

Summary of Proposed Changes

Table of Contents

1. Introduction.....	3
2. Project Overview.....	3
3. Project Scope	4
Summary of Proposed Changes.....	6
1. Units of Competency.....	6
Table 1.1: Proposed changes to CHCCSM009M Facilitate goal directed planning	6
Table 1.2: Proposed changes to CHCCSM010M Implement case management practice.....	6
Table 1.3: Proposed changes to CHCCSM011M Work with carers and families in complex situations	7
Table 1.4: Proposed changes to CHCCSM012M Coordinate complex case requirements	8
Table 1.5: Proposed changes to CHCCSM014M Provide case management supervision	8
Table 1.6: Proposed changes to CHCCSM015M Undertake case management in a child protection framework	9
Table 1.7: Proposed changes to CHCCSM016M Undertake advanced assessments	10
Table 1.8: Proposed changes to CHCEDU002M Plan health promotion and community intervention	11
Table 1.9: Proposed changes to CHCEDU003M Provide sexual and reproductive health information	11
Table 1.10: Proposed changes to CHCEDU004M Develop, implement and review sexual and reproductive health education programs	13
Table 1.11: Proposed changes to CHCEDU005M Work with clients to identify financial literacy education needs.....	14
Table 1.12: Proposed changes to CHCEDU006M Improve clients' fundamental financial literacy skills	15
Table 1.13: Proposed changes to CHCEDU007M Provide education on consumer credit and debt...	16
Table 1.14: Proposed changes to CHCEDU009M Provide parenting, health and well-being education	17
Table 1.15: Proposed changes to CHCEDU010M Prepare and evaluate relationship education programs.....	18
Table 1.16: Proposed changes to CHCEDU011M Support parenting of very young children.....	18

Table 1.17: Proposed changes to CHCEDU012M Facilitate couple processes in group work.....	19
Table 1.18: Proposed changes to CHCFAM001M Operate in a family law environment.....	20
Table 1.19: Proposed changes to CHCFAM003M Support people to improve relationships	22
Table 1.20: Proposed changes to CHCFAM004 Facilitate changeovers.....	23
Table 1.21: Proposed changes to CHCFAM005M Facilitate and monitor contact	24
Table 1.22: Proposed changes to CHCFAM006 Assist families to self-manage contact.....	25
Table 1.23: Proposed changes to CHCFAM009M Facilitate family intervention strategies	25
Table 1.24: Proposed changes to CHCFAM010M Provide intervention support to families.....	26
2. Next Steps.....	28

1. Introduction

This summary of proposed changes is a reading guide to the revised units of competency in case management, education and family services. For each unit, it sets out what has changed and why, so you can read the drafts on the consultation portal with the context in front of you. It is a guide only: it is not the endorsed product and will not be published with the final units.

We have reached this point through a long and generous consultation. Since 2024, the sector has shaped these products through surveys, workshops and site visits, and through more than 6,000 items of feedback. Between 28 April and 3 July 2025, we held 20 workshops and site visits in Hobart, Ballarat, Melbourne, Toowoomba, Brisbane, Bunbury, Perth, Canberra, Griffith, Sydney, Mount Gambier, Adelaide, Darwin, Katherine and online. Every item is recorded in the consultation log, and it has genuinely shaped the drafts you are now reading. Thank you.

These units are now at validation. Validation is the stage where we ask you to confirm that the drafts are accurate, clear and workable: that each unit describes what a competent worker actually does, that the requirements can be met in a real training and assessment period, and that nothing essential is missing. It is a closer and more final read than consultation, and the drafts are close to their endorsed form.

The products are being released in stages across the validation period; this roll-out of products is open for validation from 14 September to 27 September 2026.

The qualifications and skill sets are available for reference throughout, so you can see how these units sit within them, with their own summary of changes.

Please read this summary alongside the drafts in the portal, and read it before you give feedback. This document provides:

- an overview of the project and its scope
- a summary of the proposed changes to each unit
- how to take part, and what happens next.

2. Project Overview

This project is part of HumanAbility's work to keep qualifications, skill sets and units current, industry-relevant and responsive to workforce needs. The draft products have been developed with the guidance of the project Technical Committee, which brings together expertise from across industry, regulation and training provision.

A consultation log is maintained and published so that stakeholder feedback and the project's responses stay transparent and traceable. Once feedback is considered and revisions made, and where the products comply with the Training Package Organising Framework, the final drafts will be submitted for endorsement and, if approved, published on the National Register.

3. Project Scope

This document covers the revised units of competency in case management, education and family services, listed below. The units and their scope were confirmed through the project's functional analysis, and the tables that follow set out the proposed changes to each one.

Note: an 'M' has been added to a unit code, for example CHCCSM009M, to show that the code is likely to change as a result of this project. The 'M' denotes a major change to the training product.

Training Product Type	Code and Title
Units of Competency	CHCCSM009M Facilitate goal directed planning
	CHCCSM010M Implement case management practice
	CHCCSM011M Work with carers and families in complex situations
	CHCCSM012M Coordinate complex case requirements
	CHCCSM014M Provide case management supervision
	CHCCSM015M Undertake case management in a child protection framework
	CHCCSM016M Undertake advanced assessments
	CHCEDU002M Plan health promotion and community intervention
	CHCEDU003M Provide sexual and reproductive health information
	CHCEDU004M Develop, implement and review sexual and reproductive health education programs
	CHCEDU005M Work with clients to identify financial literacy education needs
	CHCEDU006M Improve clients' fundamental financial literacy skills
	CHCEDU007M Provide education on consumer credit and debt
	CHCEDU009M Provide parenting, health and well-being education
	CHCEDU010M Prepare and evaluate relationship education programs
	CHCEDU011M Support parenting of very young children
	CHCEDU012M Facilitate couple processes in group work
	CHCFAM001M Operate in a family law environment
	CHCFAM003M Support people to improve relationships

CHCFAM004 Facilitate changeovers

CHCFAM005M Facilitate and monitor contact

CHCFAM006 Assist families to self-manage contact

CHCFAM009M Facilitate family intervention strategies

CHCFAM010M Provide intervention support to families

Summary of Proposed Changes

1. Units of Competency

Table 1.1: Proposed changes to CHCCSM009M Facilitate goal directed planning

Section	Public and Government Consultation
Title	No changes
Application	No changes
Pre-requisite unit	No changes
Foundation Skills	No changes
Elements and performance criteria	Terminology in PCs updated to reflect TPOF requirements including clear assessable and measurable tasks PC1.7 'plan and structure' added
Performance Evidence	Updated use of numerical numbers to specific volume of performance
Knowledge Evidence	No changes
Assessment Conditions	Assessor conditions updated to reflect TPOF requirements

Table 1.2: Proposed changes to CHCCSM010M Implement case management practice

Section	Public and Government Consultation
Title	No changes
Application	No changes
Pre-requisite unit	No changes
Foundation Skills	No changes
Elements and performance criteria	Terminology in PCs updated to reflect TPOF requirements including clear assessable and measurable tasks PC 1.4 'needs' replaced with 'approach' PC1.5 'specific' removed

	PC5.1 'periodic' removed
Performance Evidence	Updated use of numerical numbers to specific volume of performance
Knowledge Evidence	No changes
Assessment Conditions	Assessor conditions updated to reflect TPOF requirements No new conditions

Table 1.3: Proposed changes to CHCCSM011M Work with carers and families in complex situations

Section	Public and Government Consultation
Title	No changes
Application	No changes
Pre-requisite unit	No changes
Foundation Skills	New oral communication skill added: 'Interact with carers and families within a way that upholds dignity, respect and sensitivity to cultural issues and expectations in the caring relationship'
Elements and performance criteria	Terminology in PCs updated to reflect TPOF requirements including clear assessable and measurable tasks PC1.6 removed and relocated to Foundation skills
Performance Evidence	Updated use of numerical numbers to specific volume of performance
Knowledge Evidence	No changes
Assessment Conditions	Assessor conditions updated to reflect TPOF requirements

Table 1.4: Proposed changes to CHCCSM012M Coordinate complex case requirements

Section	Public and Government Consultation
Title	No changes
Application	No changes
Pre-requisite unit	No changes
Foundation Skills	No changes
Elements and performance criteria	PC2.4 'identify potential services' added
Performance Evidence	Updated use of numerical numbers to specific volume of performance PE revised to state "3 different people with different complex needs"
Knowledge Evidence	'issues' replaced with 'challenges'
Assessment Conditions	Assessor conditions updated to reflect TPOF requirements

Table 1.5: Proposed changes to CHCCSM014M Provide case management supervision

Section	Public and Government Consultation
Title	No changes
Application	No changes
Pre-requisite unit	No changes
Foundation Skills	No changes
Elements and performance criteria	Terminology in PCs updated throughout to reflect TPOF requirements including clear assessable and measurable tasks PC1.3 'individual reflective' replaced with 'reflexive' PC2.1 'Use a strengths-based approach to' added New PC2.7 'Implement strategies to support self-awareness and self-care practices that enable workers to identify and respond effectively to vicarious trauma in the workplace'

Performance Evidence	PE revised and reduced to ensure broad application of skills: 'supervise and collaborate with a group of at least 2 case workers on a complex case'
Knowledge Evidence	KE1: consent, conflict of interest and dignity of risk added to subpoints KE2 individual and group supervision added KE8 continuous improvement added to subpoints New KE: • role and use of strengths-based practice in supervision • role and use of reflexivity in supervision
Assessment Conditions	Assessor conditions updated to reflect TPOF requirements

Table 1.6: Proposed changes to CHCCSM015M Undertake case management in a child protection framework

Section	Public and Government Consultation
Title	No changes
Application	No changes
Pre-requisite unit	No changes
Foundation Skills	No changes
Elements and performance criteria	Terminology in PCs updated throughout to reflect TPOF requirements including clear assessable and measurable tasks PCs revised and some updates applied to ensure correct order of processes and to reflect industry action PC1.2 'Develop written case management plan to reflect the child or young person's needs' moved to PC2.7 PC1.4 'Work with the child or young person using a person-centred strengths-based approach' replaced with 'Identify the child or young person's needs, goals and supports using a person-centred, strengths-based approach' New PC1.7 'Collaborate with relevant stakeholders, including families, to determine the child or young person's needs relevant to their circumstances' PC2.1 'harm minimisation' removed as this narrows the application of case planning PC2.4 'timeframes' added PC3.3 removed as addressed in PC2.4 PC3.4 'progress against' to provide clarity against assessable task

	PC4.1 'service providers' replaced with 'all parties'
Performance Evidence	Updated use of numerical numbers to specific volume of performance 'assessing and developing actions for intervention' replaced with 'accessing and developing actions according to identified needs'
Knowledge Evidence	'evaluation of 'replaced with 'development and review of case management plans
Assessment Conditions	Assessor conditions updated to reflect TPOF requirements

Table 1.7: Proposed changes to CHCCSM016M Undertake advanced assessments

Section	Public and Government Consultation
Title	No changes
Application	No changes
Pre-requisite unit	No changes
Foundation Skills	No changes
Elements and performance criteria	Terminology in PCs updated throughout to reflect TPOF requirements including clear assessable and measurable tasks PC1.1 'broad-based' removed PC2.3 'and stratify risks' removed PC3.3 'competent' replaced with 'responsive' PC4.3 'Recognise the need for secondary consultation, medication administration and monitoring and additional specialist assessment, including those undertaken by a specified health professional' replaced with 'identify situations where referral to a health professional to provide additional assessments of medication administration and monitoring is required' New PC 4.4 'Coordinate with specified health professionals to monitor the administration medications'
Performance Evidence	Updated use of numerical numbers to specific volume of performance 'at least 1 referral requirement' added
Knowledge Evidence	KE 'reporting' added to subpoint New KE: 'observable behaviours for informal monitoring of health and wellbeing'

Assessment Conditions	Assessor conditions updated to reflect TPOF requirements
-----------------------	--

Table 1.8: Proposed changes to CHCEDU002M Plan health promotion and community intervention

Section	Public and Government Consultation
Title	No changes
Application	Minor grammatical updates
Pre-requisite unit	No changes
Foundation Skills	No changes
Elements and performance criteria	Updates PCs to ensure they are clear, assessable and measurable in line with TPOF requirements PC1.1 'analyse' replaced with 'gather' PC1.6 'affecting preventative health care' added PC2.4 'to gather input on health promotion priorities' added PC3.3 'Define' replaced with "Identify potential' PC3.4 'to key deliverables of plan' removed
Performance Evidence	Updated use of numerical numbers to specific volume of performance
Knowledge Evidence	No changes
Assessment Conditions	Assessor conditions updated to reflect TPOF requirements

Table 1.9: Proposed changes to CHCEDU003M Provide sexual and reproductive health information

Section	Public and Government Consultation
Title	No changes
Application	No changes
Pre-requisite unit	No changes
Foundation Skills	No changes

Elements and performance criteria	Significant updates to Elements and PCs to ensure they are clear, assessable and measurable in line with TPOF requirements
	‘Clients’ replaced with people’ throughout unit
	Element 1 ‘Ensure the rights of clients are observed’ replaced with ‘Deliver services that respect rights and values of people’
	PC1.1 removed
	Element 2 ‘Employ appropriate techniques with clients’ replaced with ‘Interact appropriately with people’
	PC2.1 ‘Provide referrals in situations where own personal and professional abilities do not match client priorities’ replaced with ‘Identify situations wither own abilities do not match person’s priorities and provide referral’
	PC2.3 ‘Provide information about relevant legal issues in appropriate situations’ replaced with ‘Identify potential legal issues and provide information about them’
	PC2.4 removed
	PC3.1 ‘Undertake planning to ensure client priorities will be met by the information provided’ replaced with ‘Plan information delivery to address person’s priorities’
	PC3.2 ‘and trauma informed’ added
Performance Evidence	PC3.3 ‘Routinely evaluate the effectiveness of the information offered. Review and adjust approach and activities accordingly’ replaced with ‘Evaluate the effectiveness of the information offered in meeting person’s priorities and adjust approach and activities based on person’s needs’
	PC3.4 ‘Provide appropriate, relevant and accurate resources and materials to enable clients to effectively maintain their sexual and reproductive health’ replaced with ‘Provide resources to support person in effectively maintaining their sexual and reproductive health’
Knowledge Evidence	Updated use of numerical numbers to specific volume of performance
	New KEs:
	- models of sexuality development - age and culture appropriate information types - trauma informed communication approaches - culturally sensitive and person-centred strategies and techniques and resources
Assessment Conditions	Assessor conditions updated to reflect TPOF requirements

Table 1.10: Proposed changes to CHCEDU004M Develop, implement and review sexual and reproductive health education programs

Section	Public and Government Consultation
Title	No change
Application	No change
Pre-requisite unit	No changes
Foundation Skills	No changes
Elements and performance criteria	Significant updates to Elements and PCs to ensure they are clear, assessable and measurable in line with TPOF requirements PCs1.1-1.7 rewritten to ensure logical, sequential process directly related to unit outcomes. Element 1 'Identify community issues relating to sexuality and sexual health and wellbeing' replaced with 'Identify challenges related to sexuality and sexual health and wellbeing to formulate strategic responses' Revised Element 1 PCs state: '1.1 Analyse community demographics, social trends and health indicators using valid data sources 1.2 Assess the availability and accessibility of existing health resources, promotion programs and social support networks 1.3 Interpret policy directions and legal requirements relevant to community context 1.4 Define specific community and individual challenges and baseline needs regarding sexuality and wellbeing based on analysis of data and resources 1.5 Identify preventative strategies for community and individual health and well-being PC2.1 'Review own attitudes and values in relation to sexual and reproductive health and the impact they have on providing an effective education program' replaced with 'Analyse and manage the impact of own attitudes and values in relation to sexual and reproductive health to maintain objectivity in education programs' PC2.2 Model the application of social justice principles replaced with 'apply social justice principles in educational programs' PC 2.3 'Structure learning programs to demonstrate valuing of diversity and individual choice' replaced with 'Promote diversity and individual choice in learning programs' New PC2.4 'Respond to challenges of disclosure and privacy in a trauma informed way and according to organisation policies and procedures and legislative requirements' added

	Element 3 Design educational program to meet identified needs’ replaced with ‘Design and implement educational program to meet participants identified needs’ PC3.1 specific target group’ replaced with ‘participants individual priorities and determine...’ PC3.3 ‘culturally inclusive and /or culturally unique’ replaced with ‘responsive to the cultural need of participants’ PC3.5 removed PC4.2 ‘input’ replaced with ‘data’; and ‘determine trends in behaviour’ replaced with ‘evaluate program effectiveness’
Performance Evidence	No changes
Knowledge Evidence	New KE: trauma informed approaches
Assessment Conditions	Assessor conditions updated to reflect TPOF requirements

Table 1.11: Proposed changes to CHCEDU005M Work with clients to identify financial literacy education needs

Section	Public and Government Consultation
Title	No changes
Application	Application revised to reflect the scope of the unit and role. ‘Financial literacy education provides targeted information and resources to meet particular client needs’ removed ‘Where financial issues have the potential to become complex, clients should be referred to a qualified financial counsellor’ added
Pre-requisite unit	No changes
Foundation Skills	No changes
Elements and performance criteria	Updates to Elements and PCs to ensure PCs are clear, assessable and measurable in line with TPOF requirements PC1.1 ‘seeking assistance’ added Element 2 ‘and manage’ added PC2.1 removed PC2.1 ‘Develop awareness of the influence of own attitudes to money management’ replaced with ‘Evaluate how own values and attitudes influence money management’

	PC2.2 'Discuss with supervisor methods of developing professional boundaries of own values and attitudes' replaced with 'Discuss with supervisor strategies to maintain professional boundaries in relation to own values and attitudes' PCs 3.5 and 3.6 removed and replaced with PC3.5 Develop and implement work practices that maintain professional neutrality and demonstrate respect for client values' New PC 4.3 'Identify education activities that match the needs and priorities of client or target group'
Performance Evidence	Pes updated to reflect TPOF requirements for clear, assessable and measurable tasks PE3 removed PE4 'key people and organisations' replaced with 'specialist services'
Knowledge Evidence	Significant changes to KEs – all Kes rewritten and grouped to ensure relevance to PCs and unit outcomes
Assessment Conditions	Assessor conditions updated to reflect TPOF requirements

Table 1.12: Proposed changes to CHCEDU006M Improve clients' fundamental financial literacy skills

Section	Public and Government Consultation
Title	No changes
Application	Application revised to reflect the scope of the unit and role.
Pre-requisite unit	No changes
Foundation Skills	No changes
Elements and performance criteria	Updates to Elements and PCs to ensure PCs are clear, assessable and measurable in line with TPOF requirements 'client group' or 'client' replaced with 'people' throughout unit PC1.1 'concept' replaced with 'role' PC3.5 'Encourage clients to' replaced with 'Explain the benefits' PC4.5 'Identify and' added
Performance Evidence	PE revised to state: 'provided financial literacy education to at least 3 different individuals or target groups of different age groups, life stages or financial circumstances' PE subpoints removed
Knowledge Evidence	Payment option examples removed Additional KEs:

	• budgeting tools • behaviours and skills supporting successful budgeting • types of barriers to achieving financial goals • different styles of budgets and plans • types of basic financial paperwork and documentation • methods for record-keeping • concepts of surplus and deficit • scope of practice and boundaries, including the difference between budgeting support and financial counselling • principles of privacy and confidentiality when handling personal information
Assessment Conditions	Assessor conditions updated to reflect TPOF requirements

Table 1.13: Proposed changes to CHCEDU007M Provide education on consumer credit and debt

Section	Public and Government Consultation
Title	No changes
Application	Application revised to reflect the scope of the unit and role 'Client' replaced with 'people' throughout unit
Pre-requisite unit	No changes
Foundation Skills	No changes
Elements and performance criteria	Updates to PCs to ensure PCs are clear, assessable and measurable in line with TPOF requirements PC1.1 'Explain concepts and terminology of credit provided by a financial institution and the debt incurred by a borrower' replaced with 'Explain concepts of credit and debt in the contexts of financial institutions' PC 2.1 'with client group' and 'in relation to specific' removed PC2.3 'Identify and inform clients of ways to avoid debt as a means to assist client to minimise debt' replaced with 'Identify and inform person of ways to avoid or reduce debt'
Performance Evidence	'clients' replaced with 'different individuals'
Knowledge Evidence	'terminology' added to credit concepts and options

Assessment Conditions	Assessor conditions updated to reflect TPOF requirements
-----------------------	--

Table 1.14: Proposed changes to CHCEDU009M Provide parenting, health and well-being education

Section	Public and Government Consultation
Title	No changes
Application	No changes
Pre-requisite unit	No changes
Foundation Skills	No changes
Elements and performance criteria	Updates to Elements and PCs to ensure PCs are clear, assessable and measurable in line with TPOF requirements ‘clients’ replaced with ‘people’ throughout unit PCs1.5-1.7 relocated to new, separate Element 2: 2.1 Develop strategies to meet person’s educational needs 2.2 Identify and organise resources required to support strategies 2.3 Identify potential additional assistance and expertise PC3.1 ‘Tailor information, and the way it is presented, to the specific needs of the group and the community’ replaced with ‘Tailor information, and presentation method to the specific needs of the group and the community’
Performance Evidence	Updated use of numerical numbers to specific volume of performance PE updated to state ‘provided parenting, health and well-being education to at least 2 different individuals or small groups with varying needs PE subpoints removed
Knowledge Evidence	New KE: • psychological change models • effective parenting techniques • theories and models of behaviour change and indicators associated with each stage • common barriers to behaviour change • scope of practice limitations • communication strategies for sensitive topics • trauma-informed practice • evidence-based parenting frameworks

Assessment Conditions	Assessor conditions updated to reflect TPOF requirements
-----------------------	--

Table 1.15: Proposed changes to CHCEDU010M Prepare and evaluate relationship education programs

Section	Public and Government Consultation
Title	No changes
Application	No changes
Pre-requisite unit	No changes
Foundation Skills	No changes
Elements and performance criteria	Updates to PCs to ensure PCs are clear, assessable and measurable in line with TPOF requirements ‘clients’ and ‘person’s replaced with ‘target group’ throughout unit PC2.3 moved to PC2.5 PC2.3 ‘influences’ replaced with ‘issues’
Performance Evidence	PE2 ‘prepared or adapted programs based on at least 2 different relationship education models or theories’ replaced with ‘prepared or adapted programs based on at least 2 current theoretical frameworks, models and tools of relationship education practice’ PE3 ‘mediums’ replaced with ‘forms of presentation’
Knowledge Evidence	No changes
Assessment Conditions	Assessor conditions updated to reflect TPOF requirements

Table 1.16: Proposed changes to CHCEDU011M Support parenting of very young children

Section	Public and Government Consultation
Title	No changes
Application	‘It has particular application to those involved in relationship education’ removed
Pre-requisite unit	No changes
Foundation Skills	No changes

Elements and performance criteria	Updates to Elements and PCs to ensure PCs are clear, assessable and measurable in line with TPOF requirements ‘or carers’ added throughout unit to reflect unit outcomes Element 3 ‘in parents of’ replaced with ‘for’ PC3.1 ‘Assist parents to identify relevant areas for development of their parenting confidence and competence by reviewing areas of concern’ replaced with ‘Review current skills and areas of concerns with parents or carers to identify parenting confidence and competence development opportunities’ PC3.3 removed as addressed in PC3.1
Performance Evidence	PE1 revised for clarity and accessibility to state: Supported at least 3 different parents or careers to develop parenting skills. The 3 instances must include individually or in combination, all of the following categories: • first time parents or carers • carers who are not biologically fathers or mothers • separated or single parents • parents or carers from diverse cultures
Knowledge Evidence	‘fathers, mothers/carers and’ replaced with ‘parents and primary caregivers’ throughout KEs ‘client’ replaced with ‘people’
Assessment Conditions	Assessor conditions updated to reflect TPOF requirements

Table 1.17: Proposed changes to CHCEDU012M Facilitate couple processes in group work

Section	Public and Government Consultation
Title	No changes
Application	No changes
Pre-requisite unit	No changes
Foundation Skills	No changes
Elements and performance criteria	Updates to PCs to ensure they are clear, assessable and measurable in line with TPOF requirements ‘client’ and ‘participant’ replaced with ‘persons’ throughout unit ‘issue’ replaced with ‘challenges’ throughout unit

	PC1.5 ‘Maintain an appropriate balance between stated program outcomes and the needs of each individual/couple’ replaced with ‘Adjust facilitation methods to meet individual and couple needs while adhering to stated program outcomes’ PC1.6 ‘challenging’ replaced with ‘prompting reflection on’ PC2.2 ‘individual’ removed PC3.5 ‘Seek assistance from appropriate professionals when issues are identified as beyond own limitations and boundaries’ replaced with ‘Identify challenges beyond scope of own role and seek assistance from appropriate professionals’
Performance Evidence	Subpoints for PE3 removed as addressed in KE
Knowledge Evidence	KE 12 ‘social, cultural and developmental’ removed KE13 ‘age’ added to subpoints New KE: • what constitutes different group processes • indicators of domestic and family violence • principles of safety in couples work • contemporary models of conflict resolution and de-escalation • group facilitation techniques for managing power imbalances • trauma-informed practice principles • crisis intervention models
Assessment Conditions	Assessor conditions updated to reflect TPOF requirements

Table 1.18: Proposed changes to CHCFAM001M Operate in a family law environment

Section	Public and Government Consultation
Title	No changes
Application	No changes
Pre-requisite unit	No changes
Foundation Skills	No changes
Elements and performance criteria	Updates to PCs to ensure they are clear, assessable and measurable in line with TPOF requirements PCs1.2-1.9 rewritten and unpacked to support performance evidence requirements:

	1.2 Determine scope of individual practice according to family law requirements applicable to own work role 1.3 Apply family law systems and processes to work activities 1.4 Complete documentation in accordance with family law standards 1.5 Submit reports following family law protocols 1.6 Provide accurate and current information to clients about family law and available support options 1.7 Identify situations beyond own expertise and seek, or refer clients to, sources of specialist legal advice 1.8 Address ethical and legal dilemmas following organisational decision-making frameworks 1.9 Manage conflict between clients following organisational safety and security protocols PC3.1 removed as addressed in KE
Performance Evidence	No changes
Knowledge Evidence	Significant changes to KE to align with TPOF requirements KE2 'different' replaced with 'diverse' and additional information added to subpoints: • domestic and family violence and safety considerations • finance and property, including duty of disclosure obligations • children's needs and best interests • 'cultural identity, disability, and diversity considerations, including working respectfully with Aboriginal and/or Torres Strait Islander families, CALD communities, LGBTIQ+ people, and families where disability impacts participation' KE3 subpoints added: • intake • assessment • intervention • dispute resolution • referral pathways Revision of KE references to legislation to state: 'relevant and current Commonwealth legislation, regulations, rules and procedures, and how these are applied in organisational and individual practice, including: • Family law legislation • Child Support legislation • Freedom of information legislation

- Privacy legislation
- Family court rules and procedures'

'relevant and current state and territory legislation, including:

- family and domestic violence legislation, including orders for protection
- de facto property and relationship legislation at an overview level, and its interaction with Commonwealth family law'

professional and ethical responsibilities when working with families in the family law system, including:

- duty of care
- neutrality, confidentiality and informed consent, including exceptions to confidentiality
- obligations under Family Dispute Resolution Practitioner accreditation frameworks

KE7 'different people working' replaced with 'professionals and services'

New Ke: 'roles, functions, and jurisdictions of key stakeholders in the Australian family law system'

KE9 'where to seek expert clarification of family law' replaced with 'methods for seeking expert clarification of family law and for maintaining up-to-date knowledge of legislative and policy developments through recognised sources'

Assessment
Conditions

Assessor conditions updated to reflect TPOF requirements

Table 1.19: Proposed changes to CHCFAM003M Support people to improve relationships

Section	Public and Government Consultation
Title	No changes
Application	'individuals' replaced with 'persons' throughout unit
Pre-requisite unit	No changes
Foundation Skills	No changes
Elements and performance criteria	Updates to PCs to ensure they are clear, assessable and measurable in line with TPOF requirements PCs1.1-1.5 re written for clarity and to meet TPOF requirements: 1.1 Source and review available interpersonal relationship information to inform communication

	1.2 Identify the needs of people involved in the relationship and determine appropriate support and response options 1.3 Determine appropriate support and response options 1.4 Assist people to identify positive elements, barriers and opportunities for change in their interpersonal relationships and relationship systems 1.5 Assist people to develop goals or strategies within scope of own role PC2.1 'Model positive interactions and use of interpersonal skills with others' replaced with 'Model constructive interpersonal behaviours to demonstrate positive relationship dynamics' New PC2.6: 'Coach clients in the use of communication strategies to strengthen relationships'
Performance Evidence	'addressing all of the following' (subpoints) added 'issues' replaced with 'challenges' or removed where appropriate
Knowledge Evidence	No changes
Assessment Conditions	Assessor conditions updated to reflect TPOF requirements

Table 1.20: Proposed changes to CHCFAM004 Facilitate changeovers

Section	Public and Government Consultation
Title	No changes
Application	'according' replaced with 'in accordance with'
Pre-requisite unit	No changes
Foundation Skills	No changes
Elements and performance criteria	Updates to PCs to ensure they are clear, assessable and measurable in line with TPOF requirements
Performance Evidence	No changes
Knowledge Evidence	No changes

Assessment Conditions	Assessor conditions updated to reflect TPOF requirements
-----------------------	--

Table 1.21: Proposed changes to CHCFAM005M Facilitate and monitor contact

Section	Public and Government Consultation
Title	No changes
Application	‘according’ replaced with ‘according to’
Pre-requisite unit	No changes
Foundation Skills	No changes
Elements and performance criteria	Updates to Elements and PCs to ensure they are clear, assessable and measurable in line with TPOF requirements Element 1 ‘Establish and commence the’ replaced with ‘Prepare for’ PC1.1 ‘before contact occurs’ removed PC1.2 ‘and parents at commencement of contact visit’ replaced with ‘prior to contact occurring’ PC1.3 ‘documentation and’ added PC1.4 ‘parties on commencement of contact visit’ replaced with ‘parents’ PC1.5 ‘and goals’ added PC1.6 ‘Plan, in consultation with parents and child/young person, for the facilitated contact to occur with age appropriate activities’ replaced with ‘confirm contact schedule in consultation with both parents’ PC2.5 ‘/young people’ added PC3.5 ‘Demonstrate confidentiality and privacy policy of the organisation in when recording and managing client information’ replaced with ‘Maintain confidentiality and privacy according to organisation policy’
Performance Evidence	PE1 ‘follow all required processes to’ removed PE2 subpoints removed
Knowledge Evidence	No changes
Assessment Conditions	Assessor conditions updated to reflect TPOF requirements

Table 1.22: Proposed changes to CHCFAM006 Assist families to self-manage contact

Section	Public and Government Consultation
Title	No changes
Application	No changes
Pre-requisite unit	No changes
Foundation Skills	No changes
Elements and performance criteria	Updates to PCs to ensure they are clear, assessable and measurable in line with TPOF requirements
Performance Evidence	No changes
Knowledge Evidence	New KE: contemporary tools to support safe communication, transitions and contact
Assessment Conditions	Assessor conditions updated to reflect TPOF requirements

Table 1.23: Proposed changes to CHCFAM009M Facilitate family intervention strategies

Section	Public and Government Consultation
Title	No changes
Application	No changes
Pre-requisite unit	No changes
Foundation Skills	No changes
Elements and performance criteria	Updates to PCs to ensure they are clear, assessable and measurable in line with TPOF requirements PC1.2 'a specific' removed PC1.3 'Ensure assessment processes respond to the social and cultural diversity within the community' replaced with 'Respond to social and cultural diversity within the community during the assessment process' PC1.4 'as an integrated part of family service provision' replaced with 'the assessment process'

	PC1.5 'of family needs in the community' removed New PC1.6 'Collaborate with families to contextualise the assessment process to meet their specific needs' PC2.1 removed PC2.1 (revised) 'and documentation' removed PC2.2 'Ensure the process of service delivery aims to increase active and positive participation of families in the community and is strengths-based' replaced with 'Use a strengths-based approach to develop and implement active and positive support for families' PC2.4 'Determine and document how service provision will be evaluated' replaced with 'Contribute to the development of organisational processes to evaluate the effectiveness of interventions and services' PC3.1 'Use agreed mechanisms' replaced with 'monitor and evaluate'; 'for continued support and growth' added
Performance Evidence	PE 2 'in that community' removed
Knowledge Evidence	KE1 subpoint 'mandatory reporting' added KE3 'and support' added
Assessment Conditions	Assessor conditions updated to reflect TPOF requirements

Table 1.24: Proposed changes to CHCFAM010M Provide intervention support to families

Section	Public and Government Consultation
Title	No changes
Application	No changes
Pre-requisite unit	No changes
Foundation Skills	No changes
Elements and performance criteria	Updates to PCs to ensure they are clear, assessable and measurable in line with TPOF requirements PC1.3 'techniques that' added PC2.1 'to identify opportunities for support' added PC2.2 'Use communication skills to explore current sources of difficulty or stress and how these are managed with the family' replaced with 'Identify sources of difficulty or stress

	and how these are managed with the family using communication and interpersonal skills' PC3.1 'Identify and agreed key areas where changes are required in collaboration with family members' replaced with 'Collaborate with family to members to identify and agree on key areas where changes are required' PC4.2 'Brief professional support on family's issues and options within case management framework' replaced with 'Communicate family challenges and agreed options to professional support staff in line with the case management framework'
Performance Evidence	PEs revised to align with TPOF requirements and to ensure learners are not restricted in PE application. Revised PEs state: • worked under the supervision of professionals to provide support to at least 3 separate family units to address complex and interconnected challenges • use communication and interpersonal skills and techniques to collaborate with families and professionals to provide intervention and support • follow organisational and case management protocols
Knowledge Evidence	New KEs: • organisation and case management protocols for: • negotiating access to family members • assuring family safety • collaboration with the family/family members • action planning • review • functions and limitations of professional support staff, including: • social workers and case managers • psychologists or counsellors • substance abuse counsellors • child protection services • family therapists • domestic violence advocates • healthcare professionals • education professionals
Assessment Conditions	Assessor conditions updated to reflect TPOF requirements

2. Next Steps

The units in this document are open for validation from 14 to 27 September 2026, within the overall validation period ending on 25 October 2026. Because of the volume of material, products are released to the portal in stages, and each stays open for at least two weeks. The qualifications and skill sets are available for reference across the whole period.

To take part, review the drafts on the HumanAbility consultation portal. If you are signed up for project updates, you will receive an email with access, which can take 24 to 48 hours to arrive. If you have not used the portal before, follow the steps to create an account; if you have used it before, use your existing login. Once you are in, open 25-004 CHC Community Services Qualification Review and select Continue to review. Please read this summary of changes before you provide feedback.

Validation is a confirming read, so the feedback most useful to us is specific and practical: whether each unit describes what a competent worker actually does, whether the requirements can be met in a real training and assessment period, whether the wording is clear, and whether anything essential is missing.

Every piece of feedback is recorded in the consultation log, which we publish along with the reasons for the decisions we make. After validation closes, the project team and the Technical Committee will review all feedback and finalise the drafts to progress to the next stages: Senior Officers Check; submission to the Assurance Body and Skills Minister's endorsement & Publication.

Thank you again for the time and expertise you continue to give this project.

HumanAbility

ABN 36 665 836 608

Suite 4, 109 Union Road, Surrey Hills VIC 3127

humanability.com.au



HumanAbility is a Jobs and Skills Council
funded by the Australian Government
Department of Employment and
Workplace Relations.