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# Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

## 1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
<p><b>Australian Qualifications Framework</b></p> <p>The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.</p> <p>You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.</p>	<p>Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a>.</p>
<p><b>Volume of learning</b></p> <p>When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: <a href="http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf">www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</a></p>	<p>Aspire ensures that each unit of competency is covered completely and in depth in both the learning content and the assessment. This approach will help you meet volume of learning requirements as you develop your training and assessment strategies.</p>

## Section 2: Unit of competency information

### 2.1 Unit of competency

#### CHCMGT005 Facilitate workplace debriefing and support processes

##### Modification history

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Sign2ficant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.</p>

##### Application

This unit describes the skills and knowledge required to monitor and support workers. This includes implementing support processes to manage stress and emotional wellbeing of self or colleagues working in varied health and community service contexts. It also involves facilitating structured debriefing sessions to colleagues following incidents with the potential to impact on health and wellbeing.

This unit applies to leadership or management roles where the individual provides peer to peer support to colleagues and refers to specialised support services in line with organisation guidelines as required.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

## 2.2 Unit of competency assessment requirements

### Assessment Requirements for CHCMGT005 Facilitate workplace debriefing and support processes

#### Modification History

Release	Comments
Release 1	<p>This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.</p>
Performance Evidence	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>provided ongoing support to least 2 different workers to address and monitor stress and emotional wellbeing</li> <li>facilitated at least 1 structured debriefing following an incident involving stress and identified colleagues requiring additional support and referred in accordance with organisation guidelines</li> </ul>
Knowledge Evidence	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>organisation policies, procedures and resources relating to debriefing and crisis procedures</li> <li>dispute resolution policies and procedures</li> <li>legal and ethical considerations</li> <li>debriefing techniques: <ul style="list-style-type: none"> <li>best practice interventions</li> <li>crisis intervention</li> <li>structured debriefing</li> <li>internal and external referral sources</li> </ul> </li> <li>indicators of significant issues being experienced by the worker and ways to respond</li> <li>impact of: <ul style="list-style-type: none"> <li>excessive stress</li> <li>burn out</li> </ul> </li> </ul>

## 3.2 Learning mapping

CHCMGT005 Facilitate workplace debriefing and support processes, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Monitor welfare of colleagues</b>	<b>Topic 1: Monitor welfare of colleagues</b>	n/a	n/a
1.1 Monitor stress and emotional wellbeing of colleagues, and where issues arise, take appropriate action in accordance with organisation standards and procedures	1A Monitor stress and emotional wellbeing, and take action where issues arise	1	LC 1: Part A 1, 2, 3
1.2 Use practices that acknowledge and accept differences and accurately identify diverse needs of colleagues	1B Acknowledge, accept and identify diverse needs of colleagues	2	LC 1: Part A 2
1.3 Identify required professional and personal performance standards and use to monitor stress and emotional wellbeing	1C Identify and use performance standards to monitor stress and emotional wellbeing	3	LC 1: Part A 10, 11
1.4 Regularly use self-assessment and reflective behaviour strategies to monitor performance	1D Use self-assessment and reflective behaviour strategies to monitor performance	4	LC 1: Part A 5
1.5 Regularly seek formal and informal performance feedback and act upon it as appropriate	1E Seek and act on formal and informal performance feedback	5	LC 1: Part A 6, 7
1.6 Plan appropriately to identify current and potential areas of need within organisation and develop proposals to support these areas	1F Plan to identify and develop proposals to support areas of need within the organisation	6	LC 1: Part B 7

## Final assessment tasks

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete four assessment tasks.

<b>Complete the following task</b>	<ul style="list-style-type: none"><li>• Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.</li><li>• Part B – Case study questions You will demonstrate a sound knowledge of the unit requirements in your responses.</li><li>• Part C – Observation You will demonstrate your skills and knowledge in a simulated workplace environment.</li></ul>
<b>Refer to the Aspire <i>Practical placement logbook</i> for this unit</b>	<ul style="list-style-type: none"><li>• Practical placement Your performance will be assessed in the workplace.</li></ul>

Please note that Part C is only included where the Assessment requirements for the unit of competency specify aspects of performance evidence that must be demonstrated in a simulated environment before practical placement. In all other cases, observation tasks have been incorporated into the practical placement assessment. Please refer to Aspire's *Practical placement logbook – User guide* for further information.

## How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
Training organisation name:	
Candidate name:	
Phone number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	CHCMGT005 Facilitate workplace debriefing and support processes, Release 1
Assessment tasks to be undertaken:	<input type="checkbox"/> Part A – Questions <input type="checkbox"/> Part B – Case study questions <input type="checkbox"/> Practical placement
Ready for assessment declaration:	<p>I confirm that the purpose and procedures of this assessment have been clearly explained to me. I have been consulted about any special needs I might have in relation to the assessment process. The criteria to be used for this assessment have been discussed with me, as have the consequences and possible outcomes of the assessment.</p> <p>I have accessed and understand general assessment information as provided by my training organisation.</p> <p>I have been given fair notice of the date, time, venue and other arrangements for this assessment. I have completed a self-assessment of my performance of the skills and knowledge for this unit and confirm that I am ready for assessment.</p>

## 4.3 Assessment mapping

CHCMGT005 Facilitate workplace debriefing and support processes, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
<b>Element 1: Monitor welfare of colleagues</b>			
1.1 Monitor stress and emotional wellbeing of colleagues, and where issues arise, take appropriate action in accordance with organisation standards and procedures		CS4	O1
1.2 Use practices that acknowledge and accept differences and accurately identify diverse needs of colleagues		CS5	O4
1.3 Identify required professional and personal performance standards and use to monitor stress and emotional wellbeing		CS2, CS6	O6
1.4 Regularly use self-assessment and reflective behaviour strategies to monitor performance		CS6	O8
1.5 Regularly seek formal and informal performance feedback and act upon it as appropriate		CS7, CS8	O9
1.6 Plan appropriately to identify current and potential areas of need within organisation and develop proposals to support these areas	Q1, Q2, Q3, Q4	CS21, CS22	O10
<b>Element 2: Conduct structured debriefings following an incident</b>			
2.1 Plan, prepare and conduct debriefing in line with organisation standards and procedures	Q7, Q9		O12



## 4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

### Record of outcome

<b>Training organisation name:</b>		
<b>Candidate name:</b>		
<b>Unit code and title:</b>	CHCMGT005 Facilitate workplace debriefing and support processes, Release 1	
<b>Assessor name:</b>		
<b>Assessor email:</b>		
<b>Assessor phone number:</b>		
<b>Assessment tasks:</b>		<b>Satisfactorily completed</b>
	Part A – Questions	<input type="checkbox"/>
	Part B – Case study questions	<input type="checkbox"/>
	Practical placement	<input type="checkbox"/>
<b>Declaration:</b>	<p>In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.</p> <p>Evidence collected has been confirmed as:</p>	