



## **Certificate IV in Mental Health Peer Work: Guide to Recognition of Prior Learning**

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Members of the LEWP Reference Group, representing the following organisations -

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STTARS

SYC HYPA

UnitingSA

Flinders Aboriginal Wellbeing Centre

Adelaide headspace

Life Without Barriers

Centacare

Mind Australia

Independent Peer Workers who work with NGOs

**Lived Experience Workforce Program (LEWP), Mental Health Coalition of SA**



## How to Use This Guide

This document is specifically designed to support you to work through the process of determining how much Recognition of Prior Learning (RPL) you may be able to use, towards completing the requirements for the Certificate IV in Mental Health Peer Work.

You will need to choose a Registered Training Organisation (RTO) that is approved to deliver the qualification and contact the person within that RTO who looks after this specific course. The contact details for course enquiries can usually be found on the specific course page at the RTO's website.

The RTO will be able to discuss how documentation and other knowledge and skills you have may be considered during the RPL process. For students who are employed, we encourage organisations and the individual to work together in gathering the required evidence and discussing the knowledge and skills that need to be demonstrated.

Included in the Guide is an overview of the core (compulsory) units of competency, as outlined in the nationally accredited training package at this current time, along with the listed elective units. The actual units delivered to make up the course may vary between RTOs. Potential students should ask their RTO which units they will be offering/delivering.

This Guide outlines the required knowledge, skills and evidence that a person must demonstrate to be considered for RPL, against the core units and the elective units that are being offered within RTOs in South Australia at this time.

As well as the requirements noted against each unit, consideration will be given to:

- Other qualifications the person holds
- Evidence and currency of training the person has previously undertaken
- Certification of professional development courses undertaken  
e.g. Senior First Aid, Mental Health First Aid
- Roles the person holds within their organisation in addition to their primary position e.g. WHS Officer
- Previous work history

Each person's situation will be unique. It is important that potential students and their supporting organisation (if applicable), have good communication with their RTO to discuss their individual circumstances. This will help you to determine whether you will be able to apply for full, partial or any RPL for specific units. RPL may reduce the time and cost of gaining the qualification but this needs to be discussed with the RTO, as each may have different approaches to this.

## Preparing for the Recognition of Prior Learning (RPL) Process

### What potential students can do

This process can seem overwhelming; we have designed this Guide to help you navigate the process. Don't be put off - tackle it one unit at a time and seek help from others where required.

As there are a number of components to the RPL process, we recommend you keep a checklist of what evidence is required, what you have, what you need to get and who you need to contact to support your evidence and knowledge. There is a page after each unit for you to make notes as you gather your evidence.

If you are working, find someone in the organisation who could help, such as a Team Leader, Supervisor or, if available, someone who understands training packages such as a VET (Vocational Education and Training) trainer/assessor.

If you are not working, reach out to your family, friends, support networks and other potential supporting organisations you are involved with e.g. job provider. Having someone as a sounding board to help with your planning or evidence gathering, can be really helpful.

The RTO can also help. Speak with the course RPL contact person: they understand the training package and RPL rules better than anyone. They can outline the process for you, give you direction on how to submit any documented evidence and can answer any further questions you may have. They will be in regular contact throughout the process, as it will involve answering questions to demonstrate your knowledge and how you have applied this in practice (skills). Your evidence will be reviewed and assessed against the requirements of the qualification and they will notify you of any RPL awarded, or gaps that need to be addressed through further evidence or through studying components of the course. It is very rare that a full qualification is granted through RPL.

The knowledge you need to have, the skills (performance) you need to be able to demonstrate and the evidence you need to provide, are listed at the beginning of each unit within the Core and Elective Units in Detail section.

You will be required to have a third-party sign and validate paperwork, verifying your competence in each area. This may be your manager or leader at your current place of employment, or at a previous workplace. If you are unable to supply a third-party validation by someone who can attest to your knowledge and skills, you may not be able to meet the criteria for RPL. Reflect with your manager or support person around who may be able to provide this verification. It may be a manager at a former workplace, a volunteer coordinator at a community organisation etc. There may be more than one person needed to verify the various you have performed or training you have undertaken over the years in different roles places.

Ensure that your nominated third-party contacts are aware of the qualification and units you are seeking RPL for, as well as the required knowledge and skills. They will be asked to provide evidence that demonstrates how they have witnessed you using those skills and knowledge in your work practice.

Each student is required to perform 80 hours of work placement. Students who are not currently employed will need to access their own placement. If you are currently employed, speak with your RTO's course contact person to determine whether your current role meets the requirements of the placement. If it does, discuss how you can incorporate the placement hours and requirements needed within your current role and make time to talk about it with your manager. If your role doesn't meet the requirements of placement, you may need to discuss other opportunities within your organisation that you could undertake to fulfil the placement.

As mentioned earlier, if you have a trainer/assessor within your organisation who understands VET requirements and RPL processes, they could be helpful to both you and your manager in these discussions.

### What organisations can do to support the student

The RPL process can seem overwhelming to potential students (and to workplace supervisors). Have discussions with the student to see where and how your organisation may be able to support them.

If you have a trainer/assessor within your organisation who understands VET requirements and RPL processes, they could be helpful to you and the student in navigating the RPL process.

Review the knowledge and skills they need to be able to demonstrate and provide evidence for, which are listed at the beginning of each unit within the Core and Elective Units in Detail section of this Guide.

Ensure you or someone within the organisation can honestly verify they have observed the student competently use specific skill sets or knowledge in their work practice. If not, help them to consider who else they could make contact with who may be able to provide this verification e.g. manager at a former workplace, volunteer coordinator at a community organisation they are involved with etc. There may be more than one person who does this, for the various duties the person has performed or training they have undertaken over the years in different roles and workplaces.

The person who will be validating the students' knowledge and skills needs to understand the requirements of the RPL process. Third-party validation involves two parts: verifying the student's skills and knowledge by signing document 'Third Party Validation of Candidate's Competence', and verbally answering questions from the RPL assessor. This may be over the phone or face to face. For more information about the RTO's RPL process, contact the course coordinator. Copies of all documents should be kept for the organisation's records.

## Qualification Overview

The information below is taken directly from the current training package information which can be obtained at <https://training.gov.au/Training/Details/CHC43515>

### Certificate IV in Mental Health Peer Work (CHC43515)

Skills covered include working with diverse people, trauma-informed care, self-advocacy, wellbeing, peer work practices, continuous improvement and workplace safety.

To be awarded the qualification of Certificate IV in Mental Health Peer Work, you are required to successfully complete 15 units consisting of **8 core units and 7 elective units, plus 80 hours in an appropriate vocational placement**. Vocational placement hours for existing workers will vary depending on experience in their related field of work. A student who successfully completes one or more units of competency but not the full qualification, is eligible to receive a Statement of Attainment.

Below is a list of the core units that must be delivered and all listed electives that can be offered within this qualification.

### Units of Competency – Core Units (compulsory)

Unit Name	National Code
Work with diverse people	CHCDIV001
Work effectively in trauma informed care	CHCMHS007
Promote & facilitate self-advocacy	CHCMHS008
Asses & promote social, emotional & physical wellbeing	CHCMHS011
Apply peer work practices in the mental health sector	CHCPWK001
Contribute to the continuous improvement of mental health services for consumers & carers	CHCPWK002
Applied lived experience in mental health peer work	CHCPWK003
Participate in workplace health & safety	HLTWHS001

## Units of Competency – Elective Units

Along with all core units, to be awarded the qualification of Certificate IV in Mental Health Peer Work you are required to successfully complete 7 elective units. The units you will be enrolled into depends on which the RTO offers, and the qualification packaging rules described on <https://training.gov.au>

The 7 electives may:

- All come from the list below, or
- Combine 6 from below and 1 from a related approved training package, or
- Combine 5 from below and 2 from a related approved training package

Where appropriate, a student may choose to specialise in consumer or carer peer work. To specialise in consumer peer work and achieve the qualification Certificate IV in Mental Health Peer Work (Consumer Peer Work), all Group A electives must be chosen. To specialise in carer peer work and achieve the qualification Certificate IV in Mental Health Peer Work (Consumer Peer Work), all Group B must be chosen.

Unit Name	National Code
<b>Group A – Consumer Peer Work Specialisation</b> Work effectively in consumer mental health peer work	CHCPWK004
<b>Group B – Carer Peer Work Specialisation</b> Work effectively with carers as a mental health peer worker	CHCPWK005
Make a presentation	BSBCMM401
Manage personal stressors in the work environment	HLTWHS006
Support Group Activities	CHCGRP001
Work legally & ethically	CHCLEG001
Increase safety of individuals at risk of suicide	CHCCCS003
Reflect on & improve own professional practice	CHCPRP003
Work in an Alcohol & other drugs context	CHCAOD001
Facilitate the interests & rights of clients	CHCADV001
Provide advocacy & representation services	CHCADV002
Provide systems advocacy services	CHCADV005
Facilitate the empowerment of older people	CHCAGE001
Provide support to people living with dementia	CHCAGE005
Address the needs of people with chronic disease	CHCCCS001
Provide loss & grief support	CHCCCS017

<b>Unit Name</b>	<b>National Code</b>
Recognise & respond to crisis situations	CHCCCS019
Respond effectively to behaviours of concern	CHCCCS020
Support independence & wellbeing	CHCCCS023
Support relationships with carers & families	CHCCCS025
Visit client residence	CHCCCS027
Support community participation in planning processes	CHCCDE001
Develop & implement community programs	CHCCDE002
Implement participation & engagement strategies	CHCCDE004
Work to empower Aboriginal &/or Torres Strait Islander communities	CHCCDE006
Develop & provide community projects	CHCCDE007
Support community action	CHCCDE008
Analyse impacts of sociological factors on clients in community work & services	CHCDEV002
Facilitate the empowerment of people with disability	CHCDIS007
Facilitate community participation & social inclusion	CHCDIS008
Promote Aboriginal &/or Torres Strait Islander cultural safety	CHCDIV002
Work with parents or carers of very young children	CHCEDU011
Plan & conduct group activities	CHCGRP002
Deliver structured programs	CHCGRP004
Establish self-directed recovery relationships	CHCMHS002
Provide recovery orientated mental health services	CHCMHS003
Work collaboratively with the care network & other services	CHCMHS004
Provide services to people with co-existing mental health & alcohol & other drugs issues	CHCMHS005
Facilitate the recovery process with the person, family & carers	CHCMHS006
Contribute to the review & development of policies	CHCPOL001
Develop & maintain networks & collaborative partnerships	CHCPRP001
Work with forced migrants	CHCSET001
Undertake bicultural work with forced migrants in Australia	CHCSET002

Unit Name	National Code
Work with people experiencing or at risk of homelessness	CHCSOH001
Merge & maintain tenancy agreements & services	CHCSOH002
Support young people to create opportunities in their lives	CHCYTH003
Work effectively with young people & their families	CHCYTH011
Make a presentation	BSBCM401
Process & maintain workplace information	BSBINM201
Analyse & present research information	BSBRES401
Use business technology	BSBWOR204
Plan, organise & deliver group based learning	TAEDEL401A
Plan, organise & facilitate learning in the workplace	TAEDEL402A
Design & develop learning programs	TAEDES401

The training package states: “All electives chosen must contribute to a valid, industry-supported vocational outcome”. This means the combination of units your RTO delivers, or you choose to study, should fulfil the knowledge and skill requirements for the type of peer work role you currently hold or want to perform. For example, if you are employed or seeking work in Aboriginal Peer Work, you would choose units that best equip you to practice from this perspective.

As noted earlier, RTOs usually have specific units on offer, and this can vary between RTOs. We strongly advise that you speak with your RTO’s course contact person to make sure the electives you select (or are offered) best meet the peer work role you currently hold or wish to pursue.



## Core and Elective Units: knowledge and skills in detail

Information in this section outlining performance and knowledge evidence is taken directly from the current assessment requirements for each unit of competency, located at <https://training.gov.au>. The noted elective units represent those being offered within RTOs in South Australia at this time.

### Core Unit

### Community Services & Health Training Package CHC15

### CHCPWK003

### Apply lived experience in mental health peer work

#### Performance Evidence

You must show evidence of your ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingences in the context of the job role. Demonstrated evidence that you have:

Performed these activities outlined in the performance criteria of this unit during a period of 80 hours of work according to the values, ethics and philosophies of mental health peer work, expressing and applying lived experience in at least 3 different contexts:

- Used communication techniques to establish rapport, build shared understanding and provide hope
- Provided objective information and opportunity for consumer/carer exploration of opportunities, rights, and options in recovery planning

#### Knowledge Evidence

To complete the unit, you must be able to demonstrate this essential knowledge and how you use in your work practices:

- Importance of self-awareness in mental health peer work
- Intention of purposeful sharing and positive use of lived experience in mental health peer work
- Historical, social, political and economic contexts of mental health services and mental health consumer and carer movements
- Philosophical, ethical and values-based approaches to peer work
- International and national developments in consumer and carer peer work
- History and context of self-directed recovery and recovery principles, facilitation, pathways and practices
- Impacts and different types of stigma for consumers and carers including self-stigma, individual stigma, community stigma, prejudice and discrimination on the recovery journey

- Social justice issues, principles and approaches, including working from a rights-based framework and awareness of the rights and responsibilities of consumer and carers and peer workers
- Impacts of trauma and the role of the peer workforce in trauma informed care
- Impacts of mental health systems on consumers and carers
- Different understandings of mental illness and distress/issues
- Principles and practices of duty of care as these apply to peer work
- Self-care strategies and processes, reflection in peer work

### **Documentation you may be required to provide**

To complete your application for RPL you may be required to provide the following evidence:

- Job and person specification/role description
- Resume
- Examples of your work with clients (de-identified)

Please check with your RTO for their specific requirements.

### **Assessment Conditions**

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTO's) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

### **Potential RPL Assessment Areas**

Here are a few examples of areas you may need to consider when providing evidence and demonstrating your knowledge to the assessor for this unit. Remember also to review the knowledge evidence list for this module.

- Reference your job description. Be prepared to share and explain the guidelines and expectations the organisation has specific to your role and the use of your lived experience.
- Have examples of how you draw on the philosophies of peer work in your practice

- Consider and explain how you work with others in your team and/or consumers/carers from your peer perspective
- Provide de-identified details of other lived experience groups you are involved with
- Boundaries – their importance to your practice and self-care
- Your current self-care practices and how these support you to balance the demands of your role and maintaining your wellbeing
- Demonstrate how you have been able to negotiate reasonable adjustments in the workplace to support your self-care requirements
- Identify relevant legislation and your knowledge of what they mean in the context of your role. For example, confidentiality and privacy
- Discuss how you recognise and address possible impacts and likely consequences of drawing from your own personal lived experience in your role
- Be able to identify the peer work values and principles that guide practice
- Provide examples of different ways you evaluate and select options in framing stories for different purposes
- Have examples of how you establish rapport with others, through purposeful use of your lived experience
- Give examples of what a safe working environment looks like. Share the actions you currently take to ensure a safe working environment for yourself and others e.g. people you support and your team
- Discuss how you engage in debriefing and peer supervision





**CHCPWK001****Apply peer work practices in the mental health sector****Performance Evidence**

You must show evidence of your 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. Demonstrated evidence that you have:

- Worked according to the values, ethics and philosophies of mental health peer work using available support services in at least three different situations
- Communicated appropriately:
  - Used inclusive and person first language
  - Used consumer's or carer's preferred language and terminology and their personal meaning and interpretations
  - Maintained confidentiality
- Communicated with:
  - Clinicians
  - Consumers
  - Carers
  - Other service providers

**Knowledge Evidence**

You 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:

- Historical, social, political and economic contexts of mental health services and mental health consumer carer movements, including impacts of mental health systems on consumers and carers
- Philosophical, ethical and values-based approaches to peer work
- International and national trends and developments in consumer and carer peer work
- History and context of self-directed recovery principles, facilitation, pathways and practices
- Impacts and different types of stigma for consumers and carers including:
  - Self-stigma
  - Individual stigma
  - Community stigma
  - Prejudice and discrimination on the recovery journey
  - Social justice issues, principles and approaches, including working from a rights-based framework and awareness of the rights and responsibilities of consumer and carers and peer workers

- Different understandings of mental illness and distress/issues
- Principles and practices of duty of care as these apply to peer work
- Legislation, standards and policies, that relate to mental health services and peer work
- Language, meaning and terminology in relation to mental health and peer work, including dignity of risk and first-person language

### **Documentation you may be required to provide**

To complete your RPL you may be required to provide the following evidence:

- Resume
- Job and person specification/role description
- Training records, academic transcripts, parchments
- A few stories of practice about your work with consumers or carers (de-identified)

Please check with your RTO for their specific requirements.

### **Assessment Conditions**

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTO's) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

### **Potential RPL Assessment Areas**

Here are a few examples of areas you may need to consider when providing evidence and demonstrating your knowledge to the assessor for this unit. Remember also to review the knowledge evidence list for this module.

- Share your knowledge on the history of the consumer and carer movements. For example, how they influenced the formation of peer work, their influence on legislation etc.
- Be able to identify the peer work values and principles that guide practice
- Be prepared to share examples of the values and supporting philosophies of mental health peer work, how they align with your own and how you use these in your peer practice

- Share how you have worked with consumers/carers to identify their needs, found services appropriate to them and supported them to access these
- Discuss and provide examples about the networks and services you use
- Give examples of self-care strategies and the benefits to you personally and professionally
- Describe how you ensure you are practicing self-care strategies regularly





**CHCMHS011****Assess and promote social, emotional and physical wellbeing****Performance Evidence**

You 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 you have:

- Collaboratively delivered wellbeing support reflecting recovery orientated practice with at least three people:
  - Physical
  - Social
  - Emotional
  - Cultural/spiritual

**Knowledge Evidence**

You 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:

- Legal and ethical considerations (international, national, state/territory, local) for client wellbeing, and how these are applied in organisations and individual practice:
  - 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
  - Work role boundaries – responsibilities and limitations
  - Health and safety
- Principles and practices of holistic social emotional wellbeing, including:
  - Social
  - Emotional
  - Physical
  - Cognitive

- Cultural/spiritual
- Impact of a lack of social and emotional wellbeing (SEWB) on mental health
- Evidence based practice in relation to support for the individual domains
- Iatrogenic effects of mental illness diagnosis and treatment on an individual's wellbeing
- Requirements for physical wellbeing including:
  - Nutrition
  - Exercise
  - Food security/insecurity
  - Self-care style opportunities and information
  - Oral health
  - Comprehensive health checks
  - Access to health services, and natural supports and resources
  - Sexual health strategies including contraception, sexually transmitted infections (STI's) and strategies for sexual expression
- Aspects of social wellbeing and types of social activity of that contribute to wellbeing, including:
  - Education
  - Employment
  - Community
  - Volunteering
  - Hobbies
  - Personal interests
- Aspects of emotional wellbeing, including:
  - Ability to self-care
  - Quality of support systems
  - Healthy relationships
- Aspects of cultural/spiritual wellbeing, including:
  - Involvement in cultural activities and networks
  - Ability to practice own culture
  - Good links within own culture
- Cognitive aspects that affect wellbeing, including:
  - Ability to practise coping strategies
  - Mindfulness
  - Relaxation
- Models of change, including stages of change model
- Awareness of social exclusion/inclusion disadvantage, systemic oppression and power dynamics
- Approaches to practice, including:
  - Motivational interviewing
  - Solution focussed approaches
  - Strength based approaches
  - Cognitive behavioural approaches
  - Narrative approaches
  - Acceptance and Commitment Therapy (ACT)

## **Documentation you may be required to provide**

To complete your RPL you may be required to provide the following evidence:

- Resume
- Job and person specification/role description
- Training records, academic transcripts, parchments
- Documents relevant to this competency (examples of work)

Please check with your RTO for their specific requirements.

## **Assessment Conditions**

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTO's) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

## **Potential RPL Assessment Areas**

The assessor may give you a scenario based on a situation that peer workers may be exposed to. You may be required to answer questions based on this scenario. Remember to review the knowledge evidence list for this module. Some areas to consider:

- Consider this individual is your consumer/carer and this is your initial meeting. What do you look for in their story when building rapport? For example, strengths and protective factors, cultural needs
- Discuss how you would identify whether the person's choices for their recovery are being validated and respected
- Be prepared to identify strategies that could be helpful once issues are identified
- Share how you would support building resilience
- Explain how you would support self-awareness with this person
- Explain strategies you could offer to promote overall wellbeing for the person
- Use de-identified stories from your practice that show how you collaboratively supported wellbeing



**CHCPWK002****Contribute to the continuous improvement of mental health services****Performance Evidence**

You 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 you have:

- Identified and contributed to the improvement of a least 1 mental health service through communication and consultation with both carers and consumers
- Used the following skills and strategies to establish relationships and gather information:
  - Verbal communication
  - Non-verbal communication
  - Interviewing
  - Collaborative work practice
  - Meeting facilitation
  - Group facilitation
  - Culturally appropriate language
- Networking and professional development
- Used research, analysis and evaluation skills

**Knowledge Evidence**

You 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:

- Improvements
- Research methods, information gathering and information processing methods as related to capacity and requirements of job role
- Systems that promote:
  - Consultation process for maximising consumer and carer participation in all aspects of service review and evaluation
  - Culturally appropriate services
  - Continuity of care
  - High visibility and access
  - Consumer and carer networks as relevant to job role
  - Current trends and approaches to continuous improvement processes and models PDAC
  - Methods for disseminating feedback in formal and informal contexts

## **Documentation you may be required to provide**

To complete your RPL you may be required to provide the following evidence:

- Resume
- Job and person specification/role description
- Training records, academic transcripts, parchments
- Minutes of a continuous improvement meeting, plans for changes, feedback forms

Please check with your RTO for their specific requirements.

## **Assessment Conditions**

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTO's) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

## **Potential RPL Assessment Areas**

Here are a few examples of areas you may need to consider when demonstrating your knowledge to the assessor. Remember also to review the knowledge evidence list for this module.

- Share details of your involvement in identifying areas for improvement in your service and how you participated in developing strategies to achieve these. Describe what they involved and the processes you used
- Provide de-identified evidence of meetings or workshops you were involved in (e.g. minutes, meeting notes) and be able to discuss these
- Discuss networks you regularly use or participate in, or meetings and groups you attend
- Explain the different resources you use to keep up to date with developments of the Peer Workforce and how this informs your practice e.g. websites, papers, email networks etc.



**HLTWHS001****Participate in Workplace Health and Safety****Descriptor**

This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others. The unit applies to all workers who required knowledge of workplace health and safety (WHS) to carry out their own work, either under direct supervision or with some individual responsibility.

**Performance Evidence**

You 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 demonstrated evidence that you have:

- Completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:
  - Contributed to WHS meeting or inspection in the workplace
  - Conducted a workplace risk assessment and recorded results
  - Consistently applied workplace safety procedures in the day-to-day work activities required by the job role
  - Followed workplace procedures for reporting hazards
  - Followed workplace procedures for a simulated emergency situation

**Knowledge Evidence**

You 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:

- State/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
  - State/territory WHS authorities
  - Rights and responsibilities of employers and workers, including duty of care
  - Hazardous manual tasks
  - Infection control
- Safety signs and their meanings, including signs for:
  - Dangerous goods classifications
  - Emergency equipment
  - Personal protective equipment (PPE)
  - Specific hazards such as sharps, radiation

- Hazard identification, including:
  - Definition of a hazard
  - Common workplace hazards relevant to the industry setting
  - Workplace procedures for hazard identification
  - Workplace emergency procedures
  - Workplace policies and procedures for WHS

### **Documentation you may be required to provide**

To complete your RPL you may be required to provide the following evidence:

- Copy of a workplace inspection you have completed (or have participated in)
- Copy of workplace risk assessment you have completed

Please check with your RTO for their specific requirements.

### **Assessment Conditions**

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTO's) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

### **Potential RPL Assessment Areas**

Here are a few examples of areas you may need to consider when demonstrating your knowledge to the assessor for this unit. Remember also to review the knowledge evidence list for this module.

- Re-familiarise yourself with your organisation's WHS policies and procedures. Ensure you can give a brief summary of the purpose of organisational WHS legislation and how it impacts on workplace regulations, codes of practice and industry standards etc.
- Provide examples of policies and procedures as evidence and be prepared to show your understanding of them if required
- Be able to identify the various WHS roles required under legislation. Describe their responsibilities and how they contribute to a safe work environment. For example, WHS Officers, Health and Safety Reps (HSRs). Speak with your organisation's WHS representative and familiarise yourself with these

- Ensure you can explain in detail, using examples where possible, your understanding of the following:
  - Hazardous manual tasks
  - Workplace emergency procedures
  - Infection control
- Describe in detail the hazard identification process including:
  - Definition of a hazard
  - Definition of a risk
  - Identify some common workplace hazards you may find in a community service organisation. Discuss these with your WHS representative and familiarise yourself with your workplace policies and procedures
- Familiarise yourself with safety signs





**CHCMHS008****Promote and facilitate self-advocacy****Performance Evidence**

You 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 you have:

- Encouraged, supported and promoted self-advocacy when working with at least three people with mental illness

**Knowledge Evidence**

You 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:

- Legal and ethical considerations (international, national, state/territory, local) for advocacy, and how these are applied in organisations and individual practice:
  - Discrimination
  - Dignity of risk
  - Duty of care
  - Human rights
  - Mandatory reporting
  - Practice standards
  - Privacy, confidentiality and disclosure
  - Policy frameworks
  - Records management
  - Rights and responsibilities of workers, employers and individuals accessing the service
  - Work role boundaries – responsibilities and limitations
  - Work health and safety
  - History, values, central philosophies and context of advocacy and self-advocacy
  - Differences between negotiation, advocacy, mediation, facilitation and conciliation and the ways they are used
  - Self-advocacy approaches and options, including group and individual advocacy
  - Referral options and resources available to support self-advocacy
  - Barriers to self-advocacy and strategies for overcoming barriers
  - Social justice principles including human rights, self-determination, access and equity, and empowerment
  - Impacts of stigma, prejudice and discrimination
  - Organisation policy and procedures relevant to the facilitation and promotion of self-advocacy

## **Documentation you may be required to provide**

To complete your RPL for this unit you may be required to provide the following evidence:

- Resume
- Job and person specification/role description
- Training records, academic transcripts, parchments
- A few examples of stories of practice

Please check with your RTO for their specific requirements.

## **Assessment Conditions**

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTO's) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

## **Potential RPL Assessment Areas**

Here are a few examples of areas you may need to consider when demonstrating your knowledge to the assessor for this unit. Remember also to review the knowledge evidence list for this module.

- Provide de-identified examples of your experience in assisting clients/groups with advocacy. Share the legal and ethical considerations
- Explain how you worked together with individuals/groups to identify their issues and rights. What things did you need to consider?
- Share detailed evidence on how you support people to develop self-advocacy skills and how you have supported them when they have self-advocated e.g. identifying their ability to self-advocate, strategies you use
- Describe some of the tools, documentation, strategies and policies that your organisation uses to encourage their clients to self-advocate
- Identify potential barriers to self-advocacy and discuss appropriate strategies to overcome them



**CHCMHS007****Work effectively in trauma informed care****Performance Evidence**

You 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 you have:

- Worked from a trauma informed care perspective with at least three people with mental illness

**Knowledge Evidence**

You 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:

- Legal and ethical considerations (international, national, state/territory, local) for trauma related practice, and how these are applied in organisations and individual practice:
  - 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 legislative requirements related to trauma
  - Work role boundaries – responsibilities and imitations
  - Work health and safety
- Trauma including:
  - Prevalence of trauma in the general population and with service users
  - Definitions of trauma and complex trauma and its impacts
  - How trauma impacts development of those affected
  - The dynamics of interpersonal violence and the relationship to trauma
  - The way individuals cope and manage the impact of trauma
  - The potential for and causes of re-traumatisation, in particular in accessing or receiving services
  - Gender differences in the application of trauma informed care

- Common beliefs and attitudes towards people who experience interpersonal violence and how these impact on their access to services
- Values and core principles and features of trauma informed care and practice, including:
  - Understanding trauma and its impact
  - Promoting safety in environments and relationships
  - Ensuring cultural competence,
  - Supporting control, choice and autonomy
  - Fostering healthy, supportive relationships
  - Promoting the belief that recovery is possible
  - Promoting strengths based, collaborative practices
- Impacts of traumatic events that occur when accessing or receiving services (including the use of compulsory treatment, seclusion and restraint):
  - Role of triggers and 'flashback' (re-experiencing), re-victimisation and re-traumatisation
  - Referral options and resources available to support self-advocacy
  - Links between suicidality, self-harm and interpersonal trauma
  - Self-care strategies for workers

### **Documentation you may be required to provide**

To complete your RPL you may be required to provide the following evidence:

- Resume
- Job and person specification/ role description
- Training records, academic transcripts, parchments
- Documents relevant to this competency, de-identified case studies of clients you have worked with, evidence of suggestions or changes you have made to improve services

Please check with your RTO for their specific requirements.

### **Assessment Conditions**

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTO's) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

## Potential RPL Assessment Areas

The assessor may give you a scenario based on a situation that peer workers may be exposed to. You may be required to answer questions based on this scenario. Remember to review the knowledge evidence list for this module. Some areas to consider:

- When you meet an individual you are supporting for the first time, what principles and practices of Trauma Informed Care would you use and why?
- Share how you would identify the client's needs, strategies you would use to support them based on these and why you would choose these strategies
- Discuss the self-care strategies you would use to manage your own wellbeing
- Provide an example of a time when you have supported implementation of Trauma Informed Practice within your workplace. Share the process, who you spoke to and worked with, challenges you encountered, how you handled them and the outcome





**CHCDIV001****Work with diverse people****Performance Evidence**

You 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 you have:

- Undertaken a structured process to reflect on own perspectives on diversity
- Recognised and respected the needs of people from diverse social and cultural backgrounds in at least three different situations:
  - Selected and used appropriate verbal and non-verbal communication
  - Recognised situations where misunderstandings may arise from diversity and formed appropriate responses

**Knowledge Evidence**

You 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:

- Concepts of cultural awareness, cultural safety and cultural competence and how these impact different work roles
- Concepts and definitions of diversity
- Own culture and the community attitudes, language, policies and structures of that culture and how they impact on different people and groups
- Features of diversity in Australia and how these impact on different areas of work and life:
  - Political
  - Social
  - Economic
  - Cultural
- Legal and ethical considerations (international, national, state/territory, local) for working with the consequences of breaches:
  - Discrimination
  - Age
  - Disability
  - Racial
  - Sex
- Human rights:
  - Universal declaration of human rights
  - Relationship between human needs and human rights
  - Framework, approaches and instruments used in the workplace

- Rights and responsibilities of workers, employers and clients, including appropriate action when rights are being infringed or responsibilities not being carried out
- Key areas of diversity and their characteristics, including:
  - Culture, race, ethnicity
  - Disability
  - Religious or spiritual beliefs
  - Gender, including transgender
  - Intersex
  - Sexual orientation/sexual identity – lesbian, gay, bisexual, heterosexual
  - Generational
- Key aspects, and the diversity of Australia’s Aboriginal and/or Torres Strait Islander cultures, including:
  - Social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people
  - Own culture, western systems and structures and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services
- Potential needs of marginalised groups, including:
  - Protective factors
  - Physical, mental and emotional health issues/care needs
  - Consideration of impacts of discrimination, trauma, exclusion and negative attitudes
  - Resources that support individuals and organisations to embrace and respond to diversity
  - Language and cultural interpreters
  - Imagery
- Influences and changing practices in Australia and their impact on the diverse communities that make up Australian society
- Impact of diversity practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others

### **Documentation you may be required to provide**

To complete your RPL you may be required to provide the following evidence:

- Resume
- Job and person specification/role description
- Training records, academic transcripts, parchments
- A few examples of your work practice within this context

Please check with your RTO for their specific requirements.

## **Assessment Conditions**

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTO's) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

## **Potential RPL Assessment Areas**

Here are a few examples of areas you may need to consider when demonstrating your knowledge to the assessor for this unit. Remember also to review the knowledge evidence list for this module.

- Think about the people from diverse backgrounds you work with and share how you make sure your peer practice is inclusive
- Discuss things you need to be aware of when working with people from diverse backgrounds, for example communication and cultural practices
- Demonstrate your knowledge of what a cross-cultural misunderstanding means and share a time you have experienced this. Explain the steps you took or would take to resolve the issue or reach a mutual understanding
- Describe how sexual and gender diversity is relevant to your practice. Share your understanding of the term
- Know what the legal and ethical considerations/issues are when working with diverse people and be prepared to share your knowledge on this
- When working alongside Aboriginal and Torres Strait Islander or First Nations people, discuss how our western system and structures may affect their engagement with services and programs
- Identify and discuss the effects of exclusion and discrimination against people with diverse backgrounds and culture
- Identify and discuss the protective factors for the individual/group you need to be mindful of when working alongside marginalised groups



**BSBCMM401****Make a presentation****Performance Evidence**

You 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 you have:

- Prepared and delivered presentations related to occupation or areas of interest which demonstrates the use of:
  - Effective presentation strategies and communication principles
  - Aids and materials to support the presentation
  - Elect and implement methods to review the effectiveness of own presentation and document any changes which would improve future presentations

**Knowledge Evidence**

You must be able to demonstrate essential knowledge required to effectively and safely 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 how to:

- Identify information collection methods that will support, review and feedback from presentations
- Identify regulatory and organisational obligations and requirements relevant to presentations
- Describe the principles of effective communication
- Describe the range of presentation aids and materials available to support presentations

**Documentation you may be required to provide**

To complete your RPL you may be required to provide the following evidence:

- Resume
- Job and person specification/role description
- Training records, academic transcripts, parchments
- A copy of a presentation you have made

Please check with your RTO for their specific requirements.

## **Assessment Conditions**

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTO's) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

## **Potential RPL Assessment Areas**

Here are a few examples of areas you may need to consider when demonstrating your knowledge to the assessor for this unit. Remember also to review the knowledge evidence list for this module.

- Share examples of groups you have facilitated or presentations you have delivered. Discuss how you identify target group needs and prepare for these
- Gather copies of speeches you have written, training and presentation session plans and objectives you have developed, exercises and resources you have used and/or developed
- Discuss outcomes of these presentations (e.g. attendee feedback, evaluation). Show tools you have used when reviewing your performance and feedback/evaluations forms that you've received from some of these events. Remember to de-identify if needed
- Demonstrate what you have learned from feedback and delivering presentations and how you have applied this to subsequent sessions
- Provide evidence showing how you debrief after the event



**HLTWHS006****Manage personal stressors in the work environment****Performance Evidence**

You 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 you have:

- Developed, implemented and reviewed 1 personal stress management plan that included identified sources, triggers and responses to stress
- Used strategies from personal stress management plan to manage two stressful situations in the workplace involving colleagues and/or clients

**Knowledge Evidence**

You 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:

- Sources of stress and how they manifest in health and/or community services work environment including:
  - Complex client behaviour (emotional, aggressive, cognitive deficit, non-compliance)
  - Grief and loss experienced by workers
  - Exposure to stressful working conditions and stressful incidents
  - Work planning and prioritisation techniques e.g. Time management strategies
  - Legal rights relating to the Fair Work Act
  - Services available for referral, both within the organisation and in the community e.g. informal/formal debriefing sessions and/or workplace counselling
- Self-care techniques including:
  - Impacts of exercise, diet and nutrition on physical health
  - Work-life balance strategies
  - Complementary and alternative health options

**Documentation you may be required to provide**

To complete your RPL you may be required to provide the following evidence:

- Resume
- Job and person specification/role description
- Training records, academic transcripts, parchments
- Stress management plan
- De-identified examples from your work practice

Please check with your RTO for their specific requirements.

### **Assessment Conditions**

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Assessors must satisfy the Standards for Registered Training Organisations (RTO's) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

### **Potential RPL Assessment Areas**

Here are a few examples of areas you may need to consider when demonstrating your knowledge to the assessor for this unit. Remember also to review the knowledge evidence list for this module.

- Thinking about your role, identify some of the areas that can be stressful and identify what your personal strategies are to manage them. Consider how you ensure you action them when required and discuss how they help you
- Identify internal (workplace) and external (personal) options and resources you can access for additional support to deal with stressors
- Share any initiatives your workplace has put in place to assist with stress
- Share the strategies you use to ensure a healthy work/life balance





**CHCPRP003****Reflect on and improve professional practice****Performance Evidence**

You 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 you have:

- Undertaken a structured process to reflect on and improve own practice and created 1 personal development plan that includes:
  - Goals
  - Timeframes
  - Ways of measuring progress

**Knowledge Evidence**

You 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:

- Legal and ethical considerations for reviewing and improving own practice, including:
  - Codes of practice
  - Duty of care
  - Rights and responsibilities of workers and employers
  - Work role boundaries – responsibilities and limitations
  - Models and processes of professional reflection
- Professional development opportunities, including:
  - Industry networking
  - Professional associations
  - Training requirements and options
  - Informal and formal ways of learning and developing
- Principles and techniques for:
  - Creating a personal development plan
  - Personal goal setting
  - Setting realistic timeframes
  - Measuring progress and performance
  - Types of work methods and practices which can improve performance
  - Learning styles and how they relate to different individuals

## **Documentation you may be required to provide**

To complete your RPL you may be required to provide the following evidence:

- Resume
- Job and person specification/ role description
- Training records, academic transcripts, parchments
- Personal development plan

Please check with your RTO for their specific requirements.

## **Assessment Conditions**

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTO's) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

## **Potential RPL Assessment Areas**

Here are a few examples of areas you may need to consider when demonstrating your knowledge to the assessor for this unit. Remember also to review the knowledge evidence list for this module.

- Discuss the support your organisation offers you with regards to your peer practice (i.e. specific to your lived experience skill set)
- Share examples of how you self-reflect on your peer practice and how you seek feedback from other people. Provide examples of how you have used this feedback to develop and improve your practice
- Discuss how your needs are met with regards to peer supervision, line management supervision and peer practice-specific professional development
- Share examples of input you have had in shaping your supervision and professional development opportunities and experiences
- Discuss the plans you have in place with your manager/supervisor to ensure you keep your peer practice relevant and up to date
- Discuss the plan you have in place for practicing self-care and managing work/life balance



**CHCGRP001****Support Group Activities****Performance Evidence**

You 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 you have:

- Participated in, and supported the activities of, at least three different groups, where groups comprise of at least 5 members
- Modelled the following communication skills when participating in groups:
  - Active listening
  - Questioning
  - Rapport-building
  - Conflict resolution
  - Clarity in communication

**Knowledge Evidence**

You 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:

- Legal and ethical considerations for group work, and how these are applied in organisations and individual practice:
  - Codes of conduct
  - Discrimination
  - Duty of care
  - Mandatory reporting
  - Privacy, confidentiality and disclosure
  - Records management
  - Work role boundaries – responsibilities and limitations
  - Work health and safety
  - Policies and procedures
- Nature of groups and the way they operate at an overview level, including:
  - Dynamics of groups
  - Stages of group development
  - Stages of change
  - Styles of group leadership and decision-making
- Communication techniques and how they are used within groups, including:
  - Active listening and questioning
  - Rapport building
  - Conflict resolution
  - Non-verbal communication

- Nature of resources provided to groups, including:
  - Information/referrals
  - Facilities
  - Equipment/materials
  - Administrative support
  - Facilitation of meetings
  - Worker skills/expertise
- Nature of support provided, including:
  - Resources managed by the organisation
  - Advice, information and facilitation
  - Individual or group supervision

### **Documentation you may be required to provide**

To complete your RPL you may be required to provide the following evidence:

- Resume
- Job and person specification/role description
- Training records, academic transcripts, parchments
- Minutes, records, copy of group norms, purpose documents

Please check with your RTO for their specific requirements.

### **Assessment Conditions**

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTO's) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

### **Potential RPL Assessment Areas**

Here are a few examples of areas you may need to consider when demonstrating your knowledge to the assessor for this unit. Remember also to review the knowledge evidence list for this module.

- Provide de-identified evidence and details of groups you have led. These can be client groups, working groups, meetings, staff training etc.

- When developing and leading these groups, share the things you have taken into account. Discuss the stages of group development, different approaches needed to facilitate different types of groups and how you plan and decide on the objective of each group
- Describe the resources used or developed for these groups and how they assisted in working towards group outcomes. Explain how you ensure you meet legal requirements when using resources
- Provide de-identified examples of minutes, notes and feedback forms from groups you have led or participated in
- Describe the process you undertake to review the effectiveness of the groups in meeting their objectives and how you plan for improvement





**CHCPWK004****Work effectively in consumer mental health peer work****Performance Evidence**

You 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 you have:

- Worked according to the values, ethics and philosophies of consumer mental health peer work with at least three different people with mental illness
- Used the following peer work communication strategies with the consumer:
  - Consumer's preferred language, concepts and meanings/interpretations
  - Inclusive and person first language
  - Strategic questioning
  - Collaborative approach to support self-determination
- Worked collaboratively with others in the provision of consumer peer services:
  - Consumer networks
  - Other consumer workers
  - Services and agencies

**Knowledge Evidence**

You 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:

- Importance of self-awareness in mental health peer work
- Contemporary frameworks and influences underpinning mental health peer work including recovery, consumer and carer participation and leadership approaches, person centred, rights based, self-determination, holistic physical health and wellbeing
- Self-management of own mental illness
- Overview of key historical, social, political and economic contexts of mental health services and mental health consumer and carer movements
- Philosophical, ethical and values-based approaches to peer work
- International and national developments in consumer and carer peer work
- History and context of self-directed recovery and recovery principles, facilitation, pathways and practices
- Impacts and different types of stigma for consumers and carers including self-stigma, individual stigma, community stigma, prejudice and discrimination on the recovery journey
- Social justice principles
- Working from a rights-based framework

- Rights and responsibilities of consumer and carer peer workers
- Impacts of trauma, grief and loss
- Different mental illness and distress
- Principles and practices of duty of care as these apply to peer work and job role
- Relevant policies, standards and legislation that relate to peer work
- Community development and peer work
- Types of work methods and practices which can improve on personal performance such as time management, information management, professional development and supervision

### **Documentation you may be required to provide**

To complete your RPL you may be required to provide the following evidence:

- Resume
- Job and person specification/role description
- Training records, academic transcripts, parchments
- Three stories of practice

Please check with your RTO for their specific requirements.

### **Assessment Conditions**

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTO's) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

### **Potential RPL Assessment Areas**

Here are a few examples of areas you may need to consider when demonstrating your knowledge to the assessor for this unit. Remember also to review the knowledge evidence list for this module.

- Reflect on how you work alongside your clients from your initial meeting, through to your current working relationship. Provide examples of how you built rapport and trust and how you maintain this throughout your working partnership

- Explain what it means to work from a strengths-based approach and how you have used this with clients. Share strategies you use/have used to explore the client's values, likes and dislikes, needs, goals etc.
- Discuss the resources and networks you use to assist clients to gain access to the information they require





**CHCLEG001****Work legally and ethically****Performance Evidence**

You 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 you have:

- Developed strategies for networking and collaboration for at least one organisation

**Knowledge Evidence**

You 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:

- Legal and ethical considerations for collaborative practice, including:
  - Copyright and intellectual property
  - Privacy, confidentiality and disclosure
- Principles of networking and collaboration
- Different types of networks and collaboration:
  - Organisational
  - Individual
  - Virtual
  - Formal/informal
- Benefits of networking and collaboration:
  - For clients
  - For the organisation
  - For the worker
- Values, limitations and dynamics of networks and collaborative partnerships
- Industry structure and relationships between different organisations, both public and private
- Established networks in relevant area of work:
  - Structure
  - Key stakeholders
  - Vision and purpose
  - Opportunities for participation

**Documentation you may be required to provide**

To complete your RPL you may be required to provide the following evidence:

- Developed strategies for networking and collaboration for at least 1 organisation

- Worked collaboratively with external individuals or groups in at least three different service delivery situations

Please check with your RTO for their specific requirements.

### **Assessment Conditions**

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTO's) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

### **Potential RPL Assessment Areas**

Here are a few examples of areas you may need to consider when demonstrating your knowledge to the assessor for this unit. Remember also to review the knowledge evidence list for this module.

- Identify the legal responsibilities you and your organisation are bound by. Give examples of these and how you work within these boundaries
- Think about the ethical frameworks you work under, including the values and principles of peer work. Provide an example of an ethical issue you've had to deal with: explain the steps you took to work through it and the outcome
- Describe your understanding of duty of care, client confidentiality, rights of the client. Share how you manage these in your practice and how the organisation manages these
- Provide a copy of your organisation's client complaints policy. Explain the process if a client chooses to make a complaint and how you support them to do this



**CHCCCS003****Increase the safety of individuals at risk of suicide****Performance Evidence**

You 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 you have:

- Responded to at least three different situations where there is risk of suicide

**Knowledge Evidence**

You 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:

- Indicators of potential suicide risk, including risk of any type of self-harm
- Principles and practices of suicide intervention, including:
  - Assessment
  - Suicide safety
  - Facilitating emergency interventions
  - Identifying safe actions to implement safety plans
  - Facilitation of on-going support
  - Referral options and procedures for accessing services
  - Procedures for facilitating emergency interventions
- Personal values, beliefs and attitudes that facilitate or impeded suicide intervention:
  - Assumptions about who may be at risk
  - Common notions about suicide
  - Assumptions about what might keep someone safe or unsafe
  - Consideration of how the presence of mental health concerns might influence the helper's intervention role and inform referral options
  - Principles and practices of self-care and supervision
- Legal and ethical considerations and how these are applied in an organisation and individual practice, including:
  - Duty of care
  - Privacy, confidentiality and disclosure
  - Work role boundaries – responsibilities and limitations

**Documentation you may be required to provide**

To complete your RPL you may be required to provide the following evidence:

- Resume

- Job and person specification/role description
- Training records, academic transcripts, parchments
- Three stories of practice

### **Assessment Conditions**

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTO's) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

### **Potential RPL Assessment Areas**

Here are a few examples of areas you may need to consider when demonstrating your knowledge to the assessor for this unit. Remember also to review the knowledge evidence list for this module.

- Reflect on times you have worked with people at risk of suicide and be prepared to discuss these in a de-identified, trauma informed manner
- Explain how you identify and assess the person's current risk of suicide during the rapport building stage
- Explain how you ensure the immediate safety of the person
- Consider the process of working alongside a vulnerable client - identify what other things you would do to support them
- Explain how you identify client needs and the strategies you use to overcome barriers in meeting these. Share examples
- Discuss the type of documentation you are required to complete after supporting someone at risk of suicide and why this documentation is necessary
- Share examples of how you have engaged in debriefing and the self-care strategies you have used, after supporting someone at risk of suicide. Remember to do this in a trauma informed manner.



**CHCPWK005****Work effectively with carers as a mental health peer worker.****Performance Evidence**

You 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 you have:

- Worked within carer peer boundaries according to the values, ethics and philosophies of carer mental health peer work with at least three different carers
- Used the following peer work communication strategies with carers:
  - Strengths-based strategies
  - Establishing carer focused and carer friendly partnerships
  - Carer's preferred language, concepts and meanings/interpretations
  - Inclusive and person first language
  - Strategic questioning
  - Collaborative approach to support self-determination
- Worked collaboratively with others in the provision of carer peer services:
  - Carer networks
  - Other workers
  - Services and agencies

**Knowledge Evidence**

You 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:

- Importance of self-awareness in mental health peer work
- Contemporary frameworks and influences underpinning mental health peer work, including recovery, trauma informed care, person centred, rights based, self-determination, holistic physical health and wellbeing
- Historical, social, political and economic contexts of mental health services and mental health consumer and carer movements
- Philosophical, ethical and values-based approaches to peer work
- International and national developments in consumer and carer peer work
- History and context of self-directed recovery and recovery principles, facilitation, pathways and practices
- Impacts and different types of stigma for consumers and carer, including self-stigma, individual stigma, community stigma, prejudice and discrimination on the recovery journey
- Impacts for caring on individuals and family relationships

- Issues that impact on the physical and emotional health and wellbeing of the carer
- Barriers to self-care for others
- Social justice issues and approaches
- Impacts of trauma and trauma informed care
- Different mental illness and distress
- Principles and practices of duty of care as these apply to peer work
- Relevant policies, standards and legislations that relate to peer work
- Carer participation and leadership approaches
- Services that exist to assist people to meet their needs
- Community development and peer work
- Types of work methods and practices which improve on personal performance such as time management, information management

### **Documentation you may be required to provide**

To complete your RPL you may be required to provide the following evidence:

- Resume
- Job and person specification/role description
- A few forms of de-identified documentation that you have completed in your work as a peer worker, e.g. case notes, report etc.

Please check with your RTO for their specific requirements.

### **Assessment Conditions**

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTO's) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

### **Potential RPL Assessment Areas**

Here are a few examples of areas you may need to consider when demonstrating your knowledge to the assessor for this unit. Remember also to review the knowledge evidence list for this module.

- Reflect on how you work alongside a carer from your initial meeting, through to your current working relationship. Provide examples of how you built rapport and trust and how you maintain this throughout your working partnership
- Explain how you provide support and/or services to carers
- Discuss the types of resources and networks you use to assist carers to gain access to the information they require. Share examples





**CHCAOD001****Work in an Alcohol & Other Drugs context****Performance Evidence**

You 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 you have:

- Used critical thinking skills to evaluate information about current values and philosophy of the alcohol and other drugs (AOD) sector
- Worked with at least two people who have alcohol and/or drug issues in ways that are consistent with the current values and philosophies

**Knowledge Evidence**

You 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:

- Impact of current and changing social, political, economic and legal contexts of AOD
- Historical, current and emerging models of alcohol and drugs practice and their evidence base including:
  - Moral model
  - Disease model
  - Psycho-dynamic model
  - Social learning model
  - Social-cultural model
  - Public health model, including system approach
  - Stages of change model
- Legal and ethical considerations (international, national, state/territory, local) in AOD work, and how they are applied in organisations and individual practice:
  - Children in the workplace
  - Codes of conduct
  - Codes of practice
  - Discrimination
  - Dignity of risk
  - Duty of care
  - Human rights
  - Informed consent
  - Mandatory reporting
  - Practice standards
  - Privacy, confidentiality, and disclosure, including limitations
  - Policy frameworks

- Records management
- Rights and responsibilities of workers, employers and clients
- Specific AOD Legislation
- Work role boundaries – responsibilities and limitations, and their importance
- Work health and safety
- Specific contexts for AOD work and their characteristics, including:
  - Centre-based work
  - Day program
  - Withdrawal services
  - Drop-in centres, recreational facilities
  - Housing and residential services
  - Inpatient
  - Outreach and home visits, street, parks
  - Online AOD work, web-based, emails, discussion rooms
  - Telephone contact
- Values and philosophies of the AOD sector, including:
  - Harm minimisation
  - Recovery
  - Person-centred approach
  - Empowerment
  - Health promotion (as per the Ottawa Charter)
- Social constructs of the AOD sector and the impact of own attitudes on working with people affected by AOD
- Historic, current and emerging patterns of drug and alcohol use
- Services, prevention and intervention strategies available to AOD clients
- Risks and mitigation strategies when working with people affected by alcohol and/or other drugs
- Drug fundamentals:
  - Classes of drugs
  - Primary properties
  - Harms
- Types of drugs and how they are administered, including:
  - Alcohol
  - Cannabis
  - Tobacco
  - Illicit
  - Prescription
- Current and emerging trends in drug types and their use signs and symptoms of use, including:
  - Stages and symptoms of withdrawal
  - Effects of drug use on health, cognitive, social, emotional development and impact on others
- Patterns and prevalence of drug use, including:
  - Experimental
  - Recreational/social

- Situational
- Dependence
- Poly drug use, common drug interactions and effects of prescribed drugs on the use of other drugs

### **Documentation you may be required to provide**

To complete your RPL you may be required to provide the following evidence:

- Resume
- Job and person specification/role description
- Training records, academic transcripts, parchments

Please check with your RTO for their specific requirements.

### **Assessment Conditions**

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTO's) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

### **Potential RPL Assessment Areas**

Here are a few examples of areas you may need to consider when demonstrating your knowledge to the assessor for this unit. Remember also to review the knowledge evidence list for this module.

- Compile and list of various state and national websites where you can access up-to-date AOD information, based on knowledge and awareness of accurate and evidence-based practices. This should include the social, political, economic and legal contexts of AOD
- Using de-identified examples, share situations where your own values and beliefs around alcohol and other drugs have led to tension in your practice. Describe strategies you might use as an AOD worker, to manage any impacts of your own values and attitudes on the people you are supporting

- Be able to identify individual drugs and which drug category they belong to. Outline the signs and symptoms of use, how they are taken, potential harmful effects and the stages and symptoms of withdrawal
- Explain your knowledge of informed consent and share examples of how this is used in your practice
- Evidence shows people in Australia are choosing to drink at home rather than go to pubs and clubs. Describe why you think this is happening and the potential negative impacts of this change
- Explain your understanding of AOD-specific terms, e.g. “poly drug use”.
- Demonstrate your knowledge of harmful effects of mixing drug combinations, e.g. alcohol with opiates, alcohol and cannabis



**CHCMHS003****Provide recovery orientated mental health services****Performance Evidence**

You must show evidence of your ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingences in the context of the job role. Demonstrated evidence that you have:

- Collaborated with at least 3 different people with mental illness to develop, implement and review a plan for recovery using recovery orientated approaches
- Performed the activities outlined in the performance criteria of this unit during a period of at least 80 hours of work

**Knowledge Evidence**

You 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:

- Legal and ethical considerations (international, national, state/territory and local) for mental health work, and how these are applied in organisations and individual practice:
  - codes of practice
  - discrimination
  - dignity of risk
  - duty of care
  - human rights
  - mandatory reporting
  - practice standards
  - privacy, confidentiality and disclosure
  - policy frameworks
  - records management
  - rights and responsibilities of workers, employers and individuals assessing the service
  - specific mental health legislation and its impact on individual workers
  - work role boundaries – responsibilities and limitations
  - work health and safety
- Values and principles of the mental health sector
  - recovery
  - recovery orientated practice
  - health promotion and prevention
  - holistic approach
  - empowerment/disempowerment

- access and equity
- early intervention
- rights
- social justice and inclusion
- citizenship
- Evidence base for recovery including research and personal recovery experience
- Types of mental illness
  - local and international best-practice frameworks for:
  - planning
  - assessment
  - implementing plan
  - review
- Strategies to:
  - support a person in distress or crisis
  - de-escalate incidents of risk
- Historical, current and emerging models of understanding mental illness in Australia and internationally
- Techniques for communication and motivational interviewing/counselling, including:
  - active listening
  - attending skills, use of body language, non-verbal communication
  - paraphrasing
  - reflecting feelings
  - open and closed questioning or probing
  - summarising
  - reframing
  - exploring options
- Normalising statements
- Reflective practice and its role in underpinning ongoing learning, growth and good practice

### **Documentation you may be required to provide**

To complete your RPL you may be required to provide the following evidence:

- Resume
- Job and person specification/role description
- Training records, academic transcripts, parchments
- A few stories of practice about your work with consumers or carers (de-identified)

Please check with your RTO for their specific requirements.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTO's) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

## Potential RPL Assessment Areas

Here are a few examples of areas you may need to consider when providing evidence and demonstrating your knowledge to the assessor for this unit. Remember also to review the knowledge evidence list for this module.

- Be prepared to share examples of how you use a recovery approach while working with consumers or carers
- Share examples of when you have needed to de-escalate a situation. What strategies did you use?
- Discuss and provide examples about work role boundaries and limitations
- Provide example of an ethical dilemma you have dealt with and the outcome, while working in a recovery-focussed way
- Provide evidence/share examples of record management
- Show evidence of collaboration with at least 3 different people who are experiencing mental distress to develop, implement and review a plan for recovery using recovery approaches





**CHCGRP002****Plan and conduct group activities****Performance Evidence**

You must show evidence of your 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. Demonstrated evidence that you have:

- Planned and conducted at least 3 different group activities for groups with diverse participant profiles, including:
  - Identified the following resource requirements:
    - Financial
    - Human
    - Physical
  - Worked collaboratively with groups to plan activities
- Facilitated at least 3 different group sessions, each with a minimum group size of 5 people, using the following communication and interpersonal skills:
  - listening
  - questioning
  - effective non- verbal communication
  - empathetic responding
  - paraphrasing
  - summarising
  - negotiation
  - techniques for maintaining group cohesion
  - conflict resolution

**Knowledge Evidence**

You 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:

- Legal and ethical considerations for group work, and how these are applied in organisations and individual practice:
  - codes of conduct
  - discrimination
  - duty of care
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - records management
  - work role boundaries – responsibilities and limitations

- work health and safety
- Principles and processes of strength –based practice
- Types and purposes of groups in the community services context
- Types of resources required for group activities, including:
  - venues
  - equipment
  - information materials
  - administration support
  - specialist expertise
- Dynamics of groups and group behaviour
- Processes and techniques for engaging in, and managing group planning processes
- Communication techniques and how these are applied in working with groups, including:
  - collaboration
  - conflict resolution
  - different styles of group leadership
  - effective non-verbal communication
  - empathetic responding
  - listening
  - negotiation
  - paraphrasing
  - questioning
  - summarising
  - techniques for maintaining group cohesion
- Relevant models including stages of group development and stages of change
- Types of additional support that may be provided to groups, including:
  - information and resources (internal or external)
  - individualised services
  - referrals to further support

### **Documentation you may be required to provide**

To complete your RPL you may be required to provide the following evidence:

- Resume
- Job and person specification/role description
- Training records, academic transcripts, parchments
- A few stories of practice about your work with consumers or carers (de-identified)

Please check with your RTO for their specific requirements.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTO's) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

## Potential RPL Assessment Areas

Here are a few examples of areas you may need to consider when providing evidence and demonstrating your knowledge to the assessor for this unit. Remember also to review the knowledge evidence list for this module.

- Be prepared to share examples of session plans, training plans, development plans and resources created that you have used while running groups
- Evidence of facilitation e.g. meeting you have led
- Evidence of meeting notes/minutes you have written
- Share examples of when you have needed to adjust session plans to meet the needs of diverse people within your group
- Discuss and share examples of links to additional supports, services or resources you have used to meet the needs of groups you have facilitated



