

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	20
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	38
3.4 Solutions to practice tasks	39
3.5 Solutions to learning checkpoints	52
Section 4: Assessment	71
4.1 Assessment approach	71
4.2 Assessment procedures	72
4.3 Assessment mapping	78
4.4 Assessment solutions and marking guidance	86
4.5 Completing the record of outcome	105
Section 5: Forms	113
Section 6: Glossary of VET terminology	114

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

CHCMHS002 – Establish self-directed recovery relationships

Modification history

Release	Comments
Release 1	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. New unit.

Application

This unit describes the skills and knowledge required to promote the principles of recovery oriented practice, and to establish and confirm self-directed recovery relationships with people with mental illness.

This unit applies to work with people living with a mental illness in a range of community services work contexts.

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 CHCMHS002 – Establish self-directed recovery relationships

Modification History

Release	Comments
Release 1	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. New unit.

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"> established and maintained self-directed recovery relationships with at least 3 people with mental illness performed the activities outlined in the performance criteria of this unit during a period of at least 80 hours of work
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 and local) for mental health work, and how these are applied in organisations and individual practice: <ul style="list-style-type: none"> codes of practice discrimination dignity of risk duty of care human rights informed consent mandatory reporting practice standards privacy, confidentiality and disclosure policy frameworks records management rights and responsibilities of workers, employers and individuals accessing the service specific mental health legislation and its impact on

Section 3: Training requirements

3.1 Delivery approach

To comply with the requirements of the VET Quality Framework (VQF) and the Standards for Registered Training Organisations/Australian Quality Training Framework (AQTF), RTOs must develop a training and assessment strategy for the training programs they deliver. The training and assessment approach adopted by an RTO must accord with the need of their learners, current industry requirements and the requirements of the training package.

Trainers and assessors must make judgments about the most appropriate way to meet these requirements. These judgments should form part of the organisation's overall training and assessment strategy.

3.2 Learning mapping

CHCMHS002 *Establish self-directed recovery relationships*, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Promote principles of recovery and recovery oriented practice	Topic 1: Promote principles of recovery and recovery oriented practice	n/a	n/a
1.1 Acknowledge and respect the person as the author, definer and director of their own recovery and recovery journey	1A Respect the person as the author, definer and director of their own recovery journey	1	LC1: Part B 2, 4, 5, 6
1.2 Work in ways that inspire hope for the future, belief in recovery by investing in the person and the relationship and increasing support for the person in their community of choice	1B Work in ways that inspire hope for the future and belief in recovery	2	LC1: Part A 1 Part B 1, 3
1.3 Identify and take into account personal values and attitudes regarding recovery, mental health and illness when planning and implementing all work activities	1C Identify and take into account personal values and attitudes	3	LC1: Part A 2
1.4 Demonstrate consideration and respect for the important contribution of the person's other relationships, life events, culture and activities to the recovery process	1D Consider and respect contribution of the person's whole of life situation in the recovery process	4	LC1: Part A 3
Element 2: Establish the context for a self-directed recovery relationship	Topic 2: Establish the context for a self-directed recovery relationship	n/a	n/a
2.1 Establish and maintain a safe, positive working relationship and environment	2A Establish and maintain a safe, positive working relationship and environment	5	LC2: Part A 3

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:	CHCMHS002 Establish self-directed recovery relationships, 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

CHCMHS002 Establish self-directed recovery relationships, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
Element 1: Promote principles of recovery and recovery oriented practice			
1.1 Acknowledge and respect the person as the author, definer and director of their own recovery and recovery journey	Q43, Q26		O1
1.2 Work in ways that inspire hope for the future, belief in recovery by investing in the person and the relationship and increasing support for the person in their community of choice	Q6		O2
1.3 Identify and take into account personal values and attitudes regarding recovery, mental health and illness when planning and implementing all work activities		CS2	O4
1.4 Demonstrate consideration and respect for the important contribution of the person's other relationships, life events, culture and activities to the recovery process		CS3	O6
Element 2: Establish the context for a self-directed recovery relationship			
2.1 Establish and maintain a safe, positive working relationship and environment	Q41	CS4	O8
2.2 Identify and address the power dynamics impacting on the relationship		CS6	O9
2.3 Build a working relationship based on shared understandings using effective communication strategies	Q13, Q14		O10