



Learning Centre

Queensland Centre for **Mental Health Learning**

CHCSS00103 Mental Health Peer Work Skill Set



West Moreton Health - RTO code: 40745

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CHCSS00103 Mental Health
Peer Work Skill Set
Essential Course Information

Version control

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Preface

It is important that you read the information in this booklet prior to attending this nationally recognised, accredited skill set, as it contains details about **obligations** and **rights**.

West Moreton Hospital and Health Service, operating as the Queensland Centre for Mental Health Learning (Learning Centre) under registered training organisation number 40745, offers the training product, CHCSS00103 Mental Health Peer Work Skill Set clustered with an additional two units of competency; CHCPWK004 Work effectively in consumer mental health peer work and CHCPWK005 Work effectively with carers as a mental health peer worker.

The Learning Centre is an enterprise registered training organisation (RTO). As a registered training organisation, we are accredited to deliver nationally recognised vocational training exclusively for our workforce, operating as an internal training department that upholds the same high quality standards as external providers.

Course details

Nationally recognised training

CHCSS00103 Mental Health Peer Work Skill Set is listed on the national register at [National Training Register - CHCSS00103 Mental Health Peer Work Skill Set](#). This skill set reflects the skill requirements for peer workers entering the mental health workforce.

To achieve the statement of attainment for the Mental Health Peer Work Skill Set, learners are required to complete three (3) units of competency as specified below.

- [CHCLEG001](#) Work legally and ethically
- [CHCPWK001](#) Apply peer work practices in the mental health sector
- [CHCPWK003](#) Apply lived experience in mental health peer work.

Two additional units have been included in the delivery of this skill set as specified below:

- [CHCPWK004](#) Work effectively in consumer mental health peer work
- [CHCPWK005](#) Work effectively with carers as a mental health peer worker.

Upon successful completion of this course, where the learner is deemed competent in all five (5) units within the CHCSS00103 Mental Health Peer Work Skill Set, and once all applicable fees have been paid, the learner will be awarded the following Statements of Attainment:

- [CHCSS00103](#) Mental health peer work skill set
- [CHCPWK004](#) Work effectively in consumer health peer work
- [CHCPWK005](#) Work effectively with carers as a mental health peer worker.

This course will be delivered as a live pilot program in 2026, comprising two (2) distinct cohorts of up to 16 participants each. As a pilot program, it will include additional evaluation activities for all participants. Participants who meet all assessment requirements will achieve the three (3) statements of attainment mentioned above.

To strengthen the reliability of evaluation outcomes, both cohorts will be collectively reviewed. This combined analysis will capture comprehensive feedback from learners and workplace supervisors, enabling a deeper understanding of the program's effectiveness, accessibility, and relevance to workplace contexts.

Following the delivery of the second cohort, a formal validation process will be undertaken. This will include reviewing assessment tools, training resources, and learner outcomes to identify opportunities for continuous quality improvement. Any refinements or updates to learning materials, delivery methods, or assessment strategies will be implemented at this stage to ensure the course meets internal and industry standards.

The rationale for this staggered, two-cohort pilot model is to address immediate industry priorities. These include responding to internal workforce development demands and enhancing accessibility for the regional and remote workforce.

Additionally, the timing of the pilot aligns with the forthcoming review of the Human Ability training package, expected to conclude around April 2026.

Once the updated training package is released, the pilot deliveries in progress will be completed, after which future deliveries of this course will be temporarily paused to allow for the redevelopment of learning materials, training and assessment strategies, and delivery frameworks. This approach supports current industry needs while ensuring full alignment with the updated national standards and maintaining the course's compliance, quality, and relevance.

During the pilot deliveries of this course, Recognition of Prior Learning (RPL) will not be offered. This is because we want to ensure that the pilot includes learners who can fully benefit from the complete training and assessment process, and to gather comprehensive feedback for improving the course design.

From this point forward, any reference to 'skill set' refers collectively to the five (5) units of competency mentioned above.

Educator and assessor competencies

As a Registered Training Organisation (RTO), the Learning Centre is authorised by ASQA to deliver a range of services, including training and assessment of VET courses.

All training and assessment services are delivered by educators and assessors who possess the necessary credentials, skills, and industry knowledge for the delivery of training and assessment that meet requirements under the *2025 Standards for Registered Training Organisations (RTOs)*.

Educators and assessors must have current industry skills, knowledge, and experience at least to the level of the training they deliver and maintain their industry and training/assessment currency through professional development and industry engagement.

Learning Centre Lived Experience educators and assessors:

- Hold the Certificate IV Mental Health Peer Work (including the five units within this course).
- Hold a relevant Training and Assessment (TAE) qualification.
- **Complete** an annual one-week industry placement within a Lived Experience (Peer) workforce team to maintain currency of skills and knowledge in the training they are delivering and assessing. The Lived Experience Training Manager has access to a three-day placement every two years under the same conditions.

Course purpose and learning outcomes

This course will equip you with the foundational knowledge and practical capabilities to work effectively in Lived Experience (Peer) roles within the mental health sector. It provides the essential skills to become a confident and ethical Lived Experience (Peer) worker, covering the core principles, values, and professional frameworks that underpin peer work, such as ethical practice, self reflection, and purposeful use of lived experience. You will discover how to apply your lived experience to support recovery, connection, inclusion, and hope for others while maintaining professionalism and self care.

Through the integration of CHCPWK004 and CHCPWK005, you will develop a deep understanding of how to work collaboratively and respectfully with individuals, families, carers, and other health professionals within the mental health system. The program emphasises communication, boundary setting, crisis response, advocacy, and self care, enabling you to build safe, empowering relationships and recognise the diverse perspectives and contributions that support recovery.

By completing this course, you will be equipped to engage confidently and ethically across diverse mental health settings, contribute meaningfully to recovery oriented services, and promote positive change.

Upon successful completion of the skill set, you will be able to:

1. Describe the role of Lived Experience (Peer) work within the wider context of mental health services and how history, society, politics, culture, economics, and current research influence what Lived Experience (Peer)work looks like today.
2. Define the different roles, structures and scope of mental health Lived Experience (Peer)work.
3. Demonstrate the ability to critically reflect on personal beliefs and biases to maintain professionalism, ethics, and non judgement, while consistently applying the core principles, values, and philosophies of Lived Experience (Peer)work in everyday interactions and decision making.
4. Demonstrate the ability to identify, interpret, and apply organisational expectations, policies, procedures, and safe work practices.
5. Demonstrate the ability to advocate for and uphold the value, integrity, and ethical standards of the Lived Experience (Peer)work role by contributing to the improvement of workplace and organisational practices through informed feedback, cross-team collaboration, sector engagement, and proposing practical changes that enhance policies, procedures, and professional standards.
6. Establish and maintain appropriate boundaries and levels of sharing lived experience, including privacy, consent, and ethical considerations.
7. Apply lived experience purposefully and ethically within professional frameworks to build safe, positive, and effective peer relationships while delivering peer services that uphold professional, legal, and ethical standards, including confidentiality, rights, responsibilities, and duty of care.
8. Use strengths based communication approaches to understand and support each person's unique preferences, values, identities, and goals.
9. Assist individuals to access information, resources, education, and service options to support informed choice and participation.
10. Identify a range of mental health services and support networks and assist individuals to access these supports when needed.
11. Recognise signs of crisis, apply appropriate support strategies, and accurately determine when escalation is required.
12. Work collaboratively with other staff and professionals to deliver coordinated, holistic and culturally responsive support.
13. Recognise and report any situations of unethical behaviour, legal breaches, or conflicts of interest in line with workplace procedures.
14. Use clear problem solving and ethical decision-making when facing complex or conflicting situations.
15. Maintain personal wellbeing and safety through self care, supervision, debriefing, and managing the emotional impacts of the work.

Study and employment pathways

This nationally recognised and accredited skill set is designed as industry-specific training that contributes to workforce capability in Queensland Health Mental Health, Alcohol and

Other Drugs services. The units completed can be credited towards multiple qualifications within the CHC Community Services Training Package, including the CHC43515 Certificate IV in Mental Health Peer Work.

On successful completion, you will be equipped to pursue a variety of Lived Experience roles across government, non-profit, and private health service settings, supporting pathways into sustainable and meaningful employment.

Course structure

This qualification has been intentionally designed to be engaging, well-structured, and appropriately paced, enabling you to develop and demonstrate the skills and knowledge required. To improve your learning experience and ensure a smoother content flow, the five (5) units of competency will be delivered as follows:

- **Competency Cluster 1: Apply lived experience to peer practice**
 - CHCPWK001 Apply peer work practices in the mental health sector and CHCPWK003 Apply lived experience in mental health peer work.
- **Competency Cluster 2: Work effectively with consumers and carers**
 - CHCPWK004 Work effectively in consumer mental health peer work and CHCPWK005 Work effectively with carers as a mental health peer worker.
- **CHCLEG001: Work legally and ethically** will be delivered as a stand alone unit.

This course structure and mode of delivery have been carefully considered to provide all learners, regardless of distance or geographical location, with equal opportunity and access to nationally recognised training while maximising opportunities for practical application, reflection, and consolidation of learning.

Each competency cluster/unit of competency has been scheduled to allow time for instruction, practice, feedback, and assessment, ensuring you are supported to achieve competence. A variety of training techniques and activities are embedded throughout the program to support different learning styles and promote engagement. These include interactive discussions and activities, group work, practical demonstrations, role plays, scenarios, digital learning tools, project based learning, and reflective and independent learning activities.

The learning resources are mapped to the training product requirements and have been contextualised to real workplace scenarios.

Workplace based placement is a core part of the skill set to ensure that you have the opportunity to develop and apply the required competencies in authentic, industry relevant contexts.

To be awarded an overall outcome of competence, you are required to complete and achieve a satisfactory result for all assessment tasks within each competency cluster or unit of competency.

Mode of delivery

This course is delivered through online classrooms via Zoom.

Training locations and dates

As a statewide training provider, the Learning Centre will deliver the course through online training. For dates and details of online learning, please refer to the training calendar listed on the Learning Centre website <https://qcmhl.qld.edu.au/>

Note: The Learning Centre website is also the Learning Management System (LMS).

Course duration

You have up to 26 weeks from the commencement of the independent study period to complete both the theory and practical components of this program. The 26 week training period consists of:

- **Independent study** for each competency cluster/standalone unit of competency will be undertaken through the use of a structured participant digital workbook. The workbook incorporates prescribed prerequisite readings and associated activities to support knowledge development and skill application. You will be provided with two weeks prior to each scheduled online classroom session to complete the required workbook readings and activities.
- **Supervised study** via six (6) compulsory online Zoom classrooms (33 hours).
- **Supervised study and assessment** support via eight (8) optional online Microsoft Teams sessions.
- **Independent assessment tasks** via the LMS.
- **Workplace-based placement assessment**, including:
 - 80 hour practical placement with logged hours
 - practical work-based assessment tasks.

Workplace based placement assessment will be completed as part of your regular duties, within your usual workplace and roster.

Volume of learning

The Learning Centre complies with the AQF when applying the volume of learning to our programs. The volume of learning for this program is guided by the AQF Volume of Learning (VoL) indicators; however, the AQF doesn't provide specific VoL indicators for skill sets.

The skill set is designed to be completed within approximately 3 to 6 months.

The VoL for this course is detailed below:

- supervised study: 33 hours (online classrooms)
- unsupervised study and assessment: 60 hours
- supervised assessment: 110 hours (80 hours structured placement + 30 hours practical assessment tasks)
- total volume of learning: 203 hours.

Competency cluster 1 Apply lived experience to peer practice CHCPWK001 + CHCPWK003	Competency cluster 2 Work effectively with consumers and carers CHCPWK004 + CHCPWK005	Stand alone unit Work legally and ethically CHCLEG001
Week 1 Mandatory: Welcome session Optional: Digital support session Digital workbooks are available in the LMS.	Weeks 5 and 6 Self directed: pre-requisite reading and activity Optional: Study and assessment support sessions	Week 10 Two online classrooms 8:00 - 15:30
Weeks 2 and 3 Self directed: Pre-requisite reading and activity Optional: Study and assessment support sessions	Week 7 Two online classrooms 8:00 - 15:30	Week 11 Optional: Study and assessment support sessions
Week 4 Two online classrooms 8:00 - 15:30 All assessment tasks are available in the LMS.	Weeks 8 and 9 Self directed: Pre-requisite reading and activity Optional: Study and assessment support sessions	Weeks 12 – 26 An additional 14 weeks to submit all assessments.

We encourage attendance at all scheduled training, assessment and workplace sessions to ensure you get the most out of the program.

Target learner cohort

As an enterprise RTO, the intended learner cohort for this training is individuals currently employed in identified Lived Experience (Peer) roles within Queensland Health. Both early career and experienced Lived Experienced (Peer) workers may benefit from this course, though the materials are targeted to early career workers. This approach enables the workforce to formalise existing knowledge and skills while aligning a shared understanding and application of best practice within a structured, well supported training environment.

This cohort profile and corresponding delivery strategy were informed by industry and workforce engagement, which captured detailed data on learner demographics, prior education, language, literacy, numeracy, digital (LLND) skills, and support needs, as well as specific Queensland Health contextualisation requirements.

This process ensures that the training and assessment strategy reflects the learning styles, risks, and developmental needs of the intended learner cohort for this course.

The suitability of the training is reinforced by the program's structure, which includes:

- a flexible, well paced and sequenced delivery model that supports learners with varied industry experience
- practical, hands on learning opportunities to build confidence and competence in real workplace environments
- contextualised learning resources and training techniques tailored to learners at all levels, from novice to established

- integration of workplace expectations, industry specific terminology, tools, and tasks to bridge the gap between theory and practice.

This targeted approach ensures that learners are well supported to progress through the qualification and are equipped with the necessary knowledge, skills, and attitudes to perform effectively in a Lived Experience (Peer) role within the mental health sector.

Scope of practice

We take this opportunity to remind you of 'scope of practice'. For Lived Experience (Peer) workers, this term refers to the specified and agreed range of various functions, responsibilities, activities, and decision making capacity that an individual holds within a specific role and level and is authorised to perform.

Training provided by the Learning Centre **does not change** your existing scope of practice. Please remember it is your responsibility to understand and work within your scope of practice.

Enrolment

Course entry requirements

There are no entry requirements for the individual units of competencies that make up this course; however, as an Enterprise RTO, the Learning Centre has the following entry requirements:

- Age requirements: Must be over 18.
- All learners must be employed in an identified Lived Experience (Peer) role within a Queensland Health Mental Health, Alcohol and Other Drugs (MHAOD) service. Employment status may be casual, temporary or permanent (part-time or full-time).
- Learners employed on a casual or temporary basis must ensure that their current contracts allow them to complete the entire training period.
- All learners must have a personal experience of mental health challenges, diagnosis, service use, recovery/healing and the consequent impacts, or the experience of having witnessed, walked beside and supported someone having those experiences.
 - Under s25 of the *Anti-Discrimination Act 1991 (Qld)*, there is a genuine occupational requirement for incumbents of identified lived experience roles to have a personal lived/living experience of mental health and/or substance use issues.
- At the time of enrolment, all learners must confirm that they:
 - Possess the necessary foundational skills and competencies (LLND) to successfully undertake the course. This assists us in understanding the level of support learners will require.
 - Have access to suitable workplace supervisor(s) who can verify the structured 80-hour work placement and additional practical workplace-based assessment tasks.

It is desirable for learners to seek advice from their line manager/supervisor about the relevance of this course to their professional development needs.

Learning Centre staff will review the enrolment application and supporting documents provided by learners to confirm that the above criteria are met before issuing a Confirmation of Enrolment.

At this time, learners will be provided with a **placement guide and agreement** that outlines the expectations of work placement and the responsibilities of each stakeholder.

The enrolment process requires all learners to undertake a pre training review (online) to determine suitability, which includes LLND and confirmation of the ability to engage suitable workplace supervisors to oversee their workplace-based assessment.

Further details of these requirements are outlined in the sections below.

Language, literacy, numeracy and digital (LLND) requirements

Foundation skills essential to performance are explicit in the performance criteria of the five (5) units of competency being delivered.

The enrolment process requires all learners to undertake a **pre training review**, which includes an LLND declaration of ability.

As an enterprise RTO, our approach is designed for existing employees who already meet a baseline level of core skills. The LLND declaration enables learners to confirm their abilities while progressing through the enrolment process, ensuring readiness for training.

The training provided is specifically tailored to the needs of our learner cohort, Queensland Health Lived Experience (Peer) workers, to enhance employee skills and capabilities.

Learners who indicate at enrolment that they may need additional support through the LLND declaration will be offered a further LLND self-assessment. This self-assessment helps identify the specific LLND areas in which the learner may require additional support. It is a structured reflective tool, enabling learners to identify their existing skills and competencies and highlight areas for further development to enhance overall learning outcomes. Learners are encouraged to base their responses on workplace experience, other professional or voluntary roles, prior studies, or relevant personal experience.

Results from this assessment will provide insight into the learner's current capabilities and evaluate their foundational skills against the performance indicators and delivery approach of the training program, assisting educators to understand the learner and any support they may need to successfully progress through the course.

Based on the results, it will be determined that the learner:

- does **not require** additional support because the learner has the foundation skills necessary to complete the training program successfully
- **does require** additional support because the learner does not currently have the foundation skills necessary to complete the training program successfully.

Refer to the learner support section of this document, which outlines specific information about available support.

Workplace supervisors (Placement)

To accommodate diverse workforce structures, and recognising that a learner's line manager may not hold an identified Lived Experience (Peer) role, learners can nominate between one (1) and three (3) workplace supervisors to support completion of placement assessment activities and endorse placement evidence.

For further details on the requirements of work placement, including workplace supervisors, refer to the CHCSS00103 Placement Guide and Agreement.

Learners and workplace supervisors should read this guide thoroughly before training commences. All parties must complete and sign the agreement section and return it to the Learning Centre before attending the welcome orientation session.

For further details on work placement and workplace-based assessment tasks, refer to the assessment section of this document.

Contact details

To ensure a smooth learning experience, we ask that you log in to the learning management system (LMS) <https://qcmhl.qld.edu.au/> prior to enrolment to check and/or update your details and maintain the accuracy of your profile throughout the course.

You must provide current contact details (email, mobile phone number, and line manager details). We use these details if we need to contact you.

Unique student identifier (USI)

A USI is a lifetime identifier for students in vocational and higher education, allowing for the creation of a national, lifelong transcript and linking of training records.

From 1 January 2015, the Learning Centre is prevented from issuing you with a nationally recognised Vocational Education and Training (VET) qualification or statement of attainment when you complete your course if you do not have a Unique Student Identifier (USI). In addition, we are required to include your USI in the data we submit to the National Centre for Vocational Education Research (NCVER). If you have not yet obtained a USI, you can apply for it directly at www.usi.gov.au/create-your-USI/ on a computer or mobile device. Applying for a USI is cost-free, and the number will remain with you for life.

The course enrolment form requires you to provide personal details so your USI can be verified, as well as consent for the Learning Centre to conduct this verification. The personal details required to verify a USI are first name and last name (or the name that you used when you applied for your USI, if different to the first and last names used in your enrolment), and date of birth.

Fees

The Learning Centre is funded to provide specified training for Queensland Health Mental Health, Alcohol and Other Drugs Service and Queensland Ambulance Service staff. There are **no costs** to complete this course for Lived Experience (Peer) workers employed by Queensland Health.

Those who do not fall under this category are required to pay a nominal fee to attend this training. For courses that attract a fee, an enrolment will not be considered confirmed until payment is received.

The Recognition of Prior Learning (RPL) fee is payable upon submission of an RPL application, regardless of whether the candidate is employed by Queensland Health. Payment is made via the Learning Centre's BPOINT payment portal. RPL applications are not considered confirmed until payment is received.

Refer to the RPL section of this document for more detailed information on the RPL process, including related fees.

All current fees are published on our LMS <https://qcmhl.qld.edu.au/> under the information link and are subject to change without notice.

How to enrol

All learners must enrol by completing and submitting the prescribed Enrolment Form online through the secure login within their learner profile on the Learning Management System (LMS).

First, you must create your own personalised profile page. If you haven't already done this, visit [Queensland Centre for Mental Health Learning \(Learning Centre\) Knowledge Base - How do I enrol in a workshop?](#) and watch the helpful video to show you step-by-step how to set up your profile, or use this [Help Sheet](#)

If you have previously created your profile page, you must book into the course by online enrolment only (unless the Learning Centre provides written instruction to the contrary).

Complete the pre training review, including the LLND declaration, access to suitable workplace supervisors and pre course evaluation.

Click 'view all sessions' in the workshop sessions of the course page, and find a workshop time and location that is suitable for you. Click 'sign up' to attend your preferred session. <https://qcmhl.qld.edu.au/>

Complete the enrolment form for CHCSS00103 Mental Health Peer Work Skill Set. Make sure you have your USI handy to complete this process.

The Learning Centre will then review your application and supporting documents to confirm that eligibility and entry requirements are met, as well as requested documentation is provided and all information is accurate and complete, before issuing a Confirmation of Enrolment via email. Some checks are completed automatically within the LMS, such as USI verification, which is accessed and submitted through the system.

Wait list

If a course is full when you try to register, you have the option to add your name to the waitlist using the link provided for that course. You may also choose to book into another available course session at the same time. If a spot becomes available, it will be offered to people on the waitlist in the order they were received.

Privacy – Personal information

Your electronic enrolment form requires acknowledgement that you have read and understood the Learning Centre's privacy statement, which is included in the full terms and conditions https://www.qcmhl.qld.edu.au/enrol/conditions/Terms_and_Conditions.pdf

The Learning Centre will not disclose your personal information to any third party (other than to our contractors or agents who are involved in providing you with products or services you have requested), unless you have consented to such disclosure, or if the Learning Centre is required or authorised by law.

For full details of how your data is used, refer to our terms and conditions located under the information link on our LMS <https://www.qcmhl.qld.edu.au/> (or use the direct link above).

Learner declaration and consent

The final step of the enrolment form requires you to agree to the Learning Centre's terms and conditions and declare that you meet the entry requirements for this course. By selecting these check boxes on the enrolment form, you confirm that the information you have provided is true and correct to the best of your knowledge, and that you consent to the collection, use, and disclosure of your personal information in accordance with the privacy and data use statements detailed in our terms and conditions (listed on our LMS).

Confirmation of course enrolment

Your course booking is not considered confirmed until you receive an email confirmation of enrolment from the Learning Centre. This includes Queensland Health employees.

Please ensure the details in your online profile are accurate to ensure you receive email advice of your enrolment acceptance and confirmation.

Online classroom confirmation

When you complete your online booking for individual classroom sessions, you will receive an automated booking acknowledgement email.

Approximately one week, and then 48 hours, before the course commencement date, you will receive further emails confirming you are booked into the online classroom sessions.

These emails include detailed information such as the course schedule, calendar invitations, access information, and links to our LMS, where you can download a copy of this booklet (Essential Course Information) and the Placement Guide and Agreement. You must accept the calendar invitations to confirm your attendance.

You are encouraged to share the timetable with your line manager so that work rosters can be adjusted to accommodate attendance.

Twenty four hours before the online classroom commencement, you will receive a reminder via SMS.

Transfer of enrolment

At the discretion of the Learning Centre, an enrolment may be transferred to another course session commencing at a different time. Please contact the Learning Centre if you wish to discuss transferring your enrolment.

Cancelling attendance

On the day of an online classroom, should an emergent situation arise (e.g. illness) preventing a participant from attending training, you are to phone the Learning Centre as soon as practical before the commencement of training.

This will enable your whereabouts to be accounted for from a workplace health and safety and liability perspective.

Cancellations between 48 and 24 hours prior to training (for any reason), you may cancel your enrolment directly via your personal login on the Learning Centre learning management system, by email to the Learning Centre, or by phone.

For cancellations more than 48 hours prior to training, you may cancel your enrolment via the Learning Centre LMS at any time.

Variation to scheduled training

While every effort will be made to avoid this, the Learning Centre may need to modify training arrangements (including course dates, course times, cancellation or rescheduling) to address unforeseen circumstances.

Should a change occur, we will make every effort to inform you as soon as possible and before the commencement of training. Our standard practice is to inform you of any change to course delivery details via SMS. Therefore, you must maintain up-to-date contact details in your learner profile on the LMS (i.e. mobile phone number and email account details).

Use of your data

For Queensland Health learners, your name and course assessment result will be provided to your nominated internal line manager and shared with the respective Hospital and Health Service Executives via their health service quarterly report.

Your course enrolment information is used within our learning management system to register you in the course.

As required by law, records of Australian Qualifications Framework (AQF) certification documents (e.g., statements of attainment) are kept for a period of 30 years. Other assessment and learning records are kept in accordance with the Australian Skills Quality Authority (ASQA) and Queensland Health policies. Non-identifying information may be used for trend analysis, reporting or marketing purposes.

You can access your course records and related information in the LMS under the 'My Learning' tab at any time. You may contact the Learning Centre administrative staff at any time if you experience issues in accessing your course records.

Under the National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020, the Learning Centre is required to collect personal information about you and to submit that data to the National Centre for Vocational Education Research Ltd. For full details on how your data is used, please refer to our terms and conditions, located under the 'Information' link on our LMS. <https://www.qcmhl.qld.edu.au/>

Learning support

The Learning Centre is committed to creating a supportive and inclusive learning environment where every learner can thrive. We understand that everyone's learning journey is unique, which is why we offer a range of educational and wellbeing supports to help you succeed. Whether you prefer face-to-face guidance, online resources, or peer collaboration, our support systems are designed to meet your needs in the way that works best for you. Together, we aim to foster confidence, connection, and lifelong learning.

Frequently asked questions (FAQ)

You can access and search our FAQ knowledge base anytime through the Learning Centre LMS, where you will find answers to a wide range of frequently asked questions. The FAQ knowledge base can be accessed via the Information Menu on our LMS, or via this direct [link](#)

Learner support for diverse abilities

At the time of enrolment, please advise us of any support needs by detailing these in your online enrolment form. These may include accessibility, temporary or permanent disability, hearing or visual impairment, mobility or sensory needs, or any other support relevant to you as a learner.

Depending on the support need identified, an appropriate Learning Centre staff member will contact you to confirm the type of support required and determine whether it can be provided by the Learning Centre or if you need to seek external assistance. While every effort will be made to accommodate additional support needs, the Learning Centre cannot guarantee that all requests can be met in every instance. Advance notice during enrolment will help us plan and accommodate your needs to the best of our ability.

If, after enrolment, before attending training or once training has commenced, you wish to contact us regarding your support needs, please phone or email the Learning Centre during office hours to discuss our capability to provide appropriate support.

Reasonable adjustments

If appropriate, the course facilitator can provide reasonable adjustments during the course (including online classroom and assessment).

Reasonable adjustments are made to ensure that all learners can demonstrate their achievement in the program without unnecessary barriers. These adjustments may involve changes to the learning environment, training delivery, learning materials, or assessment tasks to meet individual learner needs. Examples of such adjustments include the use of adaptive technologies, educational support, and alternative assessment methods, such as oral assessment or the use of dictation software.

In certain circumstances, during the assessment, the following adjustments may be provided:

- additional time, as appropriate, for you to complete the assessment
- assessment tasks and questions may be clarified by an educator (rephrase or restate what is being asked by an assessment question)
- examples may be provided to illustrate the expectations of the standard required
- an educator may explain the marking criteria and advise on what further study may be helpful
- if the online assessment is inaccessible as a result of disability, we may provide an alternative arrangement.

If a disability requiring support is disclosed on the day of training, immediate and appropriate support may not be available.

If you believe you have not received appropriate support within reasonable adjustment parameters, you are encouraged to contact the Learning Centre's Lived Experience and Training Manager.

Language, Literacy, Numeracy and Digital (LLND) Support

Where LLND results indicate that you would benefit from additional support, training or development of your foundation skills before commencing training, a tailored support plan will be collaboratively developed with you. You will be supported in the following ways:

- initial one-on-one discussion with the educator to better understand your LLND self assessment results, your unique needs and the supports you may benefit from
- following the discussion, an email will be sent to you summarising the agreed support plan, and a copy will be retained in your confidential learner file.

Personal support

After enrolling and before your course begins, you will have the opportunity to complete a self-assessment to identify any wellbeing or cultural support needs.

If personal circumstances may impact your learning experience, the Learning Centre will, where possible, work with you to develop strategies that support your wellbeing throughout the course.

Please note that the Learning Centre is unable to provide professional counselling; however, we may recommend self referral to one or more of the following services:

- [Qld Health Employee Assistance Service](#) for all HHSs and the department
- [Crisis contacts](#) statewide.

Other supports

In addition to specific LLND support, a range of supports will be available to you to help ensure your successful participation in the course, including:

- online orientation sessions at the start of the course, designed to introduce the course structure and guide you in using digital platforms
- optional drop-in support sessions covering course content and assessment will be held throughout the course
- recorded online classroom and support sessions are available to you for the course duration
- a dedicated Microsoft Teams channel
- a study and digital support guide for online learning
- optional additional reading and learning activities
- access to one-on-one support with a suitably qualified educator/assessor via email, telephone, Zoom and Teams to assist you throughout your studies
- access to technical and enrolment support with Learning Centre staff
- reasonable adjustments and accommodations to the training and/or assessment methods
- linkage with other workplace supports.

The Learning Centre will make available its full resources to ensure you achieve the required level of competency in your chosen course; however, if the required support cannot be provided internally, we will assist you by offering a supportive referral to external services.

Learning Centre key contacts

The Learning Centre ensures that you will have appropriate and consistent access to educators, assessors, and support staff throughout the duration of your training and assessment and in a timely and structured manner.

Details on how and when you can contact relevant Learning Centre staff are outlined below.

Note: The listed hours apply to phone contact. Emails are welcome at any time, and will be responded to during the stated hours. Additional information on accessing LMS technical support will be shared during training delivery.

Email	Hours	Reason	Phone
livedexperientctraining@health.qld.gov.au	8:00am to 4:00pm	Assistance with all aspects of course delivery and assessment.	Manager: 0483 390 756 Educators: 0477 491 396 or 0448 915 911
gcmhlit@health.qld.gov.au	8:00am to 4:00pm	LMS technical support.	0437 630 311
QCMHLTraining@health.qld.gov.au	8:00am to 4:00pm	General/Booking enquiries.	(07) 3542 2111

Resources and equipment

As the course is for Queensland Health staff and delivered through virtual classrooms, the Learning Centre is **not responsible** for providing you with the required computer hardware or software.

You are required to have access to the following resources and equipment at home and at work to participate in this course.

It is an expectation that you will have access to the required resources as standard operational requirements through your usual workplace. However, you are responsible for arranging equivalent equipment when completing independent study and assessment in your own time.

You are responsible for ensuring that any required resources and equipment needed in your home environment are available and functional.

Study workstation	<ul style="list-style-type: none"> • Computer or laptop • Desk and chair • Internet access with a compatible browser, e.g. Microsoft Edge, Google Chrome.
Study environment	<ul style="list-style-type: none"> • Designated quiet space where you won't be disturbed, ideally a separate space with minimal distractions and background noise • Ensure the space is suitable for discussions during online classrooms and completion of assessments • Adequate time and opportunity to practice/demonstrate all skills required during placement.
Study tools	<ul style="list-style-type: none"> • Zoom account for online classrooms • Microsoft Office suite for document creation, collaboration and correspondence: <ul style="list-style-type: none"> – Word, Outlook and Teams • Adobe Acrobat Reader

	<ul style="list-style-type: none"> • QHEPS access • Writing materials.
Audio and visual equipment	<ul style="list-style-type: none"> • Headset with a microphone and webcam for participation in the online classroom, support sessions and assessment.

You are encouraged to:

- regularly check and update your equipment and software to ensure everything works smoothly for remote study, online classroom participation and assessments
- discuss your schedule and resource/equipment needs with your educator and workplace supervisor to address potential challenges early.

Additional information to assist your access to online classrooms and enhance your online learning experience is available in the **digital learning and core study skills guide**.

A breakdown of specific resources and equipment required for assessment is included in the individual assessment instructions.

Resources provided by the Learning Centre:

- **Digital workbooks:** Three contextualised participant workbooks aligned with both competency clusters and the standalone unit of competency. They include prerequisite readings and activities, and are designed to support online classroom learning.
- **Work placement:** A structured placement offering practical experience to apply your skills in real world environments, supported by a dedicated placement workbook.
- **Assessment tools:** Clear and accessible assessment materials with step-by-step instructions. These include opportunities for both formative assessment (ongoing checks to help you track and improve your learning) and summative assessment (measures your overall understanding at the end of a unit or course).
- **Support resources:** A comprehensive study guide that covers the use of digital platforms, participation in online classrooms via Zoom and Microsoft Teams, effective file management, and essential study skills. Additional reading material specific to the Lived Experience (Peer) workforce and the mental health sector. These resources will be available through the dedicated Teams channel.
- **Online classroom participation:** Technical support is provided during online classrooms.

Course materials are provided and completed digitally.

Additional resources that you will have access to:

- support from Learning Centre staff via telephone and email as required
- recommended websites, eLearning, videos, articles and books for additional reading and study.

Note: Additional resources will be an optional choice for you to follow up.

Training

Industry relevance

The Learning Centre takes proactive measures to ensure this training product remains current. During the development and review of our training and assessment system, we engage in formal consultation with industry stakeholders. This feedback helps us align course content with current industry standards and practices.

As the learner cohort is exclusively comprised of Queensland Health staff, the selection of training and assessment resources for this qualification has been intentionally aligned with the needs of this learner cohort, while still meeting the requirements of the nationally recognised and accredited skill set (as outlined in the national course documentation), and current industry expectations.

Training currency

The Learning Centre is committed to ensuring that all training products within its scope of registration are current. Where this nationally recognised accredited skill set is no longer current and has been removed or deleted, we will ensure all learners' training and assessment is completed, and the relevant AQF certification documentation is issued within one year from the date the AQF qualification was removed or deleted from the National Register www.training.gov.au

No new enrolments or commencements will be accepted into any training product that has been removed or deleted from the National Register.

Evaluation and continuous improvement

As an enrolled learner, you will receive anonymous pre- and post-course evaluation surveys via email to complete online. An additional anonymous follow up survey will be emailed three months later to record learning retention and how the training has been applied in your workplace.

Participants (learners and workplace supervisors) in the pilot deliveries will be subject to additional evaluation requirements that assess all aspects of the training. These evaluation surveys will be provided periodically throughout the duration of the course via email to be completed online.

On submission of assessments, you will also have the opportunity to provide feedback on the assessment process and tasks.

Evaluation responses are compiled and reported to the Learning Centre Operational Management Committee, providing insights into trends and key findings that inform management decisions. Please be assured, your feedback actively informs the Learning Centre's continuous improvement cycle.

Training attendance

Attendance in online classrooms is expected in real time, as this is the preferred mode of participation. If you are unable to attend, you should discuss the use of a recorded session with your educator/assessor before the session, where possible.

You are expected to log in to the virtual classroom by 8:15am for an 8:30am start and remain for the full duration.

You are required to keep your camera and microphone on and actively participate in lessons to allow the educator/assessor to verify attendance and maximise engagement.

The Learning Centre is responsible for ensuring that all evidence collected is valid, sufficient, and authentic; therefore, the same obligations apply as if attending onsite. Failure to meet these requirements may result in you being recorded as not in attendance.

Assessment

During the orientation session, online classes, and optional study and assessment support sessions, the assessment requirements, task completion process and evaluation criteria will be explained. Detailed information for each assessment task is also available in the LMS.

If you have any questions about the assessment or if you find you need support with completing the assessment, you are encouraged to contact the Lived Experience Training Team via phone or email to speak with an educator. Any assistance provided will be offered discreetly and will not give you an unfair advantage.

Academic misconduct

The Learning Centre is committed to upholding the Queensland Public Service Code of Conduct and to academic honesty and integrity. Assessors are vigilant in identifying possible academic misconduct. A learner must be able to demonstrate they have presented their own assessment responses and demonstrate their valid understanding and application of subject matter. Assessors will be vigilant in identifying possible academic misconduct.

Any instance of plagiarism, collusion or cheating is unacceptable and is taken seriously. Any action, or attempted action, that may result in creating an unfair academic advantage for a learner will be investigated through discussion with the learner, where the learner will be asked by an assessor what they learned from scenarios and tasks. These discussions will be documented and included in the learner's file.

Where any instance of plagiarism, collusion or cheating has been upheld, the case will be presented to the relevant Training Manager and the RTO CEO/Director, Learning Centre, where disciplinary action is decided. The learner will be notified in writing of the decision and any penalty or action to be undertaken.

Penalties for academic misconduct may include, for example, a formal warning, a request for re-submission of assessment work, a 'not competent' result, cancellation of course enrolment, recommendation that the learner's line manager arrange academic counselling.

Plagiarism

Plagiarism is the act of copying and using another person's expressions or ideas without acknowledging them. Plagiarism may be intentional or unintentional.

Unintentional plagiarism arises due to confusion over how to reference, poor literacy skills or confusion over the difference between copyright and common knowledge information.

Intentional plagiarism is when a learner is aware that they are passing off someone else's work as their own. This includes the deliberate act of copying, pasting, and presenting someone else's work/ideas/intellectual property, and the use of generative artificial intelligence.

Collusion

Collusion is unauthorised collaboration between learners and presenting this work as their own.

Cheating

Cheating is seeking an unfair advantage in the assessment of any piece of work. This could be copying another learner's work or having another person complete assessment work on their behalf.

Use of generative artificial intelligence (AI)

Generative artificial intelligence is a type of artificial intelligence (AI) technology that produces new content in response to 'prompts' or other information provided. Common AI tools include ChatGPT, Gemini, and Copilot. The Learning Centre requires that any use of AI is in accordance with the academic misconduct, plagiarism, collusion and cheating guidelines. Examples of academic misconduct include using AI to complete responses to quizzes or written responses and then presenting the work as the learner's own.

The Learning Centre and Queensland Health do not permit learners to enter confidential or personal information into AI tools.

Assessors will monitor for inappropriate use of AI, including using AI detection software on random audits, during assessment moderation, and on any assessments where AI use is suspected. As with other academic misconduct, learners who are suspected of misusing AI will be reported to the relevant Training Manager, and an appropriate response or action will be determined.

- Generative AI information on QHEPS (Queensland Health staff access only) [Safe use of generative artificial intelligence \(AI\) - Cyber Security](#)
- Use of generative AI in Queensland Government [Generative AI - eHealth Queensland](#)

If you are having difficulties with completing assessment tasks, you are encouraged to seek support from the educator/assessor.

Recognition of prior learning (RPL)

Recognition of prior learning (RPL) identifies and evaluates the skills and knowledge a person has acquired through previous training, work or life experience. These existing competencies may be applied toward a course, qualification, or unit of competency, potentially resulting in credit or formal recognition. RPL provides an alternative pathway to achieve a qualification or Statement of Attainment.

The Learning Centre implements an assessment system that ensures all assessments, including RPL, comply with the assessment requirements of the relevant Training Package or VET-accredited course, as well as the Principles of Assessment and Rules of Evidence outlined in the *2025 Standards for Registered Training Organisations*.

The RPL application kit is readily available upon request from the Learning Centre, which contains detailed information and necessary application forms.

If you believe you may already have the competencies described in the course units of competency, and wish to apply for RPL, the application must be made before enrolment.

- The applicant must provide a verifiable unique student identifier (USI).
- RPL applications are subject to fees as outlined in the Terms and Conditions.
 - RPL fees are charged at the current one-day face-to-face training rate and apply to each unit of competency for which RPL is requested. The current fee is \$250 per unit of competency. The fees are to cover costs associated with securing an assessor to undertake the RPL process. If an applicant is deemed not to achieve RPL, they will be provided a place at training.

Once an enquiry is received, the Lived Experience Training Manager will contact you to discuss the RPL process and explain alternative options, such as completing the full course. If you choose to proceed, you will be provided with an RPL Kit.

A qualified assessor is then appointed to oversee each RPL application. Assessment decisions for RPL are made in a fair, transparent and consistent manner across all learners, ensuring the integrity of the training product. All RPL documentation is retained in the learner's file.

RPL is an assessment process, so the Learning Centre must ensure the authenticity, currency and equivalence of evidence provided. The RPL process requires providing a range of evidence to demonstrate that you meet the competencies, including work history, examples of documentation, third-party reports, an interview with an assessor, and other evidence as required. Approved assessors ensure this through a variety of different methods, including:

- verification of certifications and evidence
- requiring the candidate to demonstrate their skills and knowledge through challenge tests, practical demonstrations or competency conversations
- contacting previous employers or third party referees to confirm the experiences and skills documented by the candidate.

Candidates with incomplete evidence to support RPL may be asked to undertake the assessment component of this course to provide missing evidence.

For applicant enquiries about RPL for a clustered unit of competency such as CHCPWK001, CHCPWK003, CHCPWK004 or CHCPWK005, these units are jointly assessed through a combined assessment process.

To be assessed through RPL for one of these individual units, applicants must provide the evidence specified in the relevant RPL Kit, demonstrating that they meet all required elements, performance criteria, performance evidence, and knowledge evidence for that unit.

Noting that if they intend to complete training and assessment for the other units included in the combined assessment, the assessment for their chosen unit to RPL will occur as part of that combined assessment process.

Study credit transfer

The Learning Centre recognises all existing competencies held by applicants, regardless of where, how, or when those competencies were gained. Learners who have completed an equivalent training product are eligible and supported to apply for credit transfer. Applications for credit transfer must be submitted prior to commencing the course.

The credit transfer application form and more detailed information on the credit transfer process are available from the Learning Centre LMS.

Assessment process

All assessment tasks are available and completed online, though some may require you to complete additional work offline and upload it to the LMS once complete. Throughout the course, you will receive comprehensive training, resources, instructions, and independent study activities to help you complete each assessment task accurately and thoroughly.

When completing your assessments, you are:

- reminded to read the instructions carefully to ensure you understand what is required
- required to certify that your responses are exclusively your own work
- reminded to answer all questions in full and leave no blanks.

Assessment attempts, resubmissions and outcomes

You have up to three (3) attempts to complete each assessment task satisfactorily. If you are required to resubmit, you may be required to:

- resubmit incomplete and/or incorrect answers to questions (such as written tasks and scenarios)
- resubmit part or all of a project, depending on how the error impacts the total outcome of the task
- redo a role play
- be observed a second (or third) time, undertaking any practical tasks/activities that were not satisfactorily completed the first time.

If you are required to resubmit, the assessor will provide clear and constructive feedback and a due date for resubmission.

If, after the third attempt, you have not completed a task satisfactorily, the assessor will make alternative arrangements for assessment, which may involve additional training and time to consolidate your skills and knowledge.

Each assessment task will be given an outcome of either satisfactory (S) or not satisfactory (NS). You must complete all tasks satisfactorily to achieve an overall outcome of competent (C) for a unit of competency or clustered units of competency. If one or more of the tasks are assessed as not satisfactory, you will be given an outcome for the unit of not yet competent (NYC).

Assessment appeals

If you are not satisfied with the outcome of an assessment, you have the right to appeal the decision. Appeals must be submitted in writing, within 30 days of the result being issued. All appeals are handled fairly and without bias.

Full details of the appeals process are available on our LMS: [Queensland Centre for Mental Health Learning \(Learning Centre\) Knowledge Base - Appeals process](#)

Overview of assessment evidence collected

This course uses a variety of methods to collect assessment evidence. The assessment tasks are designed to gather sufficient, current, valid and authentic evidence to meet the requirements of this course and to determine competence.

The assessment methods used for this course are:

- written knowledge questions (multiple choice and short response)
- short response questions (based on written scenarios)
- workplace activity (written)
- role plays
- research report
- reflective report and logbook (practical work based tasks/placement).

Workplace based assessment (Placement)

You are required to complete a minimum of 80 hours of work placement within an operational mental health service, along with practical work based assessment tasks.

The unit requiring a mandatory 80 hours of practical placement is CHCPWK003 Apply lived experience in mental health peer work. Additional practical work based assessment tasks, without a minimum hour requirement, are associated with CHCPWK001 Apply peer work practices in the mental health sector, CHCPWK004 Work effectively in consumer mental health peer work and CHCPWK005 Work effectively with carers as a mental health peer worker.

During placement and when completing the practical work based assessment tasks, you must demonstrate evidence of the ability to complete the tasks outlined in the elements and performance criteria of the unit, as well as manage tasks and contingencies within the context of the job role.

1. CHCPWK003 Apply lived experience in mental health peer work

There must be demonstrated evidence that you have:

- performed the 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, as defined by the [National Mental Health Commission Lived Experience Workforce Guidelines](#) and [Queensland Health Lived Experience \(Peer\) Workforce Framework](#) articulating and extrapolating lived experience in at least three (3) different contexts
- used 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.

2. CHCPWK001 Apply peer work practices in the mental health sector

There must be 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 3 different situations
- communicated appropriately:
 - used inclusive and person first language
 - used the 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.

3. CHCPWK004 Work effectively in consumer mental health peer work

There must be demonstrated evidence that you have:

- worked according to the values, ethics and philosophies of consumer mental health peer work with at least 3 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.

4. CHCPWK005 Work effectively with carers as a mental health peer worker

There must be demonstrated 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 3 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.

Detailed information on the practical work based assessment tasks is provided in the **placement guide and agreement**, accessible on the LMS and supplied at the time of enrolment.

Assessment timeframes

The training and assessment are structured so that the prerequisite readings and activities give you a foundational understanding of all the content. The online classrooms then build on this foundation, deepening your knowledge and supporting the related assessment tasks.

Assessment tasks will be available in the LMS once your attendance is recorded for the first online classroom. You will then have 23 weeks to complete and submit all assessment tasks for this course.

While all assessment tasks will be accessible after you attend the first online classroom, we encourage you to complete assessment tasks in line with the corresponding online classroom sessions and make full use of the total time provided to you.

The 80 hour work placement and practical work based assessment tasks are completed as part of your paid employment, within your regular role, at your usual workplace, and according to your usual employment roster.

You may commence your work based assessment tasks once your attendance has been recorded against the first online classroom and the assessment tasks have been made available in the LMS.

You may leave (log out) and come back to the assessment as often as needed within the allocated time, but please remember to save your work as you go!

Assessment task summary

The assessment for Competency Clusters 1 and 2 has been combined and consists of three (3) assessment tasks.

- **Task 1:** Consists of fifty nine (59) knowledge questions, presented in a combination of short answer, multiple choice and scenario-based formats. You will answer questions directly within the LMS.
- **Task 2:** Consists of a research project. You are required to research a topic and present your findings in a written report. Your completed report will be uploaded to the LMS.
- **Task 3:** Consists of an 80 hour work placement and practical work based assessment tasks. You are required to complete various practical work based tasks and document these activities along with the recorded work hours. Your completed placement report will be uploaded to the LMS.

The assessment for CHCLEG001 Work legally and ethically consists of four (4) assessment tasks.

- **Task 1:** Consists of thirty six (36) knowledge questions, presented in a combination of short answer, multiple choice and scenario-based formats. You will answer questions directly within the LMS.
- **Task 2:** Consists of six (6) scenarios, each followed by a set of related questions. You will answer questions directly within the LMS.
- **Task 3:** Consists of two parts: a written activity and a role play activity. You will complete the written activity directly within the LMS, and the role play activity will be completed via Microsoft Teams with your assessor.
- **Task 4:** Consists of two (2) separate role play activities. You will complete the role play activities via Microsoft Teams with your assessor.

Assessment instructional words

Assessment tasks use a range of instructional words throughout them. These words will guide you to the level of detail you must provide in your answers. Some questions will also outline how many answers you need to provide, e.g. 'describe **three (3)** strategies' or how many words your response should have, e.g. short answer response (approx. **100 – 150 words**).

[Word Count Examples: What Do Specific Word Counts Look Like? \(wordprescription.com\)](http://wordprescription.com)

Use the glossary below to guide you in interpreting the instructional words used in the tasks.

- **Analyse:** This means you need to consider each idea/argument presented in a question or statement in detail and describe the connections between them.
- **Compare:** This means you need to show how two or more things are alike, while also noting their differences.
- **Define:** This means you need to explain the meaning or interpretation of a term or concept in your own words, including any qualities that are essential to understanding.
- **Demonstrate:** This means you need to make something clear and explicit by using examples to evidence practical application.
- **Describe:** This means you need to outline the most noticeable qualities or features of an idea, topic or the focus of the question.
- **Discuss:** This means you need to point out the important issues or features, key points, and possible interpretations, and debate through argument. You should provide reasons for and against it.
- **Explain:** This means you need to make something clear or show your understanding by describing it or providing information about it. You will need to make clear how or why something happened or is the way it is.
- **Identify:** This means you need to recognise something and indicate who or what the required information is. The length of the answer should be guided by what you are being asked to identify.
- **List:** This means you need to record short pieces of information in list form, with one or two words or sentences on each line.
- **Outline:** This means you need to give a brief description of the main facts or sequence of events about something. The length of the response should be guided by what you are required to outline. As long as you include the main facts or points, then that's enough.
- **Provide:** This means you need to provide information or details clearly and understandably, with specific details, examples, or evidence to clarify your answer.
- **Reflect:** This means you need to think deeply about an experience, situation, or topic to analyse what happened, why it happened, and its importance. It requires you to examine your own actions, thoughts, and feelings to identify what you learned and what you would do differently.
- **Summarise:** This means you need to express the most important facts or points about something in a short and concise form.

Rules of disclosure

You are encouraged to draw on your personal and professional experiences when working through these assessment tasks, and some tasks specifically ask you to provide workplace examples. It may be difficult to do this without discussing other people, which may include consumers, carers, colleagues, health professionals, etc.

You must discuss others in a way that protects their identity and anonymity. This is important in protecting you from breaching others' privacy as well as protecting others from any unwanted exposure.

When sharing personal and professional experiences, you **must de-identify** the personal details of any other person.

Tips for de-identifying personal details:

- **do not** include direct identifiers like names
- **do not** include any personal details about the person, like gender, appearance, date of birth, or age
- **do not** share details of direct consumer or carer disclosures.

You could use a made up name, no name at all or a collective descriptor such as consumer, carer, colleague or health professional.

Assessment extensions

If you believe that you will be unable to submit your completed assessment within the allocated timeframe, please contact your educator as soon as possible. Extension requests will be considered on a case-by-case basis, depending on the reason provided. A maximum extension of three weeks can be granted per request.

If you do not attempt the assessment within the allocated timeframe, the LMS will automatically withdraw you from the course (see 'withdrawal' information below).

Withdrawal

If you withdraw or are automatically withdrawn from the course and do not complete the assessment, you will not be eligible to receive a 'statement of attainment'.

Instead, you will receive a 'certificate of attendance', which recognises the number of hours you actively participated in the online workshop.

Assessment marking

The Learning Centre aims to mark individual assessment tasks within 30 days of submission.

If you have submitted an assessment that is deemed not satisfactory, you will receive an email notifying you that the assessor has provided feedback and requested additional information to address unsatisfactory areas. You may contact your assessor via email for further information or support.

You will be provided 14 days to provide further evidence if required.

As this is a competency-based course, you must provide a satisfactory response for each assessment task at the required standard to be deemed competent.

Assessment results

If, after making further attempts to provide additional assessment evidence, you are still unable to demonstrate that you have met the required standard, you will receive a 'not satisfactory' result for that assessment task.

Each assessment task within a competency cluster or standalone unit of competency must be marked as 'satisfactory' to achieve an overall outcome of 'competent' for that competency cluster or standalone unit of competency.

If you do not receive a competent result, a 'statement of attainment' will not be issued. However, once you have attended all online classroom sessions, the system will automatically generate a 'certificate of attendance' and notify you.

This certificate records the total hours of active online classroom participation and the associated continuing professional development (CPD) points. You can download it from your learner profile on the LMS.

Completion

Notification of outcome

Once each of the assessment tasks for the five units of competency has been marked, including provision of feedback and any reattempts, you will receive an email with your final results and instructions for accessing your certificates.

If your assessment evidence meets the required standards for all five units of competency, you will be recorded as competent and issued with relevant AQF Statement(s) of Attainment, provided you have a verified USI and have paid all applicable fees. Your AQF certification documentation will be accessible directly through your learner profile on the LMS, where you can also download the document.

If your assessment evidence does not meet the required standards, your result will be recorded as not competent in the LMS. In this case, you will receive a Certificate of Attendance only, and no transcript of results will be issued.

If you successfully complete only part of the course (for example, a specific competency cluster or standalone unit), you will receive a Statement of Attainment listing only those units achieved.

Your results notification (including if you withdraw) will be sent to the email address you used to enrol, unless you have since updated it in your learner profile. Please ensure your current email address is recorded on your profile page in the LMS.

Assessment results will be provided to your nominated internal line manager and shared with the respective Hospital and Health Service Executives via their health service quarterly report. Agreement to this process is provided through the learner declaration undertaken before completing the assessment. Please ensure that your line manager's name and email address are up to date and correct in your learner profile.

As a registered training organisation, West Moreton Hospital and Health Service (RTO Code: 40745) operating as Queensland Centre for Mental Health Learning is legally required to collect and report learner data to the National Centre for Vocational Education Research (NCVER).

Certification documentation

Upon successful completion of this course, including full attendance at all six (6) online classrooms and demonstrated competency in all five (5) units of competency, you will be awarded the following Statements of Attainment.

- CHCSS00103 Mental health peer work skill set
- CHCPWK004 Work effectively in consumer mental health peer work
- CHCPWK005 Work effectively with carers as a mental health peer worker.

Access to AQF certification documents

AQF certification documents can be reissued at any time upon written request, as under legal requirements, we maintain AQF certification records for a period of 30 years.

Other assessment and learning records are kept in accordance with ASQA and Queensland Health policies and can be accessed directly from your learner profile on the LMS.

General information and governance

Registered training organisation

West Moreton Hospital and Health Service (WMHHS) is a Registered Training Organisation (RTO) with ASQA, approved to deliver this nationally recognised accredited skill set and units of competency. The WMHHS RTO number is 40745.

The Queensland Centre for Mental Health Learning (Learning Centre) is the unit based within WMHHS authorised to develop and deliver training to mental health, alcohol and other drugs health professionals to grow, develop, and nurture Queensland's skilled and sustainable mental health alcohol and other drugs workforce to provide a quality recovery focused approach to care.

Our commitment

The Learning Centre confirms that RTO management positions are vested with sufficient authority to ensure ongoing compliance with the 2025 Standards for Registered Training Organisations (RTOs). All RTO managers meet the criteria set out in the National Vocational Education and Training Regulator (Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements) Instrument 2025.

The Learning Centre upholds high professional standards in the marketing, monitoring, evaluation, and delivery of all training services, safeguarding the interests and welfare of learners. Its governance framework is guided by the VET Quality Framework, as detailed in the Legislation section of this document.

The RTO CEO/Director, Learning Centre, ensures that all RTO reporting and accountability obligations are fully met.

Assessment practices

The Learning Centre is committed to continuous improvement and delivering high-quality assessment practices. It ensures the quality of accredited training and assessment through regular moderation and validation activities.

Regular moderation sessions are conducted before final assessment decisions are made to ensure alignment and consistency in assessment decisions. It involves suitably qualified assessors meeting to review and discuss marking practices against defined benchmarks and marking criteria to confirm that evidence has been interpreted consistently and that assessment outcomes align with the 'principles of assessment' and the 'rules of evidence'. Outcomes of the meetings are recorded and used to inform continuous improvement.

The Learning Centre's five-year validation plan ensures systematic and ongoing validation of assessment practices and judgements for all training products within its scope of registration.

This qualification undergoes continuous improvement through scheduled validation activities, conducted at least once every five (5) years, or more frequently if there are changes to the training product or relevant feedback is received.

Membership at validation sessions includes qualified educators and assessors, with other industry stakeholders invited, to ensure course materials are current, accurate and meet the needs of industry.

Complaints process

The Learning Centre strives to provide a rewarding learning experience, and recognises that providing feedback is not only a fundamental right, but also an opportunity to maintain continuous quality improvement.

If you are dissatisfied with any aspect of service delivery or a training product, you may lodge a complaint through any avenue, including email, phone, or directly to an educator, assessor, or support staff.

For full details on lodging a complaint, please refer to the Complaints Process document via the Information Menu on our LMS, or via this direct [link](#)

Expected standards of behaviour

The Learning Centre maintains a culturally safe, inclusive, and respectful learning and working environment, free from discrimination and harassment for all individuals, including staff, prospective and current learners, and other stakeholders.

The [Code of Conduct for the Queensland Public Service](#) outlines accepted behaviours of learners and staff, regardless of whether they are Queensland Health employees or from the wider community.

Where a person displays unwarranted behaviour that breaches the standards outlined in the Code of Conduct, educators may require that person to leave the training venue.

Learners who act in an unruly, offensive, or disrespectful manner toward educators or fellow learners may be offered one warning to cease their behaviour. Continued or serious misconduct will result in their removal from the training and cancellation of their enrolment, with no entitlement to a refund.

Educators will address inappropriate behaviour in a way suited to the immediate circumstances, maintaining the psychosocial safety of the learning environment as much as possible. The training manager will be notified as soon as practicable to provide support. If further action is required, the training manager will contact the learner's line manager. A record of the incident and its management may be held in the learner's training file.

If a person is asked to leave, the educator will take reasonable steps to ensure their safety and wellbeing. The training manager has the final authority to decide whether the learner may participate in future training sessions.

If a learner feels they have been treated unfairly, they are encouraged to submit a written grievance via email addressed to the relevant Training Manager within 30 calendar days, QCMHLTraining@health.qld.gov.au

If during training, a learner believes discrimination or harassment has occurred, they are encouraged to report the matter promptly to the educator, and/or contact the relevant Training Manager on (07) 3542 2111 or email QCMHLTraining@health.qld.gov.au

Incidents will be recorded and managed in accordance with West Moreton Health and Queensland Health policies and procedures.

Privacy and data

The Learning Centre respects privacy and is committed to keeping information secure and confidential.

The Learning Centre collects, uses, stores and discloses personal information in accordance with the *Privacy Act 1988* (Cth), the Australian Privacy Principles (APPs), the *Information Privacy and Other Legislation Amendment Act 2023* (IPOLA), and all other legislative requirements.

Personal information is made available only to authorised persons and used solely for enrolment, training, assessment, support, and reporting purposes. Personal details are not distributed to any marketing or research organisations.

You are encouraged to read the Learning Centre's privacy and data management statement, which is detailed within the terms and conditions, available from the information menu on our LMS: [Terms and Conditions Privacy Section 11](#)

Workplace health and safety

The *Work Health and Safety Act 2011* provides a framework to protect the health, safety and welfare of all workers while at work. It also protects the health and safety of other people who might be affected by work. The Act applies to staff and learners whilst attending Learning Centre training.

Learning Centre educators ensure you are aware of evacuation procedures and potential hazards in the learning environment, and procedures for dealing with emergencies.

The Learning Centre requires all staff, learners, clients, contractors and visitors to act responsibly and comply with statutory requirements and all safety standards and guidelines. You are responsible for ensuring you work/ behave safely without risk of injury to yourself, fellow workers/learners or others in a work or public environment.

Accidents and first aid

Should an accident/incident occur while in the online training environment, you are to immediately report it to the educator. If not already sought, and is required, the educator will provide support in seeking medical assistance. The educator will record any details available to them on an incident report form, which will be signed by both the educator and the person reporting the incident. The incident report form will be retained on record and/or progressed through the appropriate channel.

It is your responsibility to report accident/incident details to your line manager and local workplace health and safety unit.

Learning Centre educators are not trained first aid officers.

Details on managing accidents or incidents while on placement are outlined in the 'placement guide and agreement'.

Access and equity

As an enterprise RTO, the Learning Centre is committed to providing equal learning opportunities for every individual seeking training and assessment. All enrolments are treated fairly, with no discrimination based on background, gender, age, disability, or any other personal characteristic. Admission into training programs is determined by applicants meeting the required course prerequisites and entry criteria, and placements are allocated on a first-come, first served basis until all available sessions are filled.

The Learning Centre ensures that all learners have equitable access to quality training and assessment services that reflect industry standards. Our priority is to create a supportive and inclusive learning environment where every participant has the opportunity to develop their skills and achieve competency in their chosen field. Through this approach, the Learning Centre contributes to sustainable workforce development and the continuous improvement of professional capability across industries.

Public liability insurance

In accordance with the compliance requirements, the Learning Centre remains covered by Public Liability Insurance under the Queensland Government Insurance Fund (QGIF). Coverage extends to both legal costs and compensation payable, if the Learning Centre is found legally liable.

Certificates of currency are held on the Queensland Health Intranet (QHEPS) site:

<https://qheps.health.qld.gov.au/csd/business/finance/insurance/certificates>

For further information on the cover provided under the general liability insurance section of the QGIF insurance policy and guidance on the claims process, refer to information on the following webpage: [Home - Queensland Government Insurance Fund \(QGIF\)](#)

Marketing accuracy

All marketing and information disseminated by the Learning Centre is compliant with the *2025 Standards for Registered Training Organisations (RTOs)*, ensuring that prospective and current learners receive clear, accurate, accessible and timely information to make informed training decisions about the Learning Centre.

Course information is developed internally and uploaded to the Learning Centre LMS and used in promotional material. Current and/or prospective learners may access this information directly to identify suitable training options, or contact the Learning Centre with training course enquiries.

Legislation

2025 Standards for Registered Training Organisations

The *2025 Standards for Registered Training Organisations (RTOs)* came into effect on 1 July 2025 and are enabled by the *National Vocational Education and Training Regulator Act 2011*. ASQA is the national regulator for Australia's vocational education and training (VET) sector. ASQA's purpose is to ensure quality education and training so that students, industry, governments and the community can have confidence in the integrity of qualifications issued by training providers.

For more information on ASQA, access their website www.asqa.gov.au/ phone 1300 701 801 or email enquiries@asqa.gov.au

Student Identifiers Act 2014

The *Student Identifiers Act 2014* is Australian legislation that established the *Unique Student Identifier (USI)* and governs how this personal information is collected, used, and protected.

Further information is available via www.usi.gov.au/ or [Student Identifiers Act 2014 - Federal Register of Legislation](#)

Copyright Act 1968

The [Copyright Act 1968](#) gives authors and copyright owners of original 'works' the exclusive right to reproduce, publish, communicate and adapt their material and to licence, transfer or sell to other people.

The Learning Centre holds a current [Statutory Education Licence](#) with Copyright Agency, which permits the use of certain learning materials for educational purposes, such as allowing educators to copy and share text and images in ways that usually require permission.

Intellectual property ownership of intellectual property (including copyright) contained in course training materials remains at all times the property of the Learning Centre.

If copyright material beyond the usual allowance is required, the Learning Centre obtains permission from the copyright owner in writing. These permissions are saved to our local network.

From time to time, learners may be provided with or directed to access external resources such as books, articles, websites, or videos. Please note that these external materials remain the property of their respective copyright owners. Learners are individually responsible for complying with any copyright terms and usage permissions associated with these materials.

The Learning Centre does not authorise or encourage learners to copy, reproduce, distribute, or otherwise reuse any material beyond what is legally permitted under copyright law or the relevant license agreements.

Please review **section 7 of the terms and conditions** to understand your responsibilities for managing copyright permissions.

Terms and conditions

An overarching guideline for the Learning Centre's full terms and conditions is available from the LMS under the information menu, or directly from this [link](#).

Contact information

Main office location	Queensland Centre for Mental Health Learning Anderson House The Park - Centre for Mental Health Cnr Ellerton Drive and Court Road Wacol Qld 4076 QCMHL@health.qld.gov.au
Postal address	Queensland Centre for Mental Health Learning Locked Bag 500 Archerfield Qld 4108
Opening hours	8.30am to 4.00pm Monday to Friday
Main office phone	(07) 3542 2111
Training support email	gcmhltraining@health.qld.gov.au

Glossary

Word/acronym	Explanation
Applicant	An individual booking a training course or applying for RPL
Participant; student; learner	An individual attending and participating in training
Candidate	An individual undertaking the assessment component of a training course, including RPL
AI	Artificial intelligence
AQF	Australian Qualifications Framework
ASQA	Australian Skills Quality Authority
HHS	Hospital and Health Service
LLND	Language, literacy, numeracy and digital
LMS	Learning Management System (Learning Centre website)
MSE	Mental State Examination
NCVER	National Centre for Vocational Education and Research
NRT	Nationally recognised training
RPL	Recognition of prior learning
USI	Unique Student Identifier
VET	Vocational Education and Training
WMH	West Moreton Hospital and Health Service



West Moreton Health - RTO code: 40745

Queensland Centre for Mental Health Learning (Learning Centre)

Locked Bag 500
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