



REGISTERED NATIONAL STANDARD

UNIT OF COMPETENCY

Title:	Work with diverse people		
TQF Level:	2	Credits:	7
Version:	2		
National standard code:	NS055-02		
Associated qualification (and code):	National Certificate in Aged Community Care Level 2 (QRR-02-NQ-014-01-0915-26-02)		
Approval date:	17 th June 2026	Review date:	17 th June 2031
Purpose:	<p>This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations.</p> <p>People credited with this unit will be able to;</p> <ul style="list-style-type: none"> • Demonstrate an understanding of diversity and the importance of respecting others; • Work with the knowledge required to value and respect differences in the workplace and provide nonjudgmental support to those they care for; • Identify when additional assistance from others is required and what support options can be offered. 		

Learning Outcome 1 (LO1)	Demonstrate an understanding of diversity
Performance standards	<p>1.1 Define the term diversity;</p> <p>1.2 Identify key areas of diversity and their characteristics including culture, race, ethnicity, disability, religious or spiritual beliefs and gender;</p> <p>1.3 Explain the following terms: <i>Culture, Cultural awareness, Cultural competency, Cultural safety, Customs, Elders, Discrimination</i>;</p> <p>1.4 Explain the importance of understanding diversity in the areas of disability and aged care.</p>
Learning Outcome 2 (LO2)	Value and respect diversity in the workplace
Performance Standards	<p>2.1 Describe strategies that can be used to promote diversity in the workplace.</p> <p><i>[Range of strategies include but not limited to: Acceptance that each person/client is individual, hosting and celebrating ‘Cultural Days’, encourage research into other people’s cultures, respecting a client’s culture, beliefs, values and attitudes, respecting individual’s religion and attend pastoral services with clients];</i></p> <p>2.2 Describe strategies that demonstrate respect for others as equals.</p> <p><i>[Range of strategies include but not limited to: Listening to a client’s opinions with an open mind, treating people with different gender preferences equally, sitting down to speak to someone in a wheelchair, not speaking in a patronising or demeaning manner, not speaking loudly to someone from a different culture];</i></p> <p>2.3 Identify effective methods of communicating when there is a language barrier.</p> <p><i>[Range methods include but not limited to: Use of imagery – books of pictures with words, asking family members to assist a client, multilingual signage, body language, involving an interpreter....]</i></p> <p>2.4 Explain strategies a carer may use to improve their own cultural awareness.</p> <p><i>[Range strategies include but not limited to: making a cross-cultural friendship, learning the basics of a foreign language, researching other cultures, assisting to host a multicultural event or cultural activity in the workplace].</i></p>

Learning Outcome 3 (LO3)	Promote understanding across diverse groups
Performance standards	<p>3.1 Describe the meaning of discrimination;</p> <p>3.2 Explain how the elderly may react to discrimination and negative attitudes from others;</p> <p>3.3 Identify issues that may cause communication misunderstandings within the aged care sector;</p> <p><i>[Range of issues may include but not limited to: language difficulties, cultural differences, speech or language difficulties, stress, emotional trauma, racism, fear, neglect, person who is deaf]</i></p> <p>3.4 Identify strategies that can be used to resolve differences that may involve diversity;</p> <p><i>[Range of strategies include but not limited to:</i></p> <ul style="list-style-type: none"> • <i>Trying to get a clearer picture of what an issue may be by defining it or identifying its cause.</i> • <i>Listening in a non-judgmental manner</i> • <i>Reporting issues to the person in charge</i> • <i>Following instructions from supervisor</i> • <i>Following up and checking on a problem which has been resolved]</i>
Learning Outcome 4 (LO4)	Communicate effectively with culturally diverse persons
Performance standards	<p>4.1 Show respect for cultural diversity in all communication;</p> <p><i>[Range of behaviours include but not limited to: engaging an interpreter if a client does not understand, researching a client's background first to ensure you understand if they can speak the language, asking for assistance from other staff when needed, listening carefully to the client, showing respect for cultural norms for each client]</i></p> <p>4.2 Use communication to develop and maintain effective relationships, mutual trust and confidence;</p> <p>4.3 Identify when assistance from interpreters or other persons may be required;</p> <p>4.4 Identify barriers when communicating with culturally diverse people.</p>
Pre-requisites	N/A

Co-requisites	N/A
Underpinning skill and knowledge	<p>Cultural diversity may include:</p> <ul style="list-style-type: none"> • Ethnicity • Race • Language • Cultural norms and values • Religion • Beliefs and customs • Kinship and family structure and relationships • Personal history and experience, which may have been traumatic • Gender and past relationships • Age • Disability • Sexuality • Special needs <p>Strategies to eliminate bias and discrimination may include:</p> <ul style="list-style-type: none"> • Cross cultural work teams • Cross cultural employee representation on committees • Workplace free of culturally insensitive literature, posters and signage • Inclusion in decision – making <p>Communication may be:</p> <ul style="list-style-type: none"> • Verbal • Appropriate gestures and facial and physical expressions • Posture • Written • Signage • Through an interpreter or other person <p>Examples of issues that may cause misunderstandings when communicating with others</p> <ul style="list-style-type: none"> • Cultural differences • Language difficulties • Speech or language problems • Stress • Emotional trauma • Racism

	<ul style="list-style-type: none"> • Fear • Neglect • Ageism in the workplace <p>Strategies that can be used to resolve a misunderstanding or difference that may involve diversity;</p> <ul style="list-style-type: none"> • Define the problem / identify the cause– try to get a clearer picture of what the problem is • Listen in a non-judgmental manner • Report to the person in charge • Follow instructions from supervisor • Follow up and check the problem has been resolved
<p>Suggested assessment methods</p>	<p><u>Methods of assessment:</u></p> <ol style="list-style-type: none"> 1. A range of assessment methods should be used to assess students’ knowledge and application of skills, include but not restricted to the following: <ol style="list-style-type: none"> a) Direct observation of students – may include role play, work placement, demonstrations b) Written questions c) One-on-one verbal questions d) Written report e) Review of work placement reports – signed off by assessor/workplace supervisor f) Portfolio. 2. Performance standards 4.1 and 4.2 must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions using case scenarios/role plays appropriate for industry.
<p>Resource requirements</p>	<ol style="list-style-type: none"> 1. Classroom, classroom furniture, white/blackboard, tables or benches, chairs, student notice boards, whiteboard markers, butchers paper / coloured card or spare paper and pens for group activities 2. Aged care specific class resource books 3. Online resources - http://www.culturaldiversity.com.au/ 4. Workplace site

<p>Moderation arrangements</p>	<p>Provider Institutions are responsible for moderation arrangements to ensure consistency in assessments. Moderation process must be approved by TNQAB.</p>
<p>Requirements to complete this unit</p>	<p>There are four learning outcomes and 16 performance standards to measure competence.</p> <p>To demonstrate competence in this unit, a candidate of assessment:</p> <ol style="list-style-type: none"> 1. Must achieve every learning outcome to fulfill the requirements of the unit standard; 2. Is eligible to 3 attempts on their assessments. Should the first attempt be unsatisfactory, reassessments must be completed within 14 days of their first attempt.
<p>Important notes and definitions</p>	<p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. Online resources - http://www.culturaldiversity.com.au/ <p><u>Definitions:</u></p> <ol style="list-style-type: none"> 1. <i>Cultural awareness</i>: - Is about being aware that there are cultures different to one's own. Other's may have core values that are very different to our own. It also involves being willing to learn about and to be open to other cultures 2. <i>Cultural competency</i>: - refers to the attitudes, values, skills and knowledge that enable an individual or organization to work effectively in any context of cultural diversity 3. <i>Cultural safety</i>: - Describes and environment that accepts all people and is free from discrimination 4. <i>Culture</i>: - The behaviours, beliefs and characteristics of particular social and ethnic groups 5. <i>Customs</i>: - Traditions passed from one generation to the next 6. <i>Diversity</i>: - refers to the fact that people are different from each other and that groups have differences within them 7. <i>Discrimination</i>: - Treating a person unfairly because of who they are or because they possess certain characteristics especially on the grounds of race, age or gender 8. <i>Elders</i>: - Highly regarded keepers of knowledge, including love, language, customs, beliefs and creation stories

**Public comments
on unit**

Please contact TNQAB National Qualifications Unit (email EnquireNQ@tnqab.to or Telephone 28136) if you like to discuss or suggest changes to the details of this unit.