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Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
<p>Australian Qualifications Framework</p> <p>The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.</p> <p>You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.</p>	<p>Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: www.aqf.edu.au.</p>
<p>Volume of learning</p> <p>When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</p>	<p>Aspire ensures that each unit of competency is covered completely and in depth in both the learning content and the assessment. This approach will help you meet volume of learning requirements as you develop your training and assessment strategies.</p>

Section 2: Unit of competency information

2.1 Unit of competency

CHCDIV001 Work with diverse people

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
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

2.4 Target groups

Aspire resources for this unit have been developed for a diverse range of learners. The target group undertaking the assessment are learners in a wide range of Community Services training or workplace environments.

Learners may or may not be employed in the workplace. Where a learner is currently employed, you should endeavour to use relevant workplace documents and resources. Where learners are not currently employed, you must provide example documentation and a simulated environment wherever possible. Encourage classroom learners to take every opportunity to observe a real working environment and discuss what they have seen. Note that observation and assessment in the workplace is mandatory for some units of competency.

Section 3: Training requirements

3.1 Delivery approach

To comply with the requirements of the VET Quality Framework (VQF) and the Standards for Registered Training Organisations/Australian Quality Training Framework (AQTF), RTOs must develop a training and assessment strategy for the training programs they deliver. The training and assessment approach adopted by an RTO must accord with the need of their learners, current industry requirements and the requirements of the training package.

Trainers and assessors must make judgments about the most appropriate way to meet these requirements. These judgments should form part of the organisation's overall training and assessment strategy.

3.2 Learning mapping

CHCDIV001 *Work with diverse people*, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Reflect on own perspectives	Topic 1: Reflect on own perspectives	n/a	n/a
1.1 Identify and reflect on own social and cultural perspectives and biases	1A Identify and reflect on own social and cultural perspectives and biases	1	LC 1: Part A 1, 5
1.2 Work with awareness of own limitations in self and social awareness	1B Recognise limitations in self and social awareness	2	LC1: Part A 2, 3 Part B 1, 2, 3
1.3 Use reflection to support own ability to work inclusively and with understanding of others	1C Reflect on ability to work inclusively and with understanding of others	3	LC1: Part A 4
1.4 Identify and act on ways to improve own self and social awareness	1D Identify and act on ways to improve self and social awareness	4	LC1: Part A 1, 2, 3, 4, 5
Element 2: Appreciate diversity and inclusiveness, and their benefits	Topic 2: Appreciate diversity and inclusiveness and their benefits	n/a	n/a
2.1 Value and respect diversity and inclusiveness across all areas of work	2A Value and respect diversity and inclusiveness in the workplace	5	LC2: Part A 1–6
2.2 Contribute to the development of work place and professional relationships based on appreciation of diversity and inclusiveness	2B Contribute to workplace and professional relationships	6	LC2: Part A 5
2.3 Use work practices that make environments safe for all	2C Keep the workplace safe	7	LC2: Part B 1–7
Element 3: Communicate with people from diverse backgrounds and situations	Topic 3: Communicate with people from diverse backgrounds and situations	n/a	n/a

4.2 Assessment procedures

Contextualisation

Final assessment tasks provided to candidates may need to be contextualised to include such requirements as organisational policies and procedures, work health and safety management strategies, state/territory regulatory requirements and organisational resources or equipment.

If contextualising any resources, assessors must:

- meet with key personnel within the organisation such as supervisors, human resources personnel and team leaders to identify sources of information and establish how performance and knowledge are demonstrated within the workplace
- re-map the resources in the relevant mapping documentation to ensure the integrity of the assessment tool is unaffected
- forward contextualised resources to your training organisation's compliance manager for approval.

Final assessment tasks

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete four assessment tasks.

<p>Complete the following task</p>	<ul style="list-style-type: none"> • Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses. • Part B – Case study questions You will demonstrate a sound knowledge of the unit requirements in your responses. • Part C – Observation You will demonstrate your skills and knowledge in a simulated workplace environment.
<p>Refer to the Aspire <i>Practical placement logbook</i> for this unit</p>	<ul style="list-style-type: none"> • Practical placement Your performance will be assessed in the workplace.

Please note that Part C is only included where the Assessment requirements for the unit of competency specify aspects of performance evidence that must be demonstrated in a simulated environment before practical placement. In all other cases, observation tasks have been incorporated into the practical placement assessment. Please refer to Aspire's *Practical placement logbook – User guide* for further information.

How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
Training organisation name:	
Candidate name:	
Phone number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	CHCDIV001 Work with diverse people, Release 1
Assessment tasks to be undertaken:	<input type="checkbox"/> Part A – Questions <input type="checkbox"/> Part B – Case study questions <input type="checkbox"/> Practical placement
Ready for assessment declaration:	<p>I confirm that the purpose and procedures of this assessment have been clearly explained to me. I have been consulted about any special needs I might have in relation to the assessment process. The criteria to be used for this assessment have been discussed with me, as have the consequences and possible outcomes of the assessment.</p> <p>I have accessed and understand general assessment information as provided by my training organisation.</p> <p>I have been given fair notice of the date, time, venue and other arrangements for this assessment. I have completed a self-assessment of my performance of the skills and knowledge for this unit and confirm that I am ready for assessment.</p>

4.3 Assessment mapping

CHCDIV001 Work with diverse people, Release 1

Unit of competency	Part A – Questions	Part B – Case study questions	Practical placement
Element 1: Reflect on own perspectives			
1.1 Identify and reflect on own social and cultural perspectives and biases	Q1, Q2, Q3, Q4		O1
1.2 Work with awareness of own limitations in self and social awareness			O6
1.3 Use reflection to support own ability to work inclusively and with understanding of others		CS1	
1.4 Identify and act on ways to improve own self and social awareness	Q10	CS2	
Element 2: Appreciate diversity and inclusiveness, and their benefits			
2.1 Value and respect diversity and inclusiveness across all areas of work		CS3	
2.2 Contribute to the development of work place and professional relationships based on appreciation of diversity and inclusiveness			O7
2.3 Use work practices that make environments safe for all			O9
Element 3: Communicate with people from diverse backgrounds and situations			
3.1 Show respect for diversity in communication with all people		CS5	O10

4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

Record of outcome

Training organisation name:		
Candidate name:		
Unit code and title:	<i>CHCDIV001 Work with diverse people, Release 1</i>	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questions	<input type="checkbox"/>
	Part B – Case study questions	<input type="checkbox"/>
	Practical placement	<input type="checkbox"/>
Declaration:	<p>In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.</p> <p>Evidence collected has been confirmed as:</p>	