

RTD4802A Develop approaches to include cultural and human diversity

Release: 1



RTD4802A Develop approaches to include cultural and human diversity

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of identifying and accessing culturally diverse groups in the community so that they are included in program development and implementation. It requires the ability to identify cultural diversity in a community, develop processes to include culturally diverse groups, and communicate support for involvement of culturally diverse groups. Developing approaches to include cultural and human diversity requires knowledge of sources of culturally relevant materials and verbal information, understanding of Indigenous peoples and history, principles of equal opportunity and affirmative action, and current relationships between culturally diverse groups in the area.

Note: For Indigenous contexts, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Approved Page 2 of 8

Elements and Performance Criteria

Elements and Performance Criteria

Element

Performance Criteria

- diversity
- Identify potential for cultural 1.1 **Information on the population** is used to identify the range of cultural diversity.
 - 1.2 Potential involvement of individuals and groups of people are identified in the context of the program.
 - 1.3 Adjustments to program and **program** promotional materials are identified to meet cultural frameworks of different peoples.
- culturally diverse groups
 - Develop processes to include 2.1 **Cultural protocols** are identified to ensure contacts with individuals/communities are successful.
 - 2.2 Key persons who may influence relationships are identified.
 - 2.3 Steps to develop and maintain contact with culturally diverse groups are formulated in line with understanding of the cultures, goals of the relationship, and any relevant enterprise guidelines.
 - 2.4 Processes are inclusive of an equitable involvement of various sections of the community and their perspectives.
- Communicate potential and support for culturally diverse groups
- 3.1 People and groups of culturally diverse background in the area are approached to promote their potential involvement in groups and programs in line with formulated steps.
- 3.2 Potential of program and group activities is communicated in a culturally relevant manner.
- 3.3 **Approaches are adjusted** in light of any new information on cultural groups and protocols.
- 3.4 Links between individuals and culturally diverse groups are facilitated to ensure good community relationships and development of the program.

Page 3 of 8 Approved

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in developing approaches to include cultural and human diversity requires evidence that culturally diverse groups have been identified and appropriately consulted and involved in programs. The skills and knowledge required to develop approaches to include cultural and human diversity must be **transferable** to a range of work environments and contexts. For example, this could include different groups, cultural protocols and perspectives.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

Sources of culturally relevant materials and verbal information.

Understanding of Indigenous peoples and history.

Cultural protocols and perspectives.

Relevant legislation and guidelines.

Principles of equal opportunity and affirmative action.

Current relationships between culturally diverse groups in the area.

Understanding of the role of various sections of the community in historical and relationship terms.

Approved Page 4 of 8

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

Apply flexible communication procedures.

Identify and modify procedures and processes.

Adjust written materials to audience.

Be flexible in the application of program guidelines and policy.

Resolve conflict.

Negotiate.

Approved Page 5 of 8

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can communication of ideas and information (3) be applied?	By discussing cultural and human diversity at meetings, or formally in writing with clients and stakeholders.
2. How can information be collected, analysed and organised (2)?	Through consultation with others and research of existing resources.
3. How are activities planned and organised (2)?	Activities are planned and organised by applying flexible communication procedures.
4. How can team work (3) be applied?	Through development and management of work teams to achieve outcomes.
5. How can the use of mathematical ideas and techniques (0) be applied?	Not applicable.
6. How can problem-solving skills (2) be applied?	Through dealing with conflict situations relating to cultural and human diversity.
7. How can the use of technology (0) be applied?	Not applicable.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.

Approved Page 6 of 8

Range Statement

Range of Variables

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts

How would information on population be

obtained?

From personal knowledge, government statistics, information on region and cultures held in libraries and other files, people with established knowledge, other cultures and government departments, especially those in contact with immigrant and Indigenous groups.

Which groups are included in cultural diversity?

Indigenous peoples, immigrant peoples of overseas birth, people born in Australia who conform with overseas cultures, practices and beliefs in part or in full, and male and female perspectives in the communities.

Which **programs** may be included?

Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, business programs and State Government community programs related to the environment.

What **program promotional materials** may be relevant?

Government or government agency written materials describing program

(Commonwealth, State, Territory or Local), local group written materials, brochures and guidelines, advertising and explanatory

booklets.

What is included in **cultural protocols**?

Beliefs and worldviews, practices, concepts of family and community, family and community leadership and relationships between community members and sexes.

Which are the **relevant enterprise** guidelines for this standard?

All relevant legislation, agency guidelines, program guidelines and community group guidelines.

Which **sections of the community** may be included?

Migrants, Indigenous peoples, women (including affirmative action), men and disadvantaged people. Approach to these groups includes legislative requirements but exceeds these to demonstrate equity

Page 7 of 8 Approved

principles.

Which approaches are adjusted in this

standard?

Program promotions and personal approaches to individuals, groups and

communities.

Which areas of **legislation** are included?

Equal opportunity, anti-discrimination and protection of places and items of cultural baritage

heritage.

What levels of literacy are included?

Redrafting materials into plain English, some understanding of works and phrases used in other languages, and catering for the viewpoints of both sexes.

What forms of **communication** may be relevant?

Use of restricted vocabulary according to listeners, use of culturally appropriate body language in conjunction with spoken language, modified sentence structures in spoken language, use of diagrams, pictures and plain English for Indigenous and other groups, and communication with people who have disabilities.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

Approved Page 8 of 8