



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **DEFEQ001C Work with equity and diversity**

**Release: 1**

## **DEFEQ001C Work with equity and diversity**

### **Modification History**

Not applicable.

### **Unit Descriptor**

#### **Unit Descriptor**

This unit covers the competency required to apply the principles of equity and diversity in the workplace.

The unit requires the member to recognise individual differences in the workplace, to value these differences and to adjust their behaviour to account for these differences.

### **Application of the Unit**

#### **Application of the Unit**

This unit was developed for all personnel working within Defence but is applicable to any individual in the workplace where the principles of equity and diversity apply.

The environments where these principles apply include locations in which members, employees, contractors and their staff work, and include buildings, aircraft, vehicles, maritime vessels and movable structures such as tents in a field and/or base environment.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

## Employability Skills Information

<b>Employability Skills</b>	This unit contains employability skills.
<b>Pre-requisite Unit/s</b>	Nil

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Recognise individual differences

- 1.1 *Differences* between *colleagues* are acknowledged in accordance with workplace *equity and diversity principles*
- 1.2 Equity and diversity principles are applied in accordance with *workplace requirements*
- 1.3 *Legislative and statutory requirements* are identified and applied in accordance with workplace requirements

#### 2. Demonstrate respect for individual differences

- 2.1 *Personal behaviour* shows sensitivity to the differences between colleagues in accordance with workplace requirements
- 2.2 Personal conduct complies with an awareness of workplace equity and diversity in accordance with workplace requirements
- 2.3 *Available support* is identified and accessed in accordance with workplace requirements
- 2.4 *Communication styles* are adjusted to reflect equity and diversity in accordance with workplace requirements

## **Required Skills and Knowledge**

### **REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level, required for this unit.

#### **Required Skills**

- apply cross cultural communications
- apply interpersonal communications
- apply the guidelines related to unacceptable behaviour
- apply the principles of equity and diversity
- encourage other team members and provide suggestions
- follow instruction and report information
- read and interpret job instructions, workplace forms and reports
- use a variety of verbal and non verbal communication techniques including, language style, active listening
- write to the level required to complete workplace forms and reports

#### **Required Knowledge**

- composition of teams and roles and responsibility of team members
- Defence equity and diversity policies and practices terrorising
- equity and diversity principles and legislation
- non operational and operational communication processes
- principles of team work and teams aims and objectives
- techniques for giving and receiving feedback in a constructive manner
- techniques for supporting others/team members
- unacceptable behaviour guidelines
- verbal and non verbal communication techniques including, language style, active listening
- written communication to a level required to complete workplace forms and reports

# Evidence Guide

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Assessment must confirm the ability to:

- work in an acceptable and non discriminatory way while establishing rapport and good working relationships with all colleagues

Assessment must also confirm the ability to:

- recognise differences in the workplace
- apply the principles of equity and diversity in all aspects of work
- adjust communication styles to reflect the equity and diversity in workplace.

### **Consistency in performance**

Competency should be demonstrated in a range of actual or simulated work contexts.

### **Context of and specific resources for assessment**

#### **Context of assessment**

Competency should be assessed by observing an individual within the workplace or simulated environment in a role where the application of equity and diversity is required.

#### **Specific resources for assessment**

There are no specific resource requirements for this unit.

## EVIDENCE GUIDE

### Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment.

Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

<b>Differences may include</b>	Age, gender, ethnicity, cultural background, language, sexual orientation, physical differences, political or religious belief, family or carer responsibility, education level, expertise, work experience, working style, socio economic background, personality profile, geographic location, marital status, interests
<b>Colleagues include</b>	Peers, subordinate staff, senior staff, internal stakeholders, external stakeholders/clients/customers
<b>Equity and diversity principles include</b>	<p>Consulting people on policies and decisions that affect them</p> <p>Eliminating artificial, unfair and inappropriate barriers to workplace participation</p> <p>Making judgements genuinely based on fairness and merit</p> <p>Providing appropriate means to monitor and address discrimination and harassment</p> <p>Providing opportunities for flexibility when meeting organisational requirements</p> <p>Recognising all people as individuals and valuing differences</p> <p>Treating each other with respect and dignity</p> <p>Using the different contributions that people can make to the team</p>
<b>Workplace requirements may include</b>	<p>Any location in which members, employees, contractors and their staff work, and include buildings, aircraft, vehicles, maritime vessels and movable structures such as tents in a field and/or base environment</p> <p>Requirements may also include:</p> <ul style="list-style-type: none"> <li>• working without supervision</li> <li>• working under general guidance on progress and outcomes</li> <li>• supervision of others</li> <li>• guiding and facilitating teams</li> </ul>

## RANGE STATEMENT

### Legislative and statutory requirements may include

- responsibility for and limited organisation of the work of others

The following legislation:

- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Human Rights and Equal Opportunity Commission Act 1986 Privacy Act 1988
- Occupational Health and Safety (Commonwealth Employment) Act 1991
- Disability Discrimination Act 1992
- Workplace Relations Act 1996
- Public Service Act 1999

The following Defence instructions:

- PERS 12-1 General Scope of Legal Assistance Provided to Service Personnel and Legal Aid to Australian Defence Force Members Overseas
- PERS 19-2 Occupational Health and Safety (Commonwealth Employment) Act 1991 Implementation within the Australian Defence Force
- PERS 26-2 ADF Policy on Religious Practices of ADF Members
- PERS 32-1 Employment of Women in the ADF
- PERS 32-2 Defence Equity Adviser Network
- PERS 34-1 Redress of Grievance - Tri-Service Procedures
- PERS 34-2 Complaints of Discrimination and Harassment through the Human Rights and Equal Opportunity Commission
- PERS 34-3 Inquiries by the Commonwealth Ombudsman and the Defence Force Ombudsman affecting the Department of Defence and the Australian Defence Force
- PERS 35-2 Application of the Sex Discrimination Act to the ADF
- PERS 35-3 Discrimination, Harassment, Sexual Offences, Fraternalisation and other Unacceptable Behaviour in the Australian Defence Force
- PERS 36-3 Inherent Requirements of Service in the Australian Defence Force
- PERS 42-1 ADF Family Support Policy
- PERS 44-1 ADF Policy Regarding the Avoidance and Elimination of Racial Discrimination and Racism



**RANGE STATEMENT**

	<p>Behaviour</p> <ul style="list-style-type: none"> <li>• PERS 45-1 Jurisdiction under the Defence Force Discipline Act - Guidance for Military Commanders</li> <li>• PERS 49-2 Variable Working Hours for Australian Defence Force Members</li> <li>• PERS 50-1 Equity and Diversity in the Australian Defence Force</li> <li>• PERS 51-1 Australian Defence Force Policy for Inter-Service Couples</li> <li>• other departmental instructions related to equity and diversity</li> </ul>
<b>Personal behaviour includes</b>	Overt and implicit behaviour
<b>Available support may include</b>	<p>Chaplains</p> <p>Defence equity advice lines</p> <p>Defence equity organisation website</p> <p>Equity advisers</p> <p>Family liaison officers</p> <p>Legal officers</p> <p>Medical officers</p> <p>Psychologists</p> <p>Social workers</p> <p>Supervisors in the chain of command</p> <p>Training materials</p>
<b>Communication styles may include</b>	Written, verbal and non verbal cues

**Unit Sector(s)**

Not applicable.