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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
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

CHCMHS003 Provide recovery oriented mental health services

Modification history

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* 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 in providing services to implement a range of strategies as part of recovery oriented service provision for people with mental illness.

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
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Share and collect information to collaboratively inform the plan for recovery	1.1 Work in a recovery oriented framework that respects the person's experience, culture and unique recovery journey and the agreed recovery alliance relationship 1.2 Use a collaborative approach to discuss and determine

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

CHCMHS003 Provide recovery oriented mental health services, Release 1

Unit of competency		Content		Practice tasks	Learning checkpoint
Element 1: Share and collect information to collaboratively inform the plan for recovery		**Topic 1: Share and collect information to collaboratively inform the plan for recovery**		n/a	n/a
1.1	Work in a recovery oriented framework that respects the person's experience, culture and unique recovery journey and the agreed recovery alliance relationship	1A	Work respectfully and collaboratively in a recovery-oriented framework	1	LC 1: 7
1.2	Use a collaborative approach to discuss and determine information to be collected and sources of information to be accessed	1B	Use a collaborative approach to discuss, determine, source and collect information	2	LC 1: 8
1.3	Explain any organisation or program requirements including the commitment to access and equity, and limits to confidentiality	1C	Explain organisational requirements including commitment to access and equity, and limits to confidentiality	3	LC 1: 9
1.4	Obtain consent from the person according to organisation policy and procedure	1D	Obtain consent from the person according to organisation policy and procedure	4	LC 1: 10
1.5	Gather and document information from the person and other agreed sources to explore and clarify the person's preferences, meanings and needs	1E	Gather and document information to explore and clarify the person's preferences, meanings and needs	5	LC 1: 11
1.6	Apply best practice principles, if formal assessment is to be conducted, and work within organisation policy and procedures relating to assessment protocols	1F	Apply best-practice principles and work within relevant protocols to conduct formal assessment	6	LC 1: 12

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 four assessment tasks.

Complete the following task	• 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.
Refer to the Aspire *Practical placement logbook* for this unit	• 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:	*CHCMHS003 Provide recovery oriented mental health services*, Release 1
Assessment tasks to be undertaken:	❑ Part A – Questions ❑ Part B – Case study questions ❑ Practical placement
Ready for assessment declaration:	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. I have accessed and understand general assessment information as provided by my training organisation. 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.

4.3 Assessment mapping

CHCMHS003 Provide recovery oriented mental health services, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
Element 1: Share and collect information to collaboratively inform the plan for recovery			
1.1 Work in a recovery oriented framework that respects the person's experience, culture and unique recovery journey and the agreed recovery alliance relationship	Q1, Q8		O1
1.2 Use a collaborative approach to discuss and determine information to be collected and sources of information to be accessed		CS1	O2
1.3 Explain any organisation or program requirements including the commitment to access and equity, and limits to confidentiality	Q9	CS2	O5
1.4 Obtain consent from the person according to organisation policy and procedure	Q11		O6
1.5 Gather and document information from the person and other agreed sources to explore and clarify the person's preferences, meanings and needs		CS3	O7
1.6 Apply best-practice principles, if formal assessment is to be conducted, and work within organisation policy and procedures relating to assessment protocols	Q13	CS4	
1.7 Together identify the range and potential effects of social and other barriers that are impacting on the person		CS5	O8
Element 2: Facilitate collaborative planning process for recovery			
2.1 Work collaboratively to develop a plan for recovery and transition based on the person's choices, preferences, values, needs and goals and discuss different		CS7 CS8, CS9	O10