



Australian Government

CHCDIV001 Work with diverse people

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages. Merged HLTHIR403C/CHCCS405C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Application

This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.

This unit applies to all workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element

1. Reflect on own perspectives

1.1 Identify and reflect on own social and cultural perspectives and biases

1.2 Work with awareness of own limitations in self and social awareness

1.3 Use reflection to support own ability to work inclusively and with understanding of others

1.4 Identify and act on ways to improve own self and social awareness

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element

2. Appreciate diversity and inclusiveness, and their benefits

2.1 Value and respect diversity and inclusiveness across all areas of work

2.2 Contribute to the development of work place and professional relationships based on appreciation of diversity and inclusiveness

2.3 Use work practices that make environments safe for all

3. Communicate with people from diverse backgrounds and situations

3.1 Show respect for diversity in communication with all people

3.2 Use verbal and non-verbal communication constructively to establish, develop and maintain effective relationships, mutual trust and confidence

3.3 Where a language barrier exists, use effective strategies to communicate in the most efficient way possible

3.4 Seek assistance from interpreters or other persons according to communication needs

4. Promote understanding across diverse groups

4.1 Identify issues that may cause communication misunderstandings or other difficulties

4.2 Where difficulties or misunderstandings occur, consider the impact of social and cultural diversity

4.3 Make an effort to sensitively resolve differences, taking account of diversity considerations

4.4 Address any difficulties with appropriate people and seek assistance when required

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and

employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCDIV001 Work with diverse people

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- undertaken a structured process to reflect on own perspectives on diversity
- recognised and respected the needs of people from diverse social and cultural backgrounds in at least 3 different situations:
 - selected and used appropriate verbal and non verbal communication
 - recognised situations where misunderstandings may arise from diversity and formed appropriate responses

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- concepts of cultural awareness, cultural safety and cultural competence and how these impact different work roles
- concepts and definitions of diversity
- own culture and the community attitudes, language, policies and structures of that culture and how they impact on different people and groups
- features of diversity in Australia and how this impacts different areas of work and life:
 - political
 - social
 - economic

- cultural
- legal and ethical considerations (international, national, state/territory, local) for working with diversity, how these impact individual workers, and the consequences of breaches:
 - discrimination:
 - age
 - disability
 - racial
 - sex
 - human rights:
 - *Universal declaration of human rights*
 - relationship between human needs and human rights
 - frameworks, approaches and instruments used in the workplace
 - rights and responsibilities of workers, employers and clients, including appropriate action when rights are being infringed or responsibilities not being carried out
- key areas of diversity and their characteristics, including:
 - culture, race, ethnicity
 - disability
 - religious or spiritual beliefs
 - gender, including transgender
 - intersex
 - generational
 - sexual orientation/sexual identity - lesbian, gay, bisexual, heterosexual
- key aspects, and the diversity, of Australia's Aboriginal and/or Torres Strait Islander cultures, including:
 - social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people
 - own culture, western systems and structures and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services
- potential needs of marginalised groups, including:
 - protective factors
 - physical, mental and emotional health issues/care needs
 - consideration of impacts of discrimination, trauma, exclusion and negative attitudes
- resources that support individuals and organisations to embrace and respond to diversity
 - language and cultural interpreters
 - imagery
- influences and changing practices in Australia and their impact on the diverse communities that make up Australian society
- impact of diversity practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>