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Document Modification History

Version	Status	Release date	Summary of changes
V1.0	Archived	28 April 2025	Document published
V2.0	Archived	27 May 2025	Changes to: • Directions on providing feedback • Hyperlinks from components to revised drafts Minor wording corrections
V3.0	Superseded	24 June 2025	Changes to: • Hyperlinks to Skill Sets
V4.0	Superseded	August 2026	Document published for technical committee validation review. Information added to new template.
V5.0	Current	September 2026	Document published for public and government validation. Information added to new template.

Summary of proposed changes

Purpose of this document

This document provides an overview and a guide to the proposed changes for the draft training products at the validation stage of the review. This stage comes after the feedback from public and government consultations has been worked into the products and before the submission is finalised.

It summarises changes proposed as part of the review of:

- *CHC43215M Certificate IV Alcohol and Other Drugs*
- *CHC53215M Diploma of Alcohol and Other Drugs*
- *CHC43315M Certificate IV in Mental Health*
- *CHC53315M Diploma of Mental Health*

The document sets out what is proposed and rationale behind the changes.

For each training product listed in the document, you will find 3 sections:

- The summary of changes in a table
- The drivers behind the change (purple box)
- The areas we're seeking your views on (green box)

This document is to help you when you review the training products uploaded in the consultation portal.

Reasons for the project

The alcohol and other drugs and mental health sectors in Australia are a dynamic and essential component of the community services system and contribute significantly to the nation's overall wellbeing.

The review has identified that the workforce, now and into the future, requires a strong demand for workers to:

- be trauma-informed
- possess the ability to identify and support people with co-occurring needs
- contribute to culturally competent practice
- create genuine partnerships with those seeking support and their chosen support networks.

Early research for the project identified that the units in both alcohol and other drugs and mental health required updating to reflect industry best practices and emerging skill requirements.

The research identified the need to strengthen training in trauma-informed practice and culturally safe delivery, as these factors are vital to supporting the diverse range of people seeking support, each bringing unique experiences, perspectives and needs.

Project scope

This project targets the following qualifications, units of competency, and skill sets as defined in the project plan and confirmed in the functional analysis phase.

Qualifications

- *CHC43215M Certificate IV in Alcohol and Other Drugs*
- *CHC53215M Diploma of Alcohol and Other Drugs*
- *CHC43315M Certificate IV in Mental Health*
- *CHC53315M Diploma of Mental Health*

Units of Competency

- CHCAOD001M Work with people who use alcohol and other drugs
- CHCAOD002M Provide services to people who are intoxicated
- CHCAOD003M Provide needle and syringe services
- CHCAOD004M Assess needs of people who use alcohol and other drugs
- CHCAOD005M Provide alcohol and other drug withdrawal services
- CHCAOD006M Provide interventions for people who use alcohol and other drugs
- CHCAOD007M Develop strategies for alcohol and other drugs lapse and relapse prevention and management
- CHCAOD008M Provide therapeutic interventions to meet the needs of people who use alcohol and other drugs

- CHCAOD009M Develop and review individual alcohol and other drugs support plans
- CHCCCS003M Increase the safety of people at risk of suicide
- CHCCCS014M Provide brief interventions
- CHCCCS017M Provide loss and grief support
- CHCCCS018M Provide suicide bereavement support
- CHCCCS019M Recognise and respond to crisis situations
- CHCCCS028M Provide person-centred support to people in crisis
- CHCMHS001M Work with people with mental wellbeing needs
- CHCMHS002M Establish self-directed recovery relationships
- CHCMHS003M Provide recovery-oriented mental health services
- CHCMHS004M Work collaboratively with the care network and other services
- CHCMHS005M Provide services to people with mental health and alcohol and other drugs needs
- CHCMHS006M Facilitate the recovery process with the person and their support network
- CHCMHS007M Work effectively in trauma-informed practice
- CHCMHS008M Facilitate development of self-advocacy skills in others
- CHCMHS009M Provide mental health promotion, prevention and early intervention programs
- CHCMHS010M Implement recovery-oriented approaches to complexity
- CHCMHS011M Explore and facilitate holistic wellbeing
- CHCMHS012M Facilitate development of wellness plans and advance directives
- CHCMHS013M Implement trauma-informed care
- CHCPRP002M Collaborate in professional practice

Skill sets

- CHCSS00093M Alcohol and Other Drugs Skill Set
- CHCSS00112M Suicide Bereavement Support Skill Set
- CHCSS00113M Crisis Support Skill Set
- CHCSS00138M Mental Health Assistance Skill Set
- CHCSSXXXXXM Alcohol and Other Drugs Awareness Skill Set
- CHCSSXXXXXM Crisis Support and Suicide Safety Skill Set
- CHCSSXXXXXM Integrating Mental Health Practice Skill Set
- CHCSSXXXXXM Mental Health and Alcohol and Other Drugs Skill Set

Key findings and themes

One of the main focuses from these findings has been strengthening all units in the alcohol and other Drugs and mental health scopes. There has been a focus on:

- embedding safer language throughout
- referencing trauma-responsive practice

- recognising and responding to a person's holistic needs.

From the research, it is evident that harm reduction principles are imperative to practice; hence, a focus on these principles to meet National frameworks and initiatives is entwined in the qualifications.

It is also imperative that learners and workers understand the relationship between social determinants of health, intersectionality, and their impact on the individual, to enable agency, person-centred and person-led practices that meet culturally safe and informed ways of working.

Person-first language has been embedded to reflect a person's experiences, with a strong shift toward reducing stigmatising language and practices, including explicit boundaries in assessment conditions.

Inclusive practice is demonstrated in context across all units, meeting the learner's need to explore with the person, creating a person-centred focus, and delving into how aspects show up for the individual.

This allows screening and supports to be contextualised to meet the person's view of recovery, using resilience-based frameworks and strengths-based approaches. This focus allows the qualification to meet the active and participatory requirements for work contexts, also meeting job-ready requirements now and into the future.

A finding, which has led to major change in both the alcohol and other drugs and mental health units of competency, is the requirement for relational skills to be a focus in the units and performance criteria. This cannot be captured by standalone units of competency; it must be a practice across all aspects of learning and work. Therefore, a shift toward collaboration and exploration is referenced in all units.

Evidence-based practices are evolving; so too must the qualification. Relational concepts have been strengthened, with the acknowledgement of the vital inclusion of those with lived and living experience and peer support workers as imperative support provided within the sectors.

Our consultation and research have highlighted the importance of care requirements for those who care for and support others. Units have been adjusted to focus on workers' psychosocial well-being, with reflective practices as essential components of ethical and sustainable service delivery.

Reflection is deepened as learners are required to consider and reflect on their own worldview, acknowledge biases, determine their own capacity to support others, and ensure that the support provided does not negatively or vicariously impact the self.

There has been considerable consultation and research into crisis-based units. This led to challenging the clinical approaches and terminology used, with a considerable emphasis on safe language, exploration and relation, to work alongside a person, understanding that there may be associated trauma; therefore, approaches have been embedded to reduce the risk of re-traumatisation.

The shift in focus at the unit level ensures the qualification is fit for purpose, equips learners to be job-ready, and provides the skills to enter the workforce in sectors with confidence.

The units have been strengthened to highlight that recovery is not a linear process and that people may seek various services at different stages. They acknowledge the complexity of human beings, navigating alcohol and other drugs and mental wellbeing challenges, which rarely exist in isolation. Units within

core and electives in the qualifications allow the learner to gain skills and knowledge in complexity, and



referral pathways are evident within units and referenced to the scope of practice.

Changes to the core unit structure allow more specific sector units to be included, ensuring learners have a broad yet targeted knowledge and skills base to support the job roles in those sectors.

A reduction in possible elective units within the qualifications allows a more focused approach to the student outcomes.

Figure 1 – Key themes in the alcohol and other drugs and mental health sectors

The journey so far

This document reflects the process set out in the Training Package Organising Framework (TPOF), adapted to the journey these products have followed.

Development began with research and the establishment of a Technical Committee (TC) for the 25-005 Mental Health and Alcohol and Other Drugs Project, in which we have drawn on subject matter expertise and sought feedback from peak bodies to inform changes and requirements of the alcohol and other drugs and mental health sectors.

That research — including functional analysis of current job roles and workforce data — informed a conversation that drove drafting these training products.

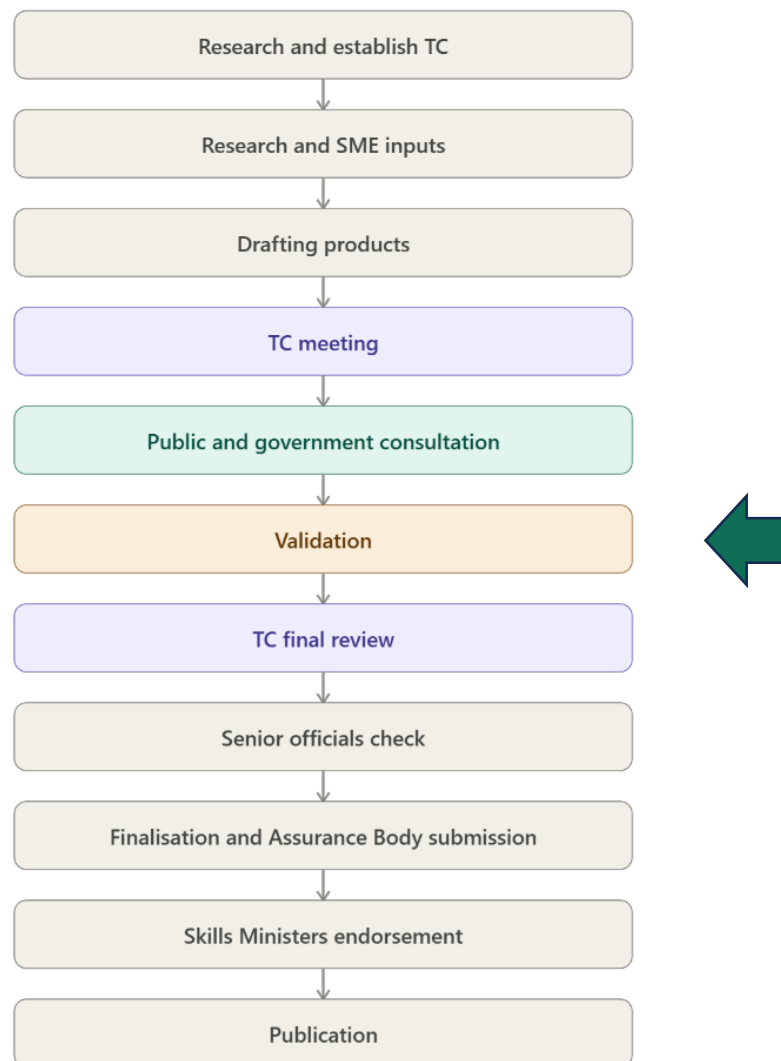
Following the validation period, we will review, analyse and synthesise all feedback received, and present the revised products to the Technical Committee before SRO submission.

From there, the submission to the Assurance Body will follow, ahead of Skills Ministers' endorsement and publication on the National Register.

Figure 2 – The work behind the draft



Figure 3– Where we are at on the journey



Context

This project sits within a dynamic environment, evolving alongside advances in research, policy and supportive government strategies. Services are grounded not only in evidence-based interventions, but within authentic human connection, allowing people seeking support to feel empowered, safe, respected, and positioned to engage in person-centred support, in sustainable and active environments.

Where to focus on your review

Under the TPOF, every proposed change is categorised as either major or minor.

- **Major changes** — such as creating a new unit, revising a unit in a qualification's core, or changing the number of units required — go through the full development and consultation process described above, and result in a new product code.
- **Minor changes** are narrower corrections or clarifications that don't alter requirements, and don't require this full process.

The tags on each product below show which category it falls into.

This document covers a lot of ground. A few areas worth particular attention:

Packaging rules and pathways	—how units combine to complete the qualification, and how it connects to other credentials. <i>This may be of particular interest to training organisations planning delivery and pathways.</i>
Performance evidence and assessment conditions (in each unit card)	— what learners must demonstrate, and where and how assessment must occur. <i>This may be of particular interest to practitioners and assessors.</i>
Language, terminology and cultural safety	— how Alcohol and other Drugs and Mental Health terminology, language and cultural safety have been set out in the qualifications. There is a focus on person-first language to support a less punitive and deficit approach to the units, meeting sector approaches. - Focus on harm minimisation and reduction principles. - Trauma-responsive language and an increase in the relational aspects of the work roles. - Diverse cultural considerations and inclusive practice embedded in units. - Strengths-based, person-led, person-centred and agency.

	- Diverse practices and views, worldview and cultural requirements strengthened. <i>This may be of particular interest to peak bodies, community organisations, and Aboriginal and Torres Strait Islander stakeholders.</i>
The proposed title changes for Units of Competency	— items within this draft, seeking your view directly on the title changes for the below units of competency. CHCAOD001M Work with people who use alcohol and other drugs CHCAOD002M Work with people who are intoxicated CHCAOD004M Assess needs of people who use alcohol and other drugs CHCAOD006M Provide interventions for people who use alcohol and other drugs CHCAOD007M Develop strategies for alcohol and other drugs lapse and relapse prevention and management CHCAOD008M Provide therapeutic interventions to meet the needs of people who use alcohol and other drugs CHCAOD009M Develop and review alcohol and other drugs support plans CHCCCS003M Increase the safety of people at risk of suicide CHCMHS001M Work with people with mental wellbeing needs CHCMHS005M Provide services to people with co-occurring mental health and alcohol and other drugs needs CHCMHS006M Facilitate the recovery process with the person and their support network CHCMHS007M Work effectively in trauma-informed practice CHCMHS008M Facilitate development of self-advocacy skills in others CHCMHS009M Provide mental health promotion, prevention and early intervention programs

	CHCMHS010M Implement recovery-oriented approaches to complexity CHCMHS011M Explore and facilitate holistic wellbeing CHCMHS012M Facilitate development of wellness plans and advance directives <i>This may be of particular interest to stakeholders with a view on how Alcohol and other Drugs support should be named, to follow person-first language and person-centred approaches supporting a person's resilience and strengths.</i>
New skill sets and their rationale	— 4 new skill sets have been created, addressing gaps identified. Gaps were identified in the functional analysis and within consultation with subject matter experts, peak bodies and industry experts. The new skill sets seek to upskill existing workers to provide holistic support, developing skills that may not be in their core qualification and chosen pathway. <i>This may be of particular interest to employers and workforce planners.</i>

Quick reference

Abbreviation	Definition
AB	Assurance body
AQF	Australian Qualifications Framework
FS	Foundation Skills
KE	Knowledge evidence
PC	Performance criteria
PE	Performance evidence
PWK	Peer work specific unit
TC	Technical Committee (Mental Health and Alcohol and Other Drugs)
TPOF	Training Package Organising Framework

Change key



NEW

A new product to address an identified gap



MAJOR CHANGE

Changes that result in a different outcome



MINOR CHANGE

Changes that do not result in a different outcome

Qualifications

 CHC43215 Certificate IV in Alcohol and other Drugs	
Title	<i>Certificate IV in Alcohol and other Drugs</i>
Version	Validation Draft
Description	Changes to improve the outcomes of contemporary and evidence-based approaches of the sector, with a focus on culturally safe, trauma-responsive, person-centred and recovery-oriented support. Changes to decrease electives that have evidence of low to no enrolments and electives that are more relevant to Diploma level learners with less supervision.
Entry requirements	No change
Foundation skills outcomes	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the qualification.
Packaging rules	Removal of selected electives, including units with low or no enrolments. Electives are comprised of at least 2 from the following electives list, and another 2 units either from the electives list below or imported from any endorsed training package or accredited course. The elective units must be relevant to the work outcome. Revision of existing units to strengthen clarity, reduce duplication, update terminology and streamline assessment requirements to align with Training Package Organising Framework (TPOF).elective units must be relevant to the work outcome. Revision of existing units to strengthen clarity, reduce duplication, update terminology and streamline assessment requirements to align with Training Package Organising Framework (TPOF).
Core units	PROPOSED CHANGES:



CHC43215 Certificate IV in Alcohol and other Drugs

Removed:

- CHCCCS004M Assess co-occurring needs
- HLTAID011 Provide First Aid
- CHCLEG001M Work legally and ethically
- CHCCOM002M Use communication to build relationships

Added:

- CHCAOD002M Work with people who are intoxicated
- CHCCCS019M Recognise and respond to crisis situations
- CHCMHS007M Work effectively in trauma-informed practice
- HLTWHS006 Manage personal stressors in the work environment

Elective units

Added:

- CHCCCS020M Respond effectively to behaviours of concern
- CHCCOM002M Use communication to build relationships
- CHCGMB001M Assess the needs of people experiencing problem gambling challenges
- CHCGMB002M Provide counselling for people experiencing problem gambling challenges
- CHCLEG001M Work ethically and legally
- HLTAID011 Provide First Aid

Removed:

- CHCCCS001M Address the needs of people with chronic disease
- CHCCCS006 Facilitate individual service planning and delivery



CHC43215 Certificate IV in Alcohol and other Drugs

CHCCCS009M Facilitate responsible behaviour

CHCCCS037M Visit client residence

CHCCCS038M Facilitate the empowerment of people receiving support

CHCCCS040M Support independence and wellbeing

CHCCDE020M Implement participation and engagement strategies

CHCCDE022M Work to empower Aboriginal and/or Torres Strait Islander communities

CHCCDE023 Develop and deliver community projects

CHCDIS017M Facilitate community participation and inclusion

CHCEDU001M Provide community focused health promotion and prevention strategies

CHCEDU002M Plan health promotion and community prevention

CHCCDE018M Develop and implement community programs

CHCEDU001M Provide community-focused health promotion and prevention strategies

CHCEDU005M Work with clients to identify financial literacy education needs

CHCEDU006M Improve client's fundamental financial literacy skills

CHCEDU007M Provide group education on consumer credit and debt

CHCEDU008M Share health information

CHCEDU009M Provide parenting, health and well-being education

CHCFAM003M Support people to improve relationships

CHCFAM010M Provide intervention to support families



CHC43215 Certificate IV in Alcohol and other Drugs

CHCGRP003M Plan, facilitate and review psycho-educational groups

CHCGRP004M Deliver structured programs

CHCLLN001M Respond to client language, literacy and numeracy needs

CHCMHS002M Establish self-directed recovery relationships

CHCMHS003M Provide recovery-oriented mental health services

CHCMHS004M Work collaboratively with the care network and other services

CHCPRP003M Reflect on and improve own professional practice

CHCPRT026M Support the rights and safety of children and young people

CHCYTH023M Work effectively with young people and their nominated carer or families

CHCSET003M Work with forced migrants

CHCSET004M Undertake bicultural work with forced migrants in Australia

HLTAAP001 Recognise healthy body systems

HLTHPS006 Assist clients with medication

HLTHPS010 Interpret and use information about nutrition and diet

HLTOHC004 Provide or assist with oral hygiene

HLTOHC007 Recognise and response to oral health issues

HLTOHC008 Inform and support patient and groups about oral health

HLTOHC009 Apply and use basic oral health products

HLTWHS006 Manage person stressors in the work environment

BSBINS201 Process and maintain workplace information

Table 1: Proposed changes to *CHC43215 Certificate IV in Alcohol and other Drugs*

Summary - Drivers behind the change

Reducing elective units from **55 to 23** allows for a more focused qualification and less required maintenance of the qualification. This also supports the TPOF structures for qualification development. The rigour of the qualification remains, as the packaging rules allow importation of 2 units within another training package or accredited course, to meet the learner's needs and contribute to industry outcomes; therefore, the electives that have been removed from the electives list can still be chosen if they meet the vocational outcomes of this qualification.

The removal of elective units in the *Certificate IV Alcohol and other drugs* also creates a clearer distinction between the Certificate IV and Diploma levels, with electives requiring supervision components, above the level of Certificate IV in sector, removed to clarify scope of practice.

Working effectively in trauma-informed support is essential to meet the diverse needs of community support roles; therefore, it has been added as a core unit to strengthen the qualification.

Rationale for removal of CHCLEG001M- this unit is being proposed to be removed from the core units in *CHC43215M Certificate IV in Alcohol and other Drugs*, based on the requested modifications to include legal and ethical approaches in all units where they have relevance within the qualification. The removal of CHCLEG001M removes duplication, meeting TPOF requirements. In turn, this provides an option to include a unit that has targeted relevance to Alcohol and other Drugs work roles, with no gap in outcomes.

There is a proposal to remove CHCCOM002M Use communication to build relationships from the Core in *Certificate IV in Alcohol and other Drugs*. Each unit of competency within this qualification has been strengthened to contains targeted approaches to the relational aspects of work roles, focusing on the importance of human connection, collaboration, building rapport through respectful communication and allowing approaches to be person-led.

It is proposed for CHCAOD002M Work with people who are intoxicated, to be added to the Core of this qualification, being that it contains aspects of responding to AOD crisis situations and, in particular, introduces knowledge of overdose and management, to strengthen the skills and knowledge of the learners and workers and meet the frameworks of the National Drug Strategy and harm reduction approaches. This gap was identified in the research and consultation phase and therefore, the unit has been strengthened to address this need for sector.

HLTAID011 Provide First Aid does not specifically cover this knowledge. The addition of this knowledge will assist in creating a more educated community that supports others whilst adhering to the evidence within the National Drug Strategy and associated frameworks.

Feedback from the functional analysis demonstrated units with crossover knowledge and skill should be moved to the elective bank, as well as units such as HLTAID011 Provide First Aid, removed as this unit can be obtained through Registered Training Organisation as a skill set and, in some cases, is supported by the workplace. Feedback suggests that this unit is often taken via credit transfer.

CHCCCS019M Recognise and respond to crisis situations is being proposed to be added to the core units within the *Certificate IV Alcohol and other Drugs* qualification. Research supports sectors voice and view, that crisis recognition and response, is a core skill for workers at a this level.

In Particular - Seeking your view

Does the structure of the qualification support the roles in sector?



CHC53215M Diploma of Alcohol and other Drugs

Title	Diploma of Alcohol and other Drugs
Version	Validation Draft
Description	Changes to improve the outcomes of contemporary, evidence-based approaches in the sector, with a focus on culturally safe, trauma-responsive, person-centred, and recovery-oriented support at levels relevant to Diploma-level learners and job outcomes. Addition of units to meet crisis recognition and management requirements.
Entry requirements	No change
Foundation skills outcomes	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the qualification.
Packaging rules	This qualification contains 22 units, comprising of 16 Core and 6 Elective units. at least 4 units from the electives listed below



CHC53215M Diploma of Alcohol and other Drugs

- another 2 units from the electives listed below, any endorsed Training Package or accredited course.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

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

Core units

PROPOSED CHANGES:

Removed:

CHCCOM006M Establish and manage client relationships with people seeking support

CHCCCS004M Assess co-existing needs

HLTAID011 Provide First Aid

Added:

CHCCCS019M Recognise and respond to crisis situations

CHCMHS013M Implement trauma-informed care

CHCDFV001M Identify and respond to domestic and family violence

Elective units

Added:

CHCCCS004M Assess co-occurring needs

CHCCOM006M Establish and maintain client relationships

HLTAID011 Provide First Aid

Removed:

CHCCDE004 Implement participation and engagement strategies



CHC53215M Diploma of Alcohol and other Drugs

CHCCDE006M Work to empower Aboriginal and or Torres Strait Islander communities

CHCCLS003 Facilitate the counselling relationship process

CHCCSL007 Support counseling clients in decision making

CHCCSM003 Work with carers and or families in complex situations

CHCCSM004M Coordinate complex case requirements

CHCEDU001 Provide community focused health promotion and prevention strategies

CHCINM001 Meet statutory and organisation information requirements

CHCLLN001M Respond to client language, literacy and numeracy needs

CHCMGT001M develop, implement and review quality framework

CHCMGT002M Manage partnerships agreements with service providers

CHCSOH002M Manage and maintain tenancy agreements and services

CHCSOH008M Manage head lease

CHCSOH009M Develop quality systems in line with registration standards

CHCVOL003 Recruit induct and support volunteers

HLTAID009 Provide cardiopulmonary resuscitation

HLTAID014 Provide advanced first aid

HLTHPS006M Assist clients with medication

HLTHPS010 Interpret and use information about nutrition and diet



CHC53215M Diploma of Alcohol and other Drugs

HLTOHC001 Recognise and respond to oral health issues
HLTOHC002 Inform and support patients and groups about oral health

HLTOHC003 Apply and manage use of basic oral health products
HLTOHC004 Provide or assist with oral hygiene

BSBFIM501 Manage budgets and financial plans

Table 2: Proposed changes to CHC53215M Diploma of Alcohol and other Drugs

Summary - Drivers behind the change

This qualification will remain at **22 units total, with 6 elective units**, providing a clearer definition of Certificate IV to Diploma level qualifications. This also ensures that if a learner transitions from *CHC43215M Certificate IV Alcohol and other Drugs* to *CHC53215M Diploma Alcohol and other Drugs*, there is a requirement of additional and varying elective units, to bring value to the learner and the sector.

There has also been a revision of the pathways in Alcohol and other Drugs Certificate IV to Diploma and exit pathways to transition to other qualifications.

CHCDFV001M has been added as a core unit to the *Diploma of Alcohol and other Drugs* to support vocational outcomes and core skills and referrals that have been highlighted within research and consultation, along with subject matter expert views, supporting government initiatives and community safety.

CHCCS019M Recognise and respond to crisis situations has been included as a core unit within this qualification, to support the outcomes and increase safety of workers and people. This too, supports government initiatives.

CHCMHS013M implement trauma informed care, has been deemed as a vital component at the diploma level and is deemed to be a skill imperative to this level of learning and vocational outcomes. This has seen this unit added to the Core list.

Movement of units between Core and Elective categories to better support qualification outcomes and learner pathways.

There has been revision of existing units to strengthen clarity, reduce duplication, update terminology and streamline assessment requirements to align with the Training Package Organising Framework (TPOF).

Removal of selected electives, including units with **low or no enrolments** and to support differentiation between Certificate IV and Diploma levels, as well as specific to supervision levels.

In Particular - Seeking your view

Do the proposed changes suit the needs of the sector and job roles?



CHC43315M Certificate IV in Mental Health

Title	<i>Certificate IV in Mental Health</i>
Version	Validation Draft
Description	Changes to improve the outcomes of contemporary and evidence-based approaches of the sector, with a focus on culturally safe, trauma-responsive, person-centred and recovery-oriented support.
Entry requirements	No change
Foundation skills outcomes	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the qualification.
Packaging rules	Increase in units in the qualification from 15 to 16 units, comprising 13 Core and 3 Elective units. Electives are comprised of at least 2 from the following electives list, and another 1 unit either from the electives list below or imported from any endorsed training package or accredited course. Removal of at-risk electives, to include CHCCCS019M Recognise and respond to crisis situations into Core and possibility of CHCCCS003M Increase the safety of people at risk of suicide, as an elective, providing flexibility to Registered Training Organisations and learners.



CHC43315M Certificate IV in Mental Health

	Revision of existing units to strengthen clarity, reduce duplication, update terminology and streamline assessment requirements to align with Training Package Organising Framework (TPOF).
Core units	Added: CHCCCS019M Recognise and respond to crisis situations CHCMHS001M Work with people with mental wellbeing needs CHCPRP003M Reflect on and improve own professional practice HLTWHS006M Manage personal stressors in the work environment Removed: CHCLEG001M Work legally and ethically CHCDIV002M Promote Aboriginal and or Torres Strait Islander cultural safety
Elective units	Added: CHCDIV002M Promote Aboriginal and or Torres Strait Islander cultural safety CHCGMB001M Assess the needs of people experiencing problem gambling challenges CHCGMB002M Provide counselling for people experiencing problem gambling challenges CHCGRP002M Plan and conduct group activities CHCLEG001M Work ethically and legally CHCPOL003 Research and apply evidence to practice CHCPRT025M Identity and report children and young people at risk Removed:



CHC43315M Certificate IV in Mental Health

CHCAGE001M Facilitate the empowerment of older people

CHCAOD005M Provide alcohol and other drugs withdrawal services

CHCAOD006M Provide interventions for people who use alcohol and other drugs

CHCCCS007M Develop and implement service programs

CHCCCS009M Facilitate responsible behaviour

CHCCCS023M Support independence and wellbeing

CHCCCS027M Visit client residence

CHCCDE002M Develop and implement community programs

CHCCED004M Implement participation and engagement strategies

CHCCDE006M Work to empower Aboriginal and or Torres Strait Islander communities

CHCCDE007M Develop and provide community projects

CHCCOM002M Use communication to build relationships

CHCDIS007M Facilitate the empowerment of people with disability

CHCDIS008M Facilitate community participation and inclusion

CHCEDU002M Plan health promotion and community intervention

CHCEDU005 Work with clients to identify financial literacy skills

CHCEDU006M Improve client's fundamental financial literacy skills

CHCEDU007M provide group education on consumer credit and debt

CHCEDU008M Share health information

CHCEDU009M Provide parenting, health and wellbeing education

CHCFAM010M Provide intervention support to families

CHCMGT001M Development, implement and review quality framework



CHC43315M Certificate IV in Mental Health

CHCPOL001M Contribute to the review and development of policies

CHCPRT002M Support the rights and safety of children and young people

CHCSET001M Work with forced migrants

CHCSET002M Undertake bicultural work with forced migrants in Australia

CHCSOH001M Work with people experiencing or at risk of homelessness

CHCSOH002M Manage and maintain tenancy agreements and services

CHCYTH011M Work effectively with young people and their families

HLTAID013M Provide first aid in remote or isolated site

HLTAID014 Provide advanced first aid

HLTOHC001 Recognise and respond to oral health issues

HLTOHC002 Inform and support patients and groups about oral health

HLTOHC003 Apply and manage use of basic oral health products

HLTOHC004 Provide or assist with oral hygiene

HLTWHS006 Manage personal stressors in the work environment

BSBINM201 Process and maintain workplace information

Table 3: Proposed changes to CHC43215M Certificate IV in Mental Health

Summary - Drivers behind the change

The qualification has increased from **15 units to 16 units total**, with **13 core units** to allow for more foundational, entry level knowledge and skill to be gained to meet sector needs and required outcomes.

There has been a change to remove selected electives, including units with **low or no enrolments**.

The removal of the At-Risk electives packaging, sees the most utilised at-risk elective of CHCCCS019M Recognise and respond to crisis, to be moved to the Core list, as vital supports within the role. CHCCCS003M Increase the safety of people at risk of suicide, has moved the Electives list, so that it may still be included in the packaging rules.

This change allows learners to effectively choose both units of competency to contribute to the required vocational outcomes, if deemed appropriate.

Changes to the reduction of elective units, have streamlined *CHC43315M Certificate IV Mental Health* and provides a targeted approach to the Certificate IV level. Units such as policy development and developing and implementing service programs are not completed at this level and have therefore been removed from the elective list.

Reducing elective units from **55 to 24** units, allows for a more focused qualification and less required maintenance. This also supports the TPOF structures for qualification development. The rigour of the qualification remains, as the packaging rules allow for importation of 2 units within any training package, to meet the needs of the learner and contribute to industry outcomes; therefore, the electives that have been removed from the packaging can still be chosen.

The removal of elective units in Certificate IV, also creates a more distinguished level between the Certificate IV and Diploma levels, with electives requiring less supervision, removed to distinguish scope of practice.

In Particular - Seeking your view

Does the modification of core units meet sector needs for Certificate IV level roles?

Does the electives list, provide flexibility in outcomes and sector requirements?

CHC53315M Diploma of Mental Health

Title	Diploma of Mental Health
Version	Validation Draft
Description	Changes to improve the outcomes of contemporary and evidence-based approaches of the sector, with a focus on culturally safe, trauma-responsive, person-centred and recovery-oriented support.
Entry requirements	No change
Foundation skills outcomes	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the qualification.
Packaging rules	The qualification is comprised of 20 units: 16 Core and 4 Elective. Electives are comprised of at least 2 from the electives list, and another 2 units either from the electives list or imported from any endorsed training package or accredited course. Elective units must ensure the integrity of the Australian Qualification Framework (AQF) alignment and must contribute to a valid, industry supported outcome.
Core units	Added: CHCDFV001M Identify and respond to family and domestic violence CHCMHS001M Work with people with mental wellbeing needs CHCMHS007M Work effectively in trauma-informed practice Remove: CHCADV005M Provide systems advocacy services CHCDIV002M Promote Aboriginal and or Torres Strait Islander cultural safety

CHC53315M Diploma of Mental Health

Elective units

Added:

CHCADV005 Provide systems advocacy services

CHCCCS003M Increase the safety of people at risk of suicide

CHCCCS019M Recognise and respond to crisis situations

CHCCCS028M Provide person-centred support to people in crisis

CHCCSM017M Facilitate and review case management

CHCDEV004M Confirm developmental status

CHCDFV006M Counsel clients experiencing family, domestic and/or sexual violence

CHCDIV002M Promote Aboriginal and or Torres Strait Islander cultural safety

CHCGRP002M Plan and conduct group activities

HLTEEN042 Implement and monitor care for a person with mental health conditions

Remove:

CHCAOD003M Provide needle and syringe services

CHCAOD005M Provide alcohol and other drugs withdrawal services

CHCCDE020M Implement participation and engagement strategies

CHCCDE022M Work to empower Aboriginal and/or Torres Strait Islander communities

CHCPWK006M Promote and conduct mental health peer work

CHCSOH002M Manage and maintain tenancy agreements and services

CHCSOH008M Manage head lease

CHC53315M Diploma of Mental Health

CHCSOH009M Develop quality system in line with registration standards

CHCVOL003 Recruit, induct and support volunteers

BSBFIM501 Manage budgets and financial plans

Table 4: Proposed changes to *CHC53315M Diploma of Mental Health*

Summary - Drivers behind the change

Movement of units between Core and Elective categories to better support qualification outcomes and learner pathways.

Changes have been made, based on the need for a clearer definition of *CHC43315 Certificate IV in Mental Health* and *CHC53315 Diploma of Mental Health* outcomes and roles.

The addition of CHCMHS001M and CHCMHS007M is based on the importance of foundational aspects to Mental Health roles and the need to provide support from a trauma-responsive approach. CHCDFV001M identify and respond to family and domestic violence, has been incorporated into a core unit within the Diploma, as it has been identified as a skill required to support the community now and into the future.

Removal of selected electives, including units with **low or no enrolments**.

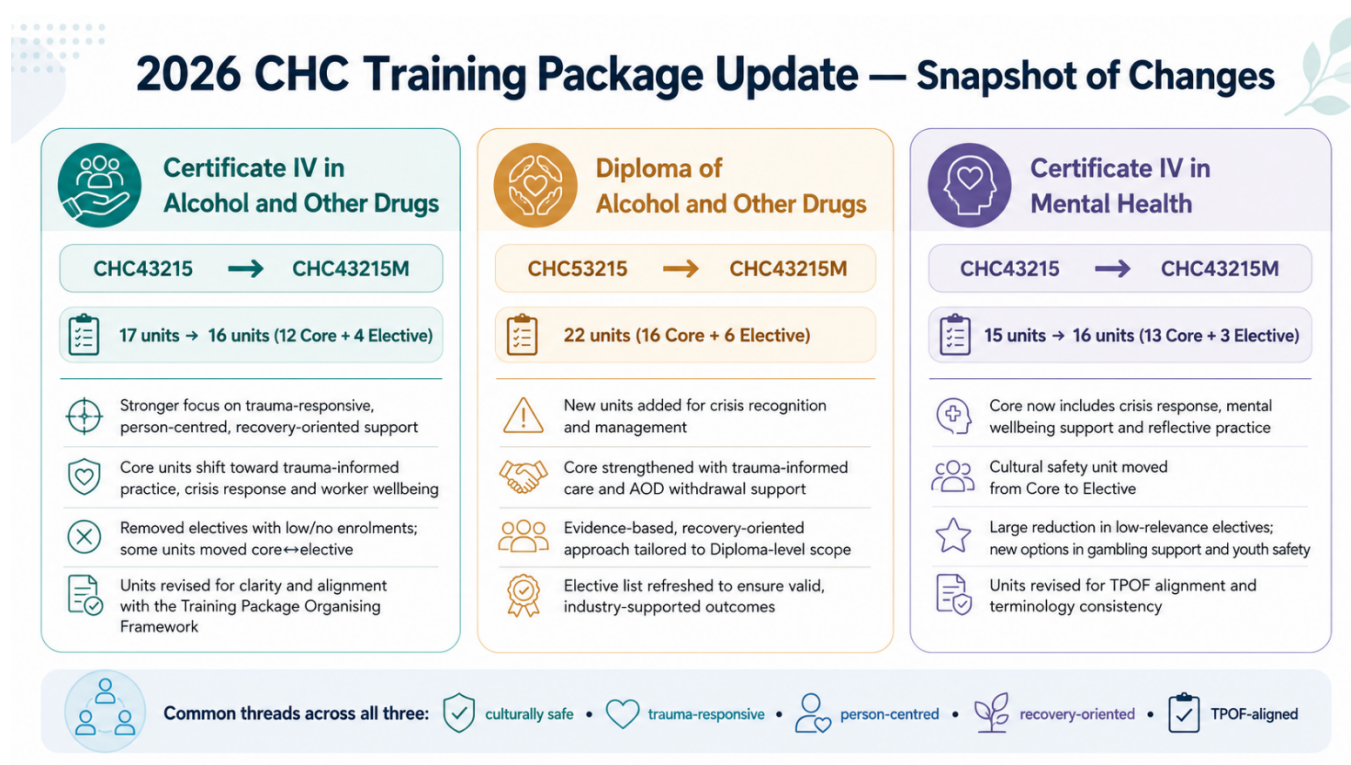
Removal of units not specific to Mental Health; however, they can be chosen in the packaging rules of imported electives.

Revision of existing units to strengthen clarity, reduce duplication, update terminology and streamline assessment requirements to align with the Training Package Organising Framework (TPOF).

In Particular - Seeking your view

Is this indicative of the outcomes required for the Diploma of Mental Health job roles?

Figure 4 – Qualification snapshot



Revised units of competency



CHCAOD001 Work in an alcohol and other drugs context → CHCAOD001M Work with people who use alcohol and other drugs

ASK TEMPLATE

Title	Work with people who use alcohol and other drugs
Version	Validation Draft
Unit outcomes	Significant change to reflect the outcomes-based focus of this unit, sees the modified version to towards the Application of Skills and knowledge template. This unit focuses on the foundational knowledge and skills required to apply alcohol and other drugs values and practices when working with people who use alcohol and other drugs. This incorporates the requirement to understand individual support needs, facilitate person-centred engagement, and apply harm-reduction approaches as foundational concepts. The unit provides foundational capacity to apply sector-specific values and support strategies. The ASK unit template, being outcomes based, provides an opportunity for this unit to be used across sectors.
Application of skills and knowledge	Significant changes. Restructured within the ASK template. Notable changes: Provided support, applied the values and practices principles of sector, integrated evidence-based practice to meet individual needs Integrated culturally responsive, person-centred, trauma-responsive language and behaviours when working with individuals Implemented holistic, co-ordinated practices that address social determinant impacts while maintaining non-stigmatising and non-judgemental practices



CHCAOD001 Work in an alcohol and other drugs context → CHCAOD001M Work with people who use alcohol and other drugs

ASK TEMPLATE

Foundation skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Significant changes Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Specified one scenario to be inclusive of an individual from a higher risk group of disproportionate harm to include diverse practices, to add breath and depth to the PE.
Knowledge evidence (KE)	Significant changes. Restructured in the ASK template. Knowledge has been rewritten as outcomes based as per ASK unit requirements. Added clarity for knowledge outcomes. Notable changes: • Included common concerns, indicators and opportunities requiring guidance, referral, collaboration as foundational. • Factors that contribute to support needs. • Strengthened with explicit references to trauma-responsive, person-centred language, culturally responsive practice and equitable and accessible service delivery in a non-stigmatising and non-judgmental manner.
Assessment conditions	Reworded assessment conditions to align with TPOF and new structure of ASK unit. Notable changes:



CHCAOD001 Work in an alcohol and other drugs context → CHCAOD001M Work with people who use alcohol and other drugs

ASK TEMPLATE

- Scenarios allow demonstration of engagement, communication, collaboration and reflection in response to realistic alcohol and other drug support scenarios
- Simulated scenarios are designed, managed and monitored within a trauma-informed framework to prevent stigmatising behaviours and maintain a psychologically safe environment

Table 5: Proposed changes to CHCAOD001M

Summary - Drivers behind the change

The Application of Skills and Knowledge (ASK) template is a new template that provides the flexibility of a knowledge-focused approach, moving away from task specification and process driven, procedural based units to outcomes based where appropriate.

The restructure of this unit in the ASK template, was driven by industry experts' recommendation. This meets the TPOF requirements, with a focus on knowledge base and principles and practices.

This unit is a CORE in this qualification; however, it serves as an important unit of competency in 24 other qualifications. It is written to align with the practices and principles of the AOD sector, ensuring that foundational knowledge of approaches and practices are applied to meet the needs of sector.

In Particular - Seeking your view

Does the ASK unit sufficiently meet the needs and outcomes of working with people experiencing alcohol and other drugs needs?

Is the addition of recognition of indicators, common concerns, and opportunities requiring guidance, referral and collaboration supported to strengthen knowledge in the community?



CHCAOD002 Provide services to clients who are intoxicated → CHCAOD002M Provide services to people who are intoxicated

Title	Provide services to people who are intoxicated
Version	Validation Draft
Application	Changes to reflect contexts of use of the unit, update to align with TPOF. Autonomy and supervision updated to meet TPOF.
Elements (E) and performance criteria (PC)	Significant changes. Restructured and added new Elements and Performance Criteria to articulate the application of knowledge and skills. NEW Pc's added to meet skills requirements and gaps identified in consultation.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: Added qualitative benchmarks, referral services, harm reduction strategies Management of an AOD crisis situation in PE. Inclusion of harm reduction strategies. This crisis situation can be varied and contextualised to sector needs.
Knowledge evidence (KE)	Added / removed KEs to match PCs; more detail included to support clarity and consistency. Notable changes: Language modified significantly. Terminology distinguishes 'acute' intoxication.



CHCAOD002 Provide services to clients who are intoxicated → CHCAOD002M Provide services to people who are intoxicated

	Added concepts for explicit recognition and linking consent and impaired capacity. Added overdose protocols, as this was deemed a gap in the consultation feedback overall for the qualification.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: Increase in specific resources required.

Table 6: Proposed changes to CHCAOD002M

Summary - Drivers behind the change

Language and terminology have been updated in this unit to reflect current terms used by states and territories and to reduce stigma in the required application for the person receiving support. There has been increased emphasis on relational skills and on clarity in tasks and standards.

Restructure aligns unit content, performance evidence and assessment conditions with TPOF requirements.

In Particular - Seeking your view

Are the changes meeting the sector's requirements?



CHCAOD003M Provide needle and syringe services

Title	Provide needle and syringe services
Version	Validation Draft



CHCAOD003M Provide needle and syringe services

Application	Significant changes to reflect amended unit focus, use, approaches and content, and to align with TPOF requirements.
Elements (E) and performance criteria (PC)	Significant changes. Restructured and added new Elements and Performance Criteria. Elements have been added, re-arranged and re-worded to meet industry needs and the job role requirements based on subject matter expert feedback.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: Clarity around identifying health concern. Referral option with opportunistic education highlighted in workflow.
Knowledge evidence (KE)	Added / removed KEs to match PCs; more detail included to support clarity and consistency.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: Clarity in resources required to support assessment Added requirement for psychosocial safety for learners, trainers and assessors.

Table 7: Proposed changes to CHCAOD003

Summary - Drivers behind the change

This unit is specific to AOD sector, so it includes more specificity around guidelines and safety components. Research and consultation revealed a need to reduce stigma associated with the unit's

format and terminology. Elements have been added to capture the skills required in the job role, including relational skills, anonymous data collection, guidelines and standards, safety assessments, assessing potential health concerns for referral and opportunistic education.

Restructure aligns unit content, performance evidence and assessment conditions with TPOF requirements.

In Particular - Seeking your view

Does the restructure of this unit meet sector needs?

 **CHCAOD004 Assess needs of clients with alcohol and other drugs issues → CHCAOD004M Assess needs of people who use alcohol and other drugs**

Title	Assess needs of people who use alcohol and other drugs
Version	Validation Draft
Application	Significant changes to reflect language required to meet person centred-centered approaches and to incorporate working with a person as opposed to learner identifying in isolation. Changes to align with TPOF requirements.
Elements (E) and performance criteria (PC)	Significant changes. Restructured and added new Elements and Performance Criteria to meet diversity and communication requirements. Active verbs have been modified to increase relational requirements of tasks and to work with the person, allowing agency. Performance criteria have been adjusted due the addition of skills required.

Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: Added requirement for at least 2 referral supports for each person. Added collaborative components to determine social determinants impacting person's needs.
Knowledge evidence (KE)	Added / removed KEs to match PCs. Notable changes: Detail included around information that may contribute to assessment outcomes, added trauma-responsive language.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: Added simulated person information to base AOD screening for more explicit guidelines. Added industry accepted forms and tools for documentation.

Table 8: Proposed changes to CHCAOD004M

Summary - Drivers behind the change

The person-centred requirement for this unit has been modified so that approaches, communication and engagement with the person are highlighted within the required skills. Exploration of social determinants and impacts on person are integral to determining person's needs; therefore, these aspects have been strengthened, including trauma-responsive language requirements.

Restructure aligns unit content, performance evidence and assessment conditions with TPOF requirements.

In Particular - Seeking your view

Is this unit meeting sector needs and does it include the correct terminology used by sector?



CHCAOD005M Provide alcohol and other drugs withdrawal services

Title	Provide alcohol and other drugs withdrawal services
Version	Validation Draft
Application	Significant changes to reflect amended unit focus and content, and align with TPOF
Elements (E) and performance criteria (PC)	Significant changes. Restructured Elements and Performance Criteria to articulate the application of knowledge and skills.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes. Identifying and mitigating withdrawal risk in collaboration with a health professional.
Knowledge evidence (KE)	Added / removed KEs to match PCs; more detail included to support clarity and consistency.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: Added psychosocially safe environment, access to wellbeing support.

Table 9: Proposed changes to CHCAOD005M

Summary - Drivers behind the change

Clarity for scope and purpose of unit has been strengthened. Contexts of unit use and workers role have been made explicit.

Restructure aligns unit content, performance evidence and assessment conditions with TPOF requirements for volume and frequency.



CHCAOD006 Provide Interventions for people with alcohol and other drugs issues→
CHCAOD006M Provide interventions for people who use alcohol and other drugs

Title	Provide interventions for people who use alcohol and other drugs
Version	Validation Draft
Application	Changes to reflect health and community services contexts. Amended unit focus and content and aligned with TPOF. Changes to terminology to be consistent with sector- removed ‘treatment’ and replaced with ‘support’.
Elements (E) and performance criteria (PC)	Significant changes. Restructured Performance Criteria to articulate the application of knowledge and skills. Modified active verbs for clarity of tasks, increased requirement for relational aspects, added consent requirements, and facilitate access to referral supports.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: • Demonstrated use of at least 2 intervention models with each person • Use of motivational interviewing on at least one occasion.
Knowledge evidence (KE)	Updated to meet TPOF and style guide. Removed duplication and streamlined into topics.



CHCAOD006 Provide Interventions for people with alcohol and other drugs issues→ CHCAOD006M Provide interventions for people who use alcohol and other drugs

	Added/removed KEs to match PCs; more detail included to support clarity and consistency in interventions and stage of change.
Assessment conditions	Reworded assessment conditions to align with TPOF.

Table 10: Proposed changes to CHCAOD006M

Summary - Drivers behind the change

Terminology and approaches have been updated to meet sector needs and current practices.

Changes to terminology ensure a strengths-based approach is taken, and the removal of clinical-type terms.

Restructure aligns unit content, performance evidence and assessment conditions with TPOF requirements.

In Particular - Seeking your view

Do the changes support work outcomes for providing intervention support?



CHCAOD007 Develop strategies for alcohol and other drugs relapse prevention and management → CHCAOD007M Develop strategies for alcohol and other drugs lapse and relapse prevention and management

Title	Develop strategies for alcohol and other drugs lapse and relapse prevention and management
Application	Significant changes to reflect amended unit focus and content and align with TPOF. Language has been modified to lapse and relapse, recognising both lapse and relapse as common experiences and to meet subject matter expert advice. Explicit references to inclusivity and person- centred support.



CHCAOD007 Develop strategies for alcohol and other drugs relapse prevention and management → CHCAOD007M Develop strategies for alcohol and other drugs lapse and relapse prevention and management

Elements (E) and performance criteria (PC)	Significant changes. Restructured Elements and Performance Criteria to articulate the application of knowledge and skills. Added PCs to meet legal requirements, and lapse and relapse requirements. Social determinants and evidence-based practice made explicit. Exploring with person and person-led and self-determined approaches strengthened.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: Changes to depth and breadth of performance.
Knowledge evidence (KE)	Added / removed KEs to match PCs; more detail included to support clarity and consistency. Removed duplication.
Assessment conditions	Reworded assessment conditions to align with TPOF and promote clarity

Table 11: Proposed changes to CHCAOD007M

Summary - Drivers behind the change

Terminology including lapse and relapse was strongly acknowledged.

Acknowledging the person as the expert in their own journey and encouraging self-determined approaches to support and risk assessment have been included, as well as the inclusion of trauma-informed and trauma-responsive language.

In Particular - Seeking your view

Do the changes support work outcomes for providing lapse and relapse support?

 **CHCAOD008 Provide advanced interventions to meet the needs of clients with alcohol and other drugs issues → CHCAOD008M Provide therapeutic interventions to meet the needs of people who use alcohol and other drugs**

Title	Provide therapeutic interventions to meet the needs of people who use alcohol and other drugs
Version	Validation Draft
Application	Significant changes to reflect amended unit focus and content and align with TPOF. Supervision and autonomy parameters added. ‘advanced’ replaced with ‘therapeutic’ in title to meet clarity requirements.
Elements (E) and performance criteria (PC)	Significant changes. Restructured Elements and Performance Criteria to articulate the application of knowledge and skills. Increase in collaboration with person and integration of approaches and support strategies and person-led approaches.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency.



CHCAOD008 Provide advanced interventions to meet the needs of clients with alcohol and other drugs issues → CHCAOD008M Provide therapeutic interventions to meet the needs of people who use alcohol and other drugs

Knowledge evidence (KE)	Added / removed KEs to match PCs; more detail included to support clarity and consistency.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: Addition of therapeutic assessment tools and simulated support plans and assessments.

Table 12: Proposed changes to CHCAOD008M

Summary - Drivers behind the change

The term 'Advanced' is not assessable and quantifiable and may be inconsistently determined; therefore, it was removed from the unit and replaced with 'therapeutic' which has been deemed as the term used in sector.

In the performance evidence, group work and group counselling has been removed, as there are no PCs to support this relational practice. This has been based on feedback from consultation. CHCGPR002M Plan and conduct group activities is an elective where CHAOD008M is included, therefore can be completed to enhance these skills if required.

In Particular - Seeking your view

Does this units meet sector need for providing advanced interventions?



CHCAOD009 Develop and review individual alcohol and other drugs treatment plans → CHCAOD009M Develop and review alcohol and other drugs support plans

Title	Develop and review alcohol and other drugs support plans
Version	Validation Draft



CHCAOD009 Develop and review individual alcohol and other drugs treatment plans →
CHCAOD009M Develop and review alcohol and other drugs support plans

Application	Significant changes to reflect terminology and language focus and content and align to TPOF. Supervision and autonomy have been defined.
Elements (E) and performance criteria (PC)	Significant changes. Restructured and added new Elements and Performance Criteria to articulate the application of knowledge and skills. Removal of punitive language. Added biopsychological and intersectional factors; stage of change; referenced wellbeing needs, strategies, informed decision-making, and standardised assessment tools; person-led approaches; and transitions from the support plan.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: Developed two support plans for 2 people of differing population groups Developed 2 support plans for people from differing models of care
Knowledge evidence (KE)	Added/removed KEs to match PCs; more detail included to support clarity and consistency in formatting
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: Reference to support plan, removed 'individual' and 'treatment' plan

Table 13: Proposed changes to CHCAOD009M

Summary - Drivers behind the change

Terminology and approaches have been updated to meet sector needs and current practices.

Restructure aligns unit content, performance evidence and assessment conditions with TPOF.

In Particular - Seeking your view

Does this modified unit meet the needs of sector?



CHCCCS003M Increase the safety of individuals at risk of suicide

Title	Increase the safety of people at risk of suicide
Version	Validation Draft
Application	Significant changes to reflect amended unit focus and content, and align with TPOF Strengthened to include safer outcomes across varied sectors, collaboration to develop safety plan with person. Work tasks are completed within a trauma-responsive, person-centred, agency focused framework with an importance on self-wellbeing and reflection.
Elements (E) and performance criteria (PC)	Significant changes. Restructured Elements and Performance Criteria to articulate the application of knowledge and skills. Notable changes: Addition of Elements of establishing own capacity to provide support - Engage with person to develop safety plan - More focus on engagement with person and exploration, with trauma-responsive focus and a less clinical approach to support.



CHCCCS003M Increase the safety of individuals at risk of suicide

	- Escalation to formal supports has been modified to reflect work flow to increase relationship with person and reduce risk of re-traumatisation with referral to emergency supports immediately, from advice from sector expertise. - Addition of self-reflection and responding to learner/worker needs
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: Variation to the mode or channel of support e.g. Face-to-face and over the phone to meet real-life requirements in simulation. Facilitating referral based on persons' social determinants and immediate needs and choice.
Knowledge evidence (KE)	Added/removed KEs to match PCs; more detail included to support clarity and consistency. Notable changes: Increase in recognition of direct and indirect signs requiring support, social and emotional wellbeing, pathway referrals including non-clinical approaches, approaches to support, exploration of psychosocial factors, practices to support risk reduction in re-traumatisation.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: Addition of National safe language guidelines



CHCCCS003M Increase the safety of individuals at risk of suicide

Scenarios must be designed, managed and monitored within a trauma-informed framework to prevent stigmatising behaviours and practices and maintain a psychologically safe environment

- Psychologically safe environment includes:
- Access to private assessment breakout space
- Access to wellbeing support services for learners, trainers and assessors
- Links to other services for referral
- Pause and resume protocols to manage acute learner and trainer distress to facilitate emotional regulation, maintaining technical validity of evidence collection

Table 14: Proposed changes to CHCCCS003M

Summary - Drivers behind the change

There has been considerable change to this unit, around the need for learners and workers to reflect on values, beliefs, assumptions and experiences prior to supporting a person, deep listening and safe language use, change in terminology, and change to reference less clinical focus and clinical pathways. These changes have been guided by varied consultations with peak bodies, industry experts and mental health peer support workers and trainers. We thank the individuals who have contributed to these reviewed draft training products.

In Particular - Seeking your view

Are the changes in Assessment conditions in particular, psychosocial safety and suitable for this unit?
Does the inclusion of these conditions, present any barriers?

Does this draft version meet the needs of the sector and community outcomes and reflect job role requirements?



CHCCCS014M Provide brief interventions

Title	Provide brief interventions
Version	Validation Draft
Application	Significant changes to reflect amended unit focus and content, and align with TPOF Addition of person-centred, respectful and trauma-responsive approaches
Elements (E) and performance criteria (PC)	Significant changes. Restructured Elements and Performance Criteria to articulate the application of knowledge and skills, consideration given to the wide use of this unit in other qualifications. Terminology updated and streamlined approach.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: - Added differing stages of change to add depth and breadth to the performance requirements. - Added varying strategies to include communication techniques used in brief intervention work.
Knowledge evidence (KE)	- Added/removed KEs to match PCs; more detail included to support clarity and consistency. - Terminology updated, duplication removed.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes:



CHCCCS014M Provide brief interventions

Updated information on required resources.

Table 15: Proposed changes to CHCCCS014M

Summary - Drivers behind the change

This unit of competency has been updated to ensure that this unit can be widely utilized across sectors. Increased exploration with the person regarding ambivalence and choice; self-led discussions. Increase in reference to the importance of peer support in these roles.

Restructure aligns unit content, performance evidence and assessment conditions with TPOF requirements for volume and frequency.

In Particular - Seeking your view

Does this draft version meet the needs of the sector and community outcomes?



CHCCCS017M Provide loss and grief support

Title	Provide loss and grief support
Version	Validation Draft
Application	Significant changes to reflect amended unit focus and content, and align with TPOF Changes include specificity on person-centred, respectful and trauma-responsive requirements. This unit is used across sectors, so changes have been inclusive of the qualifications in which this unit is used.
Elements (E) and performance criteria (PC)	Significant changes. Restructured Elements and Performance Criteria to articulate the application of knowledge and skills. New element 2 to cover providing support and referral based on subject matter expert consultation. Element -engaging empathically -is



CHCCCS017M Provide loss and grief support

	a holistic requirement; as such, it has been dispersed in the unit and skills, not limited to one element.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: Clarity on specific depth and breadth of the PE requirements in strategies and referrals
Knowledge evidence (KE)	Added/removed KEs to match PCs; more detail included to support clarity and consistency. Increased knowledge of cultural considerations and current models and concepts including continuing bonds meeting subject matter expert advice.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes to support safety: A range of diverse simulated scenarios consistent with loss and grief support and industry standards. Simulated scenarios that are designed, managed and monitored within a trauma-informed framework to prevent stigmatising behaviours and practices and maintain a psychologically safe environment A psychologically safe environment, including: ○ Access to wellbeing support services for learners and trainers and assessors ○ Links to other services for referral ○ Pause and resume protocols to manage acute learner or trainer distress to facilitate emotional regulation, maintaining technical validity of evidence collection

Table 16: Proposed changes to CHCCCS017M

Summary - Drivers behind the change

Due to the sensitive nature of this unit, there has been considerable change in the terminology, concepts and approaches. Feedback has been sought from subject matter experts to inform of these changes.

Contemporary models and approaches and stronger recognition on cultural safety and considerations have been included to strengthen this unit of competency.

Safety boundaries have been included in the assessment conditions. Increase in reference to the importance of peer support in within this unit of competency.

Restructure aligns unit content, performance evidence and assessment conditions with TPOF requirements for volume and frequency.

In Particular - Seeking your view

Are the changes in Assessment conditions suitable for this unit?

Does the draft unit of competency meet sector needs and current practices?



CHCCCS018M Provide suicide bereavement support

Title	Provide suicide bereavement support
Version	Validation Draft
Application	Significant changes to reflect amended unit focus and content, and align with TPOF Additions to care for self and context of unit use



CHCCCS018M Provide suicide bereavement support

Elements (E) and performance criteria (PC)	Significant changes. Restructured Elements and Performance Criteria to articulate the application of knowledge and skill. Modified to include updated approaches and specifically address postvention supports and responses. Increase in collaboration in skills and guidance, as well as cultural considerations and an increase in identifying signs of elevated risk in person.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: Changes in PE to meet PC and application context.
Knowledge evidence (KE)	Added/removed KEs to match PCs; more detail included to support clarity and consistency. Increase in knowledge evidence to link to PC's and PE.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: Scenarios that require response to suicidal bereavement, allowing learners to demonstrate decision- making and reasoning consistent with suicidal bereavement support and industry expectations Simulated scenarios must be designed, managed and monitored within a trauma-responsive framework to prevent stigmatising behaviours and practices and maintain a psychologically safe environment Psychologically safe environment includes: • Access to private assessment breakout space • Access to wellbeing support services for learners, trainers and assessors



CHCCCS018M Provide suicide bereavement support

- Links to other services for referral
- Pause and resume protocols to manage acute learner and trainer distress to facilitate emotional regulation, maintaining technical validity of evidence collection

Table 17: Proposed changes to CHCCCS018M

Summary - Drivers behind the change

Due to the sensitive nature of the unit, assessment conditions have been revised to ensure that simulated scenarios are developed and closely monitored to reduce the likelihood of stigmatising behaviours and practices.

Restructure aligns unit content, performance evidence and assessment conditions with TPOF requirements for volume and frequency. . Increase in reference to the importance of peer support in these roles.

This unit has been drafted, based on feedback from sector experts.

In Particular - Seeking your view

Are the additions to the unit and assessment conditions, suitable for the sensitive nature of the unit?

Does this draft unit of competency support community and sector needs?



CHCCCS019M Recognise and respond to crisis situations

Title	Recognise and respond to crisis situations
Version	Validation Draft



CHCCCS019M Recognise and respond to crisis situations

Application	Significant changes to reflect amended unit focus and content, and align with TPOF The channels of support have been clarified as well as the guidance of the learner and workers.
Elements (E) and performance criteria (PC)	Significant changes. Restructured Elements and Performance Criteria to articulate the application of knowledge and skills
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: Depth and breadth- differing approaches. Added self-care requirement, debriefing and reflective practice.
Knowledge evidence (KE)	Added/removed KEs to match PCs; more detail included to support clarity and consistency, in particular, safety, adaptive responses and level of collaboration.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: Scenarios that reflect a range of crisis situations in varying channels of interaction, that allow the learners to demonstrate decision-making and reasoning consistent with crisis situations Simulated scenarios must be designed, managed and monitored within a trauma-informed framework to prevent stigmatising behaviours and practices and maintain a psychologically safe environment Psychologically safe environment includes: ○ Access to a private break-out space



CHCCCS019M Recognise and respond to crisis situations

- Access to wellbeing support services for learners, trainers and assessors
- Links to other referral services
- Pause and resume protocols for learners and assessors to manage acute distress to facilitate emotional regulation, maintaining technical validity of evidence collection

Table 18: Proposed changes to CHCCCS019M

Summary - Drivers behind the change

This unit provides a broad view to be used across sectors to recognise and respond to crisis situations.

Considerable change in the wording and approaches based on subject matter expert advice.

Restructure aligns unit content, performance evidence and assessment conditions with TPOF requirements for volume and frequency.

In Particular - Seeking your view

Does this draft unit of competency, provide sufficient evidence and requirements to meet crisis response roles?

Are the additions to the unit and assessment conditions suitable to support people engaging in this unit of competency?



CHCCCS028 Provide client centred support to people in crisis → CHCCCS028M Provide person-centred support to people in crisis

Title	Provide person-centred support to people in crisis
Version	Validation Draft



CHCCCS028 Provide client centred support to people in crisis → CHCCCS028M Provide person-centred support to people in crisis

Application	Significant changes to reflect amended unit focus and content, and align with TPOF Clarity around the channels in which support is provided. Clarity around immediate and short-term support.
Elements (E) and performance criteria (PC)	Significant changes. Restructured Elements and Performance Criteria to articulate the application of knowledge and skills, including application to own experiences.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Performed the activities outlined in the performance criteria of this unit during a period of 50 hours of work in a service providing support to people in crisis Managed contacts from at least 50 people with varied presenting issues, using: Added range of situations, but not limited to: • emotional distress • thoughts and behaviours of suicide • caring for someone in crisis • relationship challenges • family and domestic violence • parenting challenges • coping challenges The structure of the organisation's crisis support model Added Crisis support micro skills Implemented strategies to manage personal factors that may influence work with people in crisis.



CHCCCS028 Provide client centred support to people in crisis → CHCCCS028M Provide person-centred support to people in crisis

Knowledge evidence (KE)	Added/removed KEs to match PCs; more detail included to support clarity and consistency. Varied the applied skills and knowledge to differentiate this unit to other crisis units and to meet TPOF requirements.
Mandatory Work Placement Requirements (MWP)	This is being proposed to remain at 50 hours of work, supporting 50 people based on feedback from sector and the specific work role There is the possibility of utilising simulations, should the MWP not include the range of contexts, as this cannot be determined.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: Organisational crisis support model Psychologically supportive frameworks and links to professional supervision Simulated scenarios must be designed, managed and monitored within a trauma-informed framework to prevent stigmatising behaviours and practices and maintain a psychologically safe environment. A psychologically safe environment includes: ○ Access to wellbeing support for learners, trainers and assessors ○ Links to other services for referral ○ Pause and resume protocols to manage acute learner and assessor distress to facilitate emotional regulation, maintaining technical validity of evidence collection

Table 19: Proposed changes to CHCCCS028M

Summary - Drivers behind the change

This unit has mandatory work placement hours attached- 50 people for 50 hours. Is it supported for this unit of competency to remain at 50 hours and 50 people to meet the skills and knowledge within sector?

Restructure aligns unit content, performance evidence and assessment conditions with TPOF requirements for volume and frequency.

In Particular - Seeking your view

In the Performance Evidence and Assessment conditions, we are seeking clarity as to the appropriateness of the range of situations that may be assessed in the workplace and what may be suitable to complete in simulation.

Is it reasonable to achieve outcomes for 50 people within the suggested range above? Is this a solid requirement for industry? This is a vital unit for the sector and is also included in skill sets.



CHCMHS001M Work with people with mental health issues → CHCMHS001M Work with people with mental wellbeing needs

Title	Work with people with mental wellbeing needs
Version	Validation Draft
Application	Significant changes to reflect amended unit focus and content and align with TPOF. Major change as this unit is used widely across sectors, so the unit is required to contain skills applied knowledge for learners in the mental health sector and learners in qualifications where this unit is used as an elective to support the job roles. This is a foundational awareness unit to assist in identifying if a person may have mental wellbeing needs. Removed 'external to mental health sector'
Elements (E) and performance criteria (PC)	Significant changes. Restructured Elements and Performance Criteria to articulate the application of knowledge and skills.



CHCMHS001M Work with people with mental health issues → CHCMHS001M Work with people with mental wellbeing needs

	The elements and PCs are broad, so that the unit can be used across sectors, to increase awareness in community to support others. Significant changes to the ordering of PCs as a foundation type unit. Element 5 has been added to include self-reflection on own worldview, transference, and assessment of own wellbeing risk.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: Modified to support and recognise wellbeing needs, adapt components of own service provision and respond to mental wellbeing distress.
Knowledge evidence (KE)	Added / removed KEs to match PCs; more detail included to support clarity and consistency. Increased KE to show signs and symptoms to support recognition, types and presentations of wellbeing challenges, safe language approaches to be used across sectors.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: Mental health frameworks and referral options

Table 20: Propose changes to CHCMHS001M

Summary - Drivers behind the change

This unit is used for learners within and external to the mental health sector, so it has been framed as a foundational unit to increase the skills and knowledge of community to recognise and support others, as well as adapt components of service provision to meet needs. This unit has also been requested to be included as a Core in AOD and Mental Health Qualifications, therefore foundational concepts of values principles and recognition, along with their application have been included.

Restructure aligns unit content, performance evidence and assessment conditions with TPOF requirements for volume and frequency.

In Particular - Seeking your view

Does this draft unit of competency meet sector requirements?

 **CHCMHS002 Establish self-directed recovery relationships → CHCMHS002M Establish self-directed recovery relationships**

Title	Establish self-directed recovery relationships
Version	Validation Draft
Application	Significant changes to reflect amended unit focus and content, and align with TPOF
Elements (E) and performance criteria (PC)	Significant changes. Restructured Elements and Performance Criteria to articulate the application of knowledge and skills, Major change in exploration, collaboration with person All PC's have been updated to meet differentiating between other recovery-oriented units.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: Addition of: ○ supporting at least 2 different people at varying stages of change ○ supported at least 2 different people with varied mental wellbeing diagnosis and recovery needs



CHCMHS002 Establish self-directed recovery relationships → CHCMHS002M Establish self-directed recovery relationships

	Mandatory work placement- minimum of 80 hours
Knowledge evidence (KE)	Added / removed KEs to match PCs; more detail included to support clarity and consistency.
Mandatory Work Placement Hours (MWP)	This Unit of competency currently requires a minimum of 80 hours of mandatory work placement which may be completed concurrently with the other two units with linked MWP within the qualification.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: Inclusion of recovery plans and national frameworks All assessment activities must be directly supervised by a person currently employed in a professional capacity in a mental health support role, to ensure consistency with industry expectation and safety of people receiving recovery-oriented support.

Table 21: Proposed changes to CHCMHS002M

Summary - Drivers behind the change

Major change in this unit is attributed to the evolving recovery-oriented space, terminology and the requirement to increase the relational aspects of the work.

Feedback also suggested that there is minimal difference between CHCMHS002, CHCMHS003 and CHCMHS004, so the role and scope have been analysed to provide distinction.

In Particular - Seeking your view

This unit of competency has a requirement to complete a minimum of 80 hours of mandatory work placement. Work placement hours are included to assess competency. It does not include time for a learner's experience, training or practice.

What are the definitive skills that must be assessed on mandatory work placement that cannot be assessed in simulation?

Do the changes to this draft unit of competency support sector needs?

Do you support this unit to retain 80 hours of mandatory work placement, with consideration of rationale, as to why this unit can only be assessed in the workplace?



CHCMHS003 Provide recovery-oriented mental health services → CHCMHS003M Provide recovery-oriented mental health services

Title	Provide recovery-oriented mental health services
Version	Validation Draft
Application	Significant changes to reflect amended unit focus and content, and align with TPOF
Elements (E) and performance criteria (PC)	Significant changes. Restructured Elements and Performance Criteria to articulate the application of knowledge and skills. major change to differentiate recovery-oriented units. Added best practice approaches, social determinants, resilience, positive risk-taking support, recovery plan.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: Addition: • differed recovery-oriented mental health support approaches for each person • developed at least 2 recovery-oriented support strategies for each person

 CHCMHS003 Provide recovery-oriented mental health services → CHCMHS003M Provide recovery-oriented mental health services	
	Mandatory work placement – minimum 80 hours
Knowledge evidence (KE)	Added / removed KEs to match PCs; more detail included to support clarity and consistency. Added wellness plans, importance of peer support workers, alliance relationships, standardised assessment tools, principles and values of sector
Mandatory Work Placement Hours (MWP)	This Unit of competency currently requires a minimum of 80 hours of mandatory work placement which may be completed concurrently with the other two units with linked MWP within the qualification.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: Specified standard assessment tools Simulated recovery and wellness support plans All assessment activities must be directly supervised by a person currently employed in a professional capacity in a mental health support role, to ensure consistency with industry expectation and safety of people receiving recovery-oriented support.

Table 22: Proposed changes to CHCMHS003M

Summary - Drivers behind the change

Major change in this unit is attributed to the evolving recovery-oriented space, terminology, and the requirement to increase the relational aspects of the work.

Feedback also suggested that there is minimal difference between CHCMHS002, CHCMHS003 and CHCHMSH004. The role and scope have been analysed to provide distinction.

In Particular - Seeking your view

This unit of competency has a requirement to complete a minimum of 80 hours of mandatory work placement. Work placement hours are included to assess competency. It does not include time for a learner's experience, training or practice. What are the definitive skills that must be assessed on mandatory work placement that cannot be assessed in simulation?

Do the changes to this draft unit of competency support sector needs?



CHCMHS004M Work collaboratively with the care network and other services → CHCMHS004M Work collaboratively with the care network and other services

Title	Work collaboratively with the care network and other services
Version	Validation Draft
Application	Significant changes to reflect amended unit focus and content, and align with TPOF
Elements (E) and performance criteria (PC)	Significant changes. Restructured Elements and Performance Criteria to articulate the application of knowledge and skills. Major changes in relational skills required, active participation rights, own role and limitations, support network, shared decision making.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: Addition: collaborated with at least 2 different care networks to support each person collaborated with at least 2 varying service types to meet person's recovery goals

 CHCMHS004M Work collaboratively with the care network and other services → CHCMHS004M Work collaboratively with the care network and other services	
	Mandatory work placement – minimum 80 hours
Knowledge evidence (KE)	Added / removed KEs to match PCs; more detail included to support clarity and consistency.
Mandatory Work Placement Hours (MWP)	This Unit of competency currently requires a minimum of 80 hours of mandatory work placement which may be completed concurrently with the other two units with linked MWP within the qualification.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: • documentation templates relevant to working with care networks and service providers • recovery plans • links to services All assessment activities must be directly supervised by a person currently employed in a professional capacity in a mental health support role, to ensure consistency with industry expectation and safety of people receiving recovery-oriented support.

Table 23: Proposed changes to CHCMHS004M

Summary - Drivers behind the change

Clarity in meeting the requirements for working collaboratively with the care network and other services in the skills and applied knowledge.

Feedback indicated that CHCMHS002, CHCMHS003, and CHCMHS004 should all be merged, so the changes aim to address that feedback and clarify that the skills involve working with the support network.

In Particular - Seeking your view

This unit of competency has a requirement to complete 80 hours of mandatory work placement. Work placement hours are included to assess competency. It does not include time for a learner's experience, training or practice. What are the definitive skills that must be assessed on mandatory work placement that cannot be assessed in simulation?

Do the changes support sector needs?



CHCMHS005M Provide services to people with co-existing mental health and alcohol and other drugs issues → CHCMHS005M Provide services to people with co-occurring mental health and alcohol and other drugs needs

Title	Provide services to people with co-occurring mental health and alcohol and other drugs needs
Version	Validation Draft
Application	Significant changes to reflect amended unit focus and content, and align with TPOF
Elements (E) and performance criteria (PC)	Significant changes. Restructured Elements and Performance Criteria to articulate the application of knowledge and skills, including application to own experiences.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: Changes to demonstrate importance of identifying potential co-occurring needs, therapeutic relationship establishment, evidence-based communication techniques, co-design, refining strategies to meet persons needs and person-led approaches.



CHCMHS005M Provide services to people with co-existing mental health and alcohol and other drugs issues → CHCMHS005M Provide services to people with co-occurring mental health and alcohol and other drugs needs

Knowledge evidence (KE)	Added / removed KEs to match PCs; more detail included to support clarity and consistency. Clarity around communication and relational knowledge required, social determinants, peer support and coordinating support approaches
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: evidence-based screening tools and templates for identifying and assessing co-occurring needs and documenting support plan National safe language guidelines Interaction diverse people in seeking support for co-occurring mental health and alcohol and other drugs needs Scenarios that reflect a range of service and support contexts of co-occurring mental health and alcohol and other drugs needs Simulated scenarios must be designed, managed and monitored within a trauma-informed framework to prevent stigmatising behaviours and practices and maintain a psychologically safe environment A psychologically safe environment includes: Access to wellbeing support service for learners, trainers and assessors Links to other services for wellbeing referral

Table 24: Proposed changes to CHCMHS005M

Summary - Drivers behind the change

There is a highlighted requirement for learners and workers to possess the skills and knowledge for co-occurring needs, as challenges rarely exist in isolation. There is a holistic view of the person, bringing in their intersectionality into review to identify and support needs.

Restructure aligns unit content, performance evidence and assessment conditions with TPOF requirements for volume and frequency.

In Particular - Seeking your view

Do the changes to this draft unit of competency support sector needs?

CHCMHS006 Facilitate the recovery process with the person, family and carers → CHCMHS006M Facilitate the recovery process with the person and their support network

Title	Facilitate the recovery process with the person and their support network
Version	Validation Draft
Application	Significant changes to reflect amended unit focus and content, and align with TPOF Change to remove family and carers and replace with support network to meet diverse needs and cultural requirements.
Elements (E) and performance criteria (PC)	Significant changes. Restructured Elements and Performance Criteria to articulate the application of knowledge and skills. Major changes to person-focused and person-led approaches. Deep exploration and agency highlighted.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency.



CHCMHS006 Facilitate the recovery process with the person, family and carers →
CHCMHS006M Facilitate the recovery process with the person and their support network

	Notable changes: Variations of formal and informal supports. Referrals and modifications to recovery plan.
Knowledge evidence (KE)	Added / removed KEs to match PCs; more detail included to support clarity and consistency.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: organisation policies and procedures relating to recovery and recovery-oriented practices recovery plans and templates documentation templates or tools used to record interactions and recovery plan modifications

Table 25: Proposed changes to CHCMHS006M

Summary - Drivers behind the change

Inclusive practices have been highlighted, with cultural competence included.

Research into approaches and support network changes in industry have also led this change.

Restructure aligns unit content, performance evidence and assessment conditions with TPOF requirements for volume and frequency.

In Particular - Seeking your view

Do the changes to this draft unit of competency support sector needs?



CHCMSH007 Work effectively in trauma informed care → CHCMHS007M Work effectively in trauma-informed practice

ASK Template

Title	Work effectively to provide trauma-informed practice
Version	Validation Draft
Unit Outcomes	Significant changes to reflect amended unit focus and content and align with TPOF and ASK unit requirements.
Application of skills and knowledge	Significant changes. Restructured in ASK template as outcomes based.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: Full restructure in ASK template
Knowledge evidence (KE)	Re-structured to include knowledge and knowledge outcomes in ASK template.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: trauma -informed approaches and inclusive assessment methodologies that simulated scenarios are designed, managed and monitored within a trauma-informed framework to prevent stigmatising behaviours and maintain a psychologically safe environment.



CHCMHS007 Work effectively in trauma informed care → CHCMHS007M Work effectively in trauma-informed practice

ASK Template

a psychologically safe environment, which includes:

access to wellbeing support services for learners, trainers and assessors

links to other services for wellbeing referral

Table 26: Proposed changes to CHCMHS007M

Summary - Drivers behind the change

This unit has been re-modelled in the ASK template. Being values, principles, and practices-based, it is a unit that has the potential to be more widely used across sectors. This is a foundational unit across many sectors, the ASK unit supports this outcomes-based approach.

This is a “work effectively in” unit, so applications of knowledge and skill can be applied in the outcomes-based ASK format.

Restructure aligns unit content, application of skills and knowledge to the TPOF ASK template.

In Particular - Seeking your view

Is the ASK template perceived as beneficial as an outcomes-based unit of competency?



CHCMHS008 Promote and facilitate self advocacy → CHCMHS008M Facilitate development of self-advocacy skills in others

Title

Facilitate development of self-advocacy skills in others

Version

Validation Draft



CHCMHS008 Promote and facilitate self advocacy → CHCMHS008M Facilitate development of self-advocacy skills in others

Application	Significant changes to reflect amended unit focus and content and align with TPOF and to clarify context of unit. Modified to demonstrate clarity in the learner/worker supporting the person to build their own capacity in self-advocacy
Elements (E) and performance criteria (PC)	Significant changes. Restructured Elements and Performance Criteria to articulate the application of knowledge and skills, including clarity of facilitating person to develop self-advocacy skills in others. Following current approaches.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: Range of circumstances requiring self-advocacy
Knowledge evidence (KE)	Added/removed KEs to match PCs; more detail added to support clarity and consistency.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: Added access to digital technology to research and utilised self-advocacy toolkits and plans to support persons' self-advocacy development

Table 27: Proposed changes to CHCMHS008M

Summary - Drivers behind the change

Clarity of facilitating the person to develop advocacy skills has been a driving force for change in this unit.

It was unclear if it was developing self-advocacy in self or others. There are a range of circumstances where self-advocacy can be required, this has been strengthened. Addition of online resources to support person when they are not in contact has been strengthened also.

Restructure aligns unit content, performance evidence and assessment conditions with TPOF requirements for volume and frequency.

In Particular - Seeking your view

Does the addition of digital technology in the PC's present a barrier to completion?

Does the draft unit of competency meet the requirements for sector?

CHCMHS009 Provide early interventions, health prevention and promotion programs → CHCMHS009M Provide mental health promotion, prevention and early intervention programs

Title	Provide mental health promotion, prevention and early intervention programs
Version	Validation Draft
Application	Title has been modified to support strengths-based approaches, promotion is stated earlier in the title. Significant changes to reflect amended unit focus and content and align with TPOF.
Elements (E) and performance criteria (PC)	Significant changes. Restructured Elements and Performance Criteria to articulate the application of knowledge and skills. Included new PC to meet diverse needs and in accessible, multilingual formats to meet needs to meet accessibility needs and cultural factors.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency.



CHCMHS009 Provide early interventions, health prevention and promotion programs → CHCMHS009M Provide mental health promotion, prevention and early intervention programs

Knowledge evidence (KE)	Added / removed KEs to match PCs; more detail included to support clarity and consistency.
Assessment conditions	Reworded assessment conditions to align with TPOF.

Table 28: Proposed changes to CHCMHS009M

Summary - Drivers behind the change

Changes have been made to promote clarity of role and unit outcomes.

This draft unit of competency provides a broad lense so that the contextualization may occur in the PE, dependent on mental health or health promotion, prevention and early intervention, meeting the TPOF requirements.

Interpretation of title was not clear. This has adopted a strengths-based approach in that health promotion is the initial component in the title.

In Particular - Seeking your view

Does the addition of digital technology in the PC's present a barrier to completion?

Do the changes to this draft unit of competency, meet the requirements for sector?



CHCMHS010 Implement recovery-oriented approaches to complexity → CHCMHS010M Implement recovery-oriented approaches to complexity

Title	Implement recovery-oriented approaches to complexity
Version	Validation Draft
Application	Significant changes to reflect amended unit focus and content, and align with TPOF



CHCMHS010 Implement recovery-oriented approaches to complexity → CHCMHS010M Implement recovery-oriented approaches to complexity

Elements (E) and performance criteria (PC)	Significant changes. Restructured and added new Elements and Performance Criteria to articulate the application of knowledge and skills, including acknowledgement of the person's lived experience, contributing factors to complexity, and biopsychosocial factors.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: Noting 160 hours of Mandatory work placement.
Knowledge evidence (KE)	Added / removed KEs to match PCs; more detail included to support clarity and consistency.
Mandatory Work Placement Hours (MWP)	This unit of competency requires a minimum of 160 hours of mandatory work placement.
Assessment conditions	Reworded assessment conditions to align with TPOF. All assessment activities must be directly supervised by a person currently employed in a professional capacity in a mental health support role, to ensure consistency with industry expectation and safety of people receiving support.

Table 29: Proposed changes to CHCMHS010M

Summary - Drivers behind the change

Changes have been made for clarity and to meet TPOF requirements.

Major changes to active verbs and relational skills in complexity

In Particular - Seeking your view

This unit of competency has a requirement to complete 160 hours of mandatory work placement. Work placement hours are included to assess competency. It does not include time for a learner's experience, training or practice. What are the definitive skills that must be assessed on mandatory work placement that cannot be assessed in simulation?

Does this draft unit of competency meet sector needs for complexity?



CHCMHS011 Assess and promote social, emotional and physical wellbeing → CHCMHS011M

Explore and facilitate holistic wellbeing

Title	Explore and facilitate holistic wellbeing
Version	Validation Draft
Application	Significant changes to reflect amended unit focus and content, and align with TPOF.
Elements (E) and performance criteria (PC)	Significant changes. Restructured Elements and Performance Criteria to articulate the application of knowledge and skills. Explore and facilitate have been incorporated to support requirements of a holistic approach and inclusive practices. 'Assess' has been removed to support cultural approaches, person-led and relational requirements to support wellbeing needs. Inclusion of exploration of links to other domains of wellbeing, with culturally appropriate approaches. This unit has been modified to ensure a non-transactional approach to holistic wellbeing and varied expressions to wellbeing approaches and cultural groups in response to subject matter expert advice.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements.



CHCMHS011 Assess and promote social, emotional and physical wellbeing → CHCMHS011M

Explore and facilitate holistic wellbeing

	The PE has been made more explicit in the evidence required including breadth and depth of performance.
Knowledge evidence (KE)	Added / removed KEs to match PCs; more detail included to support clarity and consistency.
Assessment conditions	Reworded assessment conditions to align with TPOF.

Table 30: Proposed changes to CHCMHS011M

Summary - Drivers behind the change

Consultation with Subject Matter Experts determined language and parameters to be included in this unit. This led to changes in the active verbs in the Performance Criteria.

Holistic wellbeing has been included to support inclusivity and a wide range of approaches.

This can be contextualised to meet needs of cohort if holistic is referenced.

In Particular - Seeking your view

Does the change to holistic wellbeing meet the needs of sector and the required unit outcomes?



CHCMHS012 Provide support to develop wellness plans and advanced directives →

CHCMHS012M Facilitate development of wellness plans and advance directives

Title	Facilitate development of wellness plans and advance directives
Version	Validation Draft
Application	Significant changes to reflect amended unit focus and content, and align with TPOF



CHCMHS012 Provide support to develop wellness plans and advanced directives →
CHCMHS012M Facilitate development of wellness plans and advance directives

Elements (E) and performance criteria (PC)	Significant changes. Restructured Elements and Performance Criteria to articulate the application of knowledge and skills. Inclusion of worldview, intersectionality, wellness plan format. Facilitating the development of, as opposed to ‘developing’, as this is person-led.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: Clarify provided around completing tasks in collaboration with person.
Knowledge evidence (KE)	Added/removed KEs to match PCs; more detail included to support clarity and consistency.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: • Templates for wellness plans and advance directives • Simulated personal information to complete and plan wellness plans and advance directives • Access to digital technology to support guidance in development and storage of documents on consumer management system

Table 31: Proposed changes to CHCMHS012M

Summary - Drivers behind the change

Best practice has guided the changes in this unit, particularly supporting a person to develop a plan or advance directive. The practice must be person-led, with guidance to support the development within the legal parameters of these documents.

Digital technology has been included in this unit of competency, to meet the needs to current and advancing practices in sectors.

In Particular - Seeking your view

Does this draft unit of competency meet the needs of sectors in facilitating development of wellness plans and advance directives?



CHCMHS013 Implement trauma informed care → CHCMHS013M Implement trauma-informed care

Title	Implement trauma-informed care
Version	Validation Draft
Application	Significant changes to reflect amended unit focus and content, and align with TPOF
Elements (E) and performance criteria (PC)	Significant changes. Restructured Elements and Performance Criteria to articulate the application of knowledge and skills. Element 4- Safety has been integrated in PC's where it is relevant as opposed to a standalone element. Addition of: - Socioecological factors - Co-creation - Offer and provide to meet culturally diverse needs and approaches
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: Responded to at least one scenario of involving interpersonal violence

 CHCMHS013 Implement trauma informed care → CHCMHS013M Implement trauma-informed care	
	Responded to at least one scenario of systemic violence impacting access to services Responded to at least one scenario of trauma with mental wellbeing impacts Facilitated at least one referral for each person Documented implementation of trauma support and outcomes for each occasion
Knowledge evidence (KE)	Added/removed KEs to match PCs; more detail included to support clarity and consistency and reduction in duplication.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: Simulated scenarios must be designed, managed and monitored within a trauma-informed framework to prevent stigmatising behaviours and maintain a psychologically safe environment a psychologically safe environment, includes: • access to wellbeing support services for learners, trainers and assessors • links to other services for wellbeing support • pause and resume protocols to manage acute learner or assessor distress to facilitate emotional regulation, maintaining technical validity of evidence collection

Table 32: Proposed changes to CHCMHS013M

Summary - Drivers behind the change

Changes to assessment conditions have been adopted to support learners, trainers and assessors and ensure that simulated scenarios are conducted with no stigmatising behaviours and practices.

Changes have been made to comply with industry best practice for trauma- responsiveness and variations to approaches of support.

In Particular - Seeking your view

Does this draft product meet the needs of sectors?



CHCPRP002 Collaborate in professional practice → CHCPRP002M Collaborate in professional practice

Title	Collaborate in professional practice
Version	Validation Draft
Application	Significant changes to reflect amended unit focus and content, and align with TPOF
Elements (E) and performance criteria (PC)	Significant changes. Restructured Elements and Performance Criteria to articulate the application of knowledge and skills and meet best practice.
Foundation Skills (FS)	Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the unit of competency.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: Worked collaboratively in a group of 3 people on at least one occasion Worked within a partnership collaboration on at least one occasion
Knowledge evidence (KE)	Added / removed KEs to match PCs; more detail included to support clarity and consistency.
Assessment conditions	Reworded assessment conditions to align with TPOF.

Table 33: Proposed changes to CHCPRP002M

Summary - Drivers behind the change

Updated to meet best practice principles and increase depth and breath of skills and knowledge.

Skill sets

 CHCSS00093M — Alcohol and other Drugs Skill Set	
Version	Validation Draft
Description	This skill set reflects the skill requirements for workers assisting and supporting people who are seeking support for alcohol and other drugs challenges. This is an awareness skill set is aimed at workers with existing experience or qualifications in direct care roles, seeking to broaden their skills.
Pathways information	Updated to align with TPOF These units provide credit towards the <i>CHC43215M Certificate IV in Alcohol and other Drugs</i>
Entry Requirements	This skill set has been endorsed by industry as suitable for, but not exclusively for individuals who: hold a qualification at Certificate III level or higher in Community Services, Health or related field or have skills equivalent to the qualification requirement, validated through a recognition of prior learning process or have substantial industry experience, on the job training and development along with supervisor assessment of capacity
Foundation Skills Outcomes	Foundation Skills Outcomes added. These indicate the foundation skills and levels the learner is expected to have upon completion of the skill set, based on the Australian Core Skills Framework.



CHCSS00093M — Alcohol and other Drugs Skill Set

Skill set requirements	*CHCAOD001 Work with people who use alcohol and other drugs *CHCAOD004M Assess needs of people who use alcohol and other drugs *CHCAOD006M Provide interventions for people who use alcohol and other drugs *CHCAOD009M Develop and review alcohol and other drugs support plans
Pre-requisites	No pre-requisites

Table 34: Proposed changes to CHCSS00093M — Alcohol and other Drugs Skill Set

Rationale

This skill set has been reviewed within this project as has been deemed to meet the intended needs of sector in upskilling existing workers.

Summary - Drivers behind the change

Updated to align with the new TPOF skill set template and to reflect feedback as a gap in skill for qualified workers in health and community services.

In Particular - Seeking your view

The units within the skill set have been modified and are deemed to be non-equivalent, therefore the skill set is updated. Is this determination supported?



CHCSS00112M — Suicide Bereavement Support Skill Set

Version	Validation Draft
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CHCSS00112M — Suicide Bereavement Support Skill Set	
Description	This skill set reflects the skill requirements for individuals who facilitate suicide bereavement support groups. This skill set is aimed at workers with existing experience in community roles, seeking to broaden their skills to provide group support for suicide bereavement.
Pathways information	Updated to align with TPOF These units provide credit towards Qualifications in the Community Services Training Package.
Entry Requirements	NIL
Foundation Skills Outcomes	Foundation Skills Outcomes added. These indicate the foundation skills and levels the learner is expected to have upon completion of the skill set, based on the Australian Core Skills Framework.
Skill set requirements	CHCCOM002M Use communication to build relationships *CHCCCS003M Increase the safety of individuals people at risk of suicide CHCCCS017M Provide loss and grief support CHCCCS018M Provide suicide bereavement support CHCGRP002 Plan and conduct group activities
Pre-requisites	No pre-requisites

Table 35: Proposed changes to CHCSS00112M — Suicide Bereavement Support Skill Set

Rationale

This skill set has been reviewed within this project as has been deemed to meet the intended needs of sector in upskilling existing workers in individual and suicide bereavement support and group support.

Summary - Drivers behind the change

Updated to align with the new TPOF skill set template and to reflect feedback as a gap in skill for qualified workers in health and community services

In Particular - Seeking your view

The units of competency within the skill set have been deemed to be not equivalent, therefore the skill set change is major. Is this determination supported?



CHCSS000113M— Crisis Support Skill Set

Version	Validation Draft
Description	This skill set reflects the skill requirements for voluntary and paid workers who respond to the immediate needs of people in crisis. The support provided is immediate and short term, and not of an ongoing nature. This skill set has a current Mandatory Work Placement Requirement of 50 hours, which is being proposed to remain at 50 hours and supporting 50 help seekers.
Pathways information	Updated to align with TPOF These units provide credit towards a range of qualifications in the Community Services Training Package, including <i>CHC42015M Certificate IV in Community Services</i>.
Entry Requirements	NIL
Foundation Skills Outcomes	Foundation Skills Outcomes added. These indicate the foundation skills and levels the learner is expected to have upon completion of the skill set, based on the Australian Core Skills Framework.



CHCSS000113M— Crisis Support Skill Set

Skill set requirements	*CHCCCS003M Increase the safety of people at risk of suicide CHCCCS019M Recognise and respond to crisis situations <i>CHCCCS028M Provide person-centred support to people in crisis</i>
Pre-requisites	No pre-requisites

Table 36: Proposed changes to CHCSS000113M— Crisis Support Skill Set

Rationale

This skill set has been reviewed within this project as has been deemed to meet the intended needs of sector in upskilling existing workers and volunteers to provide immediate and short-term support to people experiencing crisis.

Summary - Drivers behind the change

Updated to align with the new TPOF skill set template and to reflect feedback as a gap in skill for qualified workers in health and community services.

In Particular - Seeking your view

CHCCCS028M Provide person-centred support to people in crisis currently includes 50 hours, supporting 50 different people attached to the skill set. The parameters of MWP are being proposed to remain at 50 hours and supporting 50 help seekers. Is this supported by sector?

What performance criteria cannot be assessed in simulation that require mandatory workplace requirements?

The units in this skill set have been deemed to be not equivalent; therefore, the skill set change is major. Do you agree with this outcome?



CHCSS000138M— Mental Health Assistance Skill Set

Version	Validation Draft
Description	This skill set reflects the skill requirements for workers providing care or support to assist people who have mental health support needs, within the delegations of an established individualised plan. This skill set is for individuals who hold a qualification at Certificate IV level or higher in Community Services, Health or a related field, working in various care and support roles, who wish to develop skills in providing care and support to assist people with mental health support needs, within the delegations of an established individualised plan. This skill set has a Mandatory Work Placement requirement of 80 hours.
Pathways information	Updated to align with TPOF Achievement of these units provides credit towards a range of qualifications in the CHC Community Services Training Package.
Entry Requirements	Certificate IV or higher in Community Services, Health or related field
Foundation Skills Outcomes	Foundation Skills Outcomes added. These indicate the foundation skills and levels the learner is expected to have upon completion of the skill set, based on the Australian Core Skills Framework.
Skill set requirements	*CHCMHS001M Work with people with mental wellbeing needs <i>CHCMHS004M Work collaboratively with the care network and other services</i>
Pre-requisites	No pre-requisites

Table 37: Proposed changes to CHCSS000138M— Mental Health Assistance Skill Set

Rationale

This skill set has been reviewed within this project as has been deemed to meet the intended needs of sector, in upskilling existing workers in community, health and related fields to expand their knowledge to support people experiencing mental wellbeing challenges and work collaboratively in the care network. and volunteers to provide immediate and short-term support to people experiencing crisis.

Summary - Drivers behind the change

Updated to align with the new TPOF skill set template and to reflect feedback as a gap in skill for qualified workers in health and community services.

In Particular - Seeking your view

The units in this skill set have been deemed not equivalent, therefore the skill set change is major. Do you agree with this statement?

NEW CHCSS00XXX — Alcohol and Other Drugs Awareness Skill Set

Version	Validation Draft
Description	New Skill Set. This skill set reflects the skill requirements for workers assisting and supporting people who are seeking support for alcohol and other drugs challenges. This is an awareness skill set for workers who engage with individuals and support networks impacted by alcohol and other drugs challenges, without providing treatment or intervention services.
Pathways information	Updated to align with TPOF

NEW CHCSS00XXX — Alcohol and Other Drugs Awareness Skill Set	
	These units provide credit towards the <i>CHC43215M Certificate IV in Alcohol and other drugs</i>
Entry Requirements	Nil
Foundation Skills Outcomes	Foundation Skills Outcomes added. These indicate the foundation skills and levels the learner is expected to have upon completion of the skill set, based on the Australian Core Skills Framework.
Skill set requirements	*CHCAOD001M Work with who use alcohol and other drugs CHCAOD002 Work with people who are intoxicated
Pre-requisites	No pre-requisites

Table 38: Proposed changes to CHCSS00XXX — Alcohol and Other Drugs Awareness Skill Set

Rationale

New skill set created to provide a standalone credential pathway as an awareness skill set for workers who support individuals or their support network, impacted by alcohol and other drugs challenges

Summary - Drivers behind the change

Updated to align with the new TPOF skill set template and to reflect feedback as a gap in skill for qualified workers in health

NEW CHCSS00XXX — Crisis Support and Suicide Safety Skill Set	
Version	Validation Draft
Description	New Skill Set.

NEW

CHCSS00XXX — Crisis Support and Suicide Safety Skill Set

	This skill set covers the skill requirements for workers who respond to suicide risk and immediate needs of people in crisis. It is designed for workers providing in-person support. This skill set is for workers in community services, health, aged care or related sectors who may need to respond to suicide risk or crisis situations within their scope of practice.
Pathways information	Updated to align with TPOF These units provide credit towards a range of Community Services, including <i>CHC43315M Certificate IV in Mental Health</i>, <i>CHC43315M Cert IV in Community Services</i> and <i>CHC53215M Diploma Alcohol and other drugs</i>
Entry Requirements	Nil
Foundation Skills Outcomes	Foundation Skills Outcomes added. These indicate the foundation skills and levels the learner is expected to have upon completion of the skill set, based on the Australian Core Skills Framework.
Skill set requirements	*CHCCCS003M Increase the risk of people at risk of suicide CHCCCS019M Recognise and respond to crisis situations
Pre-requisites	No pre-requisites

Table 39: Proposed changes to CHCSS00XXX — Crisis Support and Suicide Safety Skill Set

Rationale

New skill set created to provide a standalone credential pathway for workers who support individuals within their role, who may need to respond to suicide risk or crisis situations within their scope of practice.

Summary - Drivers behind the change

Updated to align with the new TPOF skill set template and to reflect feedback as a gap in skill for qualified workers in health and meet National Prevention Strategies.

NEW CHCSS00XXX — Mental Health and Alcohol and Other Drugs Co-occurring needs Skill Set

Version	Validation Draft
Description	New Skill Set. This skill set reflects the skill requirements for workers providing services to people with co-occurring needs, relating to both alcohol and other drugs and mental health challenges. This skill set is for workers with existing experience or qualifications in alcohol and other drugs, mental health or related fields seeking to broaden or expand on their skills.
Pathways information	Updated to align with TPOF These units provide credit towards the CHC53215M Diploma of Alcohol and other drugs and CHC53315M Diploma of Mental Health
Entry Requirements	Nil
Foundation Skills Outcomes	Foundation Skills Outcomes added. These indicate the foundation skills and levels the learner is expected to have upon completion of the skill set, based on the Australian Core Skills Framework.
Skill set requirements	*CHCAOD007M Develop strategies for alcohol and other drugs lapse and relapse prevention and management CHCCCS004M Assess co-occurring needs *CHCMHS005M Provide services to people with co-occurring mental health and alcohol and other drugs needs *CHCMHS011M Explore and facilitate holistic wellbeing
Pre-requisites	No pre-requisites

Table 40: Proposed changes to CHCSS00XXX — Mental Health and Alcohol and Other Drugs Co-occurring needs Skill Set

Rationale

New skill set created to provide a standalone credential pathway for workers who support individuals impacted by co-occurring Mental Health and Alcohol and other Drugs needs.

Summary - Drivers behind the change

Updated to align with the new TPOF skill set template and to reflect feedback as a gap in skill for qualified workers in health.

NEW CHCSS00XXX — Integrating Mental Health Practice Skill Set

Version	Validation Draft
Description	New Skill Set. This skill set reflects the skill requirements for workers assisting and supporting people who are seeking mental health support. This skill set is for people working in, or with experience of a person-centred care model within community services, healthcare or people services sectors who wish to integrate mental health support skills and knowledge into their work practice or move into a mental health specialisation role.
Pathways information	Updated to align with TPOF These units provide credit towards the <i>CHC43215M Certificate IV in Alcohol and other drugs</i>
Entry Requirements	Nil

Foundation Skills Outcomes	Foundation Skills Outcomes added. These indicate the foundation skills and levels the learner is expected to have upon completion of the skill set, based on the Australian Core Skills Framework.
Skill set requirements	*CHCCCS003M Increase the safety of people at risk of suicide CHCCCS019M Recognise and respond to crisis situations *CHCMHS005M Provide services to people with co-occurring mental health and alcohol and other drugs needs HLTWHS006 Manage personal stressors in the work environment
Pre-requisites	No pre-requisites

Table 41: Proposed changes to CHCSS00XXX — Integrating Mental Health Practice Skill Set

Rationale

New skill set created to provide individuals with experience in person-centred support models, within community services, health or people services sectors to support crisis and co-occurring mental health and alcohol and other drugs needs.

Feedback was received, suggesting CHCDIV001M to be removed from the Consultation Draft, as the knowledge and skills are covered in other units within the skill set.

Summary - Drivers behind the change

Updated to align with the new TPOF skill set template and to reflect feedback as a gap in skill for qualified workers in health.

Important Note

The below units are within the core of these proposed qualification review. The units are in the process of being reviewed within other project scopes and are not currently released for reference within the scope of this project.

CHCADV005M Provide systems advocacy services

CHCDFV001M Identify and respond to domestic and family violence

CHCDIV001M Work with diverse people

CHCPOL003M Research and apply evidence to practice

CHCPRP001M Develop and maintain collaborative partnerships

CHCPRP003M Reflect on and improve own professional practice

Mapping of equivalence

Status Key E = Equivalent, N = Non-equivalent, D = Deleted, NC = Newly Created

Qualification mapping

Current qualification		Superseded qualification		TP Release	Status	Summary of changes
Code	Title	Code	Title			
CHC43215M	Certificate IV in Alcohol and Other Drugs	CHC43215	Certificate IV in Alcohol and Other Drugs	tbc	N	
CHC43315M	Certificate IV in Mental Health	CHC40512	Certificate IV in Mental Health	tbc	N	
CHC53215M	Diploma of Alcohol and Other Drugs	CHC53215	Diploma of Alcohol and Other Drugs	tbc	N	
CHC53315M	Diploma of Mental Health	CHC53315	Diploma of Mental Health	tbc	N	

Unit of competency mapping

Status Key E = Equivalent, N = Non-equivalent, D = Deleted, NC = Newly Created

Current Unit		Superseded Unit		TP Release	Status	Prerequisite /s for this unit	Summary of Changes
Code	Title	Code	Title				
CHCAOD001M	Work with people who use alcohol and other drugs	CHCAOD001	Work in an alcohol and other drugs context		N	N/A	
CHCAOD002M	Work with people who are intoxicated	CHCAOD002	Work with clients who are intoxicated		N	N/A	
CHCAOD003M	Provide needle and syringe services	CHCAOD003	Provide needle and syringe services		N	N/A	

Current Unit		Superseded Unit		TP Release	Status	Prerequisite /s for this unit	Summary of Changes
Code	Title	Code	Title				
CHCAOD004M	Assess needs of people who use alcohol and other drugs	CHCAOD004	Assess needs of clients with alcohol and other drugs issues		N	N/A	
CHCAOD005M	Provide alcohol and other drugs withdrawal services	CHCAOD005	Provide alcohol and other drugs withdrawal services		N	N/A	
CHCAOD006M	Provide interventions for people who use alcohol and other drugs	CHCAOD006	Provide interventions for people with alcohol and other drugs issues		N	N/A	
CHCAOD007M	Develop strategies for alcohol and other drugs lapse and relapse prevention and management	CHCAOD007	Develop strategies for alcohol and other drugs relapse prevention and management		N	N/A	
CHCAOD008M	Provide therapeutic interventions to meet the needs of people who use alcohol and other drugs	CHCAOD008	Provide advanced interventions to meet the needs of clients with alcohol and other drugs issues		N	N/A	
CHCAOD009M	Develop and review alcohol and other drugs support plans	CHCAOD009	Develop and review individual alcohol and other drugs treatment plans		N	N/A	
CHCCCS003M	Increase the safety of people at risk of suicide	CHCCCS003	Increase the safety of		N	N/A	

Current Unit		Superseded Unit		TP Release	Status	Prerequisite /s for this unit	Summary of Changes
Code	Title	Code	Title				
			individuals at risk of suicide				
CHCCCS014M	Provide brief interventions	CHCCCS014	Provide brief interventions		N	N/A	
CHCCCS017M	Provide loss and grief support	CHCCCS017	Provide loss and grief support		N	N/A	
CHCCCS018M	Provide suicide bereavement support	CHCCCS018	Provide suicide bereavement support		N	N/A	
CHCCCS019M	Recognise and respond to crisis situations	CHCCCS019	Recognise and respond to crisis situations		N	N/A	
CHCCCS028M	Provide person-centred support to people in crisis	CHCCCS028	Provide person-centred support to people in crisis		N	N/A	
CHCMHS001M	Work with people with mental wellbeing needs	CHCMHS001	Work with people accessing mental health services		N	N/A	
CHCMHS002M	Establish self-directed recovery relationships	CHCMHS002	Establish self-directed recovery relationships		N	N/A	
CHCMHS003M	Provide recovery-oriented mental health services	CHCMHS003	Provide recovery oriented mental health services		N	N/A	
CHCMHS004M	Work collaboratively with the care network and other services	CHCMHS004	Work collaboratively with the care network and other services		N	N/A	
CHCMHS005M	Provide services to people with mental health and	CHCMHS005	Provide services to people with co-existing mental health		N	N/A	

Current Unit		Superseded Unit		TP Release	Status	Prerequisite /s for this unit	Summary of Changes
Code	Title	Code	Title				
	alcohol and other drugs needs		and alcohol and other drugs issues				
CHCMHS006M	Facilitate the recovery process with the person and their support network	CHCMHS006	Facilitate the recovery process with the person, family and carers		N	N/A	
CHCMHS007M	Work effectively in trauma- informed practice	CHCMHS007	Work effectively in trauma informed care		N	N/A	
CHCMHS008M	Facilitate development of self-advocacy skills in others	CHCMHS008	Promote and facilitate self advocacy		N	N/A	
CHCMHS009M	Provide mental health promotion, prevention and early intervention programs	CHCMHS009	Provide early intervention, health prevention and promotion programs		N	N/A	
CHCMHS010M	Implement recovery-oriented approaches to complexity	CHCMHS010	Implement recovery oriented approaches to complexity		N	N/A	
CHCMHS011M	Explore and facilitate holistic wellbeing	CHCMHS011	Assess and promote social, emotional and physical wellbeing		N	N/A	
CHCMHS012M	Facilitate development of wellness plans and advance directives	CHCMHS012	Provide support to develop wellness plans and advanced directives		N	N/A	

Current Unit		Superseded Unit		TP Release	Status	Prerequisite /s for this unit	Summary of Changes
Code	Title	Code	Title				
CHCMHS013M	Implement trauma- informed care	CHCMHS013	Implement trauma informed care		N	N/A	
CHCPRP002M	Collaborate in professional practice	CHCPRP002	Collaborate in professional practice		N	N/A	

Skill set mapping

Status Key E = Equivalent, N = Non-equivalent, D = Deleted, NC = Newly Created

Current Skill Set		Superseded Skill Set		TP Release	Status	Units with Prerequisite/	Summary of Changes
Code	Title	Code	Title				
CHCCSS00093M	Alcohol and other drugs skill set	CHCCSS00093	Alcohol and other drugs skill set	tbc	N	Nil?	
CHCSS00112M	Suicide bereavement support skill set	CHCSS00112	Suicide bereavement support skill set	tbc	N	Nil?	
CHCSS00113M	Crisis support skill set	CHCSS00113	Crisis support skill set	tbc	N	Nil?	
CHCSS00138M	Mental Health Assistance skill set	CHCSS00138	Mental Health Assistance skill set	tbc	N	Nil?	
CHCSSXXXXXM	Alcohol and other Drugs awareness skill set	N/A	N/A	tbc	NC	Nil?	N/A
CHCSSXXXXXM	Crisis support and suicide safety skill set	N/A	N/A	tbc	NC	Nil?	N/A
CHCSSXXXXXM	Integrating Mental Health Practice skill set	N/A	N/A	tbc	NC	Nil?	N/A
CHCSSXXXXXM	Mental Health and Alcohol and other Drugs skill set	N/A	N/A	tbc	NC	Nil?	N/A

Feedback

Feedback from the Public Validation will be synthesized and incorporated for the Technical Committee to review.

Throughout consultation and validation, a consultation log of feedback will be maintained and made public, along with rationales for decisions and revisions.

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