**DRAFT**

CHCDIVXXX Promote Aboriginal and/or Torres Strait Islander cultural responsiveness

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# Modification History

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| --- | --- |
| Release | Comments |
| Release 1 | Minor updates to wording and addition of performance criteria. Addition to performance evidence. Major change to assessment conditions.  Replacement of the term cultural safety with cultural responsiveness. |

# Application

The unit describes the skills and knowledge required to identify Aboriginal and/or Torres Strait Islander cultural safety issues in the workplace, model cultural responsiveness in own work practice, and develop strategies to enhance cultural responsiveness.

This unit applies to people working in a broad range of roles including those involved in direct client service, program planning, development and evaluation contexts.

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. Identify cultural responsiveness issues in the workplace | 1.1 Identify the potential impact of cultural factors on service delivery to Aboriginal and/or Torres Strait Islander clients  1.2 Identify critical issues that influence relationships and communication with Aboriginal and/or Torres Strait Islander people  1.3 Establish key aspects of cultural responsiveness in consultation with Aboriginal and/or Torres Strait Islander people  **DRAFT**  1.4 Evaluate the extent to which cultural responsiveness and inclusivity is integrated in own work and workplace |
|  |  |
| 2. Model cultural responsiveness in own work | 2.1 Perform work practices based on an understanding of one’s own cultural bias  2.2 Reflect on own and other cultures in work practices to demonstrate cultural responsiveness  2.3 Use communication techniques, terminology and work practices that show respect for the cultural differences of Aboriginal and/or Torres Strait Islander people  2.4 Use culturally responsive, inclusive and positive language when communicating with Aboriginal and Torres Strait Islander peoples  2.5 Identify and where possible engage, Aboriginal and/or Torres Strait Islander interpreters and colleagues as cultural brokers, according to situation needs |
|  |  |
| 3. Develop strategies for improved cultural responsiveness | 3.1 Support the development of partnerships between staff, Aboriginal and/or Torres Strait Islander people and their communities  3.2 Identify and utilise resources to promote partnerships  3.3 Devise and document ways to support the delivery of services and programs that are inclusive, culturally responsive and encourage increased participation  3.4 Integrate strategies that encourage self-determination and community control in services and programs |
|  |  |
| 4. Evaluate culturally responsive strategies | 4.1 Agree to outcomes against which cultural responsiveness and inclusivity can be measured  4.2 Evaluate programs and services against desired outcomes ensuring Aboriginal and/or Torres Strait Islander people are involved  **DRAFT**  4.3 Revise strategies based on evaluation with appropriate engagement of Aboriginal and/or Torres Strait Islander people |

# Foundation Skills

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| 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 -

Assessment Requirements for CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

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| Release | Comments |
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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:

* promoted Aboriginal and/or Torres Strait Islander cultural responsiveness and inclusivity in the context of at least 1 workplace
* researched culture and history, the impact of European settlement, loss of land and culture and the importance of lore and kinship
* evaluated ways to improve communication with Aboriginal and/or Torres Strait Islander peoples who may be clients or colleagues
* develop a detailed understanding of at least 2 Aboriginal and/or Torres Strait Islander peoples or nations, including but not limited to recognising history, language, totems, stories, elders, sacred sites and first nations organisations.

# 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:

* concept of Aboriginal and/or Torres Strait Islander cultural responsiveness in the community services and health context, and its relationship with:
* cultural awareness
* Inclusivity
* cultural competence
* legislative context for Aboriginal and/or Torres Strait Islander cultural responsiveness
* the diversity of Aboriginal and/or Torres Strait Islander cultures
* historical, social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people and their engagement with community services and health systems, including:
* impact of European settlement
* loss of land and culture
* racism and discrimination
* past and present power relations
* own culture, western systems and structures and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services
* factors that contribute to Aboriginal and/or Torres Strait Islander ill health and common diseases experienced by these groups of people:
* impact of trauma on individuals’ ability for:
* decision-making

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* communicating
* understanding
* retaining information
* ways to involve Aboriginal and/or Torres Strait Islander people in the planning and delivery of services and programs

# 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

Companion Volume implementation guides are found in VETNet -