22531VIC Course in Culturally Considerate Disability Support for Aboriginal and Torres Strait Islander People

Version 1

This course has been accredited under Part 4.4 of the *Education and Training Reform Act* 2006.

Accreditation period: 01 November 2019 – 31 October 2024

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Section A: Copyright and course classification information

1.	**Copyright owner of the course**	Copyright of this document is held by the Department of Education and Training, Victoria © State of Victoria (Department of Education and Training) 2019.
2.	**Address**	Executive Director Engagement, Participation and Inclusion Division Higher Education and Skills Group Department of Education and Training (DET) PO Box 4367 Melbourne VIC, 3001 **Organisational Contact:** Manager Training Products Unit Higher Education and Skills Group Telephone: (03) 7022 1619 Email: course.enquiry@edumail.vic.gov.au **Day-to-Day Contact:** Curriculum Maintenance Manager – Human Services Swinburne University of Technology PO Box 218 Hawthorn VIC 3122 Ph: 03 9214 8501 / 03 9214 5034 Email: cmmhs@swin.edu.au
3.	**Type of submission**	Accreditation
4.	**Copyright acknowledgement**	The following unit of competency: • *VU22855 – Work effectively within an NDIS service environment* is from ***22529VIC - Course in Performing Allied Health Tasks and Supporting People with Disability***. Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2019. Units of competency housed within Victorian Crown Copyright Accredited Courses can be accessed from the Victorian Department of Education and Training website (here).
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	Request for other use should be addressed to: Executive Director Engagement, Participation and Inclusion Division Higher Education and Skills Group Department of Education and Training (DET) Email: course.enquiry@edumail.vic.gov.au	
	Copies of this publication can be downloaded free of charge from the DET website here.	
6.	**Course accrediting body**	Victorian Registration and Qualifications Authority (VRQA)
7.	**AVETMISS information**	**ANZSCO** [Australian and New Zealand Standard Classification of Occupations] 411712 - Disabilities Services Officer **ASCED Code – 4 digit** (Field of Education) 0905 - Human Welfare Studies and Services **National course code** 22531VIC
8.	**Period of accreditation**	01 November 2019 – 31 October 2024

Section B: Course information

1. Nomenclature	*Standard 1 AQTF Standards for Accredited Courses*
1.1 Name of the qualification	Course in Culturally Considerate Disability Support for Aboriginal and Torres Strait Islander People
1.2 Nominal duration of the course	150 hours
2. Vocational or educational outcomes of the course	**Standard 1 for AQTF Standards for Accredited Courses**
2.1 Purpose of the course	Successful completion of this course provides participants with the skills and knowledge to: • Establish and maintain relationships of trust with Aboriginal and/or Torres Strait Islander people • Work in a culturally considerate manner with Aboriginal and/or Torres Strait Islander people with disability • Understand the National Disability Insurance Scheme (NDIS) and work within an NDIS service environment
3. Development of the course	*Standards 1and 2 AQTF Standards for Accredited Courses*
3.1 Industry /enterprise/ community needs	Aboriginal and/or Torres Strait Islander people experience high rates of disability; in both 2009 and 2012 the reported prevalence of disability amongst Aboriginal and/or Torres Strait Islander people was 1.7 times the rate for non-Aboriginal and/or Torres Strait Islander people.[1] The Productivity Commission states that Aboriginal and/or Torres Strait Islander people, across all states, are more likely to require assistance with a core activity (e.g. communication, mobility, self-care) than non-Aboriginal and/or Torres Strait Islander people.[2] In addition, Aboriginal and/or Torres Strait Islander people between the age of 15 and 24 have a profound/severe core activity limitation (this being always or sometimes need assistance with at least one core activity of

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[1] Steering Committee for the Review of Government Service Provision (2016), *Overcoming Indigenous Disadvantage: Key Indicators 2016 Report*, Productivity Commission <https://www.pc.gov.au/research/ongoing/overcoming-indigenous-disadvantage/2016>

[2] Productivity Commission (2011), *"*Disability within the Indigenous Community", *Disability Care and Support Inquiry Report* [vol 2], <https://www.pc.gov.au/inquiries/completed/disability-support/report>

	everyday living) at around twice the rate of non-Aboriginal and/or Torres Strait Islander people; this is a gap that tends to widen as they grow older.[3]
	While reported rate of disability is considerably higher, Aboriginal and/or Torres Strait Islander people face greater barriers to accessing disability supports than non-Aboriginal and/or Torres Strait Islander people.
	There are a number of challenges, including (but not limited to):
	• High level of disability associated with high levels of disadvantage
	• Reticence to seek support due to mistrust of government agencies and service providers resulting from negative past experiences
	• Lack of cultural awareness in mainstream services forms an impediment to effective delivery of support services
	• Perceptions of disability and belief systems around the cause of different disabilities, particularly amongst those living a more traditional way of life, can differ from those of non-Aboriginal and/or Torres Strait Islander people
	Building a trusting relationship between workers in the disability sector and Aboriginal and/or Torres Strait Islander people with disability and their families can positively influence participation in disability services.
	A study published in the *Australian Indigenous Health Bulletin[4]* outlines strategies to build trust include:
	• taking time to learn about how the family's Aboriginality is a factor in understanding the service user's service needs,
	• commencing service planning or service provision only after a relationship with the service user and their family had been established,
	• understanding that more time is required to build trust and rapport with Aboriginal and/or Torres Strait Islander service users than non-Aboriginal and/or Torres Strait Islander service users, and

3 Ibid.
4 Gilroy J, Donelly M, Colmar S, Parmenter T (2016), "Twelve factors that can influence the participation of Aboriginal people in disability services", Australian Indigenous Health Bulletin 16(1) < http://healthbulletin.org.au/wp-content/uploads/2016/03/bulletin_original_articles_Gilroy.pdf>

| | • understanding the culture of mistrust of mainstream service providers and non-Aboriginal and/or Torres Strait Islander led service providers in the community.

It is acknowledged that successful strategies to build trusting relationships varies by the individual and/or the community.

This course aims to address these issues by providing accredited training to those who work in the disability sector with Aboriginal and/or Torres Strait Islander people with disability. Providing culturally considerate disability support is underpinned by:

- Developing knowledge of Aboriginal and/or Torres Strait Islander history, culture, strengths and perspectives of disability

- Using a trauma-informed approach to establish and maintain relationships of trust with those accessing the service, their family and community

- Applying a human rights based approach to all aspects of work

- Using a strengths-based approach to work in a culturally considerate manner with Aboriginal and/or Torres Strait Islander people with disability

- Seeking feedback, reflecting on and improving own practice

In addition, this course includes *VU22855 - Work effectively within an NDIS service environment* to provide those who work in the disability sector with the requisite skills and knowledge for working within an NDIS-funded environment.

The target audience for this course are those who work in a variety of disability or NDIS contexts – from those who plan the supports to those who implement the planned supports. This includes: disability support workers, support coordinators, Local Area Coordinators, and NDIS planners.

This course is appropriate for delivery to both the current workforce and to students enrolled in relevant VET qualifications (e.g. *Certificate III in Individual Support*, *Certificate IV in Disability*, etc.). Units of competency within this course could be imported into the VET qualification as elective units (dependent upon |

	Packaging Rules) or the course could be delivered concurrently to the VET qualification.
	Course consultation and validation process
	The accreditation of this course was guided by a Project Steering Committee (PSC) who provided advice on and validated the skills and knowledge requirements for the course.
	Course consultation involved:
	• email and telephone consultation
	• face-to-face PSC meetings and one-on-one consultations
	• input from Department of Education and Training (Victoria) *NDIS Workforce Expert Advisory Group*
	Members of the Project Steering Committee are listed in the following table:
	Project Steering Committee:
	Troy Jennings — Aboriginal Hospital Liaison Officer (AHLO), West Gippsland Healthcare Group
	Libby Neesham — Victorian Aboriginal Community Controlled Health Organisation (VACCHO)
	Rebecca Hunt — Victorian Aboriginal Community Controlled Health Organisation (VACCHO)
	Melinda Eason — Victorian Aboriginal Community Services Association (VACSAL)
	Josh Wanganeen — Victorian Aboriginal Community Services Association (VACSAL)
	Tony Meagher — Wathaurong Aboriginal Co-operative
	Andrew Fleming — Community Services & Health Industry Training Board (Vic)
	Amanda Crawford — Oncall Training, representing National Disability Services (NDS)
	Mark Farthing — Health and Community Services Union (HACSU)
	In attendance:
	Autumn Shea - Curriculum Maintenance Manager (CMM) for Human Services
	Wendy Dowe - CMM Administrator
	Lisa Confoy - Department of Education and Training

	This course:
	- does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification - is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set - does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification - does not comprise units that duplicate units of competency of a training package qualification.
3.2 Review for re-accreditation	Not applicable.

4.	Course outcomes	*Standards 1, 2, 3 and 4 Standards for Accredited Courses*
	4.1 Qualification level	*Standards 1, 2, and 3 AQTF Standards for Accredited Courses.* The *22531VIC Course in Culturally Considerate Disability Support for Aboriginal and Torres Strait Islander People* meets an industry and community need, but does not have the breadth, depth or volume of learning of an Australian Qualifications Framework (AQF).
	4.2 Employability skills	*Standard 4 AQTF for Standards for Accredited Courses* Not applicable.
	4.3 Recognition given to the course	*Standard 5 AQTF Standards for Accredited Courses* Not applicable.
	4.4 Licensing/ regulatory requirements	*Standard 5 of AQTF Standards for Accredited Courses* At the time of accreditation, no licensing or regulatory requirements apply.
5.	Course rules	*Standards 2, 6, 7 and 9 AQTF Standards for Accredited Courses*

5.1 Course structure

To be eligible for the award of a Statement of Attainment for the *22531VIC Course in Culturally Considerate Disability Support for Aboriginal and Torres Strait Islander People,* participants must successfully complete the two (2) units listed in the table below.

Where the course is not completed, a Statement of Attainment will be issued for any completed unit/s.

Unit of competency code	Field of Education code	Unit of competency title	Pre-requisite	Nominal hours
VU22857	090509	Provide culturally considerate disability support to Aboriginal and/or Torres Strait Islander people	None	95
VU22855 *(imported from Allied Health Tasks Course)*	090509	Work effectively within an NDIS service environment	None	55
			Total nominal duration	**150**
5.2 Entry requirements		*Standard 9 AQTF Standards for Accredited Courses*		

	There are no mandatory entry requirements for the *22531VIC Course in Culturally Considerate Disability Support for Aboriginal and Torres Strait Islander People*.
	Learners enrolling in *22531VIC Course in Culturally Considerate Disability Support for Aboriginal and Torres Strait Islander People* are best equipped to successfully undertake the course if they have as a minimum language, literacy and communication skills that align to Level 2 of the Australian Core Skills Framework (ACSF). The ACSF can be accessed here.
	Learners with language, literacy and communication skills at levels lower than suggested above may require additional support to successfully undertake this course.
6. Assessment	*Reference: Standard 10 and 12 AQTF Standards for Accredited Courses*
6.1 Assessment strategy	*Standard 10 AQTF Standards for Accredited Courses*
	All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:
	• Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers,
	or
	• the Standards for Registered Training Organisations 2015 (SRTOs),
	or
	• the relevant standards and Guidelines for RTOs at the time of assessment.
	Where appropriate, training providers are encouraged to take a holistic approach to assessing of units within this course.
	It is critical that in assessing this course, consideration is given to the sensitive nature of some aspects of the course, particularly as they apply to Aboriginal and/or Torres Strait Islander history and culture and to the culture of the person or group being assessed.
	Assessment methods should be sensitive to emotional reactions of individuals being assessed, and it is highly recommended that access be made available, as required, to support such as counselling in social and emotional wellbeing.

	Assessment strategies for the course should reflect the nature of the work undertaken; it is recommended that assessment include: • oral and written questioning related to underpinning knowledge • practical demonstration of activities which combine a number of learning outcomes to provide depth and context to the training • holistic assessment that reflects realistic job tasks. Assessment of imported units of competency must comply with the assessment requirements detailed in the source training product (Training Package or accredited course). Consistent with the requirements of Element 1.5 of Standard 1 of the AQTF: Essential Conditions and Standards for Continuing (or initial) Registration, RTOs must ensure that RPL is offered to all applicants in determining their competency.
6.2 Assessor competencies	*Standard 12 AQTF Standards for Accredited Courses* Assessment must be undertaken by a person or persons in accordance with: • Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers, or • the *Standards for Registered Training Organisations 2015* (SRTOs), or • the relevant standards and Guidelines for RTOs at the time of assessment. This course includes skills and knowledge specific to Aboriginal and/or Torres Strait Islander culture. Assessment must therefore be undertaken by an assessor who is: • Aboriginal and/or Torres Strait Islander him/herself or is: • Accompanied and advised by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community

7. Delivery	*Standards 11 and 12 AQTF Standards for Accredited Courses*
7.1 Delivery modes	*Standard 11 AQTF Standards for Accredited Courses* There are no restrictions on offering this course on either a full-time or part-time basis. Where possible, participants should be exposed to real work environments and examples/case studies. The learning resources must have been developed in consultation with the local Aboriginal and/or Torres Strait Islander community. This course may be delivered in a variety of modes including: • Educational/classroom setting • Workplace or simulated workplace • Blended learning Delivery methods should allow for self-directed development and achievement, independent and peer to peer judgement and accountability for a high standard of outcomes. It is highly recommended that Registered Training Organisations use additional educational support mechanisms to maximise each learner's completion of the course. An initial assessment of learner's needs must be conducted during entry into the course to identify the need for language, literacy and numeracy support and reasonable adjustment. Trainers and assessors should contextualise delivery of the course in response to learner needs, while still meeting the requirements of the units of competency.
7.2 Resources	*Standard 12 AQTF Standards for Accredited Courses* Training must be undertaken by a person or people in accordance with: • Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers, or • the *Standards for Registered Training Organisations 2015* (SRTOs), or • the relevant standards and Guidelines for RTOs at the time of assessment.

	This course includes skills and knowledge specific to Aboriginal and/or Torres Strait Islander culture. Training must therefore be undertaken by a trainer who is: • Aboriginal and/or Torres Strait Islander him/herself or is: • Accompanied and advised by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community The learning resources for this course must have been developed in consultation with the local Aboriginal and/or Torres Strait Islander community. Resources include: • realistic tasks or simulated tasks covering the mandatory task requirements • access to relevant organisational policies and procedures, and legislation • access to relevant legislation, government policies, and codes of conduct relevant to role • appropriate environment to facilitate a safe space for uninterrupted communication • computer and internet facilities • access to people with disabilities and, where relevant, their families Trainers of imported units of competency must meet the competency requirements specified in the relevant source training product (Training Package or accredited course).
8. Pathways and articulation	***Standard 8 AQTF Standards for Accredited Courses***
	There are no formal articulation arrangements in place at the time of accreditation.
9. Ongoing monitoring and evaluation	***Standard 13 AQTF Standards for Accredited Courses***
	This course is maintained and monitored by the Curriculum Maintenance Manager – Human Services. A formal review of the course will take place at the mid-point of the accreditation period. Feedback will be sought from industry, those providers offering the course, and other relevant stakeholders as part of the review process. Recommendations for any significant changes will be reported to the Victorian Registration and Qualification Authority (VRQA).

Section C—Units of competency

The following units of competency have been developed for this course and are attached in this section:

- VU22857 Provide culturally considerate disability support to Aboriginal and/or Torres Strait Islander people

The following unit of competency from Victorian Crown Copyright Accredited Course can be accessed from the Victorian Department of Education and Training website (here):

- VU22855 Work effectively within an NDIS service environment

    o Imported from *22529VIC Course in Performing Allied Health Tasks and Supporting People with Disability*

Unit code	**VU22857**
Unit title	**Provide culturally considerate disability support to Aboriginal and/or Torres Strait Islander people**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to establish and maintain relationships of trust and work in a culturally considerate manner with Aboriginal and/or Torres Strait Islander people with disability.
	This includes developing knowledge of Aboriginal and/or Torres Strait Islander history, culture, strengths and perspective of disability; applying an intersectional approach, human rights based approach, trauma-informed approach and a strengths-based approach to work; and employing appropriate communication strategies and interpersonal skills.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Employability Skills	This unit contains Employability Skills.
Application of the Unit	This unit applies to workers in varied disability or NDIS contexts who work with Aboriginal and/or Torres Strait Islander people with disability. This may include disability support workers, support coordinators, Local Area Coordinators, and NDIS planners.
	Work performed requires some discretion and judgement and may be carried out under regular (direct, indirect or remote) supervision.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.*
1. Develop knowledge of Aboriginal and/or Torres Strait Islander history, culture, strengths and perspectives of disability	1.1 Identify and research *local* Aboriginal and/or Torres Strait Islander culture and cultural practices, acknowledging and considering that some geographical areas have individuals with a diverse mix of cultural identities
	1.2 Consider and respect *local and national historical factors* when working with Aboriginal and/or Torres Strait Islander people and their communities

1.3 Identify the impact of *social, economic, environmental and policy factors* on local Aboriginal and/or Torres Strait Islander people

1.4 Consider local Aboriginal and/or Torres Strait Islander people's *diversity of perspective of 'disability'* and identify *potential barriers* to accessing disability services

1.5 Describe the importance that connection to country, community, and culture has to healing and wellbeing; considering that this may also be a trauma trigger for the service user

1.6 Describe local Aboriginal and/or Torres Strait Islander perspective on *kinship and family structures* and identify the importance of these for the individual's identity and wellbeing

1.7 Recognise the inherent *strengths and resilience* of Aboriginal and/or Torres Strait Islander culture, community and people

2. Use a trauma-informed approach to establish and maintain relationships of trust with those accessing the service, their family and community	2.1 Consider and respect local community values, cultural beliefs and gender roles when working with Aboriginal and/or Torres Strait Islander people and their families
	2.2 Acknowledge the *trauma, loss and grief* experienced by the Aboriginal and/or Torres Strait Islander people, their families and community and the impact this has had on mental, physical, social, emotional, or spiritual well-being
	2.3 Consider how the service user's (or their family's) experiences of discrimination, trauma, exclusion, negative attitudes and/or racism may contribute to attitudes of mistrust
	2.4 Engage with service user in environments that promotes a sense of safety, trust, choice and control
	2.5 Employ *appropriate communication strategies* to learn about the service user and support relationship building, adapting where required to meet service user's needs or preferences
	2.6 Avoid making assumptions about the service user's depth of knowledge of their culture or history, allowing them to lead the conversation about their identity

	2.7	Model inclusive and non-judgemental attitudes towards Aboriginal and/or Torres Strait Islander people with disability, and encourage others to do the same
	2.8	Apply ***appropriate interpersonal skills*** and use a strengths-based approach to build positive, safe, empowering and trusting relationships over time with service user, their family and community
	2.9	Recognise the potential for triggers, 'flashback', re-victimisation and re-traumatisation for service user in relation to service provision and implement a family-centred strength-based approach, seeking assistance from others where required
	2.10	Recognise own signs and symptoms of being affected by trauma and seek advice and support and take appropriate action for self-care
3. Employ a human rights based approach	3.1	Outline the basic rights and fundamental freedoms all people are entitled to under the 'Universal Declaration of Human Rights'
	3.2	Outline the rights people with disabilities contained in the 'Convention on the Rights of Persons with Disabilities'
	3.3	Describe the ***principles of a human rights based approach***
	3.4	Apply a human rights based approach to all aspects of work and engagement with service user and their family
4. Use a strengths-based approach to work in a culturally considerate manner with Aboriginal and/or Torres Strait Islander people with disability	4.1	Identify how an ***intersectional approach*** applies to working with Aboriginal and/or Torres Strait Islander people with disability
	4.2	Recognise the importance of a family-centric model of care and facilitate this within scope of role
	4.3	Collaborate with service user and their family, using a strengths-based approach, to encourage informed decision-making, facilitate self-determination, and ensure that the disability supports are reflective of their ***personal preferences*** and specific ***cultural frameworks***

4.4 Ensure flexibility in programs, services and own practice to reflect the individual and cultural needs of the service user

4.5 Develop and maintain an awareness of current *events or issues* within the community that may be impacting the service user with keeping appointments and/or accessing services

4.6 Work in a culturally considerate manner that demonstrates authenticity, sensitivity, respect and is reflective of the service user's strengths and cultural practices in order to facilitate engagement

4.7 Recognise the importance the service user places in, and strength they derive from, engaging in community and cultural events and activities, including return to country, and facilitate this within scope of role

4.8 Communicate and work collaboratively with mainstream and specialist services who operate and are trusted in the community

4.9 Recognise that Aboriginal and/or Torres Strait Islander professionals in the sector may be experiencing burn-out, compassion fatigue and/or lateral violence

4.10 Recognise when a service user may require a review or change to their care plan or NDIS plan and, in accordance with scope of role, either action the review/change or refer and report to appropriate personnel

4.11 Maintain confidentiality of service user information regardless of personal, family and community pressures or status

4.12 Recognise own signs and symptoms of compassion fatigue and/or burn-out and seek advice and support and take appropriate action for self-care

5. Seek feedback, reflect on and improve own practice

5.1 Recognise that there may be cultural-barriers that impact the service user and their family providing feedback, raising concerns and/or making complaints

5.2 Collaborate with service user and their family to identify and establish culturally appropriate mechanisms for providing feedback, raising concerns and/or making complaints about the service or supports they receive

5.3   Undertake self-evaluation in conjunction with supervisors and/or peers

5.4   Reflect on and recognise own values, beliefs, cultural biases and behaviour in work practice and consider their potential impact, in particular when there has been service user disengagement

5.6   Recognise that culture is not stagnant and unchanging and engage in ongoing learning to improve and refine own practice, knowledge and understanding

5.7   Actively seek and reflect on formal and informal feedback from service users, their families, organisations and/or other relevant sources

5.8   Use feedback to inform own future practice and report feedback or complaints to appropriate personnel, in accordance with organisational policies/procedures and within scope of role

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills

- Observational skills to:
  - Recognise need to review or change the service user's care plan or NDIS plan
  - Recognise events or issues that may be occurring within the community
- Communication skills to:
  - Use culturally safe and appropriate communication, including verbal and body language and gestures
  - Convey information to, and elicit information from, the service user and their family
  - Communicate effectively with people with a range of different disabilities
- Interpersonal skills to:
  - Develop and maintain relationships of trust with service users, their families and community
  - Apply an intersectional approach, human rights based approach, trauma-informed approach and a strengths-based approach to work
  - Use verbal and non-verbal communication to convey sensitivity, respect, empathy, validation and non-judgemental behaviours
  - Avoid stereotyping
  - Apply active listening and focused attention for service user engagement
  - Apply a cultural lens to work
  - Collaborate with service user and their family

- Problem solving skills to determine causes of service user disengagement and identify solutions to support re-engagement
- Initiative skills to provide flexibility in programs, services and own practice
- Analysis skills to critically reflect on own values, beliefs, cultural biases and behaviour
- Learning skills to:
  - Develop an understanding of culture, history, trauma, strengths, intersectionality and human rights; and then contextualise this knowledge into practice
  - Adjust work practices based on reflective practice.
  - Engage in ongoing learning
- Literacy skills to:
  - Interpret and understand:
    - organisational policies and procedures
    - conventions and declarations on rights
    - sources of information on Aboriginal and/or Torres Strait Islander history, culture and communities

Required knowledge

- The rights of people with disabilities as per *United Nations Convention on the Rights of Persons with Disabilities*
- Basic rights and fundamental freedoms of all people under the *Universal Declaration of Human Rights*
- Basic rights, freedoms and responsibilities of all people in Victoria, set out in Victoria's *Charter of Human Rights and Responsibilities*, (or other Charters relevant to the state and/or territory of the worker)
- Human rights based approach to supporting people with disabilities
- Social constructs of disability and the impact of own attitudes, values, beliefs and cultural biases on working with Aboriginal and/or Torres Strait Islander people with disability
- Aboriginal and/or Torres Strait Islander history, including:
  - history, social structures, cultural beliefs and values of traditional and contemporary Aboriginal and/or Torres Strait Islander communities in Australia
  - effects of colonisation as experienced by Aboriginal and/or Torres Strait Islander people, including transgenerational trauma
  - historical dilemmas faced by Aboriginal and/or Torres Strait Islander people (acknowledge or deny Aboriginality)
- Inherent strengths and resilience of Aboriginal and/or Torres Strait Islander culture, community and people
- Intersectionality theories relevant to people with disability and Aboriginal and/or Torres Strait Islander people
- The diversity of Aboriginal and/or Torres Strait Islander cultures
- Holistic view of 'health' for Aboriginal and/or Torres Strait Islander people that encompasses physical health in addition to spiritual, cultural, emotional and social wellbeing
- Social determinants of health

- Importance of cultural safety
- Land is central to wellbeing and return to country is an integral part of healing
- Aboriginal and/or Torres Strait Islander people's experience of trauma, loss and grief and the impact this has on social and emotional wellbeing
- Impacts of discrimination, trauma, exclusion, negative attitudes and racism on trust
- Lateral violence within Aboriginal and Torres Strait Islander communities
- Importance of a family-centric model of care
- Signs, sources and effects of:
  - vicarious trauma
  - compassion fatigue
  - burn-out
  - stress
  - re-traumatisation
- Self-care strategies and sources of assistance
- Models and processes of professional self-reflection
- Impact of trauma on individuals' ability for:
  - decision-making
  - communicating
  - understanding
  - retaining information
- Structural barriers and their impact e.g. institutional racism and their effects on Aboriginal and/or Torres Strait Islander people accessing services
- Issues and challenges for local Aboriginal and/or Torres Strait Islander communities which may impact on work role and delivery of services
- Local Aboriginal and/or Torres Strait Islander cultural values and interpersonal and Community protocols associated with area
- Understanding of kinship system and family structures, including the importance of these to an Aboriginal and/or Torres Strait Islander person
- Awareness of own values and attitudes and their potential impact on service user, their family and community
- Ways to gain service user and community acceptance
- Cultural and language groups represented within the local/regional community, and a respect of their values, beliefs and traditions
- How to communicate with the community (adaptation of language, verbal and non-verbal, local language)
- The positive impact that participating in cultural activities has to a person's self-esteem, identity, overall wellbeing, and role within the community
- Impacts of traumatic events that may occur when accessing or receiving services (including the use of compulsory treatment, seclusion and restraint)

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Local includes:	• A geographic area of people who have a common or unified cultural identity
	• Cultural identity that is 'local' to a person in an area of mixed cultural groups
Local and national historical factors include:	• Aboriginal and/or Torres Strait Islander customs and lifestyle before European colonisation
	• Aboriginal and/or Torres Strait Islander experience of colonisation and invasion
	• Post-colonial legacy of social and economic disadvantage
	• Survival and maintenance of culture, kinship and connection with the land
Social, economic, environmental and policy factors include:	• Health outcomes
	• Stolen generations
	• Colonisation and invasion
	• Land rights and native title
	• Dispossession
	• Acts of government including assimilation policies
	• Racism
	• Employment
	• Poverty
	• Police-community relations
	• Housing
	• Education
	• Substance misuse
	• Acculturation
Diversity of perspective of 'disability' may include, but is not limited to:	• 'Disability' as a concept may be an introduced term to some Aboriginal and/or Torres Strait Islander communities – it is a Western medical label
	• Some traditional languages do not have a word for 'disability', although there may be terms for physical impairment; for example, blindness, or hearing loss

- That the generic term, 'disability', may be devaluing for some people

- Many people with disability do not identify themselves as having a disability, nor are they identified by other Aboriginal and/or Torres Strait Islander people as having a disability

- Responsibility for caring for those with disabilities, as well as the elderly, traditionally rests with the immediate and extended family

- That the extended kinship group and the wider community have a role in providing both formal and informal care and assistance

Potential barriers may include, but are not limited to:

- Conceptualising Disability:
    - Individuals and families may not identify or acknowledge disability
    - May be uncomfortable with 'individualised models of care' – may see their identity as inextricably bound with family, community, and culture.
    - Individuals and families may be required to compromise their own cultural and ideological views on disability in order to accept formal disability services and supports
    - Sigma attached to having a disability - may cause shame or may threaten their place in the community

- Family and Kin:
    - Reliance on existing resources in their family and kinship networks to support people with disabilities
    - Some families may see not accessing supports from formal disability services as a point of pride and a part of family responsibility

- Lack of access to mainstream services that offer a culturally appropriate and family centred model of care and support

- Lack of trust in mainstream services or non-Aboriginal and/or Torres Strait Islander services

- European colonisation and its associated transgenerational trauma

- Racial discrimination experienced by those who have accessed the disability services sector

- Remoteness and travel mobility

	• Experience of multiple disadvantage, including multiple complex physical and mental health issues
	• In rural and remote areas, may not want to travel 'off country' to receive services, fearing inability to return.
	• Family support systems may not be available in locations where there is easy access to health and disability services
	• Disability may be linked to negative historical events, including associations with the Stolen Generation and fears of being taken away
	• Being seen accessing services – community stigma
	• Lateral violence or conflict
	• Gender – men's business and women's business
Kinship and family structures includes:	• Extended family, which often includes quite distant relatives
	• Mothers, fathers, uncles, aunties, sisters, brothers, children, grandchildren, cousins and grandparents
	• Family and kinship may be both genetic and classificatory (Classificatory System of Kinship)
	• Systems that establish how members of a community are related and what their position is
Strengths and resilience include, but are not limited to:	• Connection to country
	• Extended family and kinship system
	• Language and culture
	• Spirituality
	• Community and Elders
Trauma, loss and grief includes:	• Transgenerational trauma
	• Collective trauma

	• Ongoing and interconnected losses, including losses related to:
	     o Land, language, culture and spirituality
	     o Incarceration
	     o High level of bereavement, often traumatic

	• Malignant grief
	• Cycle of continuous grieving

Appropriate communication strategies may include:	• Asking:
	○ closed-ended questions
	○ open-ended questions
	○ clarifying questions
	○ summarising questions
	• Respectful responding
	• Active and reflective listening
	• Deep listening
	• Body language, gestures and non-verbal techniques
	• Listening to both verbal and non-verbal communication
	• Using silence
	• Understanding service user's use of silence
	• Sharing appropriate personal information and own stories
	• Providing sufficient time to enable stories to be told
	• Monitoring and reflecting on own actions to ensure cultural values are not imposed on others
	• Using communication methods preferred by the service user (e.g. text message, face-to-face, etc.)
	• Using local words/terms
	• Limiting use of industry jargon and clinical terminology
	• Consideration of terms of address
	• Yarning
Appropriate interpersonal skills include, but are not limited to	• Applying appropriate communication strategies that are reflective of the individual needs and preferences of the service user
	• Allowing service user to lead the conversation about their identity
	• Demonstrating:
	○ warmth
	○ openness
	○ empathy
	○ sensitivity
	○ care
	○ authenticity

- o humility
- Non-judgemental approaches
- Display of positive regard and respect to the individual
- Culturally considerate and sensitive to cultural practices, including:
  - o Respect for age/Elders
  - o Men's business / women's business
  - o Sorry Business

Principles of a human rights based approach includes:

- Person-centred practice
- Participation
- Accountability
- Non-discrimination and equality
- Empowerment
- Legality

Intersectional approach includes:

- Understanding the ways in which different aspects of a person's identity can expose them to multiple and overlapping forms of discrimination and marginalisation
- Recognition that aspects of a person's identity can include multiple social characteristics such as (but not limited to): Aboriginality, sex, age, ability/disability, sexual orientation, gender-identity, socioeconomic status, homelessness, mental health, language, religion, ethnicity, and refugee or asylum seeker background
- Recognition that attitudes, systems and structures in society and organisations can interact to create inequality and result in exclusion. These include (but not limited to): sexism, racism, homophobia, biphobia, transphobia, intersex discrimination, ableism, ageism and stigma
- Acknowledging the complexity of how people experience discrimination and that their experience of discrimination may be unique
- Taking into account the social and historical context of the individual or group
- Recognition that discrimination may not be overt; but may be more subtle, multi-layered, systemic, environmental and institutionalised

Personal preferences may include:	• Role and level of involvement that individual family members and other people within the community will have
	• Gender of support workers
	• Location for meeting and engaging with support workers and others
Cultural frameworks may include:	• Values
	• Cultural lore
	• Spirituality
	• Emotional, physical and mental well-being
	• Beliefs
	• Language groups
	• Men's business and women's business
Events or issues may include:	• Sorry business
	• Grief and loss
	• Traumatic bereavement
	• Lateral violence

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge and the Range Statement.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria and required skills and knowledge and include evidence of the ability to:
	• Work in a culturally considerate manner by applying knowledge and understanding of Aboriginal and/or Torres Strait Islander culture, healing and wellbeing, history, connection to land, family and kinship, trauma, and cultural strengths to own practice
	• Apply an intersectional approach, human rights based approach, trauma-informed approach and a strengths-based approach to work
	• Communicate effectively with service user, their family and others to build and maintain relationships of trust with service user and their family

	• Seek culturally appropriate feedback and reflect on and improve own practice
Context of and specific resources for assessment	The application of competency may be assessed in the workplace or simulated workplace that reflects real operating conditions and contingencies.
	This unit includes skills and knowledge specific to Aboriginal and/or Torres Strait Islander culture. Assessment must therefore be undertaken by a trainer/assessor who is:
	• Aboriginal and/or Torres Strait Islander him/herself
	or is:
	• Accompanied and advised by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community
	Resource implications for assessment include:
	• real or simulated tasks covering the mandatory task requirements
	• access to relevant organisational policies and procedures
	• access to relevant legislation, government policies, and codes of conduct relevant to role
	• appropriate environment to facilitate a safe space for uninterrupted communication
	• computer and internet facilities
Method of assessment	Evidence should be gained through a range of methods to ensure valid and reliable assessment and consistency in performance.
	It is critical that in assessing this unit, consideration is given to the sensitive nature of some aspects of the unit, particularly as they apply to Aboriginal and/or Torres Strait Islander history and culture and to the culture of the person or group being assessed.
	Assessment methods should be sensitive to emotional reactions of individuals being assessed, and it is highly recommended that access be made available, as required, to support such as counselling in social and emotional wellbeing.
	The following examples are appropriate to assess practical skills and knowledge for this unit:
	• direct observation of the candidate in workplace setting or simulated environment

- written and oral questioning to test underpinning knowledge and its application

- project activities, case studies (that have been developed in consultation with the local Aboriginal and/or Aboriginal and/or Torres Strait Islander community) and role play that allow the candidate to demonstrate the application of knowledge and skills.

- third party workplace reports of on-the-job performance by the candidate.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.