
Contents

About this guide	1
Section 1: Unit of competency	3
1.1 Elements of competency and performance criteria	4
1.2 Assessment requirements	7
1.3 Dimensions of competency	9
1.4 Foundation skills	10
1.5 Skill sets	11
1.6 Recognition of prior learning (RPL)	11
1.7 Glossary of terms	13
Section 2: Training requirements	16
2.1 Training and assessment strategy	17
2.2 Training strategies	21
Section 3: Assessment resources	37
3.1 Alternative final assessment	38
3.2 Assessment mapping	41
3.3 Solutions – general guidance	47
3.4 Solutions to practice tasks	48
3.5 Solutions to assessment activities	57
3.6 Solutions to final assessments	70
3.7 Evidence of competency	92
3.8 Assessment records	94
Glossary	107

Section 1:

Unit of competency

The CHC Community Services Training Package was developed by the Community Services and Health Industry Skills Council in consultation with industry stakeholders including employers, unions, peak bodies, professional associations, regulatory bodies, registered training organisations (RTOs) and other relevant parties. The training package specifies the skills and knowledge required to perform effectively in the workplace.

Individual units of competency are nationally agreed statements that describe work outcomes and can stand alone when applied in the workplace.

This section outlines the requirements of the unit of competency *CHCECE001 Develop cultural competence* and other information relevant to it.

It contains the following information:

- 1.1 Elements of competency and performance criteria
- 1.2 Assessment requirements
- 1.3 Dimensions of competency
- 1.4 Foundation skills
- 1.5 Skill sets
- 1.6 Recognition of prior learning (RPL)
- 1.7 Glossary of terms

1.1 Elements of competency and performance criteria

The elements of competency define the skills required to perform a work activity. They describe the required outcomes that need to be assessed.

The performance criteria define the level of skill necessary to achieve the requirements of the element.

The following table maps the content in the Aspire learner guide *CHCECE001 Develop cultural competence* to the unit of competency.

CHCECE001 Develop cultural competence	Where covered in the learner guide
Element 1: Reflect on own cultural identity and biases	Chapter 1: Reflecting on your own cultural identity and biases
1.1 Identify significant events in own family background or history which may influence current values, beliefs and attitudes	1A Reflecting on your cultural heritage
1.2 Define aspects of the environment which influence own cultural identity	1A Reflecting on your cultural heritage
1.3 Reflect on potential impact own background may have on interactions and relationships with people from other cultures	1A Reflecting on your cultural heritage 1B Understanding cultural competence
1.4 Identify any knowledge, attitudes or skills to be developed to ensure cultural competency	1B Understanding cultural competence
Element 2: Identify and develop cultural competency	Chapter 2: Identifying and developing cultural competency
2.1 Identify the cultural identities of the children within the service, their families and the local community	2A Developing awareness of cultural diversity
2.2 Critically analyse relationships, curriculum and activities	2A Developing awareness of cultural diversity 2B Analysing the service
2.3 Identify skills, attributes or knowledge that may need to be developed to ensure cultural competency	2C Developing cultural competency
Element 3: Research Aboriginal and/or Torres Strait Islander communities	Chapter 3: Researching Aboriginal and/or Torres Strait Islander communities
3.1 Identify any historical issues in relation to Aboriginal and/or Torres Strait Islander people and the land that the service is on, including at regional and state levels	3A Realising Aboriginal and Torres Strait Islander relationships

2.1 Training and assessment strategy

Training organisations must develop a training and assessment strategy for each training program they deliver. The training and assessment strategies developed and implemented by an RTO must take into account and be contextualised to:

- the needs of the learner or learner group
- the learning context
- the requirements of the training package.

RTOs must:

- meet the requirements of the training package including language, literacy and numeracy requirements
- document information according to AQTF or VET Quality Framework audit requirements
- meet the needs of particular target groups
- provide learning pathways
- seek input from industry and other relevant stakeholders.

Structuring a training program

The following checklist outlines the type of information you may wish to include in your training and assessment strategy:

- ☐ Details of the training organisation, including the contact person
- ☐ The unit/s of competency to be delivered in the program of study
- ☐ Pathways
- ☐ The learner or target group
- ☐ Delivery mode/s
- ☐ Training resources including facilities required for delivery and assessment, and other infrastructure requirements
- ☐ Methods of assessment and evidence gathering
- ☐ Program duration and delivery schedule
- ☐ Session locations including workplace assessment information
- ☐ Delivery and assessment staff
- ☐ Assessment validation process

2.2 Training strategies

The following training strategies can be used to deliver *CHCECE001 Develop cultural competence*. These strategies, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember; it is your responsibility as the trainer to use the most appropriate strategies for your learners.

Topic: Reflecting on your own cultural identity and biases	
Suggested time allocation: 6 hours Suggested resources: <ul style="list-style-type: none"> ▪ Recommended reading ▪ Slide presentation software 	Slide nos: 2–17
Recommended reading	Terminology checklist
Aspire learner guide <i>CHCECE001 Develop cultural competence</i> Chapter 1: Reflecting on your own cultural identity and biases	<ul style="list-style-type: none"> ▪ Aboriginal and Torres Strait Islander person ▪ Bias ▪ Culture ▪ Cultural identity ▪ Discrimination ▪ Diversity ▪ Equity ▪ Cultural heritage ▪ Prejudice ▪ Racism ▪ Stereotype
Suggested training strategies	
<ul style="list-style-type: none"> ▪ Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>CHCECE001 Develop cultural competence</i>. Appendix 1 of the learner guide describes the elements, performance criteria and performance and knowledge evidence that are required to demonstrate competence in this unit. You may wish to discuss recognition of prior learning processes with learners at this stage. 	
<ul style="list-style-type: none"> ▪ Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. Appendix 2 of the learner guide provides useful advice regarding foundation skills. The learner guide includes a template where learners may record the activities they have performed that relate to specific foundation skills; this template can be found following the final assessment. 	
<ul style="list-style-type: none"> ▪ Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment. 	

3.1 Alternative final assessment

Your trainer or assessor may require you to complete this assessment activity and will provide you with instructions as to how to present your responses. They may adjust the assessment activity depending on the circumstances of your training program.

The following activity forms part of your assessment of competence. You may also be required to demonstrate your skills and/or provide various workplace documents or third-party reports. Your trainer will give you guidance in this area.

The following table maps this final assessment activity against the elements and performance criteria of *CHCECE001 Develop cultural competence*.

Part	Element	Performance criteria
A	1, 2, 3, 5, 6, 7	1.2, 1.4, 2.3, 3.1, 3.2, 5.1, 5.4, 5.5, 6.1, 6.2, 7.1, 7.2
B	1, 2, 4, 5, 7	1.1, 1.3, 2.1, 2.2, 4.1, 4.2, 4.4, 4.5, 4.6, 5.2, 5.3, 5.4, 7.2
C	2, 3, 4, 5, 6, 7	2.1, 2.3, 3.1, 3.2, 4.1, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 7.1, 7.2, 7.5
D	5, 6, 7	5.1, 5.5, 6.1, 6.2, 7.2, 7.3

Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCECE001 Develop cultural competence*.

Requirements

To complete this assessment activity, you need:

- access to a children's services environment
- to complete the tasks outlined in Part A and Part B and submit responses as directed by your trainer/assessor/training organisation.

Part A

1. What is your understanding of cultural competence? Explain three ways how you as an educator can develop cultural competence.
2. Provide five examples of ways you can support children to develop cultural competence.
3. Explain the term 'cultural identity', and provide one example that reflects your own cultural identity.
4. Describe cultural diversity, and provide one example of how your workplace encourages children to understand culturally diversity.

3.2 Assessment mapping

Methods of assessment mapped to the learner guide

Assessment methods are the particular techniques used to gather different types of evidence. The mix of evidence gathered to demonstrate competency is dependent on the context of the assessment and the background of the candidate.

The following table outlines the different methods of assessment used in the Aspire learner guide *CHCECE001 Develop cultural competence*.

Methods of assessment				
Assessment method	Practice task	Assessment activity	Final assessment	Alternative final assessment
Question/answer	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 15, 16, 19	Activity 1: Part A 1–4 Part B Activity 2: Part A 2, 3 Activity 3: Part A Activity 4: Part A 1–5 Activity 5: Part A 1, 3, 4 Activity 6: Part A Activity 7: Part A 1–4	Part B 1–6 Part C 1–7 Part D 8 Part E 1, 2	Part A 1–7 Part B 1–4
Observation/demonstration	8, 9		Part A 1–8	Part D 1
Case study	14	Activity 5: Part A 2	Part D 1–7	Part C 1–5
Role-play				
Training log, diary or journal				
Portfolio, reports, work samples	4, 6, 11	Activity 2: Part A 1 Activity 7: Part A 1–4		Part D 1–3
Third-party reports	10, 18			

Gathering evidence

Evidence can be gathered through:

- real work/real-time activities through observation and third-party reports
- structured activities.

Evidence can also be gathered through:

- **formative assessments:** where assessment is progressive throughout the learning process and validated along the way by the trainer – also known as assessment for learning
- **summative assessment:** where assessment is an exercise or simulation at the end of the learning process – also known as assessment of learning.

Evaluating evidence

The following steps may help you evaluate evidence.

Step 1: Evidence is gathered.

Step 2: Rules of evidence are applied – evidence is valid, sufficient, current and authentic.

Step 3: Evidence meets the full requirements of the unit/s of competency.

Step 4: The assessment process is valid, reliable, fair and flexible.

Step 5: The trainer or assessor makes a straightforward and informed judgment about the candidate and completes assessment records.

3.8 Assessment records

Learners must provide evidence of how they have complied with the performance and knowledge evidence requirements outlined in the unit of competency. These requirements should be assessed in the workplace or in a simulated workplace; assessment conditions are specified in each unit of competency.

You can use the following assessment forms to record the learner's evidence of competency:

- The **assessment instructions checklist** helps the trainer/assessor provide clear instructions to the candidate as to which assessment activities to complete.
- The **pre-assessment checklist** helps the trainer determine if the learner is ready for assessment.
- The **self-assessment record** allows the learner to assess their own abilities against the requirements of the unit of competency.
- The **recognition of prior learning interview questions** help the trainer match the learner's previous training, work or life experience to the requirements of the unit/s of competency.
- The **performance evidence checklist** facilitates the observation process; it allows trainers to identify skill gaps and provide useful feedback to learners.
- The **knowledge evidence checklist** can be used to record the learner's understanding of the knowledge evidence; it allows trainers to identify knowledge gaps and to provide useful feedback to learners.
- The **portfolio of evidence checklist** helps the trainer annotate or detail aspects of the learner's portfolio of evidence.
- The **workplace assessment checklist** can be used by the learner's supervisor to show workplace-based evidence of competence.

Self-assessment record

Institution: Candidate's name: Unit of competency: <i>CHCECE001 Develop cultural competence</i> Trainer/assessor: Date:		
I can: <ul style="list-style-type: none"> reflect on own cultural identity and biases. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	Comments
I can: <ul style="list-style-type: none"> investigate cultural diversity in at least one service and community. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I can: <ul style="list-style-type: none"> support children's and families' cross-cultural relationships through the following activities: <ul style="list-style-type: none"> interacting in culturally appropriate ways with children, families and communities consulting with appropriate persons to access local knowledge of Aboriginal and/or Torres Strait Islander culture planning and implementing supportive environments for all children supporting the implementation of experiences that encourage children to respect all cultures and to celebrate cultural differences embedding examples of diversity and inclusion in daily practice using effective oral communication techniques to liaise between differing cultural contexts and situations. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	