



HumanAbility

**25-009 Summary of
proposed changes for
Skill Sets**

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Introduction

This document accompanies the draft *Skill Sets* released for Round 1 public and government consultation on the project portal.

It sets out what is proposed to change, why, and where your feedback would be most valuable. It is a reading aid for the drafts on the portal, not a replacement.

The online portal drafts are the products under consultation in the project's scope of work.

Why this review is happening

This project forms part of HumanAbility's program of work to ensure qualifications, skill sets and units of competency remain current, industry-relevant and responsive to workforce need.

The care and support sectors have changed substantially. The Royal Commission into Aged Care Quality and Safety and the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability have reshaped expectations of the workforce. The Aged Care Act 2024 and its Statement of Rights, the NDIS Practice Standards, and the sector-wide movement toward rights-based, person-centred and strengths-based practice have changed what workers are expected to know and do.

At the same time, the Training Package Organising Framework, effective from 1 July 2025, has changed how training products are designed. The framework requires clearer separation of knowledge outcomes, skill outcomes and their application; the minimum level of prescription necessary for quality training and assessment; and the removal of duplication across units.

The draft products released for consultation respond to both: what the sector now expects of workers, and how training products must now be built.

Please refer to the project page <https://humanability.com.au/project/aged-care-disability-leisure-and-health-qualification-review> for further information about the project.

How to read the drafts

Three things will help you review what you see on the portal.

- **Products carry an M.** Where a unit code appears with an appended M, for example CHCAGE010M, this indicates a major change to the product. Codes are expected to change as a result of this project.
- **Products are at different stages of development.** This is deliberate. Some products carry the greatest change, others are presented as targeted revisions, and some may be presented as direction for consultation rather than complete drafts. Every product in scope is being consulted on.

- **Changes to elective banks are not national retirements.** Where a unit is proposed for removal from a qualification's elective bank, this does not mean the unit is being retired from the national training system. Units removed from this qualification may continue to exist and be delivered within other qualifications.

What we are asking you for

Round 1 is about direction and gathering insights. We are testing whether the proposed shape is right before we develop it in full.

Your feedback is most useful on four things:

1. **The pathway.** Does the proposed structure reflect how people actually move into and through care and support roles?
2. **Occupational outcomes.** Is the qualification aimed at the right work, at the right level, with the right boundaries around the role?
3. **The specific design questions.** Each product section in this document ends with questions for stakeholders. These are genuine open questions where we need a directional view, including on specialisations, mandatory work placement, proposed unit mergers, and units that may become * Application of Skills and Knowledge (ASK) units. They are not exhaustive, and we seek your views on what more we should consider and why.
4. **Implementation reality.** What will be difficult to deliver, host, supervise or assess, and why.

***Note:** An Application of Skills and Knowledge (ASK) unit is a new type of VET training product that focuses on the knowledge, skills, judgement, and capabilities a learner needs to apply in real work situations, rather than prescribing a detailed list of specific tasks they must perform. It gives qualification developers and RTOs greater flexibility to design and deliver training that reflects industry needs, supports transferable skills, and allows learners to demonstrate competence in different workplace contexts while still achieving clear and relevant outcomes.

More information here: <https://www.dewr.gov.au/download/17051/vet-qualification-reform-registered-training-organisations/40402/vet-qualification-reform-registered-training-organisations/pdf>

What Round 1 is not for

Round 1 is not the point at which detailed drafting is finalised. It would not be a good use of your time to:

- edit individual performance criteria for wording
- comment on formatting, sequencing or unit codes
- raise products outside the six qualifications in scope for this project
- raise matters better addressed through RTO policy, workplace induction, supervision or professional development

Matters in the final category are often significant, and we would still like to hear them. They will be recorded and routed, but a national training product is not the instrument that resolves them.

What happens with your feedback

A consultation log will be maintained and published. It will record what was raised, how the project responded, and where consensus was not reached. Not every suggestion may be adopted, and where a suggestion is not adopted, the log will record why.

Feedback from Round 1 will inform detailed redevelopment and mapping. The revised products will be reviewed by the project's Technical Committee and released for Round 2 consultation, which will test the full qualification and unit designs before validation and submission.

These are drafts, and we expect them to change.

How to give feedback

- **On the portal.** You can comment on a specific product, lodged against that product and the relevant section. This is the primary channel and produces the clearest record. Please provide comments through the portal by October 19, 2026.
- **Through the consultation survey.** This is an additional tool to capture design questions in this document, and for choices that span more than one product.
- **Through the work placement survey.** This is for questions about mandatory workplace requirements. If your organisation employs care and support workers or hosts learners on placement, this survey matters particularly. The endorsement process requires evidence of employer support for any mandatory workplace requirement, and of employer willingness to host learners. Your response forms part of that evidence and will help us review your expert insights.
- **At a consultation session.** These sessions explain the changes and help you frame a response. Comments raised in a session are recorded, but we advise you to also lodge them through the portal or survey. Contact details, session dates and the consultation close date are available on the project page.

Project scope

Products are rolled out progressively on the consultation portal for feedback. This document focuses on the qualification and units of competency listed below (available from September 14, 2026).

Skill Sets

CHCSS00123	Dementia Support
CHCSS00124	Disability Work - Behaviour Support
CHCSS00127	High Support and Complex Care - Aged Care
CHCSS00128	High Support and Complex Care - Disability Support
CHCSS00129	Individual Support - Ageing
CHCSS00131	Individual Support - Home and Community (Ageing)
CHCSS00133	Induction to Disability Support
CHCSS00134	Leadership in Disability Support
CHCSS00135	Mealtime Support
CHCSS00136	NDIS Coordinator of Supports
CHCSS00137	Palliative Approach
CHCSS00114	Entry into Care Roles Skill Set

Skill Sets

Proposed changes to all Skill Sets

Table 1: Proposed changes to all Skill Sets

Section	Draft 1. Public and Government Consultation
Description	Updated and expanded to provide more information on skill set purpose and expected workplace outcomes
Foundation Skills Outcomes	New field. Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the qualification. A chart, showing the skill set's overall rating out of 5 for each of the foundation skills required for completion, will be included in later stages of the review (once greater clarity is achieved on the performance outcomes of underlying units of competency).
Pathways information	Specific qualifications towards which attainment of each skill set may count as credit will be included in this section. This will occur later in the review; once packaging rules for related qualifications are finalised after extensive stakeholder consultation. At this stage, a standard line is included about the training packages that house likely related qualifications.
Skill set requirements	The rationale for the major change and non-equivalence of all skill sets to current versions is the major change to at least 1 underlying unit of competency. In some cases, all units have been subject to major change.
Rationale for changes	Addition of new, and revision to existing, sections have been made to align with new Training Package Organisation Framework requirements. Rationale for changes to underlying units of competency can be found in related Summaries of Change, including in other ongoing training product reviews.

Questions for consideration

- Does the skill set contain relevant skills and knowledge that match its title and intended purpose?
- What feedback can you provide about the take-up and utility of the skill set in its current form, including how it maps to existing qualifications and how it operates in an upskilling and professional development context?
- What other skill set/s could be created, to address identified industry and learner need?



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