcomes
CHC52021 Diploma of Community Services	This qualification reflects the roles of community services, case management and social housing workers involved in the managing, co-ordinating and/or delivering of person-centred services to individuals, groups and communities. At this level, workers have specialised skills in community services and work autonomously under broad directions from senior management. Workers are usually providing direct support to individuals or groups of individuals. Workers may also have responsibility for the supervision of other workers and volunteers and/or case management, program coordination or the development of new business opportunities. To achieve this qualification, the candidate must have completed at least 100 hours of work as detailed in the Assessment Requirements of units of competency. No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.
CHC52121 Diploma of Community Development	This qualification reflects the role of community services workers who manage the development and delivery of programs that build capacity of communities to influence and guide the own future through public social change processes. At this level, workers have specialised skills with complexity in the range and choices of actions required. Workers will generally have responsibility for the supervision of other workers and volunteers. This work may be undertaken through organisations working across a range of social, environment, health, economic, arts and culture, recreation sectors.
CHC53215 Diploma of Alcohol and Other Drugs	This qualification reflects the role of workers who work under broad supervision and guidance and provide services to clients with alcohol and other drugs issues. They can provide counselling, referral and promotion services. These workers require high level specialist knowledge, skills and competencies especially in regard to laws affecting clients, the range of services available to them and health issues related to alcohol and drugs use and misuse.
CHC53315 Diploma of Mental Health	This qualification reflects the role of workers who provide services to clients in relation to mental health issues. They can provide counselling, referral, advocacy and education/health promotion services. These workers are required to have high level specialist knowledge, skills and competencies especially in regard to laws affecting people with mental health issues, the range of services available to them and health issues related to mental health.

Qualification	Occupational Outcomes
CHC53415 Diploma of Leisure and Health	This qualification reflects the role of workers with responsibility for designing, implementing and evaluating health and leisure activities, and programs for clients in one or more sector areas. Work may be in residential facilities and/or in community agencies and day centres. Workers work under supervision or as sole practitioners and may be required to plan, coordinate and evaluate other workers and work teams within broad but generally well-defined guidelines.
CHC62015 Advanced Diploma of Community Sector Management	This qualification reflects the role of workers who are middle managers or managers across a range of community sector organisations. These people work independently and report to executive management, directors or boards of management. They undertake a range of functions requiring the application of knowledge and skills to achieve results in line with the organisation's goals and strategic directions. At this level, workers have responsibility for planning and monitoring service delivery, recruitment and performance management of other paid or unpaid workers, managing risk and contributing to continuous improvement within the scope of their specific role. This may include management of a specific programs or project, or broader management of a community-based organisation, early childhood education service, not-for-profit organisation or community centre.
CHC81015 Graduate Diploma of Relationship Counselling	This qualification reflects the role of individuals who work as family and/or couples relationship counsellors. They may work independently or in organisations, providing counselling interventions, (rather than counselling support), for families and/or couples experiencing relationship issues of a complex nature. Counselling contexts may include pre- or post- separation and divorce or where the client has involvement with the Family Law system. Counsellors at this level are making high level, independent, complex judgements in highly specialised contexts. Counselling roles may also involve full responsibility and accountability for all aspects of work of self and others and functions including, program planning, budget, strategy, design and analysis.
CHC81115 Graduate Diploma of Family Dispute Resolution	This qualification reflects the role of family dispute resolution practitioners who provide services and interventions for families experiencing high levels of relationship conflict where clients may be involved in the family law system. They may work as independent practitioners or in larger agencies. Dispute resolution in this qualification has a direct link to the provisions of the Family Law Act 1975 and the Family Law (Family Dispute Resolution Practitioners) Regulations 2008. Practitioners make high level, independent, complex judgements in highly specialised contexts. Some practitioner roles may also involve full responsibility and accountability for all aspects of own work as well as responsibility for broader management functions such as analysis, program planning, budgeting and strategy design.

Qualification	Occupational Outcomes
CHC81215 Graduate Certificate in Statutory Child Protection	This qualification reflects the role of child protection workers who provide specialist services to clients with complex and diverse needs and act as a resource for other workers. Workers at this level use critical thinking, communication and evaluation skills and are making complex judgements in specialist contexts as part of a collaborative team. Their role involves service planning, delivery and evaluation and may include responsibility and accountability for the work of both self and others.
CHC81315 Graduate Certificate in Career Development Practice	This qualification reflects the role of career development practitioners. Practitioners at this level make high level, independent, complex judgements in the context of providing guidance in career development. Their role involves the full responsibility and accountability for all aspects of their work. Practitioners may work independently or in larger service organisations.
CHC82015 Graduate Certificate in Client Assessment and Case Management	This qualification reflects the role of those workers who are advanced practitioners in a health and/or community services context and who require a high level of knowledge and skills in case management in order to provide specialist services to clients with complex and diverse needs. Workers at this level would already hold a minimum 3 year tertiary qualification or equivalent in an associated field and are required to demonstrate autonomy, well-developed judgment, adaptability and responsibility.