

Contents

About this guide	5
Section 1: Meeting VET sector requirements	7
1.1 How Aspire's resources assist in meeting requirements	7
1.2 Resource quality assurance processes	16
Section 2: Unit of competency information	17
2.1 Unit of competency	17
2.2 Unit of competency assessment requirements	19
2.3 Aspire resources available for this unit	22
2.4 Target groups	25
Section 3: Training requirements	26
3.1 Delivery approach	26
3.2 Learning mapping	27
3.3 Solutions – general guidance	37
3.4 Solutions to practice tasks	38
3.5 Solutions to learning checkpoints	45
Section 4: Assessment	56
4.1 Assessment approach	56
4.2 Assessment procedures	57
4.3 Assessment mapping	63
4.4 Assessment solutions and marking guidance	70
4.5 Completing the record of outcome	91
Section 5: Forms	93
Section 6: Glossary of VET terminology	94

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
Australian Qualifications Framework 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. 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.	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: www.aqf.edu.au .
Volume of learning 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: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf	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.

Section 2: Unit of competency information

2.1 Unit of competency

CHCMHS001 Work with people with mental health issues

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>Merged CHCMH301C/CHCMH411A. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required to establish relationships, clarify needs, and then work collaboratively with people who are living with mental health issues.

This unit applies to support workers in contexts outside the mental health sector, but who come into contact with people with mental health issues. The services and support provided are not mental health specific.

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

2.2 Unit of competency assessment requirements

Assessment Requirements for CHCMHS001 Work with people with mental health issues

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>Merged CHCMH301C/CHCMH411A. Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements.</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 evidence that the candidate has:</p> <ul style="list-style-type: none">• worked with at least 3 people with mental health issues in ways that support individual empowerment and recovery through:<ul style="list-style-type: none">– use of communication techniques– provision and adaptation of services to meet particular needs
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">• legal and ethical considerations (international, national, state/territory, local) when working with people with mental health issues, and how these are applied in organisations and individual practice:<ul style="list-style-type: none">– children in the workplace– codes of practice– discrimination– dignity of risk– duty of care– human rights– informed consent– mandatory reporting– privacy, confidentiality and disclosure

3.2 Learning mapping

CHCMHS001 Work with people with mental health issues, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Establish respectful relationships with people with mental health issues	Topic 1: Establish respectful relationships	n/a	n/a
1.1 Communicate in a way that develops and maintains respect, hope, trust and self-direction	1A Communicate to develop and maintain respect and self-direction	1	LC1: Part B 1
1.2 Work in a way that reflects and prioritises the person's right to self define and direct their own recovery	1B Work in a way that prioritises the person's rights to direct their own recovery	2	LC1: Part B 2
1.3 Recognise and respect the person's social, cultural and spiritual differences	1C Recognise and respect the person's social, cultural and spiritual differences	3	LC1: Part B 4
1.4 Support the person to understand and exercise their rights	1D Support the person to understand and exercise their rights	4	LC1: Part A 2
1.5 Maintain confidentiality and privacy of the person within organisation policy and protocols	1E Maintain confidentiality and privacy of the person	5	LC1: Part B 3
Element 2: Determine the needs of people with mental health issues	Topic 2: Determine the needs	n/a	n/a
2.1 Gather and interpret information about the person's needs from the person and other agreed sources	2A Gather and interpret information about the person's needs	6	LC2: Part B 3, 4

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.

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

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:	CHCMHS001 Work with people with mental health issues, 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

CHCMHS001 Work with people with mental health issues, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
Element 1: Establish respectful relationships with people with mental health issues			
1.1 Communicate in a way that develops and maintains respect, hope, trust and self-direction	Q1		O1
1.2 Work in a way that reflects and prioritises the person's right to self define and direct their own recovery	Q2, Q3, Q4		O4
1.3 Recognise and respect the person's social, cultural and spiritual differences	Q5, Q6, Q7, Q8, Q9, Q10	CS1	
1.4 Support the person to understand and exercise their rights	Q11, Q12, Q13	CS5	
1.5 Maintain confidentiality and privacy of the person within organisation policy and protocols	Q14, Q15		O5
Element 2: Determine the needs of people with mental health issues			
2.1 Gather and interpret information about the person's needs from the person and other agreed sources	Q16, 17, 18		O7
2.2 Identify and discuss with the person services and strategies that support empowerment and recovery	Q19, Q20, Q21, Q22		O9

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

Training organisation name:		
Candidate name:		
Unit code and title:	CHCMHS001 Work with people with mental health issues, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questions	<input type="checkbox"/>
	Part B – Case study questions	<input type="checkbox"/>
	Practical placement	<input type="checkbox"/>
Declaration:	<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>	