

# CERTIFICATE IV in Mental Health Peer Work

CHC43515

**Recognition information  
kit for learners**



**Recognition  
Tools**

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# Information Kit for Recognition of CHC43515 Certificate IV in Mental Health Peer Work

## Purpose of this resource

The purpose of this resource is to provide information about the Recognition process. It explains Recognition, entrance requirements, evidence, the process you need to follow and information about the units that are covered. It provides information on Recognition for the national qualification *CHC43515 Certificate IV in Mental Health Peer Work*.

## Context

Training packages are sets of nationally endorsed standards and qualifications for recognising and assessing people's skills. A Training Package describes what sort of skills and knowledge a person needs in the workplace.

This has resulted in numerous nationally endorsed **units of competency** which have been arranged into qualifications. Each qualification is linked to job roles or positions. Each qualification is made up of compulsory and elective units of competency. There are specific requirements for assessing competencies and awarding qualifications.

## What is a unit of competency?

A unit of competency describes the specific sets of skills and knowledge required by learners to perform their job in the workplace. There are many sets of skills required in the workplace, therefore there are many units of competency required to complete a qualification. The *Certificate IV in Mental Health Peer Work* contains 15 units of competency. As you are assessed as competent in each unit, you may be awarded a certificate of attainment for those units.

To find out more detailed information about the *CHC43515 Certificate IV in Mental Health Peer Work* go to <http://training.gov.au/Training/Details/CHC43515>

## What is Recognition?

Recognition is sometimes called Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC), or Skills Recognition.

Experienced workers are encouraged to have their skills and knowledge assessed against the relevant national units of competency. Workers provide evidence of their skills, knowledge and experience to a nationally qualified assessor who is part of a Registered Training Organisation (RTO). The assessor weighs the evidence and makes a decision or judgement about the worker's current level of competency. If the worker can provide sufficient amounts of the right type of evidence then the assessor will find the worker competent. If the worker can provide evidence for the right combination of units of competency then a qualification can be awarded by an RTO. If there is only evidence of competence in some units then a Statement of Attainment is issued listing those units.

It doesn't matter if you gained these skills and knowledge in the workplace or in your personal or recreational life e.g. through voluntary work, helping at the neighbourhood centre, sports program, drama group, caring for a relative or friend, your own life experience, researching on the internet, or by helping out at your children's school. What is important is not how you learnt it or where but that you have the required skills and knowledge.

## What is evidence?

Evidence is the collection of documents, references, reports, information, graphics, photographs, multimedia, workplace observations and other material that can be provided to an assessor as proof of competency. Evidence can include a combination of formal or informal training and education, personal research and learning, work experience, voluntary work or other life experiences

Ideally evidence is gathered from a number of sources and includes a range of different types of evidence that can be verified and validated by the assessor. The evidence gathered for the assessment needs to be valid, sufficient, current and authentic so the assessor can make an informed judgement.

The collection of evidence that you submit for assessment is called a portfolio or portfolio of evidence. A suggested list of required evidence is found on page 9.

## Who is suitable for Recognition?

This qualification reflects the role of workers who have lived experience of mental illness as either a consumer or carer and who work in mental health services in roles that support consumer peers or carer peers. Workers are employed in the mental health sector in government, public, private or community managed services.

To achieve this qualification, the candidate must have completed at least **80 hours of work within the last 2 years. If you do not have evidence of these work hours you will not be given access to the Recognition program.**

## What are the benefits of Recognition?

You will have your skills and knowledge recognised.

It can increase your career and education options.

It saves you time in completing a qualification.

You do not have to sit through unnecessary training or learn about things you already know and can do.

It identifies any gaps in knowledge or poor practice habits you may have picked up.

It identifies what you need to do to fill your gaps or complete the qualification.

## Entry requirements

**To be eligible for recognition in CHC43515 Certificate IV in Mental Health Peer Work you must:**

- have **80 hours work experience** in the relevant sector to indicate likely success at this level of qualification in a mental health peer work job role involving:
  - **current experience within the last 2 years,**
  - the application of knowledge with depth in some areas and demonstration of a broad range of technical and other skills in mental health,
  - a wide range of tasks and mental health roles in a variety of contexts, with complexity in the range and choices of actions required,
  - the exercise of discretionary judgement and decision making under guidance.
- acceptance by MHCC for entry into the program.

## To get started

To get started you need to access the following from MHCC's website <https://mhcc.org.au/>

- Certificate IV in Mental Health Peer Work **Participant Handbook.**
- MHCC's **Training Privacy Policy for Participants** in relation to de-identifying workplace evidence.
- Obtain and complete an **enrolment application form.**

Once MHCC receives the enrolment application it will be processed, and you will be informed if you have been accepted for recognition or if they feel another pathway may be more suitable.

## Forms of Evidence

To be found competent you need to provide a range of different forms or types of evidence. The types or forms are:

- Direct** – evidence that directly shows your skills e.g. what the assessor can observe for themselves
- Indirect** – evidence that is more indirect but confirms your skills e.g. role play, simulation, documents or projects
- Supplementary** – evidence that is supplementary and can infer, support or confirm other evidence such as a third person report or questioning, e.g. a supervisor's report.

The assessor also needs to make sure the rules of evidence for an assessment are satisfied. These are:

### The Rules of Evidence:

- Current** – The evidence needs to be a reflection of your current skills and knowledge. It is important that it not be too old or dated.
- Sufficient** – There needs to be enough evidence of different types, i.e. sufficient for the assessor to make a confident decision or judgement about your skills.
- Genuine or authentic** – The evidence needs to be a real reflection of the candidate's skills and needs to be genuinely their own work.
- Valid** – For the evidence to be valid it needs to be matched to the competency so it is demonstrating the required skills and knowledge for the particular unit/s.

## The interview (competency conversation)

Once you have collected and submitted your evidence, the assessor will contact you and arrange an interview time. During the interview, the assessor will review the information you have provided (usually with you) and begin to match up your skills to the units in the qualification.

At this point, you will have the opportunity to discuss and identify your previous experience with the assessor who will understand your industry experience and conduct a competency conversation with you. The assessor will ask you questions about your work experience, knowledge and skills. This can include relating examples and stories of practice and how you would respond to situations and scenarios.

A list of possible **questions to begin the competency conversation** have been provided in this kit. Your answers will prompt further questions to help draw out the extent of your knowledge and to ensure the authenticity of your responses.

Be prepared to talk about your job roles and your work history. Bring a resume or jot down a few points about where you have worked, either paid or unpaid, and what you did there.

## Special needs

If you have any special needs or requirements, then you can discuss this with your assessor. This can include disability issues, cultural issues etc. With the assessor's agreement changes in the assessment method can be negotiated to better meet an individual's need. However, the changes must still meet specific requirements and standards to be valid and reliable.

# After the evidence is collected what happens?

## Initial review of evidence

The assessor will review the evidence you submit and your interview responses and determine if they have sufficient appropriate evidence to make a decision. If they need additional information they will contact you to request additional evidence or to negotiate an assessment activity or project for you to complete. If they have identified a gap they may discuss other ways of filling it e.g. attending training and performing some assessment, prior to making a final decision on the recognition assessment.

## Once the decision is made what happens?

Once the assessor has weighed all the evidence and made their assessment decision then a certificate can be issued. A decision will be made on each individual unit of competency. Possible decision outcomes are 'competent' or 'not yet competent'.

If the candidate has been found competent in all the required units of competency, then the relevant qualification will be issued. If only some of the units have been proved, then a Statement of Attainment listing those units will be issued.

Talk to your assessor if you have any questions. The attachments also provide additional information on the process that you may find useful.

If you feel the assessment process is unsatisfactory in any way you have the right to appeal the decision. The appeals process is in the participant's handbook for the qualification.

## Frequently Asked Questions (FAQ)

### ***I have only been working in this sector for a little while. Can I apply for Recognition?***

Recognition is about assessing your existing skills and knowledge, so it is only suitable for experienced workers. It is unethical to encourage people to undertake an assessment if they are not ready or are unlikely to be successful. If MHCC is concerned that this may be the case, they will discuss it with you and suggest other pathways.

### ***Can a whole qualification be completed this way?***

Yes, it is possible to complete a whole qualification through recognition.

### ***Why do I have to provide evidence?***

There are national requirements that must be met before a qualification can be issued. You must provide sufficient, current, authentic evidence that matches the competency being assessed (valid evidence). The Recognition candidate is required to provide the necessary evidence. While the assessor can support you, the collection of sufficient relevant evidence is the candidate's responsibility.

### ***What if I don't have the evidence asked for?***

If you don't have the evidence required, you can talk to your assessor and see if there is other equivalent evidence you could provide or other assessment tasks or workplace projects you can complete. Talk to your assessor to negotiate this.

### ***I think I have higher qualifications, why should I do this?***

While a qualification may be of a higher level it may not cover the same content, skills or knowledge. We have to ask for confirming evidence to prove it matches and is equivalent to what is covered in this qualification and units of competence. We also have to check your knowledge and skills are current.



### ***Is providing a copy of my other qualifications enough?***

No. You also need to provide a transcript of the units or modules completed and unit summaries. You also need to show how this qualification meets the requirements of the national units you wish to obtain.

### ***How long does this take?***

The length of time varies and depends on how quickly you work and whether you already have the evidence required. For example, many people already have resumes, relevant performance appraisals, workplace documents, and certificates etc., which make collecting evidence a much easier and quicker process.

### ***What if my qualification is from overseas?***

Overseas qualifications can be used. However, you need to be able to confirm they are authentic, and they must be translated into English. The cost of confirming these qualifications is the responsibility of the candidate.

### ***Can I get someone to assist with this?***

An assessor or mentor can help you gather evidence and make suggestions of other types of evidence or experiences you may be able to provide to support your recognition process. However you cannot get assistance with completing your assessment questions or interview. The assessor will ask additional questions to check this and may ask you to complete additional assessment tasks if they are concerned about this.

### ***Can I appeal the recognition decision?***

Yes, if you feel the assessment was unfair then you can appeal the decision. The participant's handbook explains the process of how to do this.















## **How can I find out more information?**

You can ask MHCC or get more information on the required national units of competency on the internet at: <http://training.gov.au>.

You can search by the title or the code for an individual unit or for a qualification at:

<https://training.gov.au/Search?searchTitleOrCode=&SearchType=Nrt&searchTgaSubmit=Search>

# Overview of the Recognition Process

Step	Information	Resources available
<b>Step 1</b> Applying	<p>Participant contacts MHCC and asks about Recognition. MHCC sends an enrolment form.</p> <p>The candidate completes and returns the enrolment form, along with the suggested documentation.</p> <p>MHCC lets them know if they are eligible for RPL. (If not, they will be provided with information and suggestions about other pathways and options).</p>	 Enrolment Form
		
<b>Step 2</b> Deciding on the Evidence	<p>A recognition information kit will be sent to the candidate and an assessor will be assigned.</p> <p>The assessor will contact the candidate to discuss the process, together they will confirm the process and evidence to be provided.</p>	 RPL Information Kit
		
<b>Step 3</b> Gathering Evidence (for each cluster)	<p>The candidate will gather and submit as much evidence as possible. They will contact the assessor if they need any support or have any questions. The candidate will also complete the Knowledge Quiz during Steps 3 and 4.</p> <p>The assessor will map the evidence to the units of competency. Any gaps will be identified, and the candidate will be informed and advised as to which specific questions will be asked in the competency conversation</p>	 RPL Documents Guide  Competency Conversation Questions  Knowledge Quiz
		
<b>Step 4</b> The competency conversation (for each cluster)	<p>The assessor and candidate will meet or talk on the phone to have the competency conversation. The assessor will ask questions to gather additional evidence and confirm the candidate's knowledge and skills. Together they will negotiate if any additional evidence is required.</p>	 Competency Conversation Questions  Knowledge Quiz
		
<b>Step 5</b> Evidence Review (for each cluster)	<p>The assessor will then consider and evaluate all the evidence and make their assessment decision. The candidate will receive a report detailing the competencies they have achieved and if they have achieved a whole qualification. The assessor will also provide suggestions for filling any gaps for units where competence has not been achieved.</p>	 Recognition Result Sheet
		
<b>Step 6</b> Qualifications issued	<p>The assessor and administration staff will complete the assessment record listing evidence and other provided documents. Where appropriate the Statement of Attainment or qualification will be issued</p>	 Assessor Recognition Tool

## How is the Recognition process structured?

In the Recognition process the Certificate IV in Mental Health Peer Work is divided into four clusters. These clusters each have 3 – 4 units of competency. The units have been clustered as they share similar types of evidence and to make the process of recognition less overwhelming. The clusters are:

Cluster Name	Units of Competency
Foundations of Practice	HLTWHS001 Participate in work health and safety BSBPEF402 Develop personal work priorities CHCPRP003 Reflect on and improve own professional practice
Foundations of Peer Work	CHCPWK001 Apply peer work practices in the mental health sector CHCPWK003 Apply lived experience in mental health peer work CHCLEG001 Work legally and ethically  CHCPWK004 Work effectively in consumer mental health peer work <b>OR</b> CHCPWK005 Work effectively with carers as a mental health peer worker
Intersectional Practice	CHCDIV001 Work with diverse people CHCMHS007 Work effectively in trauma informed care CHCCCS003 Increase the safety of individuals at risk of suicide CHCGRP001 Support group activities
Wellbeing and Advocacy	CHCMHS011 Assess and promote social, emotional and physical wellbeing CHCMHS008 Promote and facilitate self advocacy HLTWHS006 Manage personal stressors in the work environment CHCPWK002 Contribute to the continuous improvement of mental health services for consumers and carers

For each cluster you will be provided with an RPL Documents Tool and a Competency Conversation Tool. You start each cluster by completing the RPL Documents Tool. Any gaps in the evidence provided using this tool will then be filled by responding to Competency Conversations in a meeting with your assessor.

### Please note:

- A summary of the documents and competency questions are provided for each cluster in the remainder of this Kit.
- You DO NOT have to be able to submit every document.
- You DO NOT have to respond to any of the Competency Conversations questions until you talk with your assessor. This is very important as your assessor will only choose the questions that you need to respond to.

# Suggested Documents and Competency Questions

## Foundations of Practice Cluster

### Units of competency

- HLTWHS001 Participate in work health and safety
- BSBPEF402 Develop personal work priorities
- CHCPRP003 Reflect on and improve own professional practice

*Further information on the process of collecting, and providing commentary on, your workplace documents can be found in the RPL Documents instrument for this cluster.*

You need to show evidence that you have:

#### **1. Planned and documented your personal work priorities**

Suggested documents:

- Personal work plan or team plan with own work priorities highlighted that includes work targets and resource requirements
- Project schedule
- Records of conversations with manager/supervisor about work priorities.

#### **2. Implemented, monitored and communicated your work plan**

Suggested documents:

- Records of meetings/emails with relevant stakeholders (eg managers) where progress is discussed
- Work plan or schedule with progress noted
- Record of communication with others about your work plan (this could be other team members, supervisor or external stakeholders).

#### **3. Reflected on the work you completed during the period covered in the work plan**

Suggested documents:

- Record of participating in reflection processes with supervisors and peers
- Self-reflection on your work. This could include reflection on:
  - How your values, beliefs and behaviours impact on your work
  - How you use trauma informed practices in your service delivery

#### **4. Participated in informal or formal review of the work plan**

Suggested documents:

- Emails and records of discussion where work priorities are reviewed
- Updated work plan
- Copies of feedback received

## **5. Created a personal development plan**

Suggested document:

- Personal development plan that includes goals, timeframes and ways of measuring your progress.

## **6. Participated in self care and other support activities as needed**

Suggested document:

- Records of self care activities undertaken.

## **7. Participated in ongoing professional development**

Suggested documents:

- Certificates of Attendance for events (max 6 most relevant events)
- List of professional development activities that you have participated in during the last two years

## **8. Contributed to a WHS meeting or inspection in the workplace**

Suggested documents:

- meeting minutes
- record of inspection

## **9. Conducted a workplace risk assessment and recorded the result**

Suggested documents:

- Completed risk assessment checklist and other associated documents

## **10. Followed procedures for WHS in your day to day work over a period of time**

Suggested documents:

- Diary entries
- Emails re WHS issues
- Incident report form

## **11. Reported at least one hazard using organisational procedures**

Suggested documents:

- incident report form
- hazard identification form

## **12. Followed organisational procedures for participating in a simulated emergency situation**

Suggested document:

- Diary entry of simulated emergency situation taking place

## Competency Conversation Questions

Once your assessor has mapped your submitted evidence you will be part of a Competency Conversation that will provide evidence for the parts of the units of competency that your documents have not covered.

You will be asked a selection of the following questions:

1. We all experience stress and fatigue at work, and this can mean that the workplace is less of a safe place. Over the last 6 months at work, how were your levels of stress and fatigue, and if they were higher than acceptable, who would you report this to?
2. How do you stay current with WHS issues and solutions at work, particularly when there are new or changed processes or equipment?
3. What technology do you use to prioritise, plan and track your work priorities and tasks?
4. How do you identify the tasks that you need to do in your workplace?
5. Once you have decided on your tasks, how do you prioritise them? What barriers are there to you achieving your timeframes?
6. Can you describe a specific instance where you had to adjust your priorities due to changing work demands?
7. How do you balance personal work goals with the expectations of your organization?
8. Where do you receive feedback from in your work role? Are there other sources that might be useful?
9. What information do you gather to help you determine your professional development needs?
10. Give an example of specialist advice that you can access
11. Who do you have to talk to in your workplace about your work priorities and your progress?

12. How do you monitor your work performance? Include at least two pieces of technology eg programs

13. What review processes do you participate in at work?

14. Give three examples of WHS policies or procedures that you might find at a workplace and for each policy/procedure give an example of how you have followed this.

15. What are your responsibilities for WHS in a workplace? Give some examples of how you have met, or could meet, those responsibilities.

16. Can you give an example of when a suggestion you made about a WHS issue contributed to improving policies and procedures? If so, what was the process that you followed?

If not, how do you think you would go about this process?

17. What PPE do you use in your workplace and how does this help your work?

# Suggested Documents and Competency Questions

## Foundations of Peer Work Cluster – Consumer Focus

*For this cluster you will choose whether you wish to complete a focus on consumers or carers, depending on your work role. If you complete this cluster on Consumer Focus you do not need to complete the following cluster on Carer Focus.*

This list of evidence and questions relates to the Consumer Focus.

### Units of competency

- CHCPWK001 Apply peer work practices in the mental health sector
- CHCPWK003 Apply lived experience in mental health peer work
- CHCLEG001 Work legally and ethically
- CHCPWK004 Work effectively in consumer mental health peer work

*Further information on the process of collecting, and providing commentary on, your workplace documents can be found in the RPL Documents instrument for this cluster.*

You need to show evidence that you have:

#### **1. Completed work activities in a way that complies with legal and ethical requirements**

*Note – this must be demonstrated on 3 different occasions, therefore you will need 3 different documents, each related to a specific activity.*

Suggested documents:

- Emails
- Incident reports
- Consumer/carer notes (de-identified).

#### **2. Suggested potential improvements to work practice that would enhance the workplace's response to legal and ethical requirements**

*Note – this must be demonstrated on 2 different occasions, therefore you will need 2 different documents, each related to a specific improvement.*

Suggested documents:

- Emails
- Reports or team meeting minutes that outline the improvement suggested, the conversations about this, and the result.

#### **3. Contributed to the development or review of a policy or procedure.**

Suggested documents:

- Draft policies or procedures
- Meeting minutes
- Emails



**4 – 6. Used your lived experience in a mental health peer worker role when working with three consumers.**

Suggested documents

- Emails regarding your work with this consumer
- Records of discussions/reflections with supervisor about this consumer
- Consumer notes (de-identified)
- Information provided to this consumer
- Referrals made for this consumer
- Recovery plans or similar plans developed or adjusted with the consumer.

**7. Promoted peer work and/or the organisation that you work for to other stakeholders.**

Suggested documents:

- Minutes of meetings where you have carried out this promotion
- Emails to stakeholders
- Copies of presentations, brochures or other promotional material that you have either developed or used.

**8. Supported a consumer in distress or through a crisis.**

Suggested documents:

- Records that you made of conversations and actions
- Emails to supervisor/manager or other team members
- Any reports that you made
- Records of services provided to the consumer

**9. Consulted formally or informally with consumers to make sure that you stay informed about their opinions and perspectives**

Suggested documents:

- Records that you made of conversations and actions
- Emails to supervisor/manager or other team members

**10. Worked for a period of at least 80 hours in a mental health peer work role.**

You must demonstrate that you have performed the activities outlined in the unit of competency during a period of 80 hours of work according to the values, ethics and philosophies of mental health peer work, articulating and extrapolating lived experience. To demonstrate that you have completed this, you must ask your Supervisor to sign the statement below. This document is also available separately in your Canvas Learner portal.

***Note – this is the one part of this document that must be completed in order for the unit of competency CHCPWK003 Apply lived experience in mental health peer work.***

## Competency Conversation Questions

Once your assessor has mapped your submitted evidence you will be part of a Competency Conversation that will provide evidence for the parts of the units of competency that your documents have not covered.

You will be asked a selection of the following questions:

1. Define the role of peer work and give examples of different contexts in which peer work operates.
2. Why does your organisation use peer work and how does this impact on what you do?
3. There are boundaries in all work roles. What are the boundaries around the following for you? (and keep your organisation's expectations in mind as well).
  - a) personal boundaries
  - b) levels of sharing in relation to lived experience. What types of stories can you tell and how much detail can you give?
4. What policies does your workplace have to support or control safe disclosure or public disclosure? How do you manage privacy issues
5. Can you give me some examples of different ways in which you have used your lived experience story with your people? How has this impacted on the consumer or carer, other staff and the organisation
6. Thinking about how you have shared your lived experience, is there something that you would like to vary about how you do this in the future, or was there a time when you felt that you needed to change how you approached this based
7. Do you have access to more experienced peer workers who can give you support? If not – how could you organise this?
8. How important is sharing your lived experience as part of your role as a peer worker? What else is important in this role?
9. Give two examples of your organisation's peer work philosophies and how these impact on your work role.
10. Consider your own personal values. Give an example of when one of your personal values impacted on or influenced your peer work.
11. How do you get consent from a person that you are supporting? How do you know that the consent is genuine?
12. Can you give me some examples of mental health consumer and carer networks?

13. Can you give two examples of how you apply access and equity principles in your peer work?

14. Describe confidentiality of information to me as if I was a consumer or carer. Then give me one example of how you make sure that you meet these requirements.

15. Using your own experiences as part of your work role can make you vulnerable. How do you know when this is happening for you and what do you do to manage this?

16. As with Q15, we can also experience vulnerability associated with vicarious trauma – how do you manage this?

17. How do you maintain your physical and emotional wellbeing?

18. How do you maintain your work/life balance? Do you have a wellness plan?

19. Can you give me an example of a reasonable adjustment that you have asked for, or could ask for, in order to support your wellbeing?

20. How do you make sure that your interactions with consumers reflect peer ethics?

21. How do you maintain appropriate boundaries in your work?

22. Sometimes as a peer worker you can have issues with role strain, conflict and confusion – how do you manage this?

# Suggested Documents and Competency Questions

## Foundations of Peer Work Cluster – Carer Focus

*For this cluster you will choose whether you wish to complete a focus on consumers or carers, depending on your work role. If you complete this cluster on Carer Focus you do not have to complete the previous cluster on Consumer Focus.*

This list of evidence and questions relates to the Consumer Focus.

### Units of competency

- CHCPWK001 Apply peer work practices in the mental health sector
- CHCPWK003 Apply lived experience in mental health peer work
- CHCLEG001 Work legally and ethically
- CHCPWK005 Work effectively with carers as a mental health peer worker

*Further information on the process of collecting, and providing commentary on, your workplace documents can be found in the RPL Documents instrument for this cluster.*

You need to show evidence that you have:

#### **1. Completed work activities in a way that complies with legal and ethical requirements**

*Note – this must be demonstrated on 3 different occasions, therefore you will need at least 3 different documents, each related to a specific activity. There may be more than one document related to each activity.*

Suggested documents:

- Emails
- Incident reports
- Carer notes (de-identified)

#### **2. Suggested potential improvements to work practice that would enhance the workplace’s response to legal and ethical requirements**

*Note – this must be demonstrated on 2 different occasions, therefore you will need at least 2 different documents, each related to a specific improvement. You may include more than one document for each improvement as needed to demonstrate your work.*

Suggested documents:

- Emails
- Reports or team meeting minutes that outline the improvement suggested, the conversations about this, and the result.

#### **3. Contributed to the development or review of a policy or procedure.**

Suggested documents:

- Draft policies or procedures
- Meeting minutes
- Emails

**4 – 6. Used your lived experience in a mental health peer worker role when working with three carers.**

Suggested documents

- Emails regarding your work with this carer
- Records of discussions/reflections with supervisor about this carer
- Carer notes (de-identified)
- Information provided to this carer on opportunities and strategies to achieve their desired support
- Referrals made for this carer
- Support plan developed or adjusted with the carer.

**7. Promoted peer work and/or the organisation that you work for to other stakeholders.**

Suggested documents:

- Minutes of meetings where you have carried out this promotion
- Emails to stakeholders
- Copies of presentations, brochures or other promotional material that you have either developed or used.

**8. Supported a carer in distress or through a crisis.**

Suggested documents:

- Records that you made of conversations and actions
- Emails to supervisor/manager or other team members
- Any reports that you made
- Records of services provided to the carer

## Competency Conversation Questions

Once your assessor has mapped your submitted evidence you will be part of a Competency Conversation that will provide evidence for the parts of the units of competency that your documents have not covered.

You will be asked a selection of the following questions:

1. Define the role of peer work and give examples of different contexts in which peer work operates.
2. Why does your organisation use peer work and how does this impact on what you do?
3. There are boundaries in all work roles. What are the boundaries around the following for you? (and keep your organisation's expectations in mind as well).
  - A) personal boundaries
  - b) levels of sharing in relation to lived experience. What types of stories can you tell and how much detail can you give?
4. What policies does your workplace have to support or control safe disclosure or public disclosure? How do you manage privacy issues
5. Can you give me some examples of different ways in which you have used your lived experience story with your people? How has this impacted on the consumer or carer, other staff and the organisation
6. Thinking about how you have shared your lived experience, is there something that you would like to vary about how you do this in the future, or was there a time when you felt that you needed to change how you approached this based
7. Do you have access to more experienced peer workers who can give you support? If not – how could you organise this?
8. How important is sharing your lived experience as part of your role as a peer worker? What else is important in this role?
9. Give two examples of your organisation's peer work philosophies and how these impact on your work role.
10. Consider your own personal values. Give an example of when one of your personal values impacted on or influenced your peer work.
11. How do you get consent from a person that you are supporting? How do you know that the consent is genuine?

12. Can you give me some examples of mental health consumer and carer networks?
13. Can you give two examples of how you apply access and equity principles in your peer work?
14. Describe confidentiality of information to me as if I was a consumer or carer. Then give me one example of how you make sure that you meet these requirements.
15. Using your own experiences as part of your work role can make you vulnerable. How do you know when this is happening for you and what do you do to manage this?
16. As with Q15, we can also experience vulnerability associated with vicarious trauma – how do you manage this?
17. How do you maintain your physical and emotional wellbeing?
18. How do you maintain your work/life balance? Do you have a wellness plan?
19. Can you give me an example of a reasonable adjustment that you have asked for, or could ask for, in order to support your wellbeing?
20. How do you maintain appropriate boundaries in your work role?
21. Sometimes as a peer worker you can have issues with role strain, conflict and confusion – how do you manage this?
22. Give an example of how you comply with your organisation's code of conduct and another example of an ethical principle that you comply with.
23. Give an example of how you facilitate and support carer perspectives

# Suggested Documents and Competency Questions

## Intersectional Practice Cluster

### Units of competency

- CHCDIV001 Work with diverse people
- CHCMHS007 Work effectively in trauma informed care
- CHCCCS003 Increase the safety of individuals at risk of suicide
- CHCGRP001 Support group activities

*Further information on the process of collecting, and providing commentary on, your workplace documents can be found in the RPL Documents instrument for this cluster.*

You need to show evidence that you have:

### **1. Reflected on how you work with diverse people and identified improvements. This process should include reflection on:**

- **Own social and cultural perspectives and any biases**
- **Understanding of your limitations in self and social awareness**

Suggested documents:

- Record of meeting with your supervisor where you have participated in a reflection process on your skills in this area. This could be different meetings over a period of time.
- Plan for improving your skills to work inclusively
- Any professional development completed in this topic area

### **2. Communicated in a way that reduces barriers caused by cultural differences**

Suggested documents:

- An example of adjusting written communication to other languages or to be more culturally diverse (eg through the images used)

### **3 - 5. Recognised the needs of people from diverse social and cultural backgrounds and responded appropriately in 3 different situations**

Suggested documents:

- Emails, meeting minutes etc that outline the situation and your response to it

### **6 - 8. Worked with a person at risk of suicide using trauma informed care strategies on three occasions.**

Suggested documents:

- File notes
- Risk reports
- Notifications made eg to emergency services or manager
- Emails to manager or other stakeholders
- Information provided to individuals



- Records of work eg diary notes
- Safety plan developed with individual

**9. For one of the individuals commented on in Sections 6, 7 or 8 provide further information on how you facilitated links to further support for that person.**

Suggested documents:

- Referrals made to professionals
- Ongoing plan outlining informal supports and professional helps

**10. Participated in review of trauma informed care services, including contribution to policy development in this area**

Suggested documents:

- Policy document reviewed (before and after)
- Meeting minutes

**11 - 13. Participated in, and supported the activities of a group with at least 5 members on at least 3 occasions**

Suggested documents:

- Group rules
- Group programs and activities
- Discussions around the purpose of the group
- Group schedule and attendance record
- Resources for programs
- Information give to group about resources available and guidelines for their use
- Reports on group activities and resources used

## Competency Conversation Questions

Once your assessor has mapped your submitted evidence you will be part of a Competency Conversation that will provide evidence for the parts of the units of competency that your documents have not covered.

You will be asked a selection of the following questions:

1. What have you found are the most effective ways of using interpreters? What are your organisation's procedures to access interpreters
2. How do you promote a safe environment for people affected by trauma? How does this help with preventing traumatization or re-traumatisation?
3. How do you respond to disclosures of current or past trauma or abuse and how does your response align with the principles of trauma informed care?
4. What are the principles of trauma informed care?
5. What are some of the barriers to implementing trauma informed care that you experience in your work and how do you report these?
6. Can you give an example of how you have invited and responded to consumer feedback on trauma informed practices?
7. How do you recognise and respond to signs indicating that a person may be considering suicide? Your answer should refer to direct or indirect indications of suicide?
8. How do you both listen to the reasons for suicide and strengthen their connections to life?
9. Can you give me some examples of how underlying mental health concerns or personal circumstances support or hinder access to appropriate help?
10. What types of information do you share about your consumers or carers with other work colleagues?
11. Give an example of each of the following:
  - a) How you confirm your role and the roles of others in a group?
  - b) How you encourage participation of group members?
  - c) Encourage group members to use clear and appropriate communication?
  - d) Keep people on track?
  - e) Encourage group members to follow the group rules?  
What you do when group members don't abide by the rules?
  - f) Encourage and promote the achievements of the group?
12. Show how you use the following communication skills in groups:
  - a) Active listening
  - b) Questioning

- c) Rapport building
- d) Conflict resolution
- e) Clarity in communication

# Suggested Documents and Competency Questions

## Wellbeing and Advocacy Cluster

### Units of competency

- CHCMHS011 Assess and promote social, emotional and physical wellbeing
- CHCMHS008 Promote and facilitate self advocacy
- HLTWHS006 Manage personal stressors in the work environment
- CHCPWK002 Contribute to the continuous improvement of mental health services for consumers and carers

*Further information on the process of collecting, and providing commentary on, your workplace documents can be found in the RPL Documents instrument for this cluster.*

You need to show evidence that you have:

### **1. Collaboratively delivered social and/or emotional wellbeing support with a recovery oriented focus to a consumer or carer.**

Suggested documents:

- File notes
- Wellbeing plans
- Records of conversations about assessing their needs
- Information and resources relevant to social and emotional wellbeing that you provided to this person (or would have if it was relevant) CHCMHS011 1.1
- Information about the places where you can make referrals or copies of referrals made
- Evidence of consent provided by individual

### **2. Collaboratively delivered physical wellbeing support with a recovery oriented focus to a consumer or carer.**

Suggested documents:

- File notes
- Wellbeing plans
- Records of conversations about assessing needs
- Information and resources relevant to physical health that you provided to the individual, such as information on health checks, health assessments, and healthy living habits
- Information about the places where you can make referrals or copies of referrals made
- Evidence of consent provided by individual

### **3. Collaboratively delivered cultural/spiritual wellbeing support with a recovery oriented focus to a consumer or carer.**

Suggested documents:

- File notes
- Wellbeing plans
- Records of conversations about assessing or meeting needs

- Information and resources relevant to cultural and spiritual wellbeing that you provided to the individual.
- Information about the places where you can make referrals or copies of referrals made
- Evidence of consent provided by individual

#### **4. Participated in review and evaluation of the services that you provide and/or your own practice**

Suggested documents:

- Written feedback from consumers/carers, other workers, other services
- Records of supervision sessions where you reflected on your practice
- Work improvement plans – this could be an email discussion

#### **5. Develop promotional material about self-advocacy**

Suggested documents:

- Presentations, brochures or other advocacy promotional material that you have developed, including information on barriers to self-advocacy
- List of occasions on which you have promoted self advocacy to other workers or organisations

#### **6 - 8. Worked with three people to encourage and support them to advocate for themselves**

Suggested documents:

- Records of conversations with individuals around options for self-advocacy
- Information provided on self-advocacy to the person
- Documents that show how you worked with the person to identify their needs and explore options for advocacy and the decisions that they made.
- Records of conversations where the progress is monitored and reviewed and next steps decided on

#### **9. Identified areas for improvement as a result of feedback and evaluation**

Suggested documents:

- Examples of feedback that you have gathered from consumers/carers about their satisfaction with access to services, effectiveness of services provided
- Records of conversations with people to identify gaps in the services provided

#### **10. Established and maintained connections with other consumer and carer networks**

Suggested documents:

- Emails etc showing how you have established and maintained a connection with a consumer or carer network
- Emails etc showing how you have established and maintained a connection with another service provider

#### **11. Promoted service delivery that is culturally relevant**

Suggested documents:

- Records of conversations, meetings etc where culturally appropriate service was discussed
- Emails where you have suggested improvements to services that are culturally appropriate.

## **12. Developed a personal stress management plan**

Suggested documents:

- A copy of the plan, whether this is included in one plan or several documents. This plan should show you identified your sources/triggers of stress, your responses, strategies to manage, options for support.
- Emails between yourself and your supervisor regarding how you identify and manage stress

## **13. Implemented stress management strategies**

Suggested documents:

- Evidence of times when you have used stress management strategies eg emails to supervisor
- Screenshots of your diary, emails to manager or other staff that show you have varied your workload to minimise or respond to stress
- Records of additional support that you have accessed.

## Competency Conversation Questions

Once your assessor has mapped your submitted evidence you will be part of a Competency Conversation that will provide evidence for the parts of the units of competency that your documents have not covered.

You will be asked a selection of the following questions:

1. Give an example of how you have addressed any cultural improvements that were needed to your practice after working with a consumer or carer
2. Give an example of how, in your review of how things are going with a consumer or client:
  - a) How you celebrate progress?
  - b) How you identify new strategies?
  - c) How you recognise need for specialist expertise?
3. Give an example of a contingency plan that you have implemented with a consumer or carer.
4. What strategies do you use that make your record keeping collaborative?
5. Give two examples of strategic questions you could use to clarify the issues in an advocacy situation.
6. When you are working with people around advocacy how do you build a shared understanding of issues and available choices – using one example for an individual and one example for a group
7. Give three examples of potential barriers and strategies to overcome them
8. How do you give people opportunities for practicing self advocacy?
9. What types of assertive communication skills might be needed for advocacy?
10. How do you encourage a culture of self advocacy in your work and how does this balance with the concept of dignity of risk?
11. What policies and procedures does your organisation have about data collection and give one example of how you comply with these.
12. Give an example of how you have participated in the development of new systems and processes that promote continuity of care
13. Give an example of you have responded to indications of neglect or abuse.
14. Give one strategy that will support the ongoing development of a peer work force.

15. Give an example of how you have supported consumer or carer initiatives.
16. What types of evaluation and research are consumer and carer friendly.
17. Give an example of how you
  - a) Monitor your stress management strategies
  - b) Adjust these when they aren't working
  - c) Access additional resources or support



