

Contents

About this guide	5
Section 1: Meeting VET sector requirements	7
1.1 How Aspire's resources assist in meeting requirements	7
1.2 Resource quality assurance processes	16
Section 2: Unit of competency information	17
2.1 Unit of competency	17
2.2 Unit of competency assessment requirements	19
2.3 Aspire resources available for this unit	22
2.4 Target groups	25
Section 3: Training requirements	26
3.1 Delivery approach	26
3.2 Learning mapping	27
3.3 Solutions – general guidance	35
3.4 Solutions to practice tasks	36
3.5 Solutions to learning checkpoints	47
Section 4: Assessment	58
4.1 Assessment approach	58
4.2 Assessment procedures	59
4.3 Assessment mapping	65
4.4 Assessment solutions and marking guidance	73
4.5 Completing the record of outcome	92
Section 5: Forms	94
Section 6: Glossary of VET terminology	95

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
Australian Qualifications Framework 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. 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.	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 .
Volume of learning 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	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.

1.2 Resource quality assurance processes

Aspire's resources are developed with rigorous quality assurance (QA) practices in place.

The QA process includes five components that support VET sector requirements:

1. Independent external QA of Aspire resources is carried out by QA consultants who are not employed or subcontracted by Aspire for resource development and have no other involvement or interest in the operations of Aspire. These QA consultants have vocational competencies and current industry skills relevant to the unit and/or current knowledge and skills in vocational teaching and learning. QA consultants also hold either:
 - TAE40110 Certificate IV in Training and Assessment (or its successor)
 - a diploma or higher level qualification in adult education.
2. Aspire engages with relevant industry bodies to ensure its resources meet industry needs (as identified in each individual unit of competency). This involves networking on an ongoing basis with industry networks, peak bodies and/or employers, and obtaining their feedback on resource content and assessments.
3. Resources are also reviewed by various training organisations and learner groups prior to release, to obtain and address feedback concerning resource usability.
4. Aspire uses external writers and/or subject matter experts who have relevant qualifications to an appropriate level in the subject area of the unit and current knowledge and skills in vocational teaching and learning.
5. Aspire's instructional design team has the following qualifications or similar:
 - Certificate IV in Training and Assessment or higher (with a preference for Diploma of VET)
 - TAESS00001 Assessor Skill Set or its successor.

Section 2: Unit of competency information

2.1 Unit of competency

CHCDIV001 Work with diverse people

Modification history

Release	Comments
Release 1	<p>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.</p> <p>Merged HLTHIR403C/CHCCS405C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.</p>

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>

2.2 Unit of competency assessment requirements

Assessment Requirements for CHCDIV001 Work with diverse people

Modification History

Release	Comments
Release 1	<p>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.</p> <p>Merged HLTHIR403C/CHCCS405C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.</p>

Performance Evidence	<p>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:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> selected and used appropriate verbal and non verbal communication recognised situations where misunderstandings may arise from diversity and formed appropriate responses.
Knowledge Evidence	<p>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:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> political social economic cultural

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	LC1: 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 B 1, 2
1.3 Use reflection to support own ability to work inclusively and with understanding of others	1C Reflect on your ability to work inclusively and with understanding of others	3	LC1: Part A 6
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 7
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, 2
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 3–9 Part B 4
2.3 Use work practices that make environments safe for all	2C Keep the workplace safe	7	LC2: Part B 1, 3–7
Element 3: Communicate with people from diverse backgrounds and situations	Topic 3: Communicate with people from diverse backgrounds and situations	n/a	n/a

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			O3
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			O4
2.3 Use work practices that make environments safe for all			O6
Element 3: Communicate with people from diverse backgrounds and situations			
3.1 Show respect for diversity in communication with all people		CS5	O7

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:	CHCDIV001 Work with diverse people, Release 1	
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>	