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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

#### CHCMHS011 Assess and promote social, emotional and physical wellbeing

##### 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 work collaboratively with individuals to assess, promote and review all aspects of wellbeing.

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.*

## 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

CHCMHS011 Assess and promote social, emotional and physical wellbeing, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Assess the persons wellbeing</b>	<b>Topic 1: Assess the person's wellbeing</b>	n/a	n/a
1.1 Provide information and resources to the person to explain social and emotional wellbeing, holistic practice and the available services and programs	1A Inform the person about social and emotional wellbeing, holistic practice and services	1	LC 1: Part A 1
1.2 Explore the domains of wellbeing with the person, identifying strengths and strategies that keeps the person strong	1B Explore aspects of wellbeing to identify strengths and strategies that keep the person strong	2	LC 1: Part A 5
1.3 Reflect on and respond to own values, beliefs, attitudes, power and behaviours regarding wellbeing to ensure non-judgemental practice	1C Recognise own beliefs, power and behaviours to ensure non-judgmental practice	3	LC 1: Part B 1
1.4 Clarify and respect the person's choices, parameters and boundaries relating to topics to be discussed	1D Respect the person's choices and boundaries when discussing topics	4	LC 1: Part B 3
1.5 Work with the person to identify other information to gather or people to contact to add to the understanding of their social emotional wellbeing	1E Identify resources to better understand person's social and emotional wellbeing	5	LC 1: Part B 4
1.6 Determine with the person other people, including the natural supports, the person wants involved in their plans and support	1F Determine who the person wants to involve in their plans and support	6	LC 1: Part B 5

## 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.

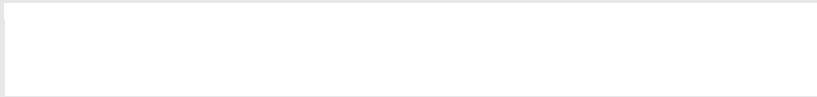
All assessment activities should be undertaken in conjunction with your training organisation's relevant course training and assessment strategy, policies and procedures.

## 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:	CHCMHS011 Assess and promote social, emotional and physical wellbeing, 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

*CHCMHS011 Assess and promote social, emotional and physical wellbeing, Release 1*

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
<b>Element 1: Assess the person's wellbeing</b>			
1.1 Provide information and resources to the person to explain social and emotional wellbeing, holistic practice and the available services and programs	Q1, Q2		O1
1.2 Explore the domains of wellbeing with the person, identifying strengths and strategies that keeps the person strong		CS1	O5
1.3 Reflect on and respond to own values, beliefs, attitudes, power and behaviours regarding wellbeing to ensure non-judgemental practice	Q20, Q21, Q22	CS2	
1.4 Clarify and respect the person's choices, parameters and boundaries relating to topics to be discussed	Q33		O7
1.5 Work with the person to identify other information to gather or people to contact to add to the understanding of their social emotional wellbeing	Q41		O8
1.6 Determine with the person other people, including the natural supports, the person wants involved in their plans and support	Q42		O9
1.7 Identify, negotiate, obtain and document any consents required	Q43, Q44		O10
<b>Element 2: Promote physical wellbeing</b>			