

Peer Leadership

Recognition information kit for learners



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Acknowledgements

MHCC acknowledges the traditional custodians of the land.

MHCC acknowledges and greatly appreciates the funding provided by NSW Health (Mental Health Drug and Alcohol Office) to establish training and other workforce development initiatives for community managed organisations working for mental health in NSW.

MHCC thanks all those involved in the development of this book.

National Training Package	CHC
Version	3.0.0
Original release	December 2022
Last revised	
This revision	June 2024
Released for use	June 2024

Published and distributed by: Mental Health Coordinating Council

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Information Kit for Recognition of Prior Learning for the Peer Leadership Course

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 course Peer Leadership.

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 *Peer Leadership Course* contains 4 units of competency. As you are assessed as competent in each unit, you may be awarded a certificate of attainment for those units.

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 12.

Who is suitable for Recognition?

This course reflects the skill requirements for peer workers in a leadership or senior role as a consumer or carer in the mental health workforce.

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 the Peer Leadership course you must be able to demonstrate:

- current experience within the last 2 years of working in a leadership role in a mental health peer work context,
- the application of knowledge with depth in some areas and demonstration of a broad range of technical and other skills in mental health,
- 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/>

- Peer Leadership course **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. However you do not need to provide all the evidence suggested.

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
Step 1 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
		
Step 2 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
		
Step 3 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
		
Step 4 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
		
Step 5 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
		
Step 6 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

What tools will I be given to assist with the collection of evidence?

For each unit of competency 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.

The following pages outline the suggested evidence and competency questions for each unit of competency.

Suggested Documents and Competency Questions

BSBLDR602 Provide Leadership Across the Organisation

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. Has assigned accountabilities and responsibilities to teams based on team competency and alignment to operational plans

Suggested documents include:

- role statements
- capacity tools completed by team members
- operational plans

2. Has resourced teams to achieve objectives

Suggested documents include:

- resource plans
- ongoing resource information such as budgets, accounts

3 - 4. Has set and delivered personal outcomes and work program outcomes for individuals on two occasions

Suggested documents include:

- Individual work plan and resourcing arrangements

5. Have adapted your work practices to incorporate new technologies and ways of working

Suggested documents include:

- Screen shots of technologies that you have introduced or used differently
- Emails about the adaptation process
- Meeting minutes where changes are discussed
- Records of training provide to staff

6. Have communicated the organisation's objectives, values and standards to a range of stakeholders. This must include at least two different examples. One has to be media and one has to be aimed at the community.

Suggested documents include:

- Presentations
- Written communication documents

- Meeting minutes

7. Provided mentoring to individual for at least three sessions over the period of one year.

Suggested documents are:

- a) The mentoring plan including objectives of the relationship, ground rules
- b) Calendar entries, emails etc that set up the three sessions
- c) Meeting notes from the three sessions
- d) Documents taken to the three sessions by both mentor and mentee,
- e) Any information given to the learner during the mentoring relationship,
- f) Feedback documents
- g) Any variations or changes made to the mentoring plan provided at a)
- h) Final report, learnings or conclusions

8. Researched one area of advocacy for an individual or group, including consulting with others, and forming this into an appropriate format for distribution

Suggested documents include:

- Reports
- Results of research
- Results of consultation with colleagues, clients, carers and other stakeholders
- Presentation made to others about the advocacy area eg powerpoint, brochure, website
- Meeting minutes where the research or advocacy area is discussed

9. Influenced groups and individuals through a range of activities and processes.

Suggested documents include:

- Diary entries that outline advocacy activities you have participated in
- Meeting minutes and schedules of meetings
- Plans, policies or strategies developed
- Project documentation

10. Contributed to relevant government policy development

Suggested documents include:

- Submissions that you have prepared or been a part of preparing
- Records of submissions that you have made to government policy
- Project plans for advocacy projects

11. Collected feedback and participated in evaluation of services

Suggested documents include:

- De-identified feedback instruments
- Meeting minutes where the feedback is discussed
- Action plans for improvements
- Evaluation reports

12. Participated in interagency collaborations to improve coordination

Suggested documents include:

- Lists of agencies that you have collaborated with
- Minutes of meetings where collaboration occurs
- Results of collaborative activities

13. Participated in a process for identifying where collaboration and networking could be valuable

Suggested documents include:

- Results of evaluation that identify gaps in services
- Prioritised list of gaps
- Meeting minutes
- Emails
- Details and information on services where collaboration could assist to fix the gaps

14. Pro-actively approached another organisation for a collaboration or networking opportunity

Suggested documents include:

- Records of interactions eg emails, calendar entries
- Information shared with the other organisation
- Collaboration plan developed (formal or informal)

15. Work with another organisation on a collaborative project

Suggested documents include:

- Meeting minutes
- Diary entries
- Plans
- Emails

16. Represented the organisation

Suggested documents include:

- Records of meetings or events attended
- Presentations, websites etc that you used to promote the organisation

17. Reviewed feedback and results of collaboration and networking

Suggested documents include:

- Feedback documents
- Ongoing monitoring documents
- Evaluation reports
- Action plans for future

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. How would you utilise your understanding of mentoring methodologies and learning theory in relation to setting up a mentoring relationship?
2. Techniques in mentoring you would use to resolve differences without damaging a mentoring relationship.
3. How do you encourage self reflection and confidence in your mentees?
4. How do you build a rapport of trust and respect with your mentees?
5. What do your organisation's policies and procedures say about confidentiality of information in a mentoring relationship?
6. Give an example of how you have changed your mentoring strategy to support a mentee
7. How do you manage the closure of a mentoring relationship?
8. What did you gain personally from providing mentoring?
9. Give an example of how you have adapted your advocacy practice so that it is more culturally appropriate and who did this feedback come from?
10. Give an example of how you have responded to a breach in service standards or a complaint about advocacy processes.
11. Give an example of how you have (or would) reviewed the results of an advocacy process. What lessons did you learn and what improvements did you identify?

12. If there is an incident in your team, what do you need to do to investigate and communicate the results? What do you need to be aware of?
13. Give an example of when you have had to make decisions according to organisational policies and procedures.
14. Give an example of when you have had to make a decision due to work task timeframes?
15. Give three strategies that you use to create and maintain a positive work environment
16. Give two strategies that you use to encourage teams and individuals to develop innovative approaches to work tasks
17. Give an example of when you have had to make a decision about which way forward was ethical
18. Give an example of how you have adapted your interpersonal style to meet a specific circumstance
19. Give an example of how you have adapted your leadership style to meet a specific circumstance
20. How do you set your own personal objectives and outcomes at work?
21. Describe your professional development activities, including any industry networks that you belong to.
22. How do you make sure that the information about your organisation is kept up to date?
23. Give two examples of strategies you use to ensure confidentiality is maintained when networking and collaborating.