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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>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

CHCMHS008 Promote and facilitate self-advocacy

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>Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.</p>

Application

This unit describes the skills and knowledge required to encourage, support and promote self-advocacy. The promotion and facilitation of self-advocacy contributes to a person's self-determination, empowerment and right to make informed choices in regard to all aspects of their life.

This unit applies to work with people living with 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.

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>
1. Assist individuals or groups to identify their issues, rights and preferred options	1.1 Apply strategic questioning to clarify advocacy issues 1.2 Review and provide information on self-advocacy in relation to individual or group issues

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

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Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Assist individuals or groups to identify their issues, rights and preferred options	Topic 1: Assist individuals or groups to identify their issues, rights and preferred options	n/a	n/a
1.1 Apply strategic questioning to clarify advocacy issues	1A Apply strategic questioning to clarify advocacy issues	1	LC 1: Part B 1
1.2 Review and provide information on self-advocacy in relation to individual or group issues	1B Review and provide information on self-advocacy in relation to individual or group issues	2	LC 1: Part B 2
1.3 Assist individual or group to identify their own needs and rights and to determine if their rights are being infringed or not being met	1C Assist others to clarify their own needs and rights and to determine if their rights are being infringed or not being met	3	LC 1: Part A 2
1.4 Work with individuals or groups to evaluate and negotiate advocacy options	1D Work with others to evaluate and negotiate advocacy options	4	LC 1: Part A 3
1.5 Document advocacy options according to organisation policy and procedures	1E Document advocacy options	5	LC 1: Part A 26
Element 2: Enable individuals to gain self-advocacy skills	Topic 2: Enable individuals to gain self-advocacy skills	n/a	n/a
2.1 Build a shared understanding about advocacy issues and choices available	2A Build a shared understanding about advocacy issues and choices available	6	LC 2: Part A 1

Section 4: Assessment

4.1 Assessment approach

Assessment is all about collecting evidence and making decisions as to whether or not a learner has achieved competency. Assessment confirms that the learner can perform to the expected workplace standard, as outlined in the units of competency.

This section contains marking guidance for the final assessment tasks in the corresponding Aspire learner guide.

It is an important responsibility of trainers and assessors to complete the assessment records themselves. This ensures all additional assessment activities deemed appropriate, outside those in the Aspire learner guide, are included in these records.

All assessment activities should be undertaken in conjunction with your training organisation's relevant course training and assessment strategy, policies and procedures.

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 three 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.

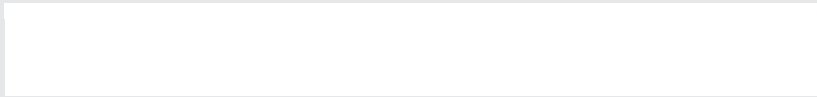
Please note that Part C is only included where the Assessment requirements for the unit of competency specify aspects of performance evidence that must be demonstrated in a simulated environment before practical placement. In all other cases, observation tasks have been incorporated into the practical 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:	CHCMHS008 Promote and facilitate self-advocacy, 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>

Candidate signature:



This confirmation ensures that the candidate is fully aware of all expectations and has been engaged in negotiating an assessment plan that best fits their particular needs and situation.

4.3 Assessment mapping

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Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
Element 1: Assist individuals or groups to identify their issues, rights and preferred options			
1.1 Apply strategic questioning to clarify advocacy issues		CS1	O1
1.2 Review and provide information on self-advocacy in relation to individual or group issues		CS2	O2
1.3 Assist individual or group to identify their own needs and rights and to determine if their rights are being infringed or not being met	Q1		O4
1.4 Work with individuals or groups to evaluate and negotiate advocacy options		CS3	O5
1.5 Document advocacy options according to organisation policy and procedures		CS4	O7
Element 2: Enable individuals to gain self-advocacy skills			
2.1 Build a shared understanding about advocacy issues and choices available		CS5	O9
2.2 Identify potential barriers and relevant strategies to overcome them		CS6	O10
2.3 Collaboratively develop an individual's self-advocacy strategy and arguments		CS7, CS8	O13
2.4 Provide opportunities for practising self-advocacy		CS9	O16