### RPL Standard



### CHCDIV001 – Work with Diverse People

**How to complete this form:**

Complete all areas in **blue** on the following pages by providing information on your previous skills and qualifications using the information below as a guide.

**Unit Description:**

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.

### To gain RPL for this unit of competency the applicant must meet the following benchmarks along with providing evidence that their current level of knowledge and skills is

relevant to all performance criteria, knowledge and **performance evidence**. This unit applies to community services or health workers who have defined responsibilities to work independently with clients within broad but established guidelines.

**The applicant must provide evidence of the following to gain RPL for this unit:**

* The applicant must have industry experience within a health service where direct client contact is involved, this can be within work placement from previous courses.
* Applicants who may have completed a similar unit within a health course
* The applicant must demonstrate knowledge of all Performance Criteria, Essential Knowledge and Skills

**Example Evidence:**

### Relevant transcript & certificate

### Evidence of work within a health industry where direct client consultation is completed

### Completion of ACFB e-learning quiz/oral questioning related to appropriate responses to difficult or challenging behaviour may be required

### Evidence documents MUST include, but not limited to:

* Provide evidence of 3 different situations involving difficult or challenging behaviour and reflect on it. This will include the

special needs of the client and cultural/social factors that influence or act as barriers to the communication process.

### *Unit Evidence Description*



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| **Applicant Name** |  |  |  |



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| HLT42015 | | Certificate IV in Massage Therapy | | | **CHCDIV001** | **Work with diverse people** | **Office Use only** | |
| HLT52015 | | Diploma of Remedial Massage | | |
| **Type of Unit:** Core | | | **Prerequisite:** None | | **Sufficient** | **F.E.R.** |
| **Elements / Performance Criteria** | | | | **Evidence***(Applicant; Explain in detail how your evidence relates to the required knowledge listed)* | | |  |  |
| **1.** **Reflect on own perspectives** | | | | | | | | |
| 1.1 | Identify and reflect on own social and cultural perspectives and biases | | |  | | |  |  |
| 1.2 | Work with awareness of own limitations in self and social awareness | | |  |  |
| 1.3 | Use reflection to support own ability to work inclusively and with understanding of others | | |  |  |
| 1.4 | Identify and act on ways to improve own self and social awareness | | |  |  |
| **2. Appreciate diversity and inclusiveness, and their benefits** | | | | | | | | |
| 2.1 | Value and respect diversity and inclusiveness across all areas of work | | |  | | |  |  |
| 2.2 | Contribute to the development of work place and professional relationships based on appreciation of diversity and inclusiveness | | |  |  |
| 2.3 | Use work practices that make environments safe for all | | |  |  |
| **3. Communicate with people from diverse backgrounds and situations** | | | | | | | | |
| 3.1 | Show respect for diversity in communication with all people | | |  | | |  |  |
| 3.2 | Use verbal and non-verbal communication constructively to establish, develop and maintain effective relationships, mutual trust and confidence | | |  |  |
| 3.3 | Where a language barrier exists, use effective strategies to communicate in the most efficient way possible | | |  |  |
| 3.4 | Seek assistance from interpreters or other persons according to communication needs | | |  |  |
| **4.** **Promote understanding across diverse groups** | | | | | | | | |
| 4.1 | Identify issues that may cause communication misunderstandings or other difficulties | | |  | | |  |  |
| 4.2 | Where difficulties or misunderstandings occur, consider the impact of social and cultural diversity | | |  |  |
| 4.3 | Make an effort to sensitively resolve differences, taking account of diversity considerations | | |  |  |
| 4.4 | Address any difficulties with appropriate people and seek assistance when required | | |  |  |

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| **Knowledge Evidence** | **EVIDENCE***(Applicant; Explain in detail how your evidence relates to the required knowledge listed)* | **Office Use Only** | |
|  | | **Sufficient** | **F.E.R.** |
| 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:   * Political * Social * Economic * Cultural |  |  |  |
| 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 |  |  |
| Human rights:   * Universal declaration of human rights * Relationship between human needs and human rights * Frameworks, approaches and instruments used in the workplace |  |  |
| 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 diversity and their characteristics, including:   * Culture, race, ethnicity * Disability * Religious or spiritual beliefs * Gender, including transgender * Intersex * Generational * Sexual orientation/sexual identity - lesbian, gay, bisexual, heterosexual |  |  |  |
| 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 * Own culture, western systems and structures and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services |  |  |  |
| Potential 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 |  |  |

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| **Performance Evidence** | **EVIDENCE** *(This evidence will be collected via documents outlined on first page & oral questioning if required)* | **Office Use Only** | |
|  | | **Sufficient** | **F.E.R.** |
| Undertaken a structured process to reflect on own perspectives on diversity | *This evidence will be collected via submission of documentation requested on the first page.* |  |  |
| Recognised and respected the needs of people from diverse social and cultural backgrounds in at least 3 different situations:   * Selected and used appropriate verbal and non-verbal communication * Recognised situations where misunderstandings may arise from diversity and formed appropriate responses | *This evidence will be collected via submission of documentation requested on the first page.* |  |  |

**Office Use Only**

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| **RPL Outcome** | | | | |
| **RPL Achieved** | Yes □ | No □ | |
| **Further Evidence Required** | Yes □ | No □ | |
| **Further Evidence *(list of required evidence)*** | | | | |
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| *RPL Assessor Name:* | | | *Date:* | |