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CHCDIVXXX Work with diverse people

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# Modification History

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| --- | --- |
| Release | Comments |
| Release 1 | Significant changes to the application wording. Significant changes to elements and performance criteria. Rewording of performance and knowledge evidence. |

# Application

This unit describes the skills and knowledge for workers to identify and reflect on own perspectives, apply inclusive practices and support cultural responsiveness in the workplace. It requires the ability to interact, communicate, work safely and promote diversity, equity, inclusion and belonging (DEIB) while performing duties and to address misunderstandings and difficult situations.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out.

This unit applies to all workers.

# 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. Develop own cultural responsiveness | 1.1 Identify and reflect on own social and cultural perspectives, and biases and the implications within the workplace  1.2 Identify and implement ways to improve own perspectives and social awareness to support inclusive practice |
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| 2. Apply inclusive practices in the workplace  **DRAFT** | 2.1 Contribute to the development of professional relationships using inclusive practices  2.2 Demonstrate culturally safe behaviour during person centred interactions  2.3 Apply empathy and inclusive practices to support a culturally responsive workplace  2.4 Use reflection to improve own cultural responsiveness and inclusiveness |
|  |  |
| 3. Communicate with people from diverse backgrounds | 3.1 Use culturally safe and inclusive language during communication  3.2 Use verbal and non-verbal communication to establish, develop and maintain relationships, mutual trust and confidence  3.3 Address language and communication barriers by identifying and using techniques to communicate in a culturally responsive and inclusive manner |
|  |  |
| 4. Promote understanding across diverse groups | 4.1 Identify cultural and social factors that may cause misunderstandings or difficulties within a group  4.2 Sensitively address misunderstandings or difficulties considering diversity  4.3 Request assistance when difficulties cannot be resolved |

# Foundation Skills

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| The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance. |
| Learning: Reflecting on personal perspectives and biases.  **DRAFT**  Reading: Reading documents to understand legal terms, client cultures, and workplace policies.  Writing: Documenting reflections and action plans.  Oral Communication: Communicate effectively with people from diverse backgrounds.  Connect and Work with Others: Build and maintain professional relationships using inclusive practices.  Recognise and Utilise Diverse Perspectives: Acknowledging and valuing different cultural and social perspectives.  Identify and Solve Problems: Addressing misunderstandings and difficulties within diverse groups.  Work with Roles, Rights, and Protocols: Understanding and adhering to workplace roles, rights, and protocols related to diversity, equity, and inclusion. |

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet -

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 to demonstrate cultural responsiveness and inclusivity by addressing at least 3 individuals with different social and cultural backgrounds as identified in the knowledge evidence for this unit

# 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 including equality and inequity
* characteristics and definitions of diversity, equity, inclusion and belonging (DEIB)
* own values and beliefs and how they impact the ability to work inclusively
* critical thinking and self-reflection techniques and processes
* own culture and the community attitudes, language, policies and structures of that culture and how they impact on different people and groups
* 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
* equal employment opportunity (EEO)
* human rights:
* Universal declaration of human rights
* relationship between human needs and human rights
* frameworks, approaches and instruments used in the workplace

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* 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 cultural and social diversity and their characteristics, including:
* race, ethnicity
* political
* language
* disability
* religious or spiritual beliefs
* gender, including transgender
* physical characteristics
* generational
* sexual orientation/sexual identity - lesbian, gay, bisexual, transgender, intersex, queer, asexual (LGBTIQA+), gender neutral and heterosexual
* cultural and social diversity in clients and stakeholders
* inequities and inequalities in Australian society and workplaces
* how key areas of diversity impact different areas of work and life
* 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
* western systems and structures and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services
* key aspects of own culture and potential impacts on other culturespotential 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.

# Links

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Companion Volume implementation guides are found in VETNet -