



HumanAbility

**25-009 – Leisure and
Health Summary of
Changes for Public and
Government
Consultation Round 1**

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Introduction

This summary accompanies the draft qualifications and units of competency now available on the **consultation** 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 portal drafts, not a substitute for them.

It covers the two Leisure and Health qualifications: **CHC43415 Certificate IV in Leisure and Health** and **CHC53415 Diploma of Leisure and Health**, together with the eight Leisure and Health units of competency in their cores.

This document provides an overview of what you will find in the consultation portal and serves as a guide for providing feedback and insights on individual products. For details on a particular product, look at the individual summary.

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. Social isolation and exclusion from participation were central findings of both, and that is the work these two qualifications exist to address.

The Aged Care Act 2024 and its Statement of Rights, the NDIS Practice Standards, the move to Support at Home, and the sector-wide shift 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 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.

What we found, and why we are asking for substantial feedback

Every product in these two qualifications is proposed as a **major change and not equivalent** to the product it supersedes. Three findings sit behind that, and each is a proposition we want tested rather than a conclusion we have reached.

The two qualifications overlap substantially.

The current Diploma core includes all five Leisure and Health units from the Certificate IV core, then adds three more. A Diploma graduate completes the same five units at a higher code. The Training Package Organising Framework requires removing repetition between products, so this had to be addressed. How it is addressed is open, and the drafts show one way of doing it.

We are asking: is the split we have proposed the right one?

The units do not describe the level of work their qualifications claim.

The Certificate IV Leisure and Health units use *contribute to*, *participate in* and *assist with*, and one requires work under the guidance of an experienced worker. The three Diploma units are written as direct practice with one person, and one states ten of its fifteen performance criteria as knowledge rather than as work. On our reading, this places both sets of units below the level of the qualification they sit in.

We are asking: does the redrafted work sit at the right level, and have we raised anything too far?

The occupational distinction between the two qualifications is unclear.

Read together, the current qualifications do not describe two different jobs. The drafts propose that they should be: the Certificate IV delivering programs to individuals and groups, and the Diploma coordinating the range of programs a service offers.

We are asking: do these two roles exist as described in your service, and is the Diploma role a real job?

Because the change is this substantial, general endorsement is less useful to us than disagreement. If the proposed direction is wrong, round 1 is the point at which it can be changed.

What we are asking you to do

Consultation Round 1 tests **purpose, occupational outcome and architecture**. We are asking whether the work described is what workers actually do, whether it sits at the right level, and whether the boundary between the two qualifications matches how the roles divide in practice.

Round 1 does not seek approval of final unit titles, codes, performance criteria, assessment conditions or packaging rules. Round 2 and finalisation settle those. Comments at that level of detail are welcome and will be recorded, but this round is not designed to resolve them.

Your feedback is most useful on four things:

1. **The boundary between the two qualifications.** Does the split between delivering programs to individuals and coordinating a service's range of programs reflect how these roles divide in your workplace?
2. **Occupational outcomes.** Is each 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 ends with questions. These are genuine open questions where we need a directional view, including on proposed new units, mandatory workplace requirements, 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.

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 is drafted for first review, and what is open

For Round 1

- Both qualifications remain stand-alone, with no entry requirements and no prerequisite between them.
- The Certificate IV core units of competency no longer appear in the Diploma core. The Diploma carries service-level work only.
- The five Leisure and Health units in the Certificate IV core remain separate units, each acting on a different object of work.
- Mandatory workplace hours are unchanged from the current units — 120 hours in the Certificate IV and 240 in the Diploma.
- No new units are being developed in this round.

Open questions

- Whether "health" is the right term in either qualification title. Lifestyle, wellness and wellbeing have all been suggested. This is an important question in the review project and has its own section.
- Whether the boundary between the two qualifications is drawn in the right place.
- Whether the Diploma should require direct-practice capability, given a direct entrant can currently complete it without delivering a program.
- Whether three proposed new units should be developed, and when.
- Whether other units could be developed and why.
- Whether there could be 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.
- Whether the mandatory workplace requirement should sit where it currently does, be stated once at qualification level, or change.

***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>

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 CHCAGE007M, 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 happens with your feedback

A consultation log will be maintained and published. It will record what was raised, how it was responded to and the rationale.

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 project's Technical Committee will review the revised products and guide the release of the second round of drafts for Round 2 consultation. This includes qualifications, units and skill sets. The revised training products will then be made public once more for validation prior to continuing through the submission stage.

These are drafts, and we expect them to change.

How to give feedback

- **Consultation 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.

- **Project page survey on mandatory workplace requirements.** This survey covers mandatory workplace requirements. If your organisation employs care and support workers or hosts learners on placement, this survey is especially relevant. 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.

Please find it here on the **project page**: <https://humanability.com.au/project/aged-care-disability-leisure-and-health-qualification-review>.

- **At a consultation session.** These sessions explain the changes and help you frame a response. You can also network and participate in discussions. Comments raised in a session will be captured, but we advise you to complete your feedback 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).

Qualifications

CHC43415M Certificate IV in Leisure and Health

CHC53415M Diploma of Leisure and Health

Units of Competency

CHCLAH001M Work effectively in the leisure and health industries

CHCLAH002M Contribute to leisure and health programming

CHCLAH003M Participate in the planning, implementation and monitoring of individual leisure and health programs

CHCLAH004M Participate in planning leisure and health programs for clients with complex needs

CHCLAH005M Incorporate lifespan development and sociological concepts into leisure and health programming

CHCLAH006M Coordinate planning, implementation and monitoring of leisure and health programs

CHCLAH008M Provide leisure education

CHCLAH009M Apply concepts of human psychology to facilitate involvement in leisure programs

The boundary between the two qualifications

Each unit is held apart by **the object it acts on**, not by the verb it uses. Two units can both say "plan" and still be different units, if one plans an individual's program and the other plans the range of programs a service offers.

The direction of these first drafts is summarised below.

CHC43415M Certificate IV in Leisure and Health — the work of delivering programs

Unit of Competency	What the work acts on
CHCLAH001M Work effectively in the leisure and health industries	The worker within the service and its network
CHCLAH002M Contribute to leisure and health programming	The activity
CHCLAH003M Participate in the planning, implementation and monitoring of individual leisure and health programs	The individual's program plan
CHCLAH004M Participate in planning leisure and health programs for clients with complex needs	The adaptation
CHCLAH005M Incorporate lifespan development and sociological concepts into leisure and health programming	The sociological and life course frame

CHC53415M Diploma of Leisure and Health— the work of delivering programs

Unit of Competency	What the work acts on
CHCLAH006M Coordinate planning, implementation and monitoring of leisure and health programs	The range of programs a service offers, the criteria they are judged against, and the resources spread across them
CHCLAH008M Provide leisure education	Leisure literacy across the people a service supports, and the community provision available to them
CHCLAH009M Apply concepts of human psychology to facilitate involvement in leisure programs	Participation itself — why people engage, why they withdraw, and the approaches that respond

Where the line falls. The boundary is drawn at four points, and you can see each of them in the Certificate IV drafts.

The Certificate IV unit says	So the Diploma owns
Select activity focus and type according to organisational criteria	Determining those criteria
Finalise the individual program plan with a supervisor	Approving individual program plans
Report concerns to a supervisor, within scope of own role	Receiving escalation, deciding and acting on it
Work within an established practice framework, under direct or indirect supervision	Establishing that framework

Two of these four are proposed rather than drafted and are **Open**.

In practice: a Certificate IV worker delivers activities, plans an individual's program, and adapts it when support needs are complex, working to criteria and within a framework someone else has set. A Diploma worker sets those criteria and establishes that framework, across the range of programs a service offers.

If that is not how the work divides in your service and experience, that is the most important thing you can tell us.

Terminology and conventions applied across both qualifications

Applied consistently to every unit. **Each is open to comment.**

Terminology	
Individual	The person receiving support, replacing "client" throughout. "Person-centred" is retained as an established term.
Worker	For the role holder, matching the language of the units. <i>We are asking whether "worker" undersells a role that many services call a lifestyle coordinator, diversional therapist, recreation officer or activities officer.</i>
Complex support needs	Rather than "complex needs", locating complexity in the support required rather than in the person.
A non-clinical role throughout	Workers monitor participation, safety and wellbeing, document what they observe, and refer matters beyond their scope. Where the current units required clinical judgement — scheduling programs using clinical judgement, assessing and managing pain — that content has been removed rather than relocated to another unit. <i>We are asking whether removing it leaves a gap, particularly for workers in palliative and end-of-life settings.</i>
Positive behaviour support within existing plans.	Certificate IV workers implement behaviour supports already in place. Neither qualification develops or authorises behaviour support plans, and neither authorises restrictive practices.
Rights, supported decision-making, cultural safety and person-centred practice	It runs through every relevant unit rather than sitting in one of them.
Evidence requirements differentiate by variation, not by cohort	Units require work with individuals whose support needs differ from one another, rather than naming a diagnostic or population group. This keeps the units current as terminology changes and avoids creating placement barriers.

Qualifications

CHC43415M Certificate IV in Leisure and Health

Table 1. Proposed changes to *CHC43415 Certificate IV in Leisure and Health* > *CHC43415M Certificate IV in Leisure and Health*

Section	Stage – Round 1 Public and Government Consultation
Title	Unchanged in the draft. Whether "health" is the right term is an open question raised separately by the Technical Committee, with its own section below.
Qualification Description	Rewritten in full. The current description does not state an autonomy level or a scope boundary, so a reader cannot tell what the graduate is accountable for or where the role stops Expansion of occupational outcomes AQF Level 4 autonomy reflected The role holder is described as a worker, matching the terminology of the units.
Packaging Rules	Total reduced from 17 to 16 units. Core increased from 10 to 13 units CHCCS044M brought into core from the elective list. Behaviours of concern appear throughout the current Leisure and Health units with no unit behind them. Implementing supports within an existing plan is Certificate IV work; developing or authorising plans is not HLTINF006 Apply basic principles and practices of infection prevention and control HLTFSE001 and brought into core. Food handling may occur routinely in leisure and health programs. HLTAAP001 replaces HLTAAP002, which is retained in the Diploma core, establishing a progression between the two qualifications Manual handling and infection control both sit within HLTWHS002, which is retained, so no separate manual tasks unit is proposed. Elective requirement reduced from 7 to 3 units, and the elective list reduced. Units removed have no clear line of sight to leisure and health work or are now addressed by the core additions. HLTWHS006 added to the elective list. Mandatory workplace requirement unchanged at 120 hours
Rationale for Change at this Stage- Summary	The current Leisure and Health core is repeated in full in the Diploma core. Removing that repetition is required under TPOF and is the largest structural change in the pair

Commented [ER1]: @Stefania Fenu I believe this unit is non compliant with the most current FSANZ and will possibly be deleted. We can import this unit *SITXFSA005 Use hygienic practices for food safety*. This is a better option because SACSAs are the JSC that look after hospitality.

Commented [SF1R2]: @Eleanor Ravenarki as this is ready for upload, I would suggest that I add it to the questions for the SMEs. As a theme for consultation food handling needs to be confirmed, so we might have a broader conversation on suitability of units.
I added a few words to the question to that extent :)

Section		Stage – Round 1 Public and Government Consultation
		The five Leisure and Health units are written below Certificate IV, using contribute to, participate in and assist with, with one requiring work under the guidance of an experienced worker. Initial redevelopment raises them to the level of the qualification Each of the five L&H units is now separated by the object it acts on rather than by the verb it uses, so that the same work is not described twice at different levels Safety, behaviour support and body systems units move into the core so that requirements of the work are mandatory rather than optional Changes informed by Royal Commission findings on social isolation and exclusion from participation, focus group advice, and alignment with TPOF
	Questions for your consideration	Does the qualification describe the work of a Certificate IV leisure and health worker accurately, and is it clearly distinguishable from the Diploma? CHCLAH002M and CHCLAH003M remain separate units, one acting on the activity and one on the individual's program plan. They describe one work cycle split across two units, and a merger was considered. Should they be merged? The elective requirement reduces from 7 units to 3, and the list from 29 to 17. Does that leave enough flexibility for services in aged care, disability, community and recreation settings? Are behaviour support, food safety and infection prevention and control the right core additions and if so, are the suggested unit appropriate and suitable? Is there work required of every leisure and health worker that the core still does not cover? Is HLTAAP001 at Certificate IV and HLTAAP002 at Diploma the right progression? The units retain the 120 hours of workplace performance required by the current units. Should the hours stay the same or change? Is there work your leisure and health staff perform that no unit in this qualification covers?

Proposed new unit

Not being developed in this round. This is a proposal to be tested at consultation only.

Table 2. Proposed unit: Adapt environments and technology to support participation

Section		Stage – Round 1 Public and Government Consultation
Status		Proposed direction only. No draft. Not being developed in this round and does not appear in the packaging

Section	
Stage – Round 1 Public and Government Consultation	
Object of work	The environment, equipment and technology standing between an individual and participation. This distinguishes it from CHCLAH002M, whose object is the activity; from CHCLAH004M, whose object is the adaptation of a program for complex support needs; and from CHCLAH005M, whose object is the individual in their social world
Proposed placement	Certificate IV elective list, adding no units to the qualification
Indicative content	Determining participation barriers arising from environment, equipment and technology, within scope of own role Selecting adaptive equipment and technology against identified barriers, confirming suitability with the individual and their support network, and confirming consent where technology captures or shares information Adapting activity environments, materials, instructions and pacing, and supporting the individual to use the equipment or technology Reviewing whether the adaptation achieved the participation goal, and reporting faults, risks and unmet needs
Rationale	The capability is confirmed in the project's capability set and is currently unassessed. CHCLAH004M adapts the program; no unit addresses equipment, technology and environment as the object of the work Social isolation and exclusion from participation were central findings of both Royal Commissions, and digital exclusion is a recognised determinant of participation. CHCLAH005M carries it as knowledge; this unit would convert it into performance It extends the qualification into growth settings: accessible and inclusive tourism, home and community aged care under Support at Home, and technology-enabled connection for individuals who cannot attend in person
Artificial Intelligence within this unit	AI-enabled tools are already present in these settings: real-time translation and captioning, communication support, activity and interest recommendation, reminiscence and life-story tools, and voice-operated companion devices used with individuals living alone or with dementia If included, the content would be expressed as judgement rather than tools: evaluating whether a tool suits a particular individual and purpose, not named products, which date within a release cycle It would be anchored to consent, data and dignity: consent for tools that record, transcribe or share; what information leaves the service; the individual's right to decline; and the boundary against deception where a tool presents as a person to someone who may not recognise that it is not

Section	Stage – Round 1 Public and Government Consultation
	The substitution boundary would be explicit. A tool that supports connection is within scope. A tool used in place of human contact with an individual who is isolated is not This content has no focus group evidence behind it and is proposed on design grounds. We are testing it in consultation rather than proposing it for endorsement
Questions for consideration	Is this capability part of the work your leisure and health staff do, and is it adequately covered by any existing unit? Should a unit of this kind be developed for the Certificate IV, and should it sit on the elective list or in the core? Should it include artificial intelligence-enabled tools, expressed at the level of judgement, consent and boundaries rather than named products, noting that no focus group evidence currently supports this content? Does the boundary against substituting technology for human contact reflect how these tools should be used in your service?

CHC53415M Diploma of Leisure and Health

Table 3. Proposed changes to *CHC53415 Diploma of Leisure and Health* > *CHC53415M Diploma of Leisure and Health*

Section	Stage – Round 1 Public and Government Consultation
Title	Unchanged in the draft. Whether "health" is the right term is an open question raised separately by the Technical Committee, with its own section below.
Qualification Description	Rewritten in full. The current description does not distinguish the Diploma outcome from Certificate IV practice Expansion of occupational outcomes The outcome is repositioned from delivering programs to individuals to coordinating the range of programs a service offers: determining the criteria programs are designed and evaluated against, establishing the assessment and evaluation instruments used across programs, allocating resources between programs, and implementing the changes that follow evaluation AQF Level 5 reflected The relationship to Certificate IV work is stated explicitly, so that a reader can tell the two qualifications apart

Section	Stage – Round 1 Public and Government Consultation
Packaging Rules	Total reduced from 22 to 16 units. Core reduced from 15 to 11 units CHCLAH001, CHCLAH002, CHCLAH003, CHCLAH004 and CHCLAH005 removed from core. These five units form the Certificate IV core and retaining them repeats the whole of the lower qualification. This is the largest single change in the package BSBMGT502 removed. The unit is superseded, and managing people performance implies employment decisions beyond the responsibility this role holds CHCPRP003 removed. It is retained in the Certificate IV core, and holding the same unit in both cores repeats the lower qualification CHCDIV001 replaced by CHCDIV003, which sits at the level of the qualification CHCLEG003 brought into core. The current Diploma carries no legal and ethical compliance unit at the level of the role CHCMGT001 and CHCMGT002 brought into core from the elective list, supporting the service-level evaluation and community negotiation the qualification now requires HLTWHS004 replaces HLTWHS003. Manage implies officer-level work health and safety duties, and this is put to consultation below Elective requirement reduced Mandatory workplace requirement unchanged at 240 hours
Rationale for Change at this Stage- Summary	The current Diploma core contains all five Leisure and Health units from the Certificate IV core and then adds three more The three additional units are themselves written as direct practice with one person. CHCLAH006 plans assessment of a client and develops individual program plans. CHCLAH008 works with one client throughout. CHCLAH009 states ten of its fifteen performance criteria as knowledge rather than as work. The qualification therefore reads as the Certificate IV repeated, plus three further units also at Certificate IV The redeveloped qualification locates the Diploma outcome at service level. The level claim is drawn from the Certificate IV text rather than asserted: the Certificate IV selects according to organisational criteria, finalises plans with a supervisor, reports concerns to a supervisor, and works within an established practice framework. The Diploma owns what sits above each of those points Changes informed by Royal Commission findings on social isolation and exclusion from participation, focus group advice, evidence of extensive repetition between the two qualifications, and alignment with TPOF

Section	Stage – Round 1 Public and Government Consultation
Questions for your consideration	Some notes Two units proposed for the Diploma core. Their absence has consequences we want tested rather than left for a reader to find. The AQF Level 5 expectation of responsibility for the work of others now rests on CHCLAH006M alone. Approving individual program plans and receiving escalation from Certificate IV workers, both of which the boundary identifies as Diploma work, have no unit behind them The core carries three Leisure and Health units and eight imported units The Diploma and the Certificate IV both total 16 units Questions Does the qualification describe the work of a Diploma-qualified leisure and health coordinator accurately, and is it clearly distinguishable from the Certificate IV? The five Certificate IV Leisure and Health units are removed from the Diploma core, leaving service-level work only. Is that the right boundary between the two qualifications? The Diploma has no entry requirement and no prerequisite. A direct entrant can complete it without ever delivering a leisure and health program. Is that acceptable, or should the qualification require direct-practice capability? The core carries three Leisure and Health units and eight imported units. Is that the right balance for a specialist Diploma, and should the proposed practice leadership unit be developed sooner? HLTWHS004 Manage work health and safety replaces HLTWHS003 Maintain work health and safety. Which fits the responsibility this role holds? The Diploma and the Certificate IV both total 16 units. Does the Diploma represent a sufficient increase in depth and complexity? CHCLAH006M and CHCLAH008M retain the 240 hours of workplace performance required by the current units. Should the hours stay where they are, be stated once at the qualification level, or change? Is there work your leisure and health coordinators perform that no unit in this qualification covers? What pathways from the Diploma?

Proposed new unit

Not being developed in this round. This is a proposal to be tested at consultation only.

Table 4. Proposed unit: Lead leisure and health practice

Section	Stage – Round 1 Public and Government Consultation
Status	Proposed direction only. No draft. Does not appear in the packaging
Object of work	The practice of others. This distinguishes it from CHCLAH006M, whose object is the range of programs a service offers, and from CHCLAH009M, whose object is participation itself
Proposed placement	Diploma core
Indicative content	Establishing practice expectations for leisure and health work in a service Supporting workers and volunteers to apply those expectations consistently Facilitating reflective practice Coordinating change to practice Evaluating practice capability across a service
Rationale	The AQF Level 5 descriptor expects responsibility for the work of others and the transmission of knowledge and skills. With this unit undeveloped, that expectation rests on CHCLAH006M alone The Certificate IV units state that work is carried out within an established practice framework. The boundary between the two qualifications places establishing that framework at Diploma level. No unit currently does it Volunteers deliver a substantial share of leisure and health programs, and no unit in either qualification addresses supporting them
Questions for consideration	Does your service have a person who sets practice expectations for leisure and health work and supports others to apply them? At what level does that person sit? Should this unit be developed, and should it be core or elective? Should supporting volunteers be named in this unit, or does it belong elsewhere? Is developing the practice of others better placed here, or added to CHCLAH006M?

Table 5. Proposed unit: Develop funding submissions for leisure and health programs

Section	Stage – Round 1 Public and Government Consultation
Status	Proposed direction only. No draft. Does not appear in the packaging
Object of work	The resource case for a program. CHCLAH006M estimates resources and prepares internal proposals for approval; this unit develops submissions to external funders
Proposed placement	Diploma core
Indicative content	Identifying the need for a submission and the funding opportunities available Building the case from evidence of participation and unmet need Preparing and lodging the submission within organisational authority
Rationale	Leisure and health programs in community and not-for-profit settings are frequently grant-funded, and the capability sits with the coordinator rather than elsewhere in the organisation No unit in either qualification addresses it
Questions for consideration	Do your leisure and health coordinators prepare funding submissions, or does that sit with another role in your organisation? Should this unit be developed, and should it be core or elective? Is the boundary right: internal resource proposals in CHCLAH006M, external funding submissions here? Is there an existing unit of competency that could be considered?

Other propositions

A skill set in community-based activity

Proposed and not developed. A short credential in planning and delivering leisure and health activity in community settings, available to workers who do not hold a full qualification, and as a step for Certificate IV workers moving toward coordination.

Is a credential of this size useful in your service, and what work would it need to cover?

Application of Skills and Knowledge units

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.

No unit in these qualifications is drafted as an ASK unit in this round. Two questions arise.

Should any unit in the scope of work be expressed as an ASK unit?

Qualification titles

Does "leisure and health" describe this work as your sector understands it? If not, what does?

Units of Competency

CHCLAH001M Work effectively in the leisure and health industries

Table 6: Proposed changes to CHCLAH001 Work effectively in the leisure and health industries > CHCLAH001M Work within leisure and health practice framework

Section	Stage – Round 1 Public and Government Consultation
Level of Change	● Full draft
Title	From Work effectively in the leisure and health industries to Work within leisure and health practice framework "Effectively" is a qualifier that cannot be assessed. The former title described a process rather than a professional outcome
Application	Rewritten in full. States the job function, the scope of the role and a high-level description of the skills and knowledge required The outcome is applying the practice framework of a leisure and health service to own work Autonomy stated at AQF Level 4: work carried out within an established practice framework and organisational procedures, under direct or indirect supervision
Pre-requisite unit	Nil
Foundation Skills	Standard statement retained.
Elements and performance criteria	Two elements retained, both retitled. Performance criteria reduced Eight of the ten original criteria described knowledge rather than work and could not be assessed as written Repetition removed

Section		Stage – Round 1 Public and Government Consultation
Performance Evidence		Restructured as flat demonstrations, carrying frequency
Knowledge Evidence		Restructured and grouped thematically across the whole unit rather than element by element
Assessment Conditions		Reformatted to the current standard construction Generic assessor statement removed Resources framed by the use they are put to rather than itemised
Work placement		None. This matches the current entry on the national register for this unit Any change is put to consultation rather than drafted
Rationale for Change at this Stage- Summary		Eight of the ten superseded performance criteria describe knowledge rather than work and cannot be assessed as written. Several sit below AQF Level 4 and one sits above it Performance evidence addressed only one of the ten criteria The unit anchors terms used across the whole Leisure and Health suite — practice framework, support network, scope of role — so its wording carries into every other unit Structural redesign has not been drafted. It is put to consultation as questions below
Questions consideration		Does the unit describe the work a leisure and health worker does when applying a service's practice framework, and is anything missing? Recording, reporting and escalation were considered and not added, on the basis that no content in the superseded unit anchors them. Should this unit make recording and escalation assessable, or does that belong elsewhere in the qualification? Safeguarding and responding to concerns about an individual's safety are not in this unit. Should they be, and at what level? Where an individual participates in a group activity, choice operates differently than in one-to-one work. Should the unit address how a worker supports individual choice within group programs? Advocacy is not included in any unit in this qualification. Should a leisure and health worker advocate on behalf of an individual, and if so, where should that sit? The unit carries no mandatory workplace requirement, matching the current unit. Is simulation an adequate environment for this work?

CHCLAH002M Contribute to leisure and health programming

Table 7: Proposed changes to CHCLAH002 Contribute to leisure and health programming >
CHCLAH002M Deliver leisure and health activities to meet the needs of individuals and groups

Section	Stage – Round 1 Public and Government Consultation
Level of Change	● Full draft
Title	From Contribute to leisure and health programming to Deliver leisure and health activities to meet the needs of individuals and groups "Contribute to" is a below-level verb and described a contribution rather than an outcome
Application	Rewritten in full. States the job function, the scope of the role and the supervision context The outcome is delivering leisure and health activities to individuals and groups. The object of the work is the activity, distinguishing this unit from CHCLAH003M, whose object is the individual's program plan Autonomy stated at AQF Level 4
Pre-requisite unit	Nil
Foundation Skills	Standard statement retained.
Elements and performance criteria	Element 2 retitled to remove "assist with", a below-level verb Performance criteria reduced Content above Certificate IV level removed or narrowed, including funding submissions and evaluation of promotional effectiveness Repetition removed, both within the unit and against other core units Unanchored qualifiers and banned wording removed throughout
Performance Evidence	Restructured as flat demonstrations, carrying frequency
Knowledge Evidence	Regrouped thematically across the whole unit under applied lead-in statements Instance lists reduced to categories, so the unit does not date as practice changes
Assessment Conditions	Reformatted to the current standard construction Generic assessor statement removed Resources framed by the use they are put to rather than itemised
Work placement	Mandatory Workplace Requirements stated as a separate field. The 120 hours of the superseded unit are retained unchanged and moved out of performance evidence into this field

Section		Stage – Round 1 Public and Government Consultation
Rationale for Change at this Stage- Summary		The superseded unit describes a contribution rather than an outcome, and carries content both above and below Certificate IV level in the same unit
		Roughly a quarter of the criteria repeat other criteria in the same unit or content carried by other core units
		The unit is separated from CHCLAH003M by the object of the work: the activity here, the individual's program plan there. One collision does not resolve, and is put to consultation below
		Structural redesign has not been drafted. It is put to consultation as questions
Questions consideration		Should CHCLAH002M and CHCLAH003M merge into a single planning and delivery unit? Both run a plan, deliver and evaluate cycle, separated by what the work acts on. Delivering an activity and implementing an individual's plan can be the same observable event
		Where does promotion of leisure and health activities belong? Service-level promotion and evaluation of promotional effectiveness have been assessed as above Certificate IV and narrowed to activity-level promotion
		Behaviour content has been removed from this unit. Shall this be added back?
		Workplace visit to an outing venue. Is this achievable in all delivery contexts, including regional and remote services?
		Are the mandatory workplace tasks correct: delivery of activities to individuals and to groups, and monitoring and adaptation during delivery?
		Are 120 hours the right figure, and is there work in this unit that cannot be adequately assessed through simulation and is not named as a mandatory workplace task?

CHCLAH003M Participate in the planning, implementation and monitoring of individual leisure and health programs

Table 8: Proposed changes to CHCLAH003 Participate in the planning, implementation and monitoring of individual leisure and health programs > CHCLAH003M Plan and review individual leisure and health programs to meet identified needs and goals

Section		Stage – Round 1 Public and Government Consultation
Level of Change	●	Full draft

Section		Stage – Round 1 Public and Government Consultation
Title	From Participate in the planning, implementation and monitoring of individual leisure and health programs to Plan and review individual leisure and health programs to meet identified needs and goals The superseded title described a three-verb process rather than an outcome, and "participate in" does not describe Certificate IV responsibility The new title reads against CHCLAH002M as plan versus deliver	
Application	Rewritten in full. States the job function, the scope from information gathering through to plan revision, and the supervision context The object of the work is the individual's own program plan, distinguishing this unit from CHCLAH002M, whose object is the activity	
Pre-requisite unit	Nil	
Foundation Skills	Standard statement retained.	
Elements and performance criteria	Reduced. Element 3, Implement individual program plans, is removed. All seven of its criteria were below-level hedges, and once the hedging was removed the element restated CHCLAH002M's delivery work with a different noun. Reporting concerns and communicating plan changes are retained in the new Element 3, where they sit with review Element 2 retitled on level grounds; Element 1 corrected from "clients" to "individuals" Below-level constructions removed throughout: participate in, assist with, contribute to, under the guidance of an experienced worker Criteria expressed as knowledge statements rewritten as work outcomes Complex support needs content removed as CHCLAH004M's layer	
Performance Evidence	Restructured as flat demonstrations, carrying frequency	
Knowledge Evidence	Regrouped thematically across the whole unit into four groups under applied lead-in statements Instance lists reduced to categories, so the unit does not date as practice changes	
Assessment Conditions	Reformatted to the current standard construction Generic assessor statement removed Resources framed by the use they are put to rather than itemised	
Work placement	Mandatory Workplace Requirements stated as a separate field.	

Section		Stage – Round 1 Public and Government Consultation
		The 120 hours of the superseded unit are retained unchanged and moved out of performance evidence into this field
Rationale for Change at this Stage- Summary		The superseded unit sat below Certificate IV almost throughout. Its hedging language was the only thing distinguishing it from CHCLAH002M, and hedging is a defect rather than a boundary The correction was made by naming the object of every criterion. CHCLAH002M acts on the activity; this unit acts on the individual's own program plan Correcting the level exposed a second problem. The implementation element contained no work of its own, and two units could have been assessed on the same workplace events
Questions consideration		Should CHCLAH002M and CHCLAH003M merge into a single planning and delivery unit? Four criteria in this unit remain structural mirrors of CHCLAH002M The implementation element has been removed on the basis that delivering an activity and implementing an individual's plan are the same observable event, carried by CHCLAH002M. Does that leave a gap in your service? This unit records risks to participation; identifying and addressing barriers sits in CHCLAH004M. Is that boundary right? Are the mandatory workplace tasks correct?

CHCLAH004M Participate in planning leisure and health programs for clients with complex needs

Table 9: Proposed changes to CHCLAH004 Participate in planning leisure and health programs for clients with complex needs > CHCLAH004M Adapt leisure and health programs for complex support needs

Section		Stage – Round 1 Public and Government Consultation
Level of Change		● Full draft
Title		From Participate in planning leisure and health programs for clients with complex needs to Adapt leisure and health programs for complex support needs "Participate in" is below level. "For clients with complex needs" reads as cohort framing and uses superseded terminology "For complex support needs" makes complexity a condition of the work rather than a description of the person

Section	
Stage – Round 1 Public and Government Consultation	
Application	Rewritten in full. States the outcome and scope, the work involved, and the autonomy level The object of the work is what changes when an individual's support needs are complex and interact. The unit is a layer on CHCLAH003M rather than a parallel cycle: it determines and refines adaptations, and does not gather information, plan the individual program, or monitor and review outcomes
Pre-requisite unit	Nil
Foundation Skills	Standard statement retained.
Elements and performance criteria	Four elements retained. Criteria reduced Three element titles retitled to remove below-level verbs and clinically loaded language; e.g. "participate in", "contribute to", "profiling", "symptoms". Eight of the sixteen superseded criteria described knowledge rather than work and are relocated to knowledge evidence The integration and segregation framing of inclusion is removed as inconsistent with rights-based practice, and replaced with supported decision-making about participation and the right to limit or decline participation A criterion is added on obtaining information from the support network, replacing the superseded unit's assumption that individuals self-report Repetition with CHCLAH003M removed
Performance Evidence	Restructured as flat demonstrations, carrying frequency
Knowledge Evidence	Regrouped thematically across the whole unit into four groups under applied lead-in statements Instance lists reduced to categories, so the unit does not date as practice changes
Assessment Conditions	Reformatted to the current standard construction Generic assessor statement removed Resources framed by the use they are put to rather than itemised
Work placement	Mandatory Workplace Requirements stated as a separate field. The 120 hours of the superseded unit are retained unchanged and moved out of performance evidence into this field
Rationale for Change at this Stage- Summary	The superseded unit could not be corrected by editing. Half its criteria described knowledge rather than work, every element title opened with a below-level verb, and its framing of inclusion rested on integration and segregation language that no longer reflects rights-based practice

Section	Stage – Round 1 Public and Government Consultation
	Two criteria carried the unit's real work — developing strategies for overcoming identified barriers, and adapting activities, programs, environment and equipment — and were buried among knowledge statements. The revised unit is built outward from those two CHCLAH003M was revised in the same round and no longer implements programs, so delivery sits solely with CHCLAH002M. This unit has consequently been drawn to the planning and adaptation stages
Questions consideration	Is adaptation the right object for this unit, sitting as a layer on the individual program plan rather than as a separate planning and delivery cycle? The unit determines and refines adaptations but does not deliver or review the program. Does that boundary work in your service, or does the person who adapts also deliver? Cognition, psychosocial need and communication requirements are addressed as effects on participation, within a non-clinical scope. Does this describe the work accurately, and is the non-clinical boundary drawn in the right place? Inclusion is now expressed through supported decision-making and the right to limit or decline participation, replacing the integration and segregation framing of the superseded unit. Does that reflect current practice? Information about an individual's support needs is obtained from the support network as well as from the individual. Is that how it works in your service? Is the named mandatory workplace task correct, and is there other work in this unit that cannot be adequately assessed through simulation?

CHCLAH005M Incorporate lifespan development and sociological concepts into leisure and health programming

Table 10: Proposed changes to CHCLAH005 Incorporate lifespan development and sociological concepts into leisure and health programming > CHCLAH005M Incorporate lifespan development and sociological concepts into leisure and health programming

Section	Stage – Round 1 Public and Government Consultation
Level of Change	● Full draft
Title	Retained unchanged. The title breaches no title rule, so it is kept for mappability

Section	
Stage – Round 1 Public and Government Consultation	
	A retile is put to consultation rather than taken in the draft. The current title names a body of theory as the object of the work, and "programming" points at the object of CHCLAH002M rather than this unit
Application	Rewritten in full. The superseded Application made a body of theory the object of the unit, used "understand", which cannot be assessed, and directed the outcome at programming The new Application states the professional outcome: determining how an individual's lifespan developmental stage, leisure history and social circumstances affect participation, and selecting strategies that support it
Pre-requisite unit	Nil
Foundation Skills	Standard statement retained.
Elements and performance criteria	Four elements retained with minimal correction. "Client" corrected to "individual", and "might impact" corrected, since "might" cannot be assessed Element titles are otherwise retained for mappability. Retitling for alignment with the new criteria was declined, and the resulting title-to-criterion misalignments are recorded and put to consultation Ten criteria described knowledge rather than work Removed: behaviours consistent with lifespan stage, and identifying and monitoring cognitive processes, both of which edge into clinical judgement outside the scope of the role; health system analysis, above Certificate IV; and content repeating CHCLAH002M and CHCCCS044 The "acceptable and unacceptable behaviour" criterion is removed as inconsistent with rights-based practice; the capability is carried by CHCCCS044 The unit now draws on three information sources rather than the individual's account alone: information held by the service, discussion with the individual, and observation during participation. The superseded evidence required demonstration with individuals of varying cognitive and functioning abilities, which conversation alone cannot meet
Performance Evidence	Restructured as flat demonstrations, carrying frequency
Knowledge Evidence	Regrouped thematically across the whole unit into four groups under applied lead-in statements Instance lists reduced to categories so the unit does not date as practice changes
Assessment Conditions	Reformatted to the current standard construction Generic assessor statement removed

Section	Stage – Round 1 Public and Government Consultation
	Resources framed by the use they are put to rather than itemised
Work placement	None. This matches the current entry on the national register for this unit Any change is put to consultation rather than drafted
Rationale for Change at this Stage- Summary	The superseded unit is a knowledge unit written with performance verbs. Every element begins "Identify" and takes a concept rather than a person as its object The correction applied is to the object of the verb, not the verb. "Identify" is a legitimate Certificate IV action when what is identified is a particular person's circumstances. It fails when what is identified is a sociological concept. Every criterion in the redraft takes the individual, the service's information, or the worker's own observation as its object The unit is confirmed as Certificate IV core rather than dissolved into CHCLAH002M and CHCLAH003M. Its object is the individual in their social world over time The criterion carrying most of the unit's weight distinguishes barriers to participation arising from an individual's social and economic circumstances from barriers arising from capability. That judgement exists nowhere else in the qualification
Questions consideration	Should the unit be retitled? The current title names a body of theory rather than the professional outcome, and "programming" points at the work of CHCLAH002M Should the elements be restructured around the work — establishing the individual's circumstances, analysing influences on participation, and selecting strategies? Knowledge of cognitive processes, memory, and the psychosocial needs of a person living with acquired brain injury or dementia has been removed from this unit as belonging with complex support needs. Where should it sit, and does removing it create a gap? The unit claims the lifespan, but leisure participation at end of life is absent. Should it be addressed here, in an elective, or not at all? The unit draws on the individual's account, service-held information and observation. It does not draw on family, carers or the support network. For individuals who cannot give an account of their own leisure history, the support network is in practice the primary source. Should it be added, and how should consent be treated? Performance evidence requires three individuals, and the unit carries no mandatory workplace requirement. Is three achievable in a simulated environment as well as a workplace?

CHCLAH006M Coordinate planning, implementation and monitoring of leisure and health programs

Table 11: Proposed changes to CHCLAH006 Coordinate planning, implementation and monitoring of leisure and health programs > CHCLAH006M Coordinate leisure and health programs across a service

Section	Stage – Round 1 Public and Government Consultation
Level of Change	● Full draft
Title	From Coordinate planning, implementation and monitoring of leisure and health programs to Coordinate leisure and health programs across a service The superseded title named three sequential process stages. The revised title names the professional outcome and its scope "Coordinate" is retained as the AQF Level 5 verb
Application	Rewritten in full. States the outcome, the settings, and autonomy at AQF Level 5: substantial autonomy within broad organisational parameters, delegated responsibility for resources allocated across programs, and limited responsibility for the work of others Set directly against the Certificate IV formula, this is the differentiation between the two qualifications
Pre-requisite unit	Nil
Foundation Skills	Standard statement retained.
Elements and performance criteria	Some changes in element title Criteria reduced. Content removed as repetition with the redeveloped Certificate IV units: developing individual program plans, activity analysis, developing settings and environments, organising off-site excursions, identifying facilities and equipment, and assessing the progress of each individual. Each has a named destination in CHCLAH002M or CHCLAH003M The criteria that remain are rewritten to name what the work acts on, to carry a reference point an assessor can apply, and to name the workers who apply what this unit produces
Performance Evidence	Restructured as flat demonstrations, carrying frequency

Section	
Stage – Round 1 Public and Government Consultation	
Knowledge Evidence	Regrouped thematically across the whole unit into four groups under applied lead-in statements Instance lists reduced to categories, so the unit does not date as practice changes
Assessment Conditions	Reformatted to the current standard construction Generic assessor statement removed Resources framed by the use they are put to rather than itemised
Work placement	Mandatory Workplace Requirements stated as a separate field. The 240 hours of the superseded unit are retained unchanged and moved out of performance evidence into this field
Rationale for Change at this Stage- Summary	The superseded unit sits in the core of a Diploma but is written as direct practice with one person. It plans assessment of a client, develops individual program plans, assesses the progress of each individual, and organises settings, timetables and excursions. That work is now carried by CHCLAH002M and CHCLAH003M Left as it stands; the unit repeats the Certificate IV at a higher code without describing work at a higher level The redeveloped unit moves the object of the work to the range of programs a service offers. It establishes the assessment and evaluation instruments used across programs, determines the requirements and criteria that program designs meet, coordinates the contributions of workers, allocates resources, and implements the changes that follow evaluation The level claim is drawn from the Certificate IV text rather than asserted, at the four points set out in The boundary between the two qualifications above. Two of those four are held back and put to consultation below
Questions consideration	Does the revised title describe the work of a Diploma-qualified leisure and health coordinator? Should this unit approve individual program plans that a Certificate IV worker finalises with a supervisor, or does approval sit with a manager outside this role? Should this unit receive, decide on and act on concerns escalated by Certificate IV workers? Should developing the practice of workers and volunteers sit in this unit, or in a separate practice leadership unit as proposed? Is coordinating the contributions of workers, and briefing them on program requirements and roles, an accurate description of the responsibility this role holds for the work of others?

Section	Stage – Round 1 Public and Government Consultation
	Should coordination of volunteers be named in this unit, given the share of leisure and health programs that volunteers deliver? Are the mandatory workplace activities correct: coordination of programs delivered to individuals and groups, and evaluation of programs against determined criteria? Is there other work in this unit that cannot be adequately assessed through simulation? Is the volume of evidence of programs delivered achievable in small, rural and remote services? Is activity analysis correctly located in CHCLAH002M rather than retained here? The knowledge evidence retains the named models of professional practice from the superseded unit. Should these be retained, or expressed more broadly so the unit does not require updating as practice models change?

CHCLAH008M Provide leisure education

Table 12: Proposed changes to CHCLAH008 Provide leisure education > CHCLAH008M Provide leisure education across a service

Section	Stage – Round 1 Public and Government Consultation
Level of Change	● Full draft
Title	From Provide leisure education to Provide leisure education across a service The superseded title does not state the scope of the work. Adding it distinguishes the unit from direct practice with one individual
Application	Rewritten in full. States the outcome, the settings, and autonomy at AQF Level 5 The superseded Application promised an outcome no criterion delivered, that individuals develop appreciations, interests, skills and opportunities to use leisure in personally rewarding ways
Pre-requisite unit	Nil
Foundation Skills	Standard statement retained.
Elements and performance criteria	Reduced Criteria are rewritten so that the work is determined across the service rather than for one individual

Section	
Stage – Round 1 Public and Government Consultation	
	Below-level and unassessable wording removed, including screening an individual for suitability, using "appropriate" helping skills, "effective" presentation techniques, and being flexible and adaptable Content named in the superseded unit but never made assessable: needs analysis, leisure planning and learning skills as leisure education processes, is now carried by criteria
Performance Evidence	Restructured as flat demonstrations, carrying frequency
Knowledge Evidence	Regrouped thematically across the whole unit into four groups under applied lead-in statements Instance lists reduced to categories, so the unit does not date as practice changes
Assessment Conditions	Reformatted to the current standard construction Generic assessor statement removed Resources framed by the use they are put to rather than itemised
Work placement	Mandatory Workplace Requirements stated as a separate field. The 240 hours of the superseded unit are retained unchanged and moved out of performance evidence into this field
Rationale for Change at this Stage- Summary	The superseded unit does not hold a single view of what it is about. Its sixteen criteria describe direct practice with one client. Its knowledge evidence describes something else: leisure education as a field of practice provided by a service. Its Application promises a third thing again The unit therefore contains a service-level anchor in its own knowledge evidence, and criteria that never reach it. The redraft takes the minimum interpretive position required for compliance, and where a choice was unavoidable, the reading that keeps the most superseded content assessable has been taken Three things carry AQF Level 5. Transmission of knowledge and skills to others is a Level 5 application descriptor element in its own terms, and this unit carries it directly, because teaching is what leisure education is. Criteria are determined across the service rather than for one individual. And the unit determines criteria rather than documenting criteria set elsewhere The draft does not claim limited responsibility for the work of others. A criterion briefing workers on the design was drafted and removed, because no briefing act exists anywhere in the superseded unit. This makes the Diploma position narrower and more honest, and makes the placement question below a live one What the unit is for is not settled by this draft and should not be. Several drafting decisions depend on the answer

Section	Stage – Round 1 Public and Government Consultation
Questions consideration	Is leisure education a service-level function, or work done with one individual at a time? The superseded unit is internally inconsistent on this point, and the answer determines what this unit should contain Does leisure education, as described here, happen in your service? Who does it, and at what level? The unit teaches individuals, groups and support networks to use leisure independently of the service. Is building capability that reduces reliance on the service the right outcome? Should this unit brief and inform the workers who deliver leisure education? No such function exists in the superseded unit, so it has not been added, and the unit consequently does not claim responsibility for the work of others Is this unit correctly placed in the Diploma core, given that its Level 5 claim rests on scope and determination rather than on responsibility for others? Are the mandatory workplace activities correct: facilitating leisure education sessions for individuals and groups, and evaluating attainment against determined criteria? Is there other work in this unit that cannot be adequately assessed through simulation?

CHCLAH009M Apply concepts of human psychology to facilitate involvement in leisure programs

Table 13: Proposed changes to CHCLAH009M Apply concepts of human psychology to facilitate involvement in leisure programs > CHCLAH009M Apply psychological approaches to participation across leisure and health programs

Section	Stage – Round 1 Public and Government Consultation
Level of Change	● Full draft
Title	From Apply concepts of human psychology to facilitate involvement in leisure programs to Apply psychological approaches to participation across leisure and health programs The superseded title names a body of theory as the object of the work, and describes a Certificate IV outcome — facilitating one person's involvement The revised title names the outcome, with psychology as the means rather than the object

Section	
Stage – Round 1 Public and Government Consultation	
Application	Rewritten. Outcome, autonomy and scope restated Autonomy raised from minimal supervision within broad but generally well-defined guidelines to substantial autonomy within broad organisational parameters, with limited responsibility for the work of others
Pre-requisite unit	Nil
Foundation Skills	Standard statement retained.
Elements and performance criteria	Reduced The pain management element is removed as outside a non-clinical scope. The socially acceptable behaviour element is removed as an element, with its content distributed Fifteen criteria remain fifteen, but ten are converted from knowledge statements into work.
Performance Evidence	Restructured as flat demonstrations, carrying frequency
Knowledge Evidence	Regrouped thematically across the whole unit into four groups under applied lead-in statements Instance lists reduced to categories, so the unit does not date as practice changes
Assessment Conditions	Reformatted to the current standard construction Generic assessor statement removed Resources framed by the use they are put to rather than itemised
Work placement	None. This matches the current entry on the national register for this unit Any change is put to consultation rather than drafted
Rationale for Change at this Stage- Summary	The superseded unit is written as knowledge rather than work. Ten of its fifteen criteria are knowledge statements carrying a classification verb The unit's object is participation itself: why individuals engage, why they withdraw, and the approaches that respond. Psychology is the means, not the object. Against CHCLAH005M, which holds lifespan development, leisure history and social circumstances with one individual at Certificate IV, this unit works across programs It claims the Diploma floor at the point where the Certificate IV states that work is carried out within an established practice framework. This unit establishes the engagement reasoning that framework contains
Questions consideration	Is Apply psychological approaches to participation across leisure and health programs the right outcome and the right title for this unit at AQF Level 5? The superseded unit required knowledge of pain and pain management. This has been removed as outside a non-clinical scope, and no unit in the qualification

Section	Stage – Round 1 Public and Government Consultation
	receives it. Do you support that position? If not, which unit should carry knowledge of pain for workers in palliative and end-of-life settings? Knowledge of escalating distress, conflict and de-escalation is retained as knowledge evidence within a non-clinical scope. No criterion requires a worker to respond to escalation in the moment. Should this be demonstrated as performance, here or elsewhere in the qualification? Determining needs indicated by behaviour and developing responses within behaviour support plans already in place, are retained as performance criteria. Does that sit correctly in a Diploma role that does not develop regulated plans? CHCLAH006M develops strategies encouraging participation as part of designing a program. This unit develops approaches derived from psychological determinants of participation. Are these two functions or one? Participation, withdrawal and behaviour during activities is a substantial part of dementia practice in residential aged care. The unit is written condition-neutral. Should it name dementia, and what validation would that require? Should trauma-informed practice be named here or held elsewhere in the qualification? Are volumes in the performance evidence achievable in small, rural and remote services? This unit carries no mandatory workplace requirement, consistent with the superseded unit. Is simulation an adequate environment for this work?



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