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Purpose of this document

This document summarises changes proposed within the review of the *CHC43515 Certificate IV in Mental Health Peer Work* qualification. The document sets out what is proposed, why, and how your input is genuinely being sought.

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

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

Please refer to this document as you review the training products in the consultation portal.

For how and where to give feedback, see How to participate at the end of this document.

Reasons for the project

Initial research for the project identified that the qualification cannot cover the full range of job roles and sectors for peer work, particularly where workforce structures are not yet clearly defined, and job roles may sit at different Australian Qualifications Framework (AQF) levels.

The research identified that the existing qualification tried to provide skills and knowledge across all peer work job roles, some of which are yet to be clearly defined, in mental health and other sectors.

According to feedback, the qualification has not delivered clear skills and knowledge for any specific role. Further investigation indicated that the mental health peer support work role is generally well-defined and constitutes the largest section of the workforce. Some people were of the view that the qualification was originally intended to cover mental health peer support work roles.

As such, the revised qualification therefore focuses on mental health peer support work. It meets Purpose 1 under the TPOF: it is specific to the role of peer support work in mental health contexts.

Project scope

This project covers the following qualification, units of competency, and skill sets as defined in the project plan and confirmed in the functional analysis phase. Titles shown are current; proposed revised titles appear in the individual product cards. To see the current and proposed titles, refer to the section 'map of unit title changes'.

Qualification

CHC43515 Certificate IV in Mental Health Peer Work

Units of Competency

- CHCPWK001M Apply peer work practices in the mental health sector
- CHCPWK002M Contribute to the continuous improvement of mental health services
- CHCPWK003M Apply lived experience in mental health peer work

- CHCPWK004M Work effectively in consumer mental health peer work
- CHCPWK005M Work effectively with carers as a mental health peer work
- CHCPWK-A Navigate ethical tensions in mental health peer support work
- CHCPWK-B Facilitate peer-informed group support

Skill Sets

- CHCSS00103 Mental Health Peer Work Skill Set
- CHCSS00XXX Mental Health Peer Group Skill Set

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 (MH/AoD) Project, of which this qualification review forms part. Within that broader project, the Mental Health Peer Work qualification received particular attention from subject-matter experts and peak bodies across the mental health peer work sector.

Peer work was identified as a distinct subset of the MH/AoD project, requiring targeted research with subject-matter experts and other stakeholders across the mental health peer work sector.

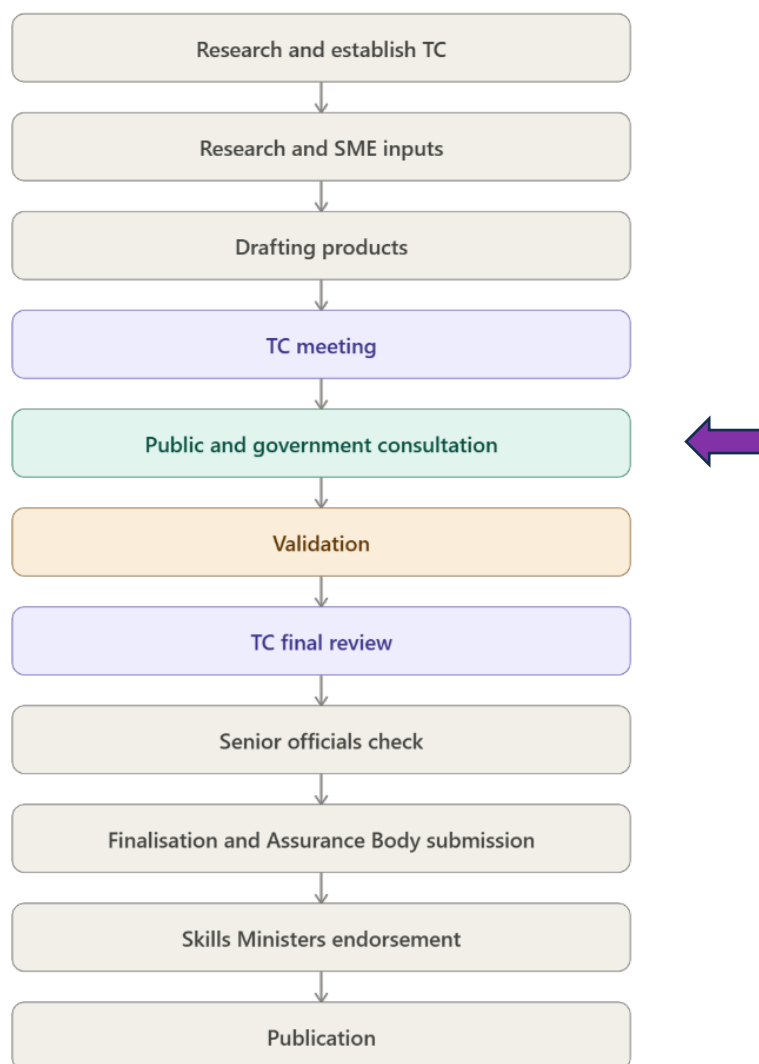
That research — including functional analysis of current job roles and workforce data — informed the drafting of these training products.

The draft products have been presented to the TC and have been reviewed and supported by the Committee for release for public and government consultation.

After the consultation period, we will review and incorporate the feedback received and present the revised draft products to the TC for their consideration. Once reviewed by the TC, we will publish the revised drafts for public validation then return them to the Technical Committee for final review in preparation for submission.

From there, the products will proceed through the Senior Officials' Check and formal submission to the Assurance Body, ahead of Skills Ministers' endorsement and publication on the National Register.

Figure 1 – Where we are on the journey



Development of consultation drafts

Drafting of these revisions did not happen in isolation. The targeted work in relation to mental health peer work began in early 2025. A panel of Subject Matter Experts (SMEs) was established in July to work alongside the Technical Committee. The panel, known as the Lived Experience Mental Health Peer Work Committee, comprised 11 experienced practitioners with lived experience expertise, many of whom also brought expertise in training.

The panel met 6 times in 2025 and provided invaluable in depth and nuanced perspectives on peer work, including consumer and carer perspectives, to the early research processes.

Subsequently, 14 sessions were held with individuals or small groups to clarify concepts and test ideas for revisions to the qualification.

These sessions collated input from people with lived experience expertise including independent consultants, peer workers and peak bodies.

The input led to the development of initial 'testing' drafts which were offered to these stakeholders for additional input.

A survey was published in May 2026 seeking feedback on:

- revised packaging rules
- the suitability of non-peer work electives for the revised qualification
- units proposed for removal from the qualification.

Overall, the development over 12 months has been informed by input from people with lived experience, employers, training providers, and government representatives.

Context

This project sits within an emerging and dynamic sector. Lived experience (peer work) workforces and job roles are still being defined. Peer work is undertaken across many settings including:

- mental health
- domestic and family violence
- alcohol and other drugs
- youth work
- veteran support
- housing.

Early research found that the previous qualification attempted to cover all peer work roles at once, without providing clear skills or knowledge for any single role.

This review refocuses the qualification onto mental health peer support work specifically — the best-defined and largest part of the workforce. We have proposed a new title: Certificate IV in Mental Health Peer Support Work.

Figure 2 – The work behind the draft



Key terms

Our research to date indicates that there is no nationally agreed use of terminology in relation to the lived experience workforces and related values, principles and practices. We respect that there are ongoing discussions and diverse views about terminology. However, the following terms still seem to be generally understood and are used in mental health peer work training products.

Peer work: Collectively refers to roles that apply lived experience, along with peer work values and principles, to improve wellbeing for people with shared experiences and/or to improve the systems and services that affect them.

Peer support work: One role within peer work. Peer support workers apply lived experience and peer work values directly with peers to support them in defining and moving towards their own wellbeing.

Consumer: A person who is seeking or has engaged with mental health services, whether or not they have a formal diagnosis.

Carer: A person who provides ongoing care or support to a consumer in a non-employed context — may include family of origin, chosen family, kin, mob, supporter, partner or neighbour.

Outline of key changes

They include:

- A new title: **Certificate IV in Mental Health Peer Support Work**.
- Reduction of the qualification from **15 to 14 units**, comprising **6 core and 8 elective units**.
- Introduction of 2 **proposed new peer work units** to address identified industry skill gaps.
- Movement of selected units between **core and elective** categories to better support qualification outcomes and learner pathways.
- Removal of selected electives, including units with **low or no enrolments**, significant overlap with revised peer work content, or limited relevance to peer support work practice.
- Significant revision of existing peer work units to strengthen practical application, clarity, consistency, assessment requirements and alignment with the Training Package Organising Framework (TPOF).

Overall, the proposed qualification is streamlined, refocused and strengthened to better prepare graduates for contemporary mental health peer support work roles.

Where to focus on your review

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.

This may be of particular interest to training organisations planning delivery and pathways.

- **Performance evidence and assessment conditions (in each unit card)**—what learners must demonstrate, and where and how assessment must occur.

This may be of particular interest to practitioners, training organisations and assessors.

- **Language, terminology and cultural safety**—how peer work roles and relationships are described throughout.

This may be of particular interest to peak bodies and Aboriginal and Torres Strait Islander stakeholders.

- **New units and their rationale**—2 new units addressing gaps identified through functional analysis.

This may be of particular interest to practitioners, peak bodies and training organisations

Major and minor changes

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

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

Change key

The following tags are used on each product below to show which category it falls into.



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

Acronyms

Abbreviation	Definition
AB	Assurance body
AQF	Australian Qualifications Framework
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
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Map of unit title changes

The Consultation Draft training products and portal may use the proposed new titles for units of competency. While the Codes have not yet changed, the new titles may make it hard to find or recognise the units. The following table shows the 'mapping' of old to new titles. Several CHCMHS and CHCCCS units are included here (and in the portal) – these are for reference only.

Code	Current title (TGA)	Proposed title
CHC43515M	Certificate IV in Mental Health Peer Work	Certificate IV in Mental Health Peer Support Work
CHCSS00103M	Mental Health Peer Work Skill Set	Mental Health Peer Work Skill Set
CHCSS00XXX	N/A	Mental Health Peer Group Skill Set
CHCPWK001M	Apply peer work practices in the mental health sector	Apply fundamental PWK values and principles in mental health context
CHCPWK002M	Contribute to the continuous improvement of mental health services	Contribute peer work perspectives to quality and continuous improvement of mental health services
CHCPWK003M	Apply lived experience in mental health peer work	Apply peer work relational skills
CHCPWK004M	Work effectively in consumer mental health peer work	Provide peer support to people seeking mental health services
CHCPWK005M	Work effectively with carers as a mental health peer worker	Provide peer support to carers of people seeking mental health services
CHCPWK-A	N/A	Navigate ethical tensions in mental health peer support work
CHCPWK-B	N/A	Facilitate peer informed group support
CHCAOD001M	Work in an alcohol and other drugs context	Work with people who use alcohol and other drugs
CHCMHS005M	Provide services to people with co-existing mental health and alcohol and other drugs issues	Provide services to people with co-occurring mental health and alcohol and other drugs needs
CHCMHS007M	Work effectively in trauma informed care	Work effectively in trauma-informed practice

Summary of proposed changes

Code	Current title (TGA)	Proposed title
CHCMHS008M	Promote and facilitate self advocacy	Facilitate development of self-advocacy skills in others
CHCMHS011M	Assess and promote social, emotional and physical wellbeing	Explore and facilitate holistic wellbeing

Revised qualification



CHC43515 Certificate IV in Mental Health Peer Work → CHC43515M Certificate IV in Mental Health Peer Support Work

Title	Certificate IV in Mental Health Peer Support Work														
Description	Changes to improve the rigour, focus and practical aspects of the qualification to reflect the mental health peer support work role.														
Entry requirements	No change														
Foundation skills outcomes	New field. Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the qualification, based on the Australian Core Skills Framework. <table border="1"> <thead> <tr> <th>Core Skill</th><th>Unit Requirement (level)</th></tr> </thead> <tbody> <tr> <td>Learning</td><td>3</td></tr> <tr> <td>Reading</td><td>4</td></tr> <tr> <td>Writing</td><td>3</td></tr> <tr> <td>Oral Communication</td><td>4</td></tr> <tr> <td>Numeracy</td><td>2</td></tr> <tr> <td>Digital Literacy</td><td>2</td></tr> </tbody> </table>	Core Skill	Unit Requirement (level)	Learning	3	Reading	4	Writing	3	Oral Communication	4	Numeracy	2	Digital Literacy	2
Core Skill	Unit Requirement (level)														
Learning	3														
Reading	4														
Writing	3														
Oral Communication	4														
Numeracy	2														
Digital Literacy	2														
Packaging rules	Reduced total units to 14 comprising 6 core and 8 electives. Use of elective groups to support focus of qualification. Use of pre-requisites for essential prior knowledge/skill requirements. Mandatory specialisation. Addition of 2 new peer work units. Removal of electives with significant overlap with revised peer work units. Removal of electives with low/no enrolments to meet														

 CHC43515 Certificate IV in Mental Health Peer Work → CHC43515M Certificate IV in Mental Health Peer Support Work	
	government directives. Removal of electives advised as irrelevant/unsuitable for peer work.
Core units	Moved to elective: CHCMHS007 Work effectively in trauma informed care CHCMHS008 Promote and facilitate self-advocacy CHCMHS011 Assess and promote social, emotional and physical wellbeing Add to core: CHCPWK-A Navigate ethical tensions in mental health peer support work
Elective units	Remove: BSBCMM401 Make a presentation BSBINM201 Process and maintain workplace information BSBRES401 Analyse and present research information CHCAGE001 Facilitate the empowerment of older people CHCAGE005 Provide support to people living with dementia CHCCCS001 Address the needs of people with chronic disease CHCCCS003 Increase the safety of people at risk of suicide CHCCCS020 Respond effectively to behaviours of concern CHCCCS023 Support independence and wellbeing CHCCCS025 Support relationships with carers and families CHCCCS027 Visit client residence CHCCDE001 Support participative planning processes CHCCDE002 Develop and implement community programs



CHC43515 Certificate IV in Mental Health Peer Work → CHC43515M Certificate IV in Mental Health Peer Support Work

CHCCDE004 Implement participation and engagement strategies

CHCCDE006 Work to empower Aboriginal and/or Torres Strait Islander communities

CHCCDE007 Develop and provide community projects

CHCCDE008 Support community action

CHCDEV002 Analyse impacts of sociological factors on clients in community work and services

CHCDIS007 Facilitate the empowerment of people with disability

CHCEDU011 Work with parents or carers of very young children

CHCLEG001 Work legally and ethically

CHCMHS002 Establish self-directed recovery relationships

CHCMHS003 Provide recovery oriented mental health services

CHCMHS006 Facilitate the recovery process with the person, family and carers

CHCPRP001 Develop and maintain networks and collaborative partnerships

CHCSET001 Work with forced migrants

CHCSET002 Undertake bicultural work with forced migrants in Australia

CHCSOH001 Work with people experiencing or at risk of homelessness

CHCSOH002 Manage and maintain tenancy agreements and services

CHCYTH003 Support young people to create opportunities in their lives

CHCYTH011 Work effectively with young people and their families

TAEDEL401A Plan, organise and deliver group-based learning

TAEDEL402A Plan, organise and facilitate learning in the workplace

TAEDES401A Design and develop learning programs

Add:

BSBPEF402 Develop personal work priorities



CHC43515 Certificate IV in Mental Health Peer Work → CHC43515M Certificate IV in Mental Health Peer Support Work

	CHCCCS018M Provide suicide bereavement support
	CHCMHS007M Work effectively in trauma informed practice
	CHCMHS008M Facilitate development of self-advocacy in others
	CHCMHS011M Explore and promote holistic wellbeing
	CHCPRP003 Reflect on and improve own practice
	CHCPWK-B Facilitate peer informed group support

Table 1: Proposed changes to CHC43515 Certificate IV in Mental Health Peer Work

Summary - Drivers behind the change

Refocus the qualification on the peer support work role in mental health. Functional analysis found the previous broad coverage of multiple, not-yet-defined roles did not deliver clear skills or knowledge for any single role. There has been consistent feedback that the qualification did not deliver practical skills.

In Particular - Seeking your views on

Does the qualification better reflect the mental health peer support work role?

Does each pre-requisite indicate skills and knowledge that are 'essential to achieving the subsequent competency'? (Training Package Organising Framework, p16)
Please explain the rationale for your answers.

Are there any significant barriers arising from improved rigour as reflected in revised packaging rules, mandatory specialisation and available electives? If so, please provide a **detailed** explanation of the barrier/s and the impact.

Summary of proposed changes



Are there any units flagged for removal that should be retained? If so, please provide detailed rationale for keeping the unit and, where available, supporting evidence.

Revised units of competency

The following 5 units are restructured to align with TPOF and the qualification's new focus on peer support work.

 CHCPWK001 Apply peer work practices in the mental health sector → CHCPWK001M Apply fundamental peer work values and principles in mental health context	
Title	Apply fundamental peer work values and principles in mental health context
Application	Significant changes to reflect amended unit focus and content, and align with 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, including application to own experiences.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: • Requires evidence of self-reflection and specified interactions.
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: • Requires access to wellbeing support for learners, trainers and assessors • Requires experienced mental health peer worker contributions to assessment

Table 2: Proposed changes to CHCPWK001 Apply peer work practices in the mental health sector

Summary - Drivers behind the change

Clarify the practical application of peer work values and principles and historical context, including to own lived experiences, as a foundation for peer work in mental health context.

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

In Particular - Seeking your view

Does the unit reflect the foundational application of peer work values and principles for consumer peer workers and carer peer workers in mental health?

Please give **detailed** explanations or examples of any changes you think should be made to the unit.



CHCPWK002 Contribute to the continuous improvement of mental health services → CHCPWK002M Contribute peer work perspectives to quality and continuous improvement of mental health services

Title	Contribute peer work perspectives to quality and continuous improvement of mental health services
Application	Significant changes to reflect amended unit focus and content, and align with TPOF
Pre-requisites	This unit builds on the knowledge and skills within: <i>CHCPWK001M Apply fundamental peer work values and principles in mental health context</i>
Elements (E) and performance criteria (PC)	Significant changes. Restructured and added new Elements and Performance Criteria to clarify the application of knowledge and skills across a range of focus areas and improvement processes.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: • Specifies areas of improvement and processes
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: • Requires access to wellbeing support for learners, trainers and assessors • Requires experienced mental health peer support worker contributions to assessment

Table 3: Proposed changes to CHCPWK002 Contribute to the continuous improvement of mental health services

Summary - Drivers behind the change

Aligns the unit with TPOF and sharpens its focus on quality and improvement activities relevant to consumers and carers.

In Particular - Seeking your view

Does the unit reflect the mental health peer support worker role in quality and improvement **across different types of organisations?**

Please give **detailed** explanations or examples of any changes you think should be made to the unit.



CHCPWK003 Apply lived experience in mental health peer work → CHCPWK003M Apply peer work relational skills

Title	Apply peer work relational skills
Application	Significant changes to reflect amended unit focus and content, and align with TPOF
Pre-requisites	This unit builds on the knowledge and skills within: <i>CHCPWK001M Apply fundamental peer work values and principles in mental health context</i>
Elements (E) and performance criteria (PC)	Significant changes. Restructured and added new Elements and Performance Criteria to articulate the application of knowledge and skills within the peer support relationship, as the vehicle for transformation. Elements and PCs now cover peer work approaches to deep listening and enquiry, purposefully sharing lived experience, responding to interpersonal dynamics, applying a trauma-responsive perspective, working in the organisational context and applying reflective practice.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: • Specifies working from a consumer or carer perspective and number and duration of peer support sessions



CHCPWK003 Apply lived experience in mental health peer work → CHCPWK003M Apply peer work relational skills

Knowledge evidence (KE)	Added / removed KEs to match PCs; including stronger focus on interpersonal skills and details to support clarity and consistency.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: • Requires access to wellbeing support for learners, trainers and assessors • Requires experienced mental health carer peer support worker contributions to assessment
Mandatory Workplace Requirements	Removal of statement 'performed ... during 80 hours work' which does not comply with new requirements for Mandatory Workplace Requirements. Inclusion of Mandatory Workplace Requirements must specify tasks/knowledge that must be assessed in the workplace. There must be clear rationale and evidence that employers can and will support this in practice.

Table 4: Proposed changes to CHCPWK003 Apply lived experience in mental health peer work

Summary - Drivers behind the change

Restructures the unit around the peer support relationship as the vehicle for change.

In Particular - Seeking your view

Does the unit reflect fundamental relational skills, common to carer and consumer perspectives, as applied in mental health peer support work?

Please give **detailed** explanations or examples of any changes you think should be made to the unit.



CHCPWK004 Work effectively in consumer mental health peer work → CHCPWK004M Provide peer support to people seeking mental health services

Title	Provide peer support to people seeking mental health services
Application	Significant changes to reflect amended unit focus and content, and align with TPOF
Pre-requisites	This unit builds on the knowledge and skills within: <i>CHCPWK003M Apply peer work relational skills</i>
Elements (E) and performance criteria (PC)	Significant changes. Restructured and added new Elements and Performance Criteria to articulate the application of knowledge and skills within the peer support relationship to support a mental health 'consumer' to improve their wellbeing. Elements and PCs now include deepening the support relationship, working with the consumer to identify needs and support their agency and facilitating their access to other supports.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: • Specifies number and duration of peer support sessions
Knowledge evidence (KE)	Added / removed KEs to match PCs; including stronger focus on approaches to support, effects of worldview and systemic issues, and details to support clarity and consistency.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: • Requires access to wellbeing support for learners, trainers and assessors • Requires experienced mental health peer support worker contributions to assessment

Table 5: Proposed changes to CHCPWK004 Work effectively in consumer mental health peer work

Summary - Drivers behind the change

Aligns with TPOF and clarifies the focus on peer support delivered directly to people seeking mental health services.

In Particular - Seeking your view

Does the unit reflect the application of relational skills in mental health consumer peer support?

Please give **detailed** explanations or examples of any changes you think should be made to the unit.



CHCPWK005 Work effectively with carers as a mental health peer worker → CHCPWK005M

Provide peer support to carers of people seeking mental health services

Title	Provide peer support to carers of people seeking mental health services
Application	Significant changes to reflect amended unit focus and content, and align with TPOF
Pre-requisites	This unit builds on the knowledge and skills within: <i>CHCPWK003M Apply peer work relational skills</i>
Elements (E) and performance criteria (PC)	Significant changes. Restructured and added new Elements and Performance Criteria to articulate the application of knowledge and skills within the peer support relationship to support a mental health 'carer' to improve their wellbeing. Elements and PCs now include deepening the support relationship, working with the carer to identify needs and support their agency, facilitating their access to other supports and supporting the carer in relation to the person they care for.
Performance evidence (PE)	Reworded performance evidence to align with TPOF requirements to specify volume and frequency. Notable changes: • Specifies number and duration of peer support sessions



CHCPWK005 Work effectively with carers as a mental health peer worker → CHCPWK005M

Provide peer support to carers of people seeking mental health services

Knowledge evidence (KE)	Added / removed KEs to match PCs; including stronger focus on approaches to support, effects of worldview and systemic issues for carers and consumers, and details to support clarity and consistency.
Assessment conditions	Reworded assessment conditions to align with TPOF. Notable changes: • Requires access to wellbeing support for learners, trainers and assessors • Requires experienced mental health peer support worker contributions to assessment

Table 6: Proposed changes to CHCPWK005 Work effectively with carers as a mental health peer worker

Summary - Drivers behind the change

Aligns with TPOF and clarifies the focus on peer support delivered to carers of people seeking mental health services.

In Particular - Seeking your view

Does the unit reflect the application of relational skills in mental health carer peer support?

Please give **detailed** explanations or examples of any changes you think should be made to the unit.

New units of competency

Two new units are proposed to address gaps identified through functional analysis.



CHCPWK-A — Navigate ethical tensions in mental health peer support work

Title	Navigate ethical tensions in mental health peer support work
Application	New unit to address gap in knowledge and skills to identify and address tensions that may arise in working from peer work values and principles

NEW CHCPWK-A — Navigate ethical tensions in mental health peer support work	
Pre-requisites	This unit builds on the knowledge and skills within: <i>CHCPWK001M Apply fundamental peer work values and principles in mental health context</i>
Elements (E) and performance criteria (PC)	Elements and PCs cover skills and knowledge to: • identify ethical tensions from a peer work perspective • determine the approach to take, based on the context • advocate for change • support someone affected by legal constraint • address ethical dilemmas in own practice • apply reflective practice around tensions
Performance evidence (PE)	Specifies volume and frequency requirements.
Knowledge evidence (KE)	Requirements for evidence of knowledge to support competency.
Assessment conditions	Assessment conditions align with TPOF including: • Requires access to wellbeing support for learners, trainers and assessors • Requires experienced mental health peer support worker contributions to assessment

Table 7: Proposed new unit CHCPWK-A Navigate ethical tensions in mental health peer support work

Summary - Drivers behind the change

New unit addresses a gap identified in functional analysis: skills to identify and navigate ethical tensions arising from peer work values in practice.

In Particular - Seeking your view

Is there a need for this unit?

Please give **detailed** explanations or examples of any changes you think should be made to the unit.

NEW

CHCPWK-B — Facilitate peer informed group support

Title	Facilitate peer informed group support
Application	New unit to address gap in knowledge and skills to apply peer work values and principles to facilitate a peer group to support and purpose. ‘This unit covers the skills and knowledge required to apply peer work relational skills to facilitate peer groups that are based in peer work values and principles. It covers the ability to support participant understanding and application of peer work values and principles within the group. It also covers the ability to facilitate participation, and support engagement in peer support, peer learning and administration of the group.’
Pre-requisites	This unit builds on the knowledge and skills within: <i>CHCPWK001M Apply fundamental peer work values and principles in mental health context</i>
Elements (E) and performance criteria (PC)	Elements and PCs cover skills and knowledge to: • engender peer work values and principles within group • facilitate peer interactions • support group safety and participation • support administration of group • work in organisational context relevant to group • apply reflective practice in relation to group
Performance evidence (PE)	Specifies volume and frequency requirements.
Knowledge evidence (KE)	Requirements for evidence of knowledge to support competency.
Assessment conditions	Assessment conditions align with TPOF including: • Requires access to wellbeing support for learners, trainers and assessors • Requires experienced mental health peer support worker contributions to assessment

Table 8: Proposed new unit CHCPWK-B Facilitate peer informed group support

Summary - Drivers behind the change

New unit addresses a gap in facilitating peer-informed group support, not covered by the individual-relationship and/or structural focus of existing group work units.

In Particular - Seeking your view

Is there a need for this unit?

Please give **detailed** explanations or examples of any changes you think should be made to the unit.

New and revised skill sets

 CHCSS00103 Mental Health Peer Work Skill Set → CHCSS00103M Mental Health Peer Work Skill Set															
Title	No change														
Description	Changes to improve clarity, capture the intent of the revised skill set, and align with TPOF														
Pathways information	Updated to align with TPOF 'These units provide credit towards the CHC43515M Certificate IV in Mental Health Peer Support Work'														
Entry Requirements	No change														
Foundation Skills Outcomes	New field - 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. <table border="1"> <thead> <tr> <th>Core Skill</th><th>Unit Requirement (level)</th></tr> </thead> <tbody> <tr> <td>Learning</td><td>3</td></tr> <tr> <td>Reading</td><td>4</td></tr> <tr> <td>Writing</td><td>3</td></tr> <tr> <td>Oral Communication</td><td>3</td></tr> <tr> <td>Numeracy</td><td>2</td></tr> <tr> <td>Digital Literacy</td><td>2</td></tr> </tbody> </table>	Core Skill	Unit Requirement (level)	Learning	3	Reading	4	Writing	3	Oral Communication	3	Numeracy	2	Digital Literacy	2
Core Skill	Unit Requirement (level)														
Learning	3														
Reading	4														
Writing	3														
Oral Communication	3														
Numeracy	2														
Digital Literacy	2														
Skill set requirements	Removed one unit: CHCLEG001 Work legally and ethically Added one unit (new): <i>CHCPWK-A Navigate ethical tensions in mental health peer support work</i> Updated 2 units (revised versions): <i>CHCPWK001M Apply fundamental peer work values and principles in mental health context</i>														

 CHCSS00103 Mental Health Peer Work Skill Set → CHCSS00103M Mental Health Peer Work Skill Set	
	<i>CHCPWK003M Apply peer work relational skills</i>
Other changes to meet new TPOF template	Removal of Target Group section Removal of Licensing/Regulatory Information section Addition of mapping Addition of licensing/regulatory statement in Description

Table 9: Proposed changes to CHCSS00103M Mental Health Peer Work Skill Set

Summary - Drivers behind the change

Updated to align with the new TPOF skill set template and to reflect the qualification's revised unit set.

In Particular - Seeking your view

Is there a need for this skill set?

Please give **detailed** explanations or examples of any changes you think should be made to the skill set.

 CHCSS00XXX — Mental Health Peer Group Skill Set	
Title	Mental Health Peer Group Skill Set
Description	New Skill Set. 'This skill set reflects the skill requirements for people with lived experience of mental health challenges and mental health services to facilitate group support using peer work values and principles.'
Pathways information	Updated to align with TPOF

NEW CHCSS00XXX — Mental Health Peer Group Skill Set															
	‘These units provide credit towards the CHC43515M Certificate IV in Mental Health Peer Support Work’														
Entry Requirements	Nil														
Foundation Skills Outcomes	New field - 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. <table border="1"> <thead> <tr> <th>Core Skill</th><th>Unit Requirement (level)</th></tr> </thead> <tbody> <tr> <td>Learning</td><td>3</td></tr> <tr> <td>Reading</td><td>4</td></tr> <tr> <td>Writing</td><td>3</td></tr> <tr> <td>Oral Communication</td><td>4</td></tr> <tr> <td>Numeracy</td><td>2</td></tr> <tr> <td>Digital Literacy</td><td>3</td></tr> </tbody> </table>	Core Skill	Unit Requirement (level)	Learning	3	Reading	4	Writing	3	Oral Communication	4	Numeracy	2	Digital Literacy	3
Core Skill	Unit Requirement (level)														
Learning	3														
Reading	4														
Writing	3														
Oral Communication	4														
Numeracy	2														
Digital Literacy	3														
Skill set requirements	<i>CHCPWK001M Apply fundamental peer work values and principles in mental health context</i> <i>CHCPWK-B Facilitate peer informed group support</i>														
Pre-requisites	<i>CHCPWK-B Facilitate peer informed group support</i> has a pre-requisite which is included in the Skill Set: <i>CHCPWK001M Apply fundamental peer work values and principles in mental health context</i>														

Table 10: Proposed new Skill Set - CHCSS00XXX Mental Health Peer Group Skill Set

Summary - Drivers behind the change

New skill set created to provide a standalone credential pathway for peer-informed group skills and foundational peer work skills and knowledge.

In Particular - Seeking your view

Is there a need for this skill set?

Please give **detailed** explanations or examples of any changes you think should be made to the unit.

Mandatory workplace requirements

While industry, employers and students highly value learner exposure to the workplace, training products are designed to specify the skills and knowledge that must be demonstrated, rather than how they are acquired or practised. As a result, mandatory workplace requirements cannot be included in training products solely for learning or practice purposes. Instead, they relate to the conditions under which performance and/or knowledge evidence must be demonstrated and are therefore linked to assessment and the demonstration of competency.

Types of assessment requirements

The treatment of mandatory workplace requirements should distinguish between tasks or activities that:

- **must be demonstrated in a workplace:** these are mandatory workplace requirements
- **must be demonstrated through simulation** because they are not appropriate (e.g. too rare, risky or sensitive) or possible (e.g. geographic location) to demonstrate in a workplace: these are not mandatory workplace requirements and require careful specification in the assessment requirements
- **may be demonstrated in a workplace or in an environment that replicates the workplace:** these are not mandatory workplace requirements but also require careful specification in the assessment requirements.

For mental health peer work qualifications, this distinction is particularly important where activities involve sensitive interactions, workplace health and safety considerations, or circumstances that may be difficult to access consistently across different service settings.

In order to include Mandatory Workplace Requirements (MWR) in a unit of competency there must be a rationale supported by evidence. There must also be a process of analysis and problem solving, asking:

- Why are MWR being requested, is there an underlying need or problem?
- Are there alternative solutions?
- What are the barriers to implementing MWR?
- Is there evidence that employers have capacity and commitment to provide for Mandatory Workplace Requirements?

Qualification completion

Where a unit specifies a mandatory workplace requirement, that requirement must be completed before the learner is deemed competent and can be awarded the qualification. It is therefore important

to ensure that the specification of mandatory workplace requirements does not create unnecessary barriers to qualification completion.

What mandatory workplace requirements are not

Although mandatory workplace requirements may have been used in the past as a solution for implementation issues, this alone is not an appropriate reason for their ongoing inclusion in a training package. Mandatory workplace requirements cannot, and should not be expected to, address systemic VET issues, such as improving the quality of delivery, building RTO capability or employer capacity, or changing funding arrangements.

Mandatory workplace requirements should not be included solely to increase workplace exposure, secure placement opportunities, or address workforce development needs. Their inclusion should be limited to circumstances where competency must be demonstrated under actual workplace conditions.¹

In Particular - Seeking your view

The 80 hours for this qualification were in the unit CHCPWK003 Apply lived experience in mental health peer work. These hours do not meet the new requirements and can't be carried forward.

Given the proposed restructuring, revisions and new units in the qualification, please consider the need for Mandatory Workplace Requirements in each of the CHCPWK coded units.

Which specific tasks or performance criteria must be assessed in the workplace?

What is your rationale that these tasks can't be assessed using simulation?

How would you **quantify** what is needed in the workplace to provide sufficient evidence for the tasks (this must be numerical but may be hours, minutes, repetition of tasks, number of activities over time, number of documents)?

What would be required from the employer for this to happen?

If MWR were **not** agreed for these tasks what would be required for realistic, simulated assessment?
Mapping of equivalence

Foundation Skills

Foundation Skills are now identified for a qualification, with reference to the Australian Core Skills Framework (ACSF). First the Foundation Skills are identified for each core unit of competency. The highest level required in any core unit is then reflected in the qualification.

¹ Commonwealth of Australia. (2022). *Mandatory workplace requirements: Good practice guide. On the mark: 5 good practice principles guide for training product developers*

This means that the Foundation Skills in the qualification indicate the highest level for each skill required by the learner to achieve the qualification. Keep in mind that these are not entry requirements and the learner may develop Foundation Skills as they progress through the qualification.

Pre-requisites

Purpose

Pre-requisites indicate skills and knowledge that are 'essential to achieving the subsequent competency'. (Training Package Organising Framework (TPOF), p16)

They are not about sequencing; they are about essential foundations for building skills and knowledge. The key question is whether someone can achieve a unit without the skills and knowledge of the pre-requisite unit (and whether it safe and fair to ask them to do so).

In terms of delivery, pre-requisites do not require a 'finish-start' relationship. They **can** be delivered in parallel or clustered. The TPOF states: 'A pre-requisite unit is a unit of competency in which the learner must be *assessed as competent prior to the determination of competency* in the subsequent unit.' (TPOF, p16, italics added)

Pre-requisites and 'barriers'

Pre-requisites can be a barrier to units being used in other qualifications. Where a qualification imports a unit, any pre-requisites must also be included. This should not present a problem where pre-requisites cover essential skills and knowledge (true pre-requisites).

The Certificate IV in Mental Health Peer Support Work is a Purpose 1 qualification i.e. it is specific to that job role. Further, the required skills and knowledge are applied across all aspects of the mental health peer support work role, and this is reflected in the proposed structure and interconnections between units. Arguably, the mental health peer support work units are not suitable as stand alone units and are not applicable in other qualifications.

Equivalence mapping

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			
CHC43515M	Certificate IV in Mental Health Peer Support Work	CHC43515	Certificate IV in Mental Health Peer Work		N	Major changes to packaging rules, core and elective units and specialisation requirements

Summary of proposed changes



Summary of proposed changes

Unit of competency mapping

Current Unit		Superseded Unit		TP Release	Status	Prerequisite /s for this unit	Summary of Changes
Code	Title	Code	Title				
CHCPWK001 M	<i>Apply fundamental peer work values and principles in mental health context</i>	CHCPWK001	<i>Apply peer work practices in the mental health sector</i>		N	Nil	Major changes to Application, Elements, Performance Criteria, Assessment Requirements
CHCPWK002 M	<i>Contribute peer work perspectives to quality and continuous improvement of mental health services</i>	CHCPWK002	<i>Contribute to the continuous improvement of mental health services</i>		N	CHCPWK001	Major changes to Application, Elements, Performance Criteria, Assessment Requirements
CHCPWK003 M	<i>Apply peer work relational skills</i>	CHCPWK003	<i>Apply lived experience in mental health peer work</i>		N	CHCPWK001	Major changes to Application, Elements, Performance Criteria, Assessment Requirements
CHCPWK004 M	<i>Provide peer support to</i>	CHCPWK004	<i>Work effectively in</i>		N	CHCPWK003	Major changes to

Summary of proposed changes

Current Unit		Superseded Unit		TP Release	Status	Prerequisite /s for this unit	Summary of Changes
Code	Title	Code	Title				
	<i>people seeking mental health services</i>		<i>consumer mental health peer work</i>				Application, Elements, Performance Criteria, Assessment Requirements
CHCPWK005M	<i>Provide peer support to carers of people seeking mental health services</i>	CHCPWK005	<i>Work effectively with carers as a mental health peer worker</i>		N	CHCPWK003	Major changes to Application, Elements, Performance Criteria, Assessment Requirements
CHCPWK-A	<i>Navigate ethical and legal tensions in mental health peer work</i>	N/A	N/A		NC	CHCPWK001	N/A
CHCPWK-B	<i>Facilitate peer informed group support</i>	N/A	N/A		NC	CHCPWK001	N/A

Summary of proposed changes

Skill Set mapping

Current Skill Set		Superseded Skill Set		TP Release	Status	Units that have Prerequisite/s	Summary of Changes
Code	Title	Code	Title				
CHCSS00103M	Mental Health Peer Work Skill Set	CHCSS00103	Mental Health Peer Work Skill Set		N	CHCPWK003M CHCPWK-A	– Major changes to units, pre-requisite now applies.
CHCSS00XXX	Mental Health Peer Group Skill Set	N/A	N/A		NC	CHCPWK-B	N/A

Next steps

Public and Government Consultation is expected to run from 14 September to 11 October 2026.

These proposed changes have been developed through research, technical advice and stakeholder engagement. Your input will help ensure the qualification reflects contemporary practice and remains fit for purpose.

How to participate

Consultation Roadmap



● Consultation portal

Open 14 Sept – 11 Oct

● Virtual workshops

Scheduled during the window

● Written submissions

Accepted throughout

Throughout consultation, a consultation log of feedback will be maintained and made public, along with rationales for decisions and revisions this will be published on the project page. Divergent views will be

addressed and, where necessary, further validation will occur before final drafts are submitted to the Assurance Body and Skills Ministers.

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