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**Version Control & Document History**

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| **Date** | **Summary of Modifications** | **Version** |
| 29 January 2020 | Version 1.0 released for publishing | 1.0 |
| 10 August 2022 | Version 2.0 released for publishing   * Edited tasks to ensure that they can apply to any workplace context or industry * Removed case studies * Updated content to reflect updates to laws and frameworks relevant to diversity | 2.0 |
| 28 September 2022 | Version 2.1 released for publishing   * Updated mapping in the Assessment Mapping Tool * Added PC3.1 mapping to Workplace Assessment Tasks 2 and 4 * Fixed numbering in the Assessment Workbook Checklist and Record of Assessment sections | 2.1 |

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# Introduction

Assessment is a difficult process. We understand this and have developed a range of assessment kits, such as this, to facilitate a seamless process for both the assessor and the candidate being assessed.

There are a number of characteristics of assessment, ranging from subjective assessment (which is based on opinions and feelings) to objective assessment (which is based clearly on defined processes and specific standards). Nearly all assessments involve a mixture of both types of assessment because it is almost impossible to eliminate the subjectivity people may carry into the process of assessing. The goal in developing and implementing these assessment kits is to work towards the objective end as far as possible and to reduce the degree of opinions and feelings present.

# Competency-Based Assessments

**Definition of Competency**

Assessment in this context can be defined as the fair, valid, reliable, and flexible gathering and recording of evidence to support the judgement on whether competency has been achieved. Skills and knowledge (developed in a structured learning situation, at work, or in some other context) are assessed against national standards of competence required by industry rather than compared with the skills and knowledge of other candidates.

**The features of a competency-based assessment system are:**

* It is focused on what candidates can do and whether it meets the criteria specified by the industry as competency standards.
* Assessment should mirror the environment the candidate will encounter in the workplace.
* Assessment criteria should be clearly stated to the candidate at the beginning of the learning process.
* Assessment should be holistic. That is, it aims to assess as many elements and/or units of competency as is feasible at one time.
* In competency assessment, a candidate receives one of only two outcomes – ‘competent’ or ‘not yet competent.’
* The basis of assessment is in applying knowledge for some purpose. In a competency system, knowledge for the sake of knowledge is seen to be ineffectual unless it assists a person in performing a task to the level required in the workplace.
* The emphasis in assessment is on assessable outcomes that are clearly stated for the trainer and candidate. Assessable outcomes are tied to the relevant industry competency standards where these exist. Where such competencies do not exist, the outcomes are based upon those identified in a training needs analysis.

# Assessing Nationally-Recognised Training

Developing and conducting assessment in an Australian Vocational Education and Training (VET) context is founded on the Principles of Assessment and the Rules of Evidence:

**Principles of Assessment**

1. **Assessment must be valid**
   * Assessment must include the full range of skills and knowledge needed to demonstrate competency.
   * Assessment must include the combination of knowledge and skills with their practical application.
   * Assessment, where possible, must include judgements based on evidence drawn from a number of occasions and across a number of contexts.
2. **Assessment must be reliable**
   * Assessment must be reliable and must be regularly reviewed to ensure that assessors are making decisions in a consistent manner.
   * Assessors must be trained in national competency standards for assessors to ensure reliability.
3. **Assessment must be flexible**
   * Assessment, where possible, must cover both the on- and off-the-job components of training within a course.
   * Assessment must provide for the recognition of knowledge, skills, and attitudes regardless of how they have been acquired.
   * Assessment must be made accessible to candidates through a variety of delivery modes, so they can proceed through modularised training packages to gain competencies.
   * Assessment must be mutually developed and agreed upon between the assessor and the assessed.
   * Assessment must be able to be challenged. Appropriate mechanisms must be made for reassessment as a result of challenge.
4. **Assessment must be fair**
   * The assessment process must consider the individual needs of the candidate.
   * Assessment must provide for reasonable adjustments, where appropriate, to consider the individual candidate’s needs.

*(Source: Standards for RTOs 2015, Clauses 1.8 – 1.12)*

**Rules of Evidence**

When collecting evidence, certain rules apply to that evidence. All evidence must be valid, sufficient, authentic, and current:

1. **Valid**

Evidence gathered should meet the requirements of the unit of competency. This evidence should match, or at least reflect, the type of performance that is to be assessed, whether it covers knowledge, skills, or attitudes.

1. **Sufficient**

This rule relates to the amount of evidence gathered. Enough evidence must be gathered to satisfy the requirements that the candidate be competent in all aspects of the unit of competency.

1. **Authentic**

When evidence is gathered, the assessor must be satisfied that evidence is the candidate’s own work.

1. **Current**

This relates to the recency of the evidence and whether the evidence relates to current abilities.

*(Source: Training in Australia by M Tovey, D Lawlor)*

# Dimensions of Competency

The national concept of competency includes all aspects of work performance and not only narrow task skills. The four dimensions of competency are:

1. Task skills
2. Task management skills
3. Contingency management skills
4. Job or role environment skills

# Reasonable Adjustment

‘Reasonable adjustment’ in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a candidate with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

**Why make a reasonable adjustment?**

We make reasonable adjustments in VET to make sure that candidates with disabilities have:

* The same learning opportunities as candidates without disabilities, and
* The same opportunity to perform and complete assessments as those without disabilities.

**Reasonable adjustment applied to participation in teaching, learning, and assessment activities can include:**

* Customising resources and assessment activities within the training package or accredited course
* Modifying the presentation medium
* Learner support
* Use of assistive/adaptive technologies
* Making information accessible both before enrolment and during the course
* Monitoring the adjustments to ensure candidate needs continue to be met

**Assistive/Adaptive Technologies**

Assistive/adaptive technology means ‘software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities’ (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, and digital note-takers.

*(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)*

**IMPORTANT:**

**Reasonable adjustments made for collecting candidate assessment evidence must not impact the standard expected by the workplace, as expressed by the relevant unit/s of competency. For example, if the assessment were gathering evidence of the candidate’s competency in writing, allowing the candidate to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.**

# The Unit of Competency

The units of competency specify the standards of performance required in the workplace.

This assessment addresses the following unit of competency:

**CHCDIV001 - Work with diverse people (Release 1)**

1. Reflect on own perspectives
2. Appreciate diversity and inclusiveness, and their benefits
3. Communicate with people from diverse backgrounds and situations
4. Promote understanding across diverse groups

**A complete copy of the above unit of competency can be downloaded from the TGA website:**

<https://training.gov.au/training/details/CHCDIV001>

# The Context of Assessment

To complete the assessments in this workbook, students need to have access to their learning materials, the Internet, and a workplace (or similar environment).

The Knowledge Assessment may be completed wholly at the candidate’s home or chosen place of study.

The Practical Assessment must be completed in a workplace or a simulated environment.

# Contextualising the Assessment Tools

Contextualisation is the process of modifying assessment tools to make learning more meaningful for your students and their employers.

Compliant Learning Resources highly recommends that your RTO contextualise the assessment tools before using them.

You must contextualise the assessment tools to suit:

* Your student’s needs
* Your RTO’s training and assessment processes
* The work and industry context in which you operate

**Contextualising for your state/territory**

The contents of this assessment tool are not written for a specific state/territory unless stated otherwise. Where the assessment tool refers to legislation and other industry requirements, which may vary across states/territories, model answers are based on one state/territory.

Should your RTO intend to use this assessment tool for learners from your state/territory, Compliant Learning Resources recommends you to:

* Access and review the legislation and industry requirements applicable in your state/territory.
* Update assessments and benchmark answers to reflect the legislation and industry requirements applicable in your state/territory.

When you are contextualising assessment tools, you must ensure that you retain the integrity of the assessment and the outcomes of the unit of competency.

**Contextualising the generic workplace assessment**

The workplace assessment included in this workbook was designed to be administered in a real workplace. Should your RTO wish to administer the assessment in a simulated environment, the RTO will need to redevelop the existing workplace assessment in this workbook so the candidate can complete it in the simulated environment.

Below are some examples of how the RTO may simulate the workplace assessment:

* Develop role play activities with clear instructions and guidelines to replace existing tasks involving consultation, meetings, discussions, and oral communication.
* Provide the candidate with access to work personnel who will participate in assessment activities, e.g. project stakeholders, clients/customers, or team members.
* Provide the candidate with access to simulated workplace documents and information, such as but not limited to policies and procedures, organisational vision and mission statements, business plans, operational plans, etc.

**A comprehensive guide to contextualising your assessment tools for your RTO can be accessed through this link:**

<https://compliantlearningresources.com.au/blog/simple-guide-to-contextualising-rto-training-resources-and-assessment-tools/>

# Assessment Methods

This workbook uses the following assessment method/s:

1. **Knowledge Assessment**

A set of general and workplace questions testing the candidate’s general knowledge and understanding of the general theory behind the unit.

1. **Practical Assignment**

A series of written practical tests assessing the candidate’s practical knowledge and understanding of the unit of competency.

1. **Workplace Assessment**

A set of tasks or activities completed according to set instructions and guidelines to meet the requirements of the relevant unit. These tasks and activities require you to have access to a workplace or a similar environment.

# Resources Required for Assessment

**The Training Organisation to provide the candidate with access to/organise the following for the candidate:**

* Assessor to supervise and observe the candidate as they complete assessments, where required.
* Workplace, or a similar environment, where the candidate can complete the assessments, and that will allow them access to:
  + A library or area in the workplace where they can access the organisation’s learning resources
  + Visual aids to assist in communication
  + Organisational policies and protocols relevant to working respectfully with people from diverse social and cultural groups and situations

**The candidate will need access to:**

* Computer with Internet, email access, and a working web browser
* Installed software: MS Word, Adobe Acrobat Reader
* Documents containing information about the candidate's own culture
  + Articles or social studies about your culture
  + Copies of legislation, standards or codes of practice
  + News clippings or other documents reflecting recent events
  + Other relevant documents
* Copies of codes of conduct, codes of practice and other documents outlining ethical responsibilities that apply to your workplace and industry
* Copies of legislation on legal rights and responsibilities of workers, employers and clients in your industry.
* Documents providing ethical rights and responsibilities of workers, employers and clients in your industry.

# Assessor Instructions

This is a compulsory assessment to be completed by all candidates. This assessment tests the candidate’s knowledge and understanding of the general theory and concepts underpinning the unit of competency, as well as their practical skills in relation to the unit and assessment requirements.

Reasonable adjustment applies here, and while the majority of candidates will complete this assessment as a written assessment, verbal assessment may be an option for those who need it. The assessor must use the marking guide as the principal marking tool unless a reasonable adjustment is demonstrated.

The Assessor Guide provides instructions to the assessor on how to assess the candidate’s responses and performance and criteria for assessing the candidate’s responses and performance. Benchmark answers and benchmark performance are also detailed for each assessment task, setting out which key responses and skills must be included and performed, as well as indicating where flexibility is acceptable.

The number of responses required is specified in each assessment task to avoid ambiguity. In these cases, the model answer will provide a list of possible answers. For instance, if a question requires the candidate to list three examples, then their response must include three of the items listed in the model answer.

**IMPORTANT:**

**Candidates must achieve a satisfactory result in ALL assessment tasks to be deemed COMPETENT for the unit/s relevant to this workbook.**

# Candidate Instructions

The assessments in this workbook are divided into two categories: the Knowledge Assessment and the Practical Assessment.

The **Knowledge Assessment** is a set of general and workplace questions testing your knowledge and understanding of the general theory behind the unit.

**You must answer all Knowledge Assessment Questions using your own words.** However, you may refer to your Learner Guide and other relevant resources and learning materials to complete this assessment.

Some questions cover processes you will likely encounter in a workplace setting. Ideally, you should be able to answer these questions based on the processes that are currently in place in your workplace. However, if you do not currently have access to a workplace, then answer the questions based on processes that should be implemented in a typical workplace setting.

The **Practical Assessment** is made up of the **Practical Assignment, and Workplace Assessment.** This assessment tests your practical skills with respect to the requirements of the relevant unit of competency.

The Practical Assessment requires you to complete and submit workplace documents and other documentation relevant to the unit of competency.

**The evidence you submit must be your own work except where due reference is made and where you are required to submit supplementary workplace documents such as policies and procedures.**

**When completing the assessments included in this workbook:**

1. Read the instructions provided in each task carefully before attempting to complete the task. The instructions will guide you on how to answer the question or complete the task satisfactorily.
2. Follow the steps provided in each task.
   * If the question instructs you to describe, provide a description as your response. If the question instructs you to list, provide a list as your response.
   * Where there is a number of required responses, provide the required number of responses. For example, if you are asked to list three responses, provide three responses.
3. Ensure that all your submissions for this assessment indicate your first and last name and that these submissions have been named according to the file naming convention prescribed in each task.

# Accessing External Links

Throughout this workbook, you will sometimes be required to access certain websites. Links to these websites are formatted in Blue Underlined Text.

To access these, hold the **Ctrl key and click the link for Windows users**, or simply **click on these blue links for** **Mac users**.

# Assessment Workbook Cover Sheet

**To the candidate:** Print this cover sheet and complete it by filling in all the required information and signing in the space provided. Your signature must be handwritten. Scan the completed cover sheet and submit it along with your evidence submissions. Use the filename: **CHCDIV001 Cover Sheet**

**Marking guide for the assessor:** The candidate must fill in all the required details of this cover sheet. The completed cover sheet must be printed, completed, contain a handwritten signature, and scanned.

|  |  |
| --- | --- |
| Workbook | CHCDIV001 |
| Title | Work with diverse people (Release 1) |
| First and Last Name |  |
| Phone |  |
| Email |  |

|  |  |  |
| --- | --- | --- |
| **Please read the Candidate Declaration below, and if you agree to the terms of the declaration, sign and indicate the date in the spaces provided.**  **By submitting this work, I declare that:**   * I have been advised of the assessment requirements, have been made aware of my rights and responsibilities as an assessment candidate, and choose to be assessed at this time. * I am aware that there is a limit to the number of submissions that I can make for each assessment, and I am submitting all documents required to complete this Assessment Workbook. * I have organised and named the files I am submitting according to the instructions provided. I am aware that my assessor will not assess work that cannot be identified and may request the work be resubmitted according to the correct process. * This work is my own and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of qualification or statement of attainment. * I am aware that there is a policy of checking the validity of qualifications that I submit as evidence, as well as the qualifications/evidence of parties who verify my performance or observable skills. I give my consent to contact these parties for verification purposes. | | |
| **Name:** | **Signature:** | **Date signed:** |

# Knowledge Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| **Preliminary Task**  Questions 3, 7 and 12 of this Knowledge Assessment require you to refer to various pieces of legislation of your state/territory.  For your assessor’s reference, indicate below which state/territory you are currently based or located in by ticking the box that corresponds to your answer.  When answering Questions 3, 7 and 12, you must refer to the legislation of the state/territory you ticked below. | | | |
|  | | | |
| This task has no mapping. This is a preliminary step for the candidate to complete in connection to Knowledge Assessment Questions 3, 7 and 12.  **Marking guide**  The candidate must indicate below the state/territory they are currently based in by ticking the box () that corresponds to their response (as shown below).  Knowledge Assessment Questions 3, 7 and 12 require the candidate to refer to various pieces of legislation of the state/territory they ticked below.  When assessing the candidate’s responses in Questions 3, 7 and 12, the assessor must review the candidate’s responses against the legislation of the state/territory they ticked below.  The assessor must also ensure that they are accessing the version of the pieces of legislation that is currently implemented in the candidate’s state/territory, i.e. they are not referring to outdated or superseded information.  For a satisfactory performance in these questions, the candidate’s responses must match the pieces of legislation from the state/territory they ticked below.  Specific marking guide and benchmark and model answers to Knowledge Assessment Questions 3, 7 and 12 are provided in each question. | | | |
| The state/territory where you are currently based or located in: | | | |
|  | Australian Capital Territory |  | South Australia |
|  | New South Wales |  | Tasmania |
|  | Northern Territory |  | Victoria |
|  | Queensland |  | Western Australia |

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| Application  Description automatically generated with low confidence | 1. In the table below, briefly define the concepts of: 2. Cultural awareness 3. Cultural safety 4. Cultural competence | |
|  | | |
| *Mapping: CHCDIV001 KE1.0 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Introduction*  **Marking guide**  The candidate must briefly define the concepts of cultural awareness, cultural safety, and cultural competence.  For a satisfactory performance, although the wording may vary, their response must be consistent with the benchmark answer provided below. | | |
| **Concept** | | **Definition** |
| 1. Cultural awareness | | Cultural awareness is having an understanding of the differences between oneself and people from other countries or backgrounds, especially differences in attitudes and values. |
| 1. Cultural safety | | Cultural safety is about establishing an environment that is spiritually, socially and emotionally safe. It is a place where there is no denial of identity, of one’s self, and of what one needs. |
| 1. Cultural competence | | Cultural competence is the ability to understand, communicate with, and effectively interact with people across cultures. |

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| Application  Description automatically generated with low confidence | 1. Given below are four concepts related to diversity. Briefly explain how each concept affects the workplace. | |
|  | | |
| *Mapping: CHCDIV001 KE2.0 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Introduction*  **Marking guide**  The candidate must briefly explain how each of the four concepts related to diversity affects the workplace.  For a satisfactory performance, the candidate’s response must be an explanation of how each concept impacts the job performance, relationships, capabilities, processes and work atmosphere in the workplace. Responses can involve features of diverse people such as differences in attitudes, philosophies, practices, beliefs and other attributes relevant to each concept given below.  Model answers are provided below for the assessor’s reference. | | |
| **Concepts Related to Diversity** | | **How They Affect the Workplace** |
| 1. Differences in age | | Workers of varying ages can support each other. Younger workers can assist with physically taxing tasks, while older workers can provide advice on how to do tasks effectively. |
| 1. Differences in race | | Workers from different ethnic backgrounds will be able to share their thoughts on how the organisation can be more sensitive to their respective cultures. |
| 1. Differences in sexual orientation | | Workers of different sexual orientations bring with them knowledge of how to communicate effectively with persons with various sexual backgrounds. |
| 1. Working with persons with disabilities | | Workers with different disabilities can help improve the workplace environment for PWDs by suggesting more inclusive policies and practices. |

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| Application  Description automatically generated with low confidence | 1. For each of the two groups provided below:    1. Provide an example of a policy that applies to people from your culture and affects the group, along with a link to this policy    2. Explain how the policy affects the group   *Policies include legislation, actions, programs, or agreements that apply to your state and your organisation’s policies and rules.* |
|  | |
| *Mapping: CHCDIV001 KE3.0 (p)*  *Learner guide reference:*   * *CHCDIV001 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.3* * *CHCDIV001 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.4*   **Marking guide**  For each of the two groups provided below, the candidate must:   1. Provide an example of a policy that affects the group   Responses will vary. For a satisfactory performance, the candidate’s response must include:   * + A policy provided through a legislation, action, program or agreement that:     - Is from the candidate’s culture, i.e. created, supported and/or upheld by people from the candidate’s cultural group     - Applies to the candidate’s state/territory, industry or organisation   The assessor must refer to the *Details About Your Workplace* and *Your State/Territory* sections of this Practical Assessment to assess their responses.   * + - Affects the group identified   + A link to the policy they identified  1. Explain how the policy affects the group   Responses will vary. For a satisfactory performance, the candidate’s response must be an explanation of how the policy they identified affects the group of people specified. This can include an explanation of how the policy affects their rights, experiences, benefits, way of life and aid received from the government or other institutions.  The assessor must review the policies through the links provided by the candidate to assess their responses. Sample answers are provided below for the assessor’s reference. | |

|  |  |  |
| --- | --- | --- |
| **People Group** | **Policy** | **Impact** |
| 1. Aboriginals and Torres Strait Islanders | Policy:  Link:  Policy: Aboriginal and Torres Strait Islander Act 2005  Link: http://www7.austlii.edu.au/cgi-bin/viewdb/au/legis/cth/consol\_act/aatsia2005359/ | The Aboriginal and Torres Strait Islander Act 2005 provides this people group the right to govern themselves and be self-sufficient. Their lands, businesses, and culture are all respected and protected by Australian Law. |
| 1. Refugees | Policy:  Link:  Policy: Refugees Convention 1951  Link: https://www.unhcr.org/1951-refugeeconvention.html | The Refugees Convention 1951 protects refugees from different countries. Since Australia is a signatory of this convention, refugees in Australia must be protected by the government from serious threats to life or freedom. |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by answering the following: 2. Identify two features of diversity in Australia (e.g., age, ethnicity, gender, disability, etc.). 3. Describe the impact of each feature identified in the following areas of work and life:    * Political    * Social    * Economic    * Cultural   Responses must be in the context of a workplace setting. |
|  | |
| *Mapping: CHCDIV001 KE4.1, KE4.2, KE4.3, KE4.4*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.1*  **Marking guide**  The candidate must:   1. Identify two features of diversity in Australia (e.g., age, ethnicity, gender, disability, etc.).   Responses will vary. For a satisfactory performance, the candidate’s response must be traits or qualities that vary among Australians in the workplace.   1. Describe the impact of each of the feature identified in the following areas of work and life:    * Political   The political area of work and life refer to daily experiences that are directly influenced by decisions and actions made by the government. This includes any aspect of work and life that may be affected by changes in pieces of legislation.   * + Social   The social area of work and life refer to interactions that one may have with members of the society. This can be individuals, groups or organisations that a person will encounter in normal interactions or work interactions. | |

|  |
| --- |
| * + Economic   The economic area of work and life refer to experiences relating to a person’s economic capability as influenced by outside forces. These outside forces can include systemic poverty, discrimination and other factors that can negatively affect a person’s spending power.   * + Cultural   The cultural area of work and life refers to interactions where a person’s cultural background prevents them from normally taking part in everyday work and life activities, such as in forming relationships, accessing goods and services, performance at work, etc. This can be due to prejudices or differences in perspective between people of differing cultures.  For a satisfactory performance, the candidate’s response must be:   * + An explanation of how the feature of diversity affects each area of work and life. This includes an explanation of how a person or a group of people with the identified diverse feature will be affected in the context of the given areas of work and life.   + Consistent with the features identified   + In the context of a workplace setting   Responses may vary. Model answers are provided below for the assessor’s reference. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature of Diversity:** | | Ethnicity | |
| **Political** | **Social** | **Economic** | **Cultural** |
| With places like DFAT and ACIC, highlighting diversity in their workforce, more and more businesses are also following suit and giving culturally diverse people more and more employment opportunities. | The racism and discrimination experienced by Aboriginal and Torres Strait Islanders may lead to poorer physical and mental health, including reduced access to education, employment, housing, and medical care, and even injury from racially motivated assault and bullying. | Aboriginal employment rates are three times the non-Aboriginal rates. This is coupled with other factors, including lack of access to education, poor training and skill levels, poorer health, and limited market opportunities. | Aboriginal and Torres Strait Islander people experience a lack of appropriate representation, exclusion, and hostility when accessing basic services such as education and healthcare. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature of Diversity:** | | Disability | |
| **Political** | **Social** | **Economic** | **Cultural** |
| The Australian government has national and state territory laws about disability, discrimination, and disability services. There are now laws in place that makes it a criminal offence for people with disabilities to be marginalised or given unfavourable treatment. | According to the Australian Human Rights Commission, 1 in 4 people who report sexual assaults is disabled. Ninety per cent of women with intellectual disabilities report that they have been sexually abused. | Overall employment rates for people with disabilities remain low, with workforce participation at around 54 per cent compared to the 83 per cent for people without disabilities. | People with disabilities are more likely to experience poverty, live in poor quality or insecure housing and have low levels of education. They are often socially isolated, with fewer opportunities to take part in community life. |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. To complete this task, you must:    1. Specify one anti-discrimination law that is relevant to each of the following features of diversity:  * Age * Disability * Racial * Sex   The anti-discrimination laws should be national and enforced in every state/territory.   * 1. Identify a provision/clause within each law that is relevant to the corresponding feature of diversity   2. Explain how each provision/clause impacts workers   3. Identify the penalties for breaching each provision/clause. |
|  | |
| *Mapping: CHCDIV001 KE5.1.1 (p), KE5.1.2 (p), KE5.1.3 (p), KE5.1.4 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 1, Subchapter 1.3, Section 1.3.3*  **Marking guide**  The candidate must:   1. Specify one anti-discrimination law that is relevant to each of the following features of diversity.  * Age * Disability * Racial * Sex   For a satisfactory performance, each of the candidate’s response must be:   * A national (commonwealth) law enforced in every state or territory   + The legislation must be in force.   + The primary purpose or objective of the law must involve the feature of diversity identified (i.e. either age, disability, race or sex). * A link to this law   + The link must redirect to the latest version of the law.   + The link must redirect to the official commonwealth register of legislation. | |

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| 1. Identify a provision/clause within each law that is relevant to the corresponding feature of diversity.   For a satisfactory performance, each of the candidate’s responses must be:   * A clause from the law that the candidate identified. * Relevant to preventing, addressing or limiting the instances or effects of discrimination in the workplace.  1. Explain how each provision/clause impacts workers.   For a satisfactory performance, each of the candidate’s responses must be:   * An explanation of how the provision/clause can affect the work experiences of people whose work role and responsibilities require them to work with diverse clients * Consistent with the provision/clause that the candidate identified.  1. Identify the penalties for breaching each provision/clause.   For a satisfactory performance, each of the candidate’s responses must be:   * Penalties for breaching the clauses provided within the law that the candidate identified. * Consistent with the piece of legislation that the candidate identified, i.e. provided as separate clauses within the same legislation.   The assessor must review the legislation that the candidate has indicated to assess their responses. The legislation must be accessed using the link that the candidate provided in item (i).  Model answers are provided below for the assessor’s reference. |

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| **Feature of diversity** | **Age** |
| **Anti-Discrimination Law** | Age Discrimination Act 2004 |
| **Link:** | https://www.legislation.gov.au/Series/C2004A01302 |
| **Provision/Clause** | It is unlawful for an employer or a person acting or purporting to act on behalf of an employer to discriminate against an employee on the ground of the employee’s age by denying the employee access, or limiting the employee’s access, to opportunities for promotion, transfer or training, or to any other benefits associated with employment. |
| **Impact on workers** | People working with diversity are provided with career advancement and training opportunities, regardless of age. Workers can expect to receive training and promotion opportunities based on their performance, and not on their age. |
| **Penalty for breaching the provision/clause** | Imprisonment for 6 months. |

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| **Feature of diversity** | **Disability** |
| **Anti-Discrimination Law** | Disability Discrimination Act 1992 |
| **Link:** | https://www.legislation.gov.au/Series/C2004A04426 |
| **Provision/Clause** | It is unlawful for a person to discriminate against another person on the ground of the other person’s disability by excluding that other person from a sporting activity. |
| **Impact on workers** | Workers are expected to provide assistance to clients who wish to take part in sporting activities. Other workers with disabilities must be given access to sporting activities and opportunities as part of the organisation’s benefits or during special events, e.g. company team-building activities. |
| **Penalty for breaching the provision/clause** | Imprisonment for 6 months. |

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| **Feature of diversity** | **Race** |
| **Anti-Discrimination Law** | Racial Discrimination Act 1975 |
| **Link:** | https://www.legislation.gov.au/Series/C2004A00274 |
| **Provision/Clause** | It is unlawful for a person who supplies goods or services to the public or to any section of the public to refuse or fail on demand to supply those goods or services to another person by reason of the race, colour or national or ethnic origin of that other person or of any relative or associate of that other person. |
| **Impact on workers** | Workers are expected to provide services to all clients, regardless of their race or ethnic background, in a manner that is consistent with their organisation’s standards. Workers are expected to be prepared to assist clients with different race profiles or backgrounds. |
| **Penalty for breaching the provision/clause** | Imprisonment for 6 months. |

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| **Feature of diversity** | **Sex** |
| **Anti-Discrimination Law** | Sex Discrimination Act 1984 |
| **Link:** | https://www.legislation.gov.au/Series/C2004A02868 |
| **Provision/Clause** | It is unlawful for a worker in a business or undertaking to sexually harass, or harass a fellow worker on the ground of sex. |
| **Impact on workers** | Workers are expected to abide by a code of conduct that prohibits them from performing acts or engaging in behaviours that would constitute as sexual harassment. Workers are expected to refrain from making any remarks or performing any actions that would offend, humiliate or intimidate another person due to a characteristic that appertains to persons of their sex. |
| **Penalty for breaching the provision/clause** | In the case of a natural person—25 penalty units or imprisonment for 3 months, or both  In the case of a body corporate—100 penalty units |

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| Application  Description automatically generated with low confidence | 1. To complete this task, you must: 2. Specify one international anti-discrimination legislation that is relevant to each of the following features of diversity:  * Age * Disability * Racial * Sex   The anti-discrimination laws should be international (i.e. adopted and upheld by various countries) and enforced by an international body.   1. Identify a provision/article within each law that is relevant to the corresponding feature of diversity: 2. Explain how each provision/article impacts workers 3. Identify the consequences for breaching each provision/article. |
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| *Mapping: CHCDIV001 KE5.1.1 (p), KE5.1.2 (p), KE5.1.3 (p), KE5.1.4 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 1, Subchapter 1.3, Section 1.3.3*  **Marking guide**  The candidate must:   1. Specify one international anti-discrimination legislation that is relevant to each of the following features of diversity.  * Age * Disability * Racial * Sex   For a satisfactory performance, the candidate’s response must be:   * An international anti-discrimination legislation   + The legislation must be in force.   + The primary purpose or objective of the law must be to prevent discrimination.   + The legislation must be adopted and upheld by various countries, including Australia | |

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| * A link to this legislation   + The link must redirect to the latest version of the legislation.   + The link must redirect to the official page or website of the international body that oversees and enforces the legislation.  1. Identify a provision/article within each legislation that is relevant to the corresponding feature of diversity.   For a satisfactory performance, each of the candidate’s responses must be:   * An article from the legislation that the candidate identified. * Relevant to preventing, addressing or limiting the instances or effects of discrimination in the workplace. * Relevant to its corresponding feature of diversity.  1. Explain how each provision/article impacts workers.   For a satisfactory performance, each of the candidate’s responses must be:   * An explanation of how the provision/article can affect the work experiences of people whose work role and responsibilities require them to work with diverse clients * Consistent with the provision/article that the candidate identified.  1. Identify the consequences for breaching each provision/article.   For a satisfactory performance, each of the candidate’s responses must be:   * Consequences for breaching the provision/article that the candidate identified. * Negative effects or outcomes to any element in the workplace that can be produced as a result of breaching the provision/article.   The assessor must review the legislation that the candidate has indicated to assess their responses. The legislation must be accessed using the link that the candidate provided in item (i).  Model answers are provided below for the assessor’s reference. |

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| **Feature of diversity** | **Age** |
| **Anti-Discrimination Law** | Discrimination (Employment and Occupation) Convention, 1958 (No. 111) |
| **Link:** | https://www.ohchr.org/en/instruments-mechanisms/ instruments/discrimination-employment-and-occupation-convention-1958-no-111 |
| **Provision/Clause** | Any member may, after consultation with representative employers' and workers' organisations, determine that other special measures designed to meet the particular requirements of persons who, for reason of age, are generally recognised to require special protection or assistance, shall not be deemed to be discrimination. |
| **Impact on workers** | Workers must ensure the safety and wellbeing of their clients at all times. They are expected to know that performing their duty of care does not constitute discrimination. |
| **Consequences for breaching the provision/clause** | When workers neglect their duty of care due to concerns about committing discriminatory acts, clients are at risk of encountering accidents and suffering from illnesses or health problems. |

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| **Feature of diversity** | **Disability** |
| **Anti-Discrimination Law** | Convention on the Rights of Persons with Disabilities |
| **Link:** | https://www.ohchr.org/en/instruments-mechanisms/ instruments/convention-rights-persons-disabilities |
| **Provision/Clause** | State parties undertake to provide accessible information to persons with disabilities about mobility aids, devices and assistive technologies, including new technologies, as well as other forms of assistance, support services and facilities. |
| **Impact on workers** | Workers are expected to aid clients in learning about different types of assistances that they can request. Workers must have a satisfactory level of understanding of devices, technologies, facilities and services that can allow people with disabilities to enjoy products and services that are provided in the workplace. |
| **Consequences for breaching the provision/clause** | When information about assistances for persons with disability is not accessible, persons with disability will have a more difficult time making choices and decisions for themselves. Ultimately, the needs of persons with disability will not be met because of a lack of information. |

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| **Feature of diversity** | **Race** |
| **Anti-Discrimination Law** | International Convention on the Elimination of All Forms of Racial Discrimination |
| **Link:** | https://www.ohchr.org/en/instruments-mechanisms/ instruments/international-convention-elimination-all-forms-racial |
| **Provision/Clause** | Each State Party shall take effective measures to review governmental, national and local policies, and to amend, rescind or nullify any laws and regulations which have the effect of creating or perpetuating racial discrimination wherever it exists |
| **Impact on workers** | Workers are expected to have sufficient knowledge of all pieces of legislation that apply to their work. Workers must undertake continuous training and education to learn about updates or changes in legislation, e.g. amendments made to address issues of racial discrimination made legal by an existing law. |
| **Consequences for breaching the provision/clause** | Laws that are not reviewed and amended will become tools for racial discrimination. The rights of People from diverse racial backgrounds will not be protected by the law. This will expose people of diverse races to discrimination, leading to risks to their physical, mental and emotional well-being. |

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| **Feature of diversity** | **Sex** |
| **Anti-Discrimination Law** | Convention on the Elimination of All Forms of Discrimination against Women |
| **Link:** | https://www.ohchr.org/en/instruments-mechanisms/ instruments/convention-elimination-all-forms-discrimination-against-women |
| **Provision/Clause** | States Parties shall take all appropriate measures to eliminate discrimination against women in the field of employment in order to ensure, on a basis of equality of men and women, the right to equal treatment in respect of work of equal value, as well as equality of treatment in the evaluation of the quality of work. |
| **Impact on workers** | Workers are expected to follow the same policies and protocols, regardless of sex. Workers of different sexes must receive recognition and respect for the work that they do – workers cannot claim credit for, or devalue, someone else’s work on the bases of sex. |
| **Consequences for breaching the provision/clause** | When the treatment of women and evaluation of their work is not equal to that of men, the possibility of unequal renumeration increases. This can limit the number of opportunities that women can have for social involvement and ability to improve their quality of life. |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by: 2. Identifying your state/territory’s anti-discrimination legislation, along with a link to that legislation. 3. Providing a specific clause from that legislation that is relevant to discrimination in the workplace, based on each of the following forms of discrimination:  * Age Discrimination * Disability Discrimination * Racial Discrimination * Sex Discrimination  1. Briefly explain how each clause impacts individual workers. 2. Provide possible consequences or outcomes of breaching the clauses identified. |
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| *Mapping: CHCDIV001 KE5.1.1 (p), KE5.1.2 (p), KE5.1.3 (p), KE5.1.4 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 1, Subchapter 1.3, Section 1.3.3*  **Marking guide**  The candidate must complete the table below by:   1. Identifying your state/territory’s anti-discrimination legislation, along with a link to that legislation.   For a satisfactory performance, the candidate’s response must be:   * + Their state/territory’s anti-discrimination legislation     - The legislation must be in force     - The legislation must apply specifically to the candidate’s state/territory (i.e. not a commonwealth legislation)   + A link to this legislation     - The link must redirect to the latest version of the legislation     - The link must redirect to the official legislation register of the candidate’s state/territory government | |

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| 1. Providing a specific clause from that legislation that is relevant to discrimination in the workplace, based on each of the following forms of discrimination:    * Age Discrimination    * Disability Discrimination    * Racial Discrimination    * Sex Discrimination   For a satisfactory performance, each of the candidate’s responses must be:   * + A specific clause from the anti-discrimination legislation they have identified   + Relevant to the feature of diversity indicated   + In the context of the workplace  1. Briefly explain how each clause impacts individual workers.   For a satisfactory performance, each of the candidate’s responses must be:   * + Any impact that the identified clause may have on workers in the workplace   + Relevant to preventing, addressing or limiting the instances or effects of discrimination in the workplace   + Consistent with the form of discrimination identified   + Consistent with the clause that the candidate identified.  1. Provide possible consequences or outcomes of breaching the clauses identified.   For a satisfactory performance, each of the candidate’s responses must be:   * + Either one of the following:     - The consequence, i.e. penalty, for breaching the clause that the candidate identified     - Actions that the state/territory government or authority may require of complainants and respondents as a result or part of the process of investigating the breach   + Provided in the legislation that the candidate identified   The assessor must review the legislation that the candidate has indicated to assess their responses. The legislation must be accessed using the link that the candidate provided in item (i).  Model answers are provided below for the assessor’s reference. The model answers below are based on NSW legislation. |

| **Anti-Discrimination Legislation:** | Anti-Discrimination Act 1977 |
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| **Link:** | https://legislation.nsw.gov.au/view/html/inforce/current/act-1977-048 |

| **Form of Discrimination** | **Clause** | **Impact on Individual Workers** | **Consequences or Outcomes of Breaching the Clause** |
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| 1. Age Discrimination | It is unlawful for an employer to discriminate against an employee on the ground of age by denying or limiting access to opportunities for promotion, transfer or training, or to any other benefits associated with employment. | Employees of all ages are provided access to the same career advancement opportunities. Younger employees can be considered for training and promotion regardless of the presence of more senior employees. | The President of the Board may, by notice in writing, require the complainant and the respondent, or either of them, to appear before the President, either separately or together, for the purpose of endeavouring to resolve the complaint by conciliation. |
| 1. Disability Discrimination | It is unlawful for an employer to discriminate against an employee on the ground of disability by dismissing the employee. | Employees who develop a disability while employed cannot be dismissed, as long as they can continue to perform their job roles. They are given the right to request for adjustments or accommodations from their employers to address their impairment. | The President of the Board may, by notice in writing, require the complainant and the respondent, or either of them, to appear before the President, either separately or together, for the purpose of endeavouring to resolve the complaint by conciliation. |
| 1. Racial Discrimination | It is unlawful for an employer to discriminate against an employee on the ground of race in the terms or conditions of employment which the employer affords the employee. | Employees of different races enjoy the same conditions of employment. All employees are provided similar working hours, job responsibilities, role expectations, benefits and other work conditions. | The President of the Board may, by notice in writing, require the complainant and the respondent, or either of them, to appear before the President, either separately or together, for the purpose of endeavouring to resolve the complaint by conciliation. |
| 1. Sex Discrimination | A person shall not publish or cause to be published an advertisement that… uses a word which, by reason of its gender, denotes a person or persons of a particular sex as or as part of the description of a job offered, or the description of a class of persons to whom any offer or invitation is made by an advertisement… to indicate the intention that the offer of the job or other offer or invitation made by the advertisement is made only to persons of that sex, unless the contrary intention appears in the advertisement or in the classification or heading. | Employees of both sexes and of different genders are provided equal opportunity for employment. All job listings and advertisements are made inclusive for all sexes and genders. No applicant or employee can be deemed unqualified for a job simply due to sex or gender. | Maximum penalty—50 penalty units in the case of a body corporate or 10 penalty units in any other case. |

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| Application  Description automatically generated with low confidence | 1. To complete this task, you must: 2. Specify one piece of anti-discrimination legislation that is relevant to each of the following features of diversity:  * Age * Disability * Racial * Sex   The anti-discrimination legislation should be local, i.e. a local guideline, ordinance, etc.   1. Identify a provision/clause within each piece of legislation that is relevant to the corresponding feature of diversity. 2. Explain how each provision/clause impacts workers. 3. Identify the penalties for breaching each provision/clause.   If there is no legal framework relevant to children in the workplace in the candidate’s locality, the candidate can refer to a state/territory legal framework if the local body refers to it. Otherwise, they must put N/A. |
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| *Mapping: CHCDIV001 KE5.1.1 (p), KE5.1.2 (p), KE5.1.3 (p), KE5.1.4 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 1, Subchapter 1.3, Section 1.3.3*  **Marking guide**  The candidate must:   1. Specify one anti-discrimination law that is relevant to each of the following features of diversity.  * Age * Disability * Racial * Sex | |

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| For a satisfactory performance, each of the candidate’s response must be:   * A local legislation enforced in the candidate’s local area   + The legislation must be in force.   + The legislation must apply to the local area that the workplace belongs to.   + The primary purpose or objective of the legislation must involve the feature of diversity identified (i.e. either age, disability, race or sex).   If there is no legal framework relevant to discrimination in the candidate’s locality, the candidate can refer to a state/territory legal framework if the local body refers to it. Otherwise, they must put N/A.   1. Identify a provision/clause within each legislation that is relevant to the corresponding feature of diversity.   For a satisfactory performance, each of the candidate’s responses must be:   * A clause from the legislation that the candidate identified. * Consistent with the given feature of diversity. * Relevant to preventing, addressing or limiting the instances or effects of discrimination in the workplace.  1. Explain how each provision/clause impacts workers.   For a satisfactory performance, each of the candidate’s responses must be:   * An explanation of how the provision/clause can affect the work experiences of people whose work role and responsibilities require them to work with diverse clients * Consistent with the provision/clause that the candidate identified.  1. Identify the penalties for breaching each provision/clause.   For a satisfactory performance, each of the candidate’s responses must be:   * Penalties for breaching the clauses provided within the law that the candidate identified. * Consistent with the piece of legislation that the candidate identified, i.e. provided as separate clauses within the same legislation. |

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| **Feature of diversity** | **Age** |
| **Anti-Discrimination Law** |  |
| **Provision/Clause** |  |
| **Impact on workers** |  |
| **Penalty for breaching the provision/clause** |  |

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| **Feature of diversity** | **Disability** |
| **Anti-Discrimination Law** |  |
| **Provision/Clause** |  |
| **Impact on workers** |  |
| **Penalty for breaching the provision/clause** |  |

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| **Feature of diversity** | **Race** |
| **Anti-Discrimination Law** |  |
| **Provision/Clause** |  |
| **Impact on workers** |  |
| **Penalty for breaching the provision/clause** |  |

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| **Feature of diversity** | **Sex** |
| **Anti-Discrimination Law** |  |
| **Provision/Clause** |  |
| **Impact on workers** |  |
| **Penalty for breaching the provision/clause** |  |

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| Application  Description automatically generated with low confidence | 1. Briefly explain the relationship between human rights and human needs. |
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| *Mapping: CHCDIV001 KE5.2.2*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 1, Subchapter 1.3, Section 1.3.2*  **Marking guide**  The candidate must briefly explain the relationship between human rights and human needs.  Responses will vary. For a satisfactory performance, the candidate’s response must:   * Relate human rights to human needs, i.e. Provide a clear explanation of why human rights and human needs are related concepts * Indicate that human rights ensures that all people must be entitled to their human needs   A model answer is provided below for the assessor’s reference. | |
| Human rights are based on our obligation to ourselves and others as human beings, to uphold freedom of having dignity, equality, fairness, respect, and independence. This co-exists with human needs: food, shelter, water, clothing, etc. Human rights advocates for our human needs to be satisfied. | |

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| Application  Description automatically generated with low confidence | 1. Three short scenarios involving breaches of human rights are presented below. For each scenario, identify the right violated in each scenario by providing:    1. The exact article, along with the article number, of the relevant article from the Universal Declaration of Human Rights (UDHR).    2. The exact article statement. |
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| *Mapping: CHCDIV001 KE5.2.1 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 1, Subchapter 1.3, Section 1.3.2*  **Marking guide**  To complete this task, the candidate must:  The candidate must identify the right violated in each of the three short scenarios below by providing:   1. The exact article, along with the article number, of the relevant article from the Universal Declaration of Human Rights (UDHR).   For a satisfactory performance, the candidate’s responses must be consistent with the benchmark answers provided below.   1. The exact article statement.   For a satisfactory performance, although the wording may slightly vary, the candidate’s response must be consistent with the benchmark answers provided below. | |

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| **Scenario** | **Corresponding UHDR article** |
| 1. Karen, a supervisor, imposes her religious belief on her staff. She gives out warnings and memos to employees who act in a way that she deems incorrect based on her religious beliefs. | Article Number:       Article 18  Article Statement:  Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance. |
| 1. Greg has been listed as a suspect in a violent local crime. His manager, upon knowing this, fired him to protect the company’s reputation. | Article Number:       Article 11  Article Statement:  Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence. |
| 1. Amira, a Syrian refugee and an employee, was required to work on a holiday. Her supervisor states that her original country does not celebrate this holiday anyways, so she should be working on this day. | Article Number:       Article 24  Article Statement:  Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay. |

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| Application  Description automatically generated with low confidence | 1. Briefly explain the process to be followed when there is a violation of the UDHR in the workplace |
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| *Mapping: CHCDIV001 KE5.2.1 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 1, Subchapter 1.3, Section 1.3.2*  **Marking guide**  The candidate must briefly explain the process to be followed when there is a violation of the UDHR in the workplace.  For a satisfactory performance, although the wording may slightly vary, the candidate’s response must be consistent with the benchmark answers provided below. | |
| In cases of violation, the person or the centre can file a complaint to the Australian Human Rights Commission by phone or on email. The Commission will then ask the complainant to provide more information that will help them in their investigation. Complaints to the Commission are typically resolved through conciliation. If no agreement is reached, the matter will automatically proceed to a formal conference or hearing. | |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by accessing and reviewing the following legal and/or ethical frameworks with provisions relating to human rights:    1. One **national** legal and/or ethical framework    2. One **state/territory** legal and/or ethical framework    3. One **local** legal and/or ethical framework   For each legal and/or ethical framework, you must then provide the following:   1. The title of the document 2. One provision from the framework that is relevant to human rights 3. Explanation of how the provision applies to the workplace | |
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| *Mapping: CHCDIV001 KE5.2.3 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 1, Subchapter 1.3, Section 1.3.2*  **Marking guide**  The candidate must complete the table below by accessing and reviewing the following legal and/or ethical frameworks with provisions relating to human rights and relevant to their area of work:   1. One national legal and/or ethical framework 2. The title of the document   Responses will vary. However, for a satisfactory performance, their responses must be:   * Based on a current legal and/or ethical framework acknowledged nationally * Recognised as a legal and/or ethical document in their area of work, e.g. legislations, standards, codes of ethics, acts, regulations, etc. * Based on a national legal framework that has provisions for human rights * Relevant to the area of work they selected in the Preliminary Task, e.g. if they ticked Education and Care Services, their response must be based on a national legal and/or ethical framework relating to human rights in education and care services. * Consistent with the national legal and/or ethical framework they accessed and reviewed * Enforced federal/commonwealth legal and/or ethical framework | |

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| 1. One provision in the legal and/or ethical framework relevant to human rights   Responses will vary. However, for a satisfactory performance, their response must be:   * A section, clause, statement or phrase that provides information for a particular matter from the national legal and/or ethical framework they provided * Relevant to their area of work * Relevant to the rights inherent to all human beings, regardless of varying characteristics and any other status  1. An explanation of how the provision applies to the workplace   Responses will vary depending on the provision in the national legal and/or ethical framework they provided. However, for a satisfactory performance, the candidate’s responses must be:   * Consistent with the provision in the legal and/or ethical framework they provided * An explanation of how the provision guides people in their area of work in relation to human rights  1. One state/territory legal and/or ethical framework 2. The title of the document   Responses will vary. However, for a satisfactory performance, their responses must be:   * Based on a current legal and/or ethical framework acknowledged by the state/territory where the candidate or the candidate’s RTO is located * Recognised as a legal and/or ethical document in their area of work, e.g. legislations, standards, codes of ethics, acts, regulations, etc. * Based on a state/territory legal and/or ethical framework that has provisions for human rights * Consistent with the state/territory legal and/or ethical framework they accessed and reviewed * Applicable to the state/territory they selected in the Preliminary Task, e.g. if they ticked NSW, their response must be based on a state/territory legal and/or ethical framework relating to human rights enforced in NSW. |

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| 1. One provision in the legal and/or ethical framework relevant to human rights   Responses will vary. However, for a satisfactory performance, their response must be:   * A section, clause, statement or phrase that provides information for a particular matter from the state/territory legal and/or ethical framework they provided * Relevant to their area of work * Relevant to the rights inherent to all human beings, regardless of varying characteristics and any other status  1. An explanation of how the provision applies to the workplace   Responses will vary depending on the provision in the state/territory legal and/or ethical framework they provided. However, for a satisfactory performance, the candidate’s responses must be:   * Consistent with the provision in the legal and/or ethical framework they provided * An explanation of how the provision guides in their area of work in relation to human rights  1. One local legal and/or ethical framework 2. The title of the document   Responses will vary. However, for a satisfactory performance, their responses must be:   * Based on a current legal and/or ethical framework acknowledged in their locality * Recognised as a legal and/or ethical framework in their area of work * Based on a local legal and/or ethical framework that has provisions relevant to their area of work * Consistent with the local legal and/or ethical framework they accessed and reviewed * Enforced legal and/or ethical framework by local government bodies   If there is no legal and/or ethical framework relevant to human rights in the candidate’s locality, the candidate can refer to a state/territory legal and/or ethical framework if the local body refers to it. Otherwise, they must put N/A. |

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| 1. One provision in the legal and/or ethical framework relevant to human rights   Responses will vary. However, for a satisfactory performance, their response must be:   * A section, clause, statement or phrase that provides information for a particular matter from the local legal and/or ethical framework they provided * Relevant to their area of work * Relevant to the rights inherent to all human beings, regardless of varying characteristics and any other status  1. An explanation of how the provision applies to the workplace   Responses will vary depending on the provision in the local legal and/or ethical framework they provided. However, for a satisfactory performance, the candidate’s responses must be:   * Consistent with the provision in the legal and/or ethical framework they provided * An explanation of how the provision guides people in their area of work in relation to human rights   Model answers are provided below for the assessor’s reference. |

| **Legal and/or ethical framework relating to human rights** | | | |
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|  | **Title of Document** | **Provisions** | **How it applies to the workplace** |
| National | Title:  Australian Human Rights Commission Act 1986  Link:  [Australian Human Rights Commission Act 1986](https://www.legislation.gov.au/Details/C2021C00559) | The mentally retarded person has a right to a qualified guardian when this is required to protect his personal well‑being and interests.  Document Reference:  Schedule 4, Principle 5 | When assisting or providing services to people with intellectual disabilities, their guardian is acknowledged as the decision-maker. All decisions made by the guardian must be honoured by service providers. |
| State/Territory | Title:  Link: | Document Reference: |  |
| Local | Title:  Link: | Document Reference: |  |

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| Application  Description automatically generated with low confidence | 1. Below are five actions under the Australian Human Rights Framework. Briefly explain how each of these is applicable in the workplace. |
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| *Mapping: CHCDIV001 KE5.2.3 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 1, Subchapter 1.3, Section 1.3.2*  **Marking guide**  The candidate must briefly explain how each of the five actions of the Australian Human Rights Framework is applicable in the workplace.  Responses will vary. For a satisfactory performance, each of the candidate’s responses must be:   * Consistent with the actions of the Australian Human Rights Framework that are identified * In the context of upholding and protecting human rights in the workplace * Applications, i.e. actions or protocols that involve people in the workplace, e.g. workers, managers, owners, stakeholders etc.   Model answers are provided below for the assessor’s reference. | |

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| **Action** | **How is it applicable in the workplace** |

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| 1. Reaffirm | People in the workplace should reaffirm its commitment to extend human rights to their co-workers by following the anti-discrimination policies implemented in the workplace and ensuring that fair sanctions are provided in cases of violation. |
| 1. Educate | Management should educate their workers on their rights, why they matter, and how they are protected. |

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| **Action** | **How is it applicable in the workplace** |
| 1. Engage | In cases of suspected abuse, management should coordinate with relevant authorities that uphold the safety and well-being of their staff. Channels for communicating with authorities should be maintained, and the centre must regularly communicate with other Non-Government Organisations that also promote the rights of their employees. |
| 1. Protect | The policies and procedures implemented in the workplace should be consistent with the state/territory human rights legislation and the national quality standard. Appropriate sanctions in cases of violations should also be established. |
| 1. Respect | The workplace and its management should continuously review their organisations’ policies and procedures to ensure that they are up-to-date and appropriately reflect the company’s human rights obligation. |

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| Application  Description automatically generated with low confidence | 1. Below are the five principles that make up human rights-based approaches. Briefly explain how each of these principles is applicable in the workplace. |
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| *Mapping: CHCDIV001 KE5.2.3 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 1, Subchapter 1.3, Section 1.3.2*  **Marking guide**  The candidate must briefly explain how each of the five principles that make up human rights-based approaches is applicable in the workplace.  Responses will vary. For a satisfactory performance, each of the candidate’s responses must be:   * Consistent with the principles of the Australian Human Rights Framework that are identified * In the context of upholding and protecting human rights in the workplace * Applications, i.e. policies, procedures and considerations, that involve people in the workplace, e.g. workers, managers, owners, stakeholders etc.   Model answers are provided below for the assessor’s reference. | |

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| **Principle** | **How is it applicable in the workplace** |

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| 1. Participation | Management must ensure that everyone is involved in decisions concerning human rights. |
| 1. Accountability | Management must comply with existing human rights standards and goals. They must also create effective remedies in cases of human rights breaches. |

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| **Principle** | **How is it applicable in the workplace** |
| 1. Non-discrimination and Equality | All forms of discrimination in the preservation of rights must be prohibited, prevented, and eliminated in the workplace. People who came from marginalised and vulnerable groups should also be the priority as they face the biggest barriers in fulfilling their rights. |
| 1. Empowerment | Employees in the workplace should be involved in decisions that affect them. This can mean letting them have a say on what activities they want to do and encouraging them to be actively involved in the everyday activities of the centre. |
| 1. Legality | The company policies and procedures should be enforced with the appropriate sanctions in cases of violations. Staff and other personnel involved should be informed on their responsibilities under each of the policies and the corresponding penalties if the responsibilities are not exercised. |

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| Application  Description automatically generated with low confidence | 1. Below are three international human rights instruments that are relevant to the workplace. 2. Briefly describe each of these instruments. 3. Explain how these instruments are applicable in a workplace setting. |
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| *Mapping: CHCDIV001 KE5.2.3 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 1, Subchapter 1.3, Section 1.3.3*  **Marking guide**  The candidate must:   1. Briefly describe each of the three international human rights instruments that are relevant to the workplace.   For a satisfactory performance, although the wording may slightly vary, the candidate’s response must be consistent with the benchmark answers provided below.   1. Explain how these instruments are applicable in a workplace setting.   Responses will vary. For a satisfactory performance, each of the candidate’s responses must be an explanation of how the indicated human rights instrument is applied in the workplace. This can include:   * How the workplace observes the considerations and prohibitions in these instruments * How workplace policies or protocols are patterned after these instruments * How workplaces adjust to accommodate people that are the subject of or that are relevant to these instruments * Other actions or adjustments in the workplace that ensures that the considerations and prohibitions contained within the instruments are observed   Model answers are provided below for the assessor’s reference. | |

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| **Human Rights Instrument** | **Description** | **How is it applicable in the workplace** |
| 1. Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief | The Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief outlines human rights regarding freedom of beliefs and religion. | This declaration serves as guidelines for companies to follow to ensure that all their employees are given their human right to express and practice their religion. |
| 1. Convention on the Rights of Persons with Disabilities | The Disability Convention is an agreement to help make sure that people with disabilities are treated and can equally participate in all aspects of life. | To comply with the convention, the company should make changes to building protocols, rules, and attitudes to make sure that a physically disabled employee can work and participate properly. This includes the addition of sign language interpreters, audiobooks, ramps, and other resources. |
| 1. International Convention on the Elimination of All Forms of Racial Discrimination | The Convention condemns racial discrimination and commits to the elimination of racial discrimination in all its forms. Countries like Australia should guarantee the right of everyone, without distinction as to race, colour, or national or ethnic origin, to equality before the law. | To comply with this convention, the company should treat employees from different nationalities and ethnicities equally. Resources such as cultural and linguistic interpreters should be given, for instance, to ensure that they feel belonging and security in the workplace. |

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| Application  Description automatically generated with low confidence | 1. Below are several areas of diversity: 2. Culture 3. Race 4. Ethnicity 5. Disability 6. Religious beliefs 7. Spiritual beliefs 8. Gender 9. Generational 10. Sexual orientation 11. Sexual identity   In your own words, briefly describe the characteristics of each area. | |
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| *Mapping: CHCDIV001 KE6.1, KE6.2, KE6.3, KE6.4 (p), KE6.6, KE6.7 (p)*  *Learner guide reference:*   * *CHCDIV001 Learner Guide, Introduction* * *CHCDIV001 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.3*   **Marking guide**  The candidate must discuss the characteristics of:   1. Culture 2. Race 3. Ethnicity 4. Disability 5. Religious beliefs 6. Spiritual beliefs 7. Gender 8. Generational 9. Sexual orientation 10. Sexual identity | | |
| For a satisfactory performance, each of the candidate’s responses must be:   * The characteristics (i.e. features, types, unique relationships with other concepts, etc) of the identified area of diversity * Generally accepted characterisations in the candidate’s industry   Model answers are provided below for the assessor’s reference. | | |
| **Area of diversity** | | **Characteristics** |
| 1. Culture | | Cultures are learned set of values, behaviour, and knowledge, and are shared by its members as a way of life. |
| 1. Race | | Race is associated with biology and comprises physical characteristics such as skin colour or hair texture. |
| 1. Ethnicity | | Ethnicity is linked with cultural expression and identification and is reflected in the food, art, styles, music, material culture, etc. |
| 1. Disability | | A disability may be physical or cognitive and may indicate total or partial loss of bodily or mental functions. |
| 1. Religious beliefs | | Religious beliefs comprise a specific set of organised beliefs and practices shared by a community or group. They usually include a belief in some reality beyond, yet connected, to human experience and existence. |
| 1. Spiritual beliefs | | Spiritual beliefs have to do with having a sense of peace and purpose and are characterised by individual practice. It includes the process of developing beliefs around the meaning of life and connection with others. |

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| **Area of diversity** | **Characteristics** |
| 1. Gender | Gender includes the norms, roles, and relationships of and between women and men. This also involves how men and women should interact with others of the same or opposite sex within households, communities, and workplaces. |
| 1. Generational | Generational diversity includes people of a wide range of different ages expressing various generational differences, attitudes, and values. |
| 1. Sexual orientation | Sexual orientation describes a person’s feelings of attraction, including their physical, emotional, romantic, and sexual feelings or fantasies. |
| 1. Sexual identity | Sexual identity is how a person perceives their own sexuality and how they choose to express this sexuality to the world. |

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| Application  Description automatically generated with low confidence | 1. Below are terms for different genders, sexual orientations, and gender identities. Define each using your own words. |
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| *Mapping: CHCDIV001 KE6.4 (p), KE6.5, KE6.7 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.3*  **Marking guide**  The candidate must define the terms for different genders, sexual orientations, and gender identities provided below.  For a satisfactory performance, although the wording will vary, the candidate’s responses must be consistent with the benchmark answer provided below. | |
| **Terms** | **Definition** |
| 1. Lesbian | A female who is emotionally or physically attracted to other females |
| 1. Gay | A person who is emotionally or physically attracted to people of the same gender |
| 1. Bisexual | A person who is emotionally or physically attracted to more than one gender in the same way or degree. |
| 1. Heterosexual | A person who is emotionally or physically attracted to the opposite sex or gender |

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| **Terms** | **Definition** |
| 1. Intersex | A person who is born with both female and male sex characteristics. This includes characteristics related to genitalia, chromosomes, hormones, and other sex traits/characteristics. |
| 1. Transgender | A person whose gender identity or expression does not match the sex they were assigned at birth |

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| Application  Description automatically generated with low confidence | 1. Identify two issues affecting Aboriginal/Torres Strait Islander people in each of the following areas: 2. Politics 3. Society 4. Economics |
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| *Mapping: CHCDIV001 KE7.1*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.1*  **Marking guide**  The candidate must identify two issues affecting Aboriginal and Torres Islander people in each of the following areas:   1. Politics   Political issues are conflicts, difficulties or controversies that are relevant to, caused by or influenced by the existing political system.   1. Society   Social issues are common problems currently affecting groups of people within a society.   1. Economics   Economic issues are problems in a society that is related to the supply, demand and sale of goods and services. | |

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| Responses will vary. For a satisfactory performance, each of the candidate’s responses must be:   * Consistent with each area provided * Issues that affect Aboriginal and Torres Strait Islander people, such as issues affecting their:   + Access to services and opportunities   + Health, safety and wellbeing   + General way of life   Model answers are provided below for the assessor’s reference. |
| **Political Issues** |
| Many Aboriginal and Torres Strait Islander people were dispossessed of their land and seas during the period of colonisation. To help them legally claim their rights to land, The Aboriginal Land Rights (Northern Territory) Act 1976 was enforced by the Australian government. |
| There is unequal access to healthcare systems as well as policy decisions that are made by outsiders, such as the National and State/Territory government. |
| **Social Issues** | |
| Indigenous children are more likely to be the subjects of confirmed cases of abuse and neglect than non-Indigenous children. | |
| Indigenous people also suffer from discrimination based on race or culture, which can increase the risk of depression and substance misuse. | |

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| **Economic Issues** |
| Aboriginal and Torres Strait Islander people are more likely to be unemployed than non-indigenous people. |
| Aboriginal people and Torres Strait Islanders experience much higher rates of homelessness and have been in social housing services much more than non-Indigenous Australians. |

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| Application  Description automatically generated with low confidence | 1. Below are two examples of Western systems in the Aboriginal and Torres Strait Islander cultures. 2. Explain how each of the two Western systems affects the lives of Aboriginal and Torres Strait Islander people. 3. Explain how each of these two systems also affected their engagement with basic services (i.e., education, shelter, proper nutrition). |
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| *Mapping: CHCDIV001 KE7.2 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.4*  **Marking guide**  The candidate must discuss the impact of the following Western systems on the lives of Aboriginal and Torres Strait Islander people as well as their engagement with basic services.  Additional marking guides and model answers are provided below for the assessor’s reference. | |

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| 1. **Land ownership system** |
| **Impact of land ownership system on the lives of Aboriginal and Torres Strait Islander people** |
| The candidate must explain how the land ownership system affects the lives of Aboriginal and Torres Strait Islander people.  Responses will vary. For a satisfactory performance, the candidate’s response must:   * Be directly relevant to the land ownership system and Aboriginal and Torres Strait Islander people * Show how the lives of Aboriginal and Torres Strait Islander people are affected by the land ownership system in terms of:   + Disruptions to their customs and practices   + Effects on their community safety and well-being   + Effects on opportunities available to these people   + Any substantial impact to their way of life   A model answer is provided below for the assessor’s reference.  The land is fundamental to Indigenous people, both individually and collectively. To be dispossessed of their land means to move away from their traditional customs and practices and assimilate into the culture brought upon by Western civilisation.  Today, land rights are still contested and fought over by the Aboriginal and Torres Strait Islanders through public protests, rallies, and legislation. The demand for civil and land rights has made a huge impact in their struggle for a voice against the long-held intolerance and colonial invasion. |

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| **Impact of land ownership system on their engagement with basic services** |
| The candidate must explain how the land ownership system affects the engagement of Aboriginal and Torres Strait Islander people with basic services.  Responses will vary. For a satisfactory performance, the candidate’s response must:   * Be directly relevant to the land ownership system and Aboriginal and Torres Strait Islander people * Show how the engagement of Aboriginal and Torres Strait Islander people with basic services are affected by the land ownership system in terms of:   + Impact on their access to basic needs   + Impact on services they receive from government agencies and social institutions   + Impact on opportunities available to these people   + Any substantial impact to their way of life   A model answer is provided below for the assessor’s reference.  Dispossession from their ancestral land means an increased risk of homelessness and a lack of food source, which are basic services that should be provided for everyone.  Without proper housing and stable food source, Indigenous people are prone to poverty, making it harder for them to avail of other basic services such as proper nutrition, clothing, electricity and energy. |

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| 1. **Education system** |
| **Impact of education system on the lives of Aboriginal and Torres Strait Islander people** |
| The candidate must explain how the Australian education system affects lives of Aboriginal and Torres Strait Islander people.  Responses will vary. For a satisfactory performance, the candidate’s response must:   * Be directly relevant to the Australian education system and Aboriginal and Torres Strait Islander people * Show how the lives of Aboriginal and Torres Strait Islander people is affected by the Australian education system in terms of:   + Disruptions to their customs and practices   + Effects on their community safety and well-being   + Effects on opportunities available to these people   + Any substantial impact to their way of life   A model answer is provided below for the assessor’s reference.  There is a risk of compromising the cultural knowledge of the Indigenous children to a more Westernised education system that prioritises their economic futures rather than their tradition and ways of living.  Western education can also cause disengagement from what the children learn in the school to the lives of the community, leading to intergenerational divisions and conflicts. |

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| **Impact of education system on their engagement with basic services** |
| The candidate must explain how the Australian education system affects the engagement of Aboriginal and Torres Strait Islander people with basic services.  Responses will vary. For a satisfactory performance, the candidate’s response must:   * Be directly relevant to the Australian education system and Aboriginal and Torres Strait Islander people * Show how the engagement of Aboriginal and Torres Strait Islander people with basic services is affected by the Australian education system in terms of:   + Impact on their access to basic needs   + Impact on services they receive from government agencies and social institutions   + Impact on opportunities available to these people   + Any substantial impact to their way of life   A model answer is provided below for the assessor’s reference.  Many Aboriginal children in Australia’s remote north are still receiving the most basic of education services due to their far location, infrastructure shortfalls, and underfunding.  Though education is provided in far-flung areas, this does not consider the inequalities that exist in remote regions like the Northern Territory. There is still a negative relationship between poverty, health, housing, access to government services, socio-economic status, and infrastructure to the educational achievement of Indigenous children. |

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| Application  Description automatically generated with low confidence | 1. Below are two examples of Westernised structures in the Aboriginal and Torres Strait Islander cultures. 2. Explain how each of the two Western structures affects the lives of Aboriginal and Torres Strait Islander people. 3. Explain how these two structures also affected their engagement with basic services (e.g., education, shelter, proper nutrition). | |
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| *Mapping: CHCDIV001 KE7.2 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.4*  **Marking guide**  The candidate must:   1. Explain how each of the two Western structures affects the lives of Aboriginal and Torres Strait Islander people. 2. Explain how these two structures also affected their engagement with basic services, e.g., education, shelter, proper nutrition).   Additional marking guides and model answers are provided below for the assessor’s reference. | | |
| 1. **Introduction of nuclear family structure** | |
| **Impact of nuclear family structure on the lives of Aboriginal and Torres Strait Islander people** | |
| The candidate must explain how the nuclear family structure affects lives of Aboriginal and Torres Strait Islander people.  Responses will vary. For a satisfactory performance, the candidate’s response must:   * Be directly relevant to the nuclear family structure and Aboriginal and Torres Strait Islander people * Show how the lives of Aboriginal and Torres Strait Islander people are affected by the nuclear family structure in terms of:   + Disruptions to their customs and practices   + Effects on their community safety and well-being   + Effects on opportunities available to these people   + Any substantial impact to their way of life | |
| A model answer is provided below for the assessor’s reference.  The extended family structure acts as a support group for Indigenous people (e.g., sharing of material resources, guidance from elders, etc.). With the introduction of a nuclear family structure, this external support group is threatened.  The extended family structure of Aboriginals before meant that the responsibility for child-rearing does not only rely on the biological parents but also to the entire extended family. Aboriginal families nurture strong family ties as a means of passing on their cultural beliefs from one generation to the next. Without these relationships, children may lose their cultural beliefs and identity. | |
| **Impact of nuclear family structure on their engagement with basic services** | |
| The candidate must explain how the nuclear family structure affects the engagement of Aboriginal and Torres Strait Islander people with basic services.  Responses will vary. For a satisfactory performance, the candidate’s response must:   * Be directly relevant to the nuclear family structure and Aboriginal and Torres Strait Islander people * Show how the engagement of Aboriginal and Torres Strait Islander people with basic services is affected by the nuclear family structure in terms of:   + Impact on their access to basic needs   + Impact on services they receive from government agencies and social institutions   + Impact on opportunities available to these people   + Any substantial impact to their way of life   A model answer is provided below for the assessor’s reference.  With a more nuclear structure and the destruction of extended family, a sense of belonging is gone. Stories passed down from one generation to another were lost. The feeling of security was replaced by a persistent attack on their ways of life: on the destruction of their customs, ways, and even self-esteem.  The extended family structures of Aboriginal peoples mean that individuals gave more exposure to bereavements, trauma, and loss than other people. With more and more of their family members discriminated and oppressed even in the present society, these may likely lead to higher levels of mental health problems, which is coupled with their poor and unequal access to healthcare systems across Australia. | |

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| **Impact of nuclear family structure on their engagement with basic services** |
| The candidate must explain how the nuclear family structure affects the engagement of Aboriginal and Torres Strait Islander people with basic services.  Responses will vary. For a satisfactory performance, the candidate’s response must:   * Be directly relevant to the nuclear family structure and Aboriginal and Torres Strait Islander people * Show how the engagement of Aboriginal and Torres Strait Islander people with basic services is affected by the nuclear family structure in terms of:   + Impact on their access to basic needs   + Impact on services they receive from government agencies and social institutions   + Impact on opportunities available to these people   + Any substantial impact to their way of life   A model answer is provided below for the assessor’s reference.  With a more nuclear structure and the destruction of extended family, a sense of belonging is gone. Stories passed down from one generation to another were lost. The feeling of security was replaced by a persistent attack on their ways of life: on the destruction of their customs, ways, and even self-esteem.  The extended family structures of Aboriginal peoples mean that individuals gave more exposure to bereavements, trauma, and loss than other people. With more and more of their family members discriminated and oppressed even in the present society, these may likely lead to higher levels of mental health problems, which is coupled with their poor and unequal access to healthcare systems across Australia. |

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| 1. **Introduction of Western religion** |
| **Impact of Western religion on the lives of Aboriginal and Torres Strait Islander people** |
| The candidate must explain how western religion affects the lives of Aboriginal and Torres Strait Islander people.  Responses will vary. For a satisfactory performance, the candidate’s response must:   * Be directly relevant to western religion and Aboriginal and Torres Strait Islander people * Show how the lives of Aboriginal and Torres Strait Islander people are affected by western religion in terms of:   + Disruptions to their customs and practices   + Effects on their community safety and well-being   + Effects on opportunities available to these people   + Any substantial impact to their way of life   A model answer is provided below for the assessor’s reference.  The destruction of the spiritual beliefs of the Aboriginal and Torres Strait Islander people destroyed their self-reliance and self-esteem as their previous ways of living are no longer possible.  The perpetuation of Indigenous people as ‘souls needing to be rescued from the darkness’ contributes to the widespread discrimination and marginalisation that exist up until now. |
| **Impact of Western religion on their engagement with basic services** |
| The candidate must explain how western religion affects the engagement of Aboriginal and Torres Strait Islander people with basic services.  Responses will vary. For a satisfactory performance, the candidate’s response must:   * Be directly relevant to western religion and Aboriginal and Torres Strait Islander people * Show how the engagement of Aboriginal and Torres Strait Islander people with basic services is affected by western religion in terms of:   + Impact on their access to basic needs   + Impact on services they receive from government agencies and social institutions   + Impact on opportunities available to these people   Any substantial impact to their way of life |

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| A model answer is provided below for the assessor’s reference.  The Missionaries and religious conversion have made attempts to extend control over Aboriginal people and their engagement with basic services. Missions controlled the language Aboriginal people spoke, their housing, their labour, their wages, their education, their relationships, their expression of sexuality, their marriages and their children.  The stereotypes associated with Indigenous people as unwieldy and uncivilised may be seen in companies and local spaces that deny the Aboriginal children of proper education simply because of their ‘foreign’ and ‘uncivilised’ background. |

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| Application  Description automatically generated with low confidence | 1. Below are examples of two marginalised groups and two risk factors for each group.   Identify one protective factor to manage and address each risk factor indicated. |
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| *Mapping: CHCDIV001 KE8.1*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 2, Subchapter 2.3, Section 2.3.1*  **Marking guide**  The candidate must identify one protective factor to manage and address each risk factor indicated.  Responses will vary. For a satisfactory performance, each of the candidate’s responses must be:   1. Protective factors, i.e. characteristics or conditions that mitigate the risks that the marginalised groups are exposed to 2. Consistent with the risk factor and marginalised group identified   Model answers are provided below for the assessor’s reference. | |

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| **Marginalised Group** | **Risk Factor** | **Protective Factor** |
| 1. Workers with physical disabilities | 1. Lack of physical activity | Availability of exercise programs that are specifically tailored to be convenient and beneficial for persons with disability. |
| 1. Lack of accessible healthcare | Increased focus of healthcare programs for the disabled community. |
| 1. Aboriginal and Torres Strait Islander people | 1. Children experiencing discrimination when interacting with others | Community policies and guidelines that criminalises discrimination and sets procedures for reporting acts of discrimination towards Aboriginal and Torres Strait Islander children. |
| 1. Separation from their ancestor’s land | Implementation of the Aboriginal Land Rights Act to reclaim the dispossessed lands of Aboriginal and Torres Strait Islander people. |

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| Application  Description automatically generated with low confidence | 1. Below are two marginalised groups in Australia. For each group, identify the following:  * Issues * Two physical health issues * Two mental health issues * Two emotional health issues * Needs * Two physical health needs * Two mental health needs * Two emotional health needs |
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| *Mapping: CHCDIV001 KE8.2*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 2, Subchapter 2.3, Section 2.3.2*  **Marking guide**  The candidate must identify the following for each marginalised group in the table below:   1. Issues    * Two physical health issues   Physical health issues are problems experienced by a group of people that cause them to suffer from illnesses, adverse physical conditions or any concerns directly relevant to their physical health.   * + Two mental health issues   Mental health issues are problems experienced by a group of people that cause them to suffer from adverse mental conditions or any illnesses or concerns directly relevant to their mental health.   * + Two emotional health issues   Emotional health issues are problems experienced by a group of people that cause them to become emotionally unstable, suffer from emotional distress or be afflicted with any illnesses or concerns directly relevant to their emotional health. | |

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| Responses will vary. For a satisfactory performance, each of the candidate’s responses must be:   * + Issues that are experienced by the marginalised group identified   + Issues affecting the rights and way of life of people belonging to the marginalised group   + Consistent with the type of issue identified (either physical, mental or emotional)  1. Needs    * Two physical health needs   Physical health needs are conditions that must be met in order for people to stay physically healthy or address any physical health issues that they may be experiencing.   * + Two mental health needs   Mental health needs are conditions that must be met in order for people to stay mentally healthy and avoid developing mental health issues or illnesses.   * + Two emotional health needs   Emotional health needs are conditions that must be met in order for people to stay emotionally stable and avoid developing adverse emotional states such as demotivation or diminished self-confidence.  Responses will vary. For a satisfactory performance, each of the candidate’s responses must be:   * + Unique or specific needs of people belonging in the marginalised group   + Relevant to the corresponding issue that the candidate has identified   + Consistent with the type of need identified (either physical, mental or emotional)   Model answers are provided below for the assessor’s reference. |

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| Marginalised Group A: **Workers with physical disabilities** | |
| Physical | **Issues** |
| The lack of disability-friendly environments.      The lack of physical therapists that can assist them. |
| **Needs** |
| The availability of physicians and medical professionals should they need medical assistance.      Facilities should be accessible for employees who use wheelchairs, braces, artificial limbs, other assistive devices, or assistive animals. |
| Mental | **Issues** |
| People treating them differently because of their physical state, causing depression and suicidal tendencies.      The cost of physical therapy along with seeing a psychiatrist being an exorbitant expense for low-income families. |
| **Needs** |
| People around them treating them normally, which can help in maintaining a healthy mental well-being.      Access to accessible and low-cost mental services for employees with physical disabilities who are born in low-income families. |

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| Emotional | **Issues** |
| People interact with them with more sympathy and less dignity.      Lack of understanding for the issues and trauma that they go through. |
| **Needs** |
| A feeling of empowerment that they can still live normal lives.      Giving empathy and not sympathy for the disabled employee as well as compassionate guidance and extra attention. |

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| Marginalised Group B: **Aboriginal and Torres Strait Islander people** | |
| Physical | **Issues** |
| Physical ailments and disabilities with no programs to assist with getting affordable treatment.      The abuse and neglect they experience from their peers. |
| **Needs** |
| Access to affordable and quality healthcare services.      Healthcare programs and professional support to prevent any abuse and neglect. |

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| Mental | **Issues** |
| Continuously being treated as second class citizens.      Systemic discrimination leading to depression and suicide. |
| **Needs** |
| Healthcare programs and professional support to prevent any abuse and neglect.      Programs on mental awareness to prevent cases of suicide rates. |
| Emotional | **Issues** |
| Resentment for the Stolen Generations.      Misrepresentation in the media. |
| **Needs** |
| A feeling of connection with their kin, the environment, and their own cultural roles and responsibilities.      A sense of ownership and awareness of their own culture and history. |

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| Application  Description automatically generated with low confidence | 1. Below are scenarios of discrimination, trauma, exclusion, and other negative actions and attitudes towards marginalised groups.   For each scenario below, identify the impact of the negative actions and attitudes on the persons from the marginalised group. |
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| *Mapping: CHCDIV001 KE8.3*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 4, Subchapter 4.1*  **Marking guide**  For each scenario below, the candidate must identify the impact of the negative actions and attitudes on the person from the marginalised group.  Responses will vary. For a satisfactory performance, the candidate’s responses must be:   * Consistent with the scenario provided * The possible impact of the negative actions or attitudes to the person identified in the scenario * In the context of the workplace   Model answers are provided below for the assessor’s reference. | |
| 1. Discrimination   June is a new employee at your workplace. She recently migrated from Korea. Other workers tease her about her poor English skills and appearance. | |
| June will become more conscious and possibly resentful of how they look. This can lower her confidence and self-esteem. It might prevent her from interacting with coworkers and other people outside their immediate culture. | |
| 1. Trauma   Your organisation recently accommodated a former army medic who migrated to the country because of war. This new employee still shows signs of trauma. They constantly display unexplained irritability and anger, lack of appetite, and problems focusing on daily activities and basic conversation. | |
| Traumatic events can affect how the new employee’s brain develops. It may cause them lifelong consequences such as an increased risk of anxiety, depression, and even suicide. | |

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| 1. Exclusion   Four indigenous people were recently hired to work in your organisation. They are friendly and well-trained, and all four have the required fitness qualifications. The other workers, however, discourage clients from speaking with them, calling them inferior and less qualified. |
| Being rejected by their peers can lead the four indigenous workers to withdraw from social activities at work. This can affect their ability to perform their job responsibilities, create animosity between them and other workers and create a negative atmosphere that can drive away clients. They may also develop resentment towards their culture and background, believing it as one of the primary reasons for their social exclusion. |
| 1. Violence   Danielle has started to show up to work wearing long clothing. When asked about it, it was found that she was hiding swelling and bruises all over her body. She refused to say anything about them. |
| If appropriate actions and reporting measures are not taken, Danielle might continue to be abused by the person(s) perpetuating the abuse. This can increase the risk of serious injury and even death. Their emotional and mental development will also likely be compromised, and their ability to perform their work will be negatively affected. |
| 1. Stigma   A newly opened workplace created separate areas for clients from Aboriginal and Torres Strait Islander backgrounds, believing that these clients need more assistance when compared to non-Indigenous clients. |
| The segregation can cause the Aboriginal and Torres Strait Islander clients to feel disempowered. They may believe themselves to be less knowledgeable or less capable than others. This can affect their confidence and motivation. |

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| Application  Description automatically generated with low confidence | 1. The following are resources that are used in the workplace: 2. Language Interpreters 3. Cultural Interpreters 4. Imagery   Explain how each resource can support your workplace to:   1. Embrace Diversity 2. Respond to Diversity |
|  | |
| *Mapping: CHCDIV001 KE9.1, KE9.2*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 3, Subchapter 3.4*  **Marking guide**  The candidate must explain how language interpreters, cultural interpreters, and imagery can support their workplace to:   1. Embrace Diversity   Responses will vary. For a satisfactory performance, each of the candidate’s responses must be:   * An explanation of how the resource can help organisations embrace diversity. This can include explanations of how the resources allow the organisation to:   + Demonstrate their commitment to inclusion and equality   + Provide an inclusive and helpful atmosphere for people with diverse traits   + Make use of diversity to enhance their processes, services or products * Consistent with the kind of resource identified  1. Respond to Diversity   Responses will vary. For a satisfactory performance, each of the candidate’s responses must be:   * An explanation of how the resource identified can help organisations respond to diversity. This can include explanations of how the resources allow them to:   + Address specific and unique needs of diverse people   + Accommodate people with diverse traits and characteristics   + Solve problems and address issues that can arise due to differences in traits and characteristics between workers, employers, clients and other people in the workplace   Model answers are provided below for the assessor’s reference. | |

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| **Resources** | **How this resource can help organisations and individuals embrace diversity** | **How this resource can help organisations and individuals respond to diversity** |
| 1. Language interpreters | Language Interpreters allow employees to become more understanding when communicating with a co-worker speaking another language. This helps reduce miscommunication and fosters respect. | Language interpreters are useful when a conflict needs to be settled that might arise due to differences in language, whether oral or sign language. |
| 1. Cultural interpreters | Cultural interpreters are useful when employees or management have to become culturally sensitive to their clients or co-workers. Having such interpreters will allow them to become more aware of their own culture as well as to the culture of others. | Having a cultural interpreter as a mediator helps everyone to respect and accept other people outside their immediate culture |
| 1. Imagery | Visuals help make everyone from other cultures feel represented and recognised. This gives them the feeling of ownership as well as an acknowledgement that their own culture matters. | Visuals and other imageries are useful in helping employees immerse themselves from a culture different from them. It is useful in translating complex information into more understandable ones. |

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| Application  Description automatically generated with low confidence | 1. Below are some of the cultural influences in Australia. Briefly explain how these cultural influences affect the diverse communities that make up Australian society. | | |
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| *Mapping: CHCDIV001 KE10.0 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.1*  **Marking guide**  The candidate must briefly explain how the following cultural influences affect the diverse communities that make up Australian society.  Responses will vary. For a satisfactory performance, each of the candidate’s response must be an explanation of how the cultural influence affects Australian people from diverse backgrounds. This may include any impact that the cultural influence may have on:   * + The services, opportunities and products made available to Australian society   + The changing preferences, behaviours and mindsets of people from diverse communities   + Other aspects of daily living of people from diverse communities   Model answers are provided below for the assessor’s reference. | | | |
| **Cultural influences** | | **How this cultural influence affects diverse communities that make up Australian society** |
| 1. Multiculturalism | | Multiculturalism has led to a culturally and linguistically diverse pool of people. It has reimagined Australia in various areas, including clothing, sports, media, etc. |
| 1. Introduction of alcoholic beverages | | Impairment in decision-making abilities can cause them to develop bad habits and addiction, which can lead to debt, alcohol poisoning, and even death. |
| 1. Sports (e.g., cricket, rugby, basketball) | | The presence of various sports in Australia is an example of the diverse cultural influences that make up its society. Australia’s love of sport is reflected in the number of opportunities for people to play sports, attend sporting events, and watch televised shows. This includes opportunities for people with varying skills, predispositions, preferences, health conditions and capabilities. |

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| Application  Description automatically generated with low confidence | 1. Below are some of the changing practices in Australia. Briefly discuss how these changing practices affect the diverse communities that make up Australian society. | | |
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| *Mapping: CHCDIV001 KE10.0 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.1*  **Marking guide**  The candidate must briefly explain how the following changing practices affect the diverse communities that make up Australian society.  Responses will vary. For a satisfactory performance, each of the candidate’s response must be an explanation of how the cultural practice affects Australian people from diverse backgrounds. This may include any impact that the cultural practice may have on:   * + The services, opportunities and products made available to Australian society   + The changing preferences, behaviours and mindsets of people from diverse communities   + Other aspects of daily living of people from diverse communities   Model answers are provided below for the assessor’s reference. | | | |
| **Changing practices** | | **How these changing practices affect diverse communities that make up Australian society** |
| 1. Dangerous Practices of the Pearling industry | | Australia’s history is replete with indigenous exploitation that treated them as cheap labours and forced them into dangerous practices. Indigenous women, for example, with a greater lung capacity than men, were often kidnapped, held captive and forced to dive for shells. Nowadays, indigenous people are still expected to perform the dangerous practices of the pearling industry due to their unique traits. They often suffer from eye and ear infections, are regularly caught on powerful storms and suffer from unfair labour treatment. |

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| **Changing practices** | **How these changing practices affect diverse communities that make up Australian society** |
| 1. Practices of the Farming industry | The practices of the farming industry of Australia reflects the increasing diversity in Australia's agricultural workforce. Data from the Australian Government, Department of Agriculture, points out that one per cent of people directly employed in the agricultural industry identify themselves as indigenous. Additionally, eight per cent of agricultural employees were from culturally and linguistically diverse backgrounds. The change in farming practices directly attributed to the hiring of diverse people provides diverse communities with motivation and a sense of pride in their work. |
| 1. Religious Practices | Australia is among the most diverse country in terms of religion. Changes in religious practices due to interreligious exchanges of ideas and customs have a significant effect on efforts to promote harmonious and respectful relations among people of different religions. For example, mutual respect and non-discrimination are now taught to children starting at a young age. Workplaces and communities are now expected to be accepting of the religious views, spiritualities, and commitments of different people. |

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| Application  Description automatically generated with low confidence | 1. Identify the following in the workplace:  * One diversity practice   This can be any work practice to accommodate diversity and provide an inclusive workplace atmosphere.   * One diversity experience   This can be any experience that can raise awareness and promote acceptance of diversity.  Briefly explain how the identified diversity practice and diversity experience affect the following in the workplace:   * Personal behaviour * Interpersonal relationships |
|  | |
| *Mapping: CHCDIV001 KE11.0 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 2, Subchapter 2.3, Section 2.3.3*  **Marking guide**  The candidate must:   1. Identify the following in the workplace:    1. One diversity practice   Responses will vary. For a satisfactory performance, the candidate’s response must be a work practice that organisations use to accommodate diversity and provide an inclusive workplace atmosphere.  Model answers are provided below for the assessor’s reference (only one is required):   * Eliminating sexism and ableism in the workplace * Hiring a diverse pool of employees * Celebrating cultural differences (e.g., wear your national costume day) | |

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| * 1. One diversity experience   Responses will vary. For a satisfactory performance, the candidate‘s response must be an experience that can raise awareness and promote acceptance of diversity.  Model answers are provided below for the assessor’s reference (only one is required):   * Shared meaningful experiences or friendships across different backgrounds * Activities that showcase diversity * Discussions that promote everyone’s unique culture  1. Briefly explain how each identified diversity practice and diversity experience affect the following in the workplace:    1. Personal behaviour   Responses will vary. For a satisfactory performance, the candidate’s response must be an explanation of how the identified diversity practice and diversity experience affects the behaviour of individual workers, clients and other people in the workplace. This explanation must involve changes in actions and attitudes towards people with diverse traits and characteristics.  Model answers are provided below for the assessor’s reference.   * 1. Interpersonal relationships   Responses will vary. For a satisfactory performance, the candidate’s response must be an explanation of how the identified diversity practice and diversity experience affects the interpersonal relationships between people in the workplace. This explanation must involve improvements in working relations and must reflect workplace dynamics that are inclusive towards people with diverse traits and characteristics.  Model answers are provided below for the assessor’s reference. |

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|  | **Effect on Personal Behaviour in the Workplace** | **Effect on Interpersonal Relationships in the Workplace** |
| 1. Diversity Practice:     Elimination of racist remarks in the workplace | Elimination of discriminatory remarks on one’s race is necessary for allowing staff and management in the workplace to reflect on their personal biases towards people who are born in another country or who belong in an indigenous group. It also prevents any unhealthy and dominant behaviours that staff or management in the workplace might have. | Removing any racist remarks helps staff and management in the workplace to bond with people outside their culture. This sets the stage for good interpersonal relationships that are based on positive behaviour towards people from a different race or ethnicity. |
| 1. Diversity Experience:     Exhibits and museum visits on the culture of Indigenous groups | Everyone will learn more about the culture and behaviours of Indigenous groups and might be able to apply what they learn in properly behaving when meeting indigenous people. | Museum visits and exhibits help staff and management in the workplace to appreciate and respect the contributions of Indigenous groups: helping them to form bonds with people from different ethnicities and treating them as individuals having a unique contribution in their community. |

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| Application  Description automatically generated with low confidence | 1. Identify the following in the workplace: 2. One diversity practice 3. One diversity experience   The identified diversity practice and diversity experience must be different from those provided in Knowledge Assessment Question 24.  Briefly explain how each identified diversity practice and diversity experience affect the following in the workplace:   1. Perception 2. The social expectation of others |
|  | |
| *Mapping: CHCDIV001 KE11.0 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 2, Subchapter 2.3, Section 2.3.3*  **Marking guide**  Candidate must:   1. Identify the following in the workplace:    1. One diversity practice   Responses will vary. For a satisfactory performance, the candidate’s response must be a work practice that organisations use to accommodate diversity and provide an inclusive workplace atmosphere.  The diversity practice must be different from the practice provided in Knowledge Assessment Question 24.  Model answers are provided below for the assessor’s reference (only one is required):   * Eliminating sexism and ableism in the workplace * Hiring a diverse pool of employees * Celebrating cultural differences (e.g., wear your national costume day) | |

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| * 1. One diversity experience   Responses will vary. For a satisfactory performance, the candidate‘s response must be an experience that can raise awareness and promote acceptance of diversity.  The diversity experience must be different from the experience provided in Knowledge Assessment Question 24.  Model answers are provided below for the assessor’s reference (only one is required):   * Shared meaningful experiences or friendships across different backgrounds * Activities that showcase diversity * Discussions that promote everyone’s unique culture  1. Briefly explain how each identified diversity practice and diversity experience affect the following in the workplace: 2. Perception   Responses will vary. For a satisfactory performance, the candidate’s response must be an explanation of how the identified diversity practice and diversity experience affect the perception of others, such as clients, potential job applicants and other people outside of the organisation but within the community. This explanation must involve changes in ideas, sentiments and other thoughts regarding people with diverse traits and characteristics.  Model answers are provided below for the assessor’s reference.   1. The social expectation of others   Responses will vary. For a satisfactory performance, the candidate’s response must be an explanation of how the identified diversity practice and diversity experience affect the social expectations of people within the community regarding people with diverse traits and characteristics. This explanation must involve changes in beliefs and ideas regarding what diverse people are capable of, can perform at a socially acceptable level, or can accomplish within socially accepted measures of success.  Model answers are provided below for the assessor’s reference. |

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|  | **Effect on Perception** | **Effect on the Social Expectation of Others** |
| 1. Diversity Practice:     Hiring men and women equally | Men and women will develop the mindset that a person’s sex is not a hindrance in getting a job. They would see the workplace as a safe environment where both sexes are treated equally. | Hiring educators regardless of their sex, eliminates the stereotypical expectation of others that men are for construction and engineering and that women are only for nurturing and caring. It allows everyone to pursue what they want regardless of the expectation of society. |
| 1. Diversity Experience:     Team-building retreat including all employees from various backgrounds (e.g., storytelling, sports activities) | Activities that promote other cultures allow the employees to recognise other peoples’ similarities and differences. Sharing stories that showcase everyone’s unique culture leads to an understanding that every individual, regardless of their culture, race, or ethnicity, has a significant contribution to their community. | Team-building activities teach people to appreciate and celebrate cultural diversity as well as to treat everyone as equals, without any form of aggression and dominant behaviour. This will play a role in eliminating stereotypes with other marginalised groups such as the Aboriginal and Torres Strait Islander peoples. |

# Practical Assessment

## Assessor Instructions

The Practical Assessment is a set of tasks that must be completed in a workplace or in an environment with conditions similar to that of a real workplace.

This assessment will help the candidate demonstrate skill requirements relevant to working respectfully with people from diverse social and cultural groups and situations.

The Practical Assessment includes the following:

1. **Practical Assignment**

A series of written practical tests assessing the candidate’s practical knowledge and understanding of the unit of competency.

1. **Workplace Assessment**

A set of tasks or activities completed according to set instructions and guidelines to meet the requirements of the relevant unit. These tasks and activities require you to have access to a workplace or a similar environment.

## Candidate Instructions

The Practical Assessment is a set of tasks that must be completed in a workplace or in an environment with conditions similar to that of a real workplace.

This assessment will help you demonstrate skill requirements relevant to working respectfully with people from diverse social and cultural groups and situations.

The Practical Assessment includes the following:

1. **Practical Assignment**

A series of written practical tests assessing the candidate’s practical knowledge and understanding of the unit of competency.

1. **Workplace Assessment**

A set of tasks or activities completed according to set instructions and guidelines to meet the requirements of the relevant unit. These tasks and activities require you to have access to a workplace or a similar environment.

## Details About Your Workplace

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| This practical assessment requires you to complete assessment tasks within a simulated workplace and a real workplace.  The practical assessment tasks can vary depending on your cultural background. Furthermore, this practical assessment includes assessments that will require you to refer to regulatory requirements that apply in your state/territory, industry, and workplace/work role.  Before starting the practical assessment, record the following in the spaces provided below:   1. A brief description of your cultural background 2. Your work role/title 3. Scope of your role 4. Organisation/workplace 5. Worksite/area 6. A brief description of your work environment 7. Industry/sector   When completing the tasks in the Practical Assessment, ensure that your responses align with the relevant state/territory, industry, and workplace/work role requirements you have specified below. |

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| *This task has no mapping. This is a preliminary step for the candidate to complete in connection to the tasks in this practical assessment.*  **Marking guide**  This practical assessment requires the candidate to complete assessment tasks within a real workplace or a simulated environment that reflects workplace conditions.  The practical assessment tasks can vary depending on their cultural background. Furthermore, this practical assessment includes assessments that will require them to refer to regulatory requirements that apply in their state/territory, industry, and workplace/work role.  Before starting the practical assessment, the candidate must record the following in the spaces provided below:   1. A brief description of their cultural background 2. Their work role/title 3. Scope of their role |

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| 1. Organisation/workplace 2. Worksite/area 3. A brief description of their work environment 4. Industry/sector   When completing the tasks in the Practical Assessment, the candidate’s responses must align with the cultural background and the relevant state/territory, industry, and workplace/work role requirements specified below.  Sample answers are provided below for the assessor’s reference. | |
| A brief description of your cultural background | A summary of the candidate’s cultural background, with information such as their cultural heritage, the practices and beliefs unique to their culture and the structure of their group. |
| Your work role/title | The candidate’s work role/title, e.g. individual support worker, community worker, educator, etc. |
| Scope of your role | The scope of the candidate’s role, e.g. provide support to aged care clients in their activities of daily living (ADLs); follow client’s individualised support plan. |
| Organisation/workplace | The candidate’s organisation/workplace, e.g. Lotus Compassionate Care, Sparkling Stars Early Years Learning Centre. |
| Worksite/area | The candidate’s worksite/area, e.g. residential care facility/client’s home, school, early years learning centre. |
| Industry/sector | The candidate’s industry or sector, e.g. individual support or direct client care. |

## Your State/Territory

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| Some tasks in this Practical Assessment require you to refer to various pieces of legislation and other documents applicable to the state/territory where your organisation is based on or located.  For your assessor’s reference, indicate below which state/territory your organisation is based on or located by ticking the box that corresponds to your answer.  When completing these tasks, refer to the legislation and documents applicable to the state/territory you ticked below. | | | |
|  | | | |
| *This task has no mapping. This is a preliminary step for the candidate to complete in connection to the tasks in this practical assessment.*  **Marking guide**  The candidate must indicate below the state/territory where their organisation is based on or located by ticking the box () that corresponds to their response (as shown below).  The tasks in this practical assessment require the candidate to refer to the legislation and documents of the state/territory they ticked below.  When assessing the candidate’s responses to the tasks in this practical assessment, the assessor must review the candidate’s responses against the legislation and documents of the state/territory they ticked below.  For satisfactory performance in these questions, the candidate’s responses must match the legislation and documents from the state/territory they ticked below.  Specific marking guide, benchmark answers, and model answers to practical assessment tasks are provided in each question. | | | |
| The state/territory where your organisation is based on or located. | | | |
|  | Australian Capital Territory |  | South Australia |
|  | New South Wales |  | Tasmania |
|  | Northern Territory |  | Victoria |
|  | Queensland |  | Western Australia |

# Practical Assignment

## Overview

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| **The goal of this practical assignment is to assess your practical knowledge and skills in:**   * Analysing the impact of various elements to your work and work role * Identifying the effects of your culture on others * Identifying considerations, rights and responsibilities when working with people from diverse backgrounds * Reflecting on your perspectives, biases, limitations and experiences involving misunderstandings and differences   **This assessment is divided into 10 tasks:**   1. Task 1 – Effect of Cultural Awareness, Safety and Competence on Work Roles 2. Task 2 – Meaning of Diversity to Your Workplace 3. Task 3 – Your Culture and Its Impact on Others 4. Task 4 – Your Culture and Its Impact on Aboriginal and Torres Strait Islanders and Other Refugees 5. Task 5 – Ethical Considerations for Working with Diversity 6. Task 6 – Legal Rights and Responsibilities of Workers, Employers and Clients 7. Task 7 – Ethical Rights and Responsibilities of Workers, Employers and Clients 8. Task 8 – Your Social and Cultural Perspectives and Biases 9. Task 9 – Your Limitations and Ways to Improve on Them 10. Task 10 – Impact of Diversity on Misunderstandings and Difficulties in the Workplace   For these tasks, assume that you are working with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.  **You are required to:**   * Answer the following questions based on your work role, workplace and culture * List the considerations, rights and responsibilities relevant to working with diverse people * Review the instructions in each task included in this Practical Assignment. * Record your responses as required in the instructions for each task. |

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| *Mapping: Provided in each Practical Assignment task below.*  **Marking guide**  This assessment is divided into 10 tasks:   * 1. Task 1 – Effect of Cultural Awareness, Safety and Competence on Work Roles   2. Task 2 – Meaning of Diversity to Your Workplace   3. Task 3 – Your Culture and Its Impact on Others   4. Task 4 – Your Culture and Its Impact on Aboriginal and Torres Strait Islanders and Other Refugees   5. Task 5 – Ethical Considerations for Working with Diversity   6. Task 6 – Legal Rights and Responsibilities of Workers, Employers and Clients   7. Task 7 – Ethical Rights and Responsibilities of Workers, Employers and Clients   8. Task 8 – Your Social and Cultural Perspectives and Biases   9. Task 9 – Your Limitations and Ways to Improve on Them   10. Task 10 – Impact of Diversity on Misunderstandings and Difficulties in the Workplace   For these tasks, that candidate will assume that they are working with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people  Each task comes with a set of instructions. The candidate is to follow and perform these instructions. These tasks do not require the assessor to observe. However, the assessor/training provider must provide the candidate access to the resources required for this assessment.  The candidate is required to:   * Answer the following questions based on their work role and your culture * List the considerations, rights and responsibilities relevant to working with diverse people * Review the instructions in each task included in this Practical Assignment. * Record their responses as required in the instructions for each task. |

### Contextualisation

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| **INSTRUCTIONS TO THE ASSESSOR**  This Practical Assignment aims to assess the candidate’s skills in:   * Analysing the impact of various elements to your work and work role * Identifying the effects of your culture on others * Identifying considerations, rights and responsibilities when working with people from diverse backgrounds * Reflecting on your perspectives, biases, limitations and experiences involving misunderstandings and differences   Task 3 – 4 in this Practical Assignment requires the candidate to identify how elements of their culture affects others.  If the candidate’s culture is similar to any of the other cultures identified in Task 3 – 4, you must contextualise these tasks so that they reflect a different culture. In cases where changing the culture identified will lead to the non-assessment of a specific unit requirement (e.g. if the candidate identifies as a member of the Aboriginal and/or Torres Strait Islander people), you may contextualise the task to mention subcultures within a main culture (e.g. a subgroup of the Aboriginal and/or Torres Strait Islander people).  **To contextualise these tasks:**   * Review the candidate’s culture, as provided in the *Details About Your Workplace* section of this Practical Assessment. * Check whether the candidate’s culture is the same as any culture identified in Tasks 3 – 4 in this Practical Assignment. * Change the cultures identified in Task 3 – 4 of this Practical Assignment, as needed. |

### Task 1 – Effect of Cultural Awareness, Safety and Competence on Work Roles

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| Application  Description automatically generated with low confidence | Identify two different work roles in your industry. In your own words, describe how each of the following concepts impact the roles you identified when working in a diverse workplace:   1. Cultural Awareness 2. Cultural Safety 3. Cultural Competence |
|  | |
| Mapping: CHCDIV001 KE1.0 (p)  *Learner guide reference: CHCDIV001 Learner Guide, Introduction*  **Marking guide**  The candidate must:   1. Identify two different work roles in their industry   Responses will vary. For a satisfactory performance, the candidate’s response must be two work roles that exist within the candidate’s industry, as indicated in the *Details About Your Workplace* section of the Practical Assessment.   1. In their own words, describe how each of the following concepts impact the roles they identified when working in a diverse workplace:    1. Cultural Awareness   Responses will vary. For a satisfactory performance, the candidate’s response must:   * Be an explanation of how cultural awareness impacts each role they identified * Show how cultural awareness can assist workers in the given role, such as by:   + Building accepting and respectful relationships with others   + Managing conflicts between diverse people | |

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| * 1. Cultural Safety   Responses will vary. For a satisfactory performance, the candidate’s response must:   * Be an explanation of how cultural safety impacts each role they identified * Show how cultural safety can assist workers in the given role, such as by:   + Ensuring a safe environment that promotes equity, inclusivity and empowerment   + Adhering to different legal and ethical responsibilities relevant to anti-discrimination and upholding of human rights   1. Cultural Competence   Responses will vary. For a satisfactory performance, the candidate’s response must:   * Be an explanation of how cultural competence impacts each role they identified * Show how cultural safety can assist workers in the given role, such as by:   + Having a better understanding of the strengths and capabilities of diverse people   + Communicating ideas effectively with diverse people   + Designing services, experiences or products to maximize the participation and fulfill the potential of diverse people   Model answers are provided below for the assessor’s reference. |

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| **Impact of:** | **Workplace Roles** | |
| Role 1:  Instructor/Trainer | Role 2:  Manager |
| 1. Cultural Awareness | Cultural awareness of other people’s beliefs and biases helps instructors/trainers to manage conflicts and create rapport with colleagues and clients. | Cultural awareness allows the manager to bring workers from different cultural backgrounds together, leading to the creation of shared meanings in particular situations. |
| 1. Cultural Safety | Culturally safe spaces are needed by instructors/trainers to empower their colleagues and clients and lead the meaningful exchange of ideas and best practices. | A culturally safe environment allows staff and clients to develop their full potential regardless of their background and cultural identity. |
| 1. Cultural Competence | A culturally competent instructor/trainer can interact with people from different cultures, as well as social and economic backgrounds. This is important when working with diverse colleagues and clients. | Cultural competence allows the manager to communicate with staff from diverse backgrounds regarding the improvement of the organisation’s programs and practices. |

### Task 2 – Meaning of Diversity to Your Workplace

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| Application  Description automatically generated with low confidence | Provide three statements that explain what diversity means to your workplace setting.  Submit excerpts or copies of documents that you reviewed to your assessor for their reference. This can include:   * Policies and Protocols * Vision-Mission * Company Philosophy * Other relevant documents |
|  | |
| *Mapping: CHCDIV001 KE2.0 (p)*  *Learner guide reference: CHCDIV001, Learner Guide, Introduction*  **Marking guide**  The candidate must provide three statements that explain what diversity means to their workplace.  Responses may vary. For a satisfactory performance, the candidate’s response must be:   * Statements that show different applications of diversity in the candidate’s workplace, or other statements showing how the candidate’s workplace handles diversity * Consistent with the workplace of the candidate, as indicated in the *Details About Your Workplace* section of this Practical Assessment. * Consistent with definitions or statements on diversity that are provided within the policies and protocols, vision-mission, company philosophy or other documents of the candidate’s workplace that apply to all workers within the organisation.   The assessor must review the excerpts or copies of documents submitted by the candidate to assess their responses. Sample answers are provided below for the assessor’s reference. | |

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| Diversity means accepting, respecting, and treating co-workers, employees, clients, and other members of the community equally regardless of their race, ethnicity, gender, sexual orientation, economic status, etc. |
| Diversity in the workplace also means that there are available resources, promotional materials, and spaces that are inclusive of other countries, beliefs, races, and values. This will also allow everyone to be more aware of other people’s culture. |
| Diversity also means that people are allowed to practice their cultural beliefs and customs without prejudice, spite, or hindrance from co-workers, employees, clients, or other members of the community. |

### Task 3 – Your Culture and Its Impact on Others

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| Application  Description automatically generated with low confidence | Research about your own culture (e.g., Australian, Aboriginal/Torres Strait Islander, British, etc.).   1. Provide one example of each of the following aspects of your culture:    1. Community attitude   *Community attitude refers to the tendency of a community to respond positively or negatively towards another group of people*   * 1. Language   *E.g., English, Italian, Chinese*   * 1. Policy   *This may involve laws, actions, programs, and agreements that apply to people within your cultural group (e.g., the Racial Discrimination Act 1975). The policy should be relevant to your state/territory.* |

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|  | * 1. Structure   *A cultural structure involves an organised set of social institutions and patterns of relationships that together compose their culture (social structure, government structure).*   1. Explain how each of these aspects of your culture impacts the two types of persons described in the table below.   Submit excerpts or copies of documents that you reviewed to your assessor for their reference. This can include:   * Excerpts from articles or social studies about your culture * Excerpts from legislation, standards or codes of practice * Other relevant documents |
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| *Mapping: CHCDIV001 KE3.0 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 3, Subchapter 3.1*  **Marking guide**  The candidate must:   1. Provide one example of each of the following aspects of your culture: 2. Community attitude   For a satisfactory performance, the candidate’s response must be:   * A description of the tendency of their cultural community to respond positively or negatively towards another group of people or an individual whose traits are different from that of their cultural group * Consistent with their culture, as indicated in the Details About Your Workplace section of this Practical Assessment.  1. Language   For a satisfactory performance, the candidate’s response must   * Reflect their cultural group’s official or preferred language, e.g., English, Italian, Chinese, etc. * Be consistent with their culture, as indicated in the *Details About Your Workplace* section of this Practical Assessment. | |

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| 1. Policy   For a satisfactory performance, the candidate’s response must identify pieces of legislation, standards or codes of practice (e.g., the Racial Discrimination Act 1975) that:   * Are relevant to, or applies to, their cultural group or to people sharing their culture or within their cultural group, as indicated in the *Details About Your Workplace* section of this Practical Assessment. * Are relevant to their state/territory.  1. Structure   For a satisfactory performance, the candidate’s response must:   * Describe the organised set of social institutions and patterns of relationships that collectively compose their culture (social structure, government structure). * Be consistent with their culture, as indicated in the *Details About Your Workplace* section of this Practical Assessment.  1. Explain how each aspect of your culture impacts the two types of people described in the table below.   Responses will vary. For a satisfactory performance, the candidate’s response must:   * Be consistent with the details they provided for each aspect of their culture * Show how the difference between their culture and the culture of the people provided in the table below can impact different aspects of the persons’ lives.   The assessor must review the excerpts or copies of documents submitted by the candidate to assess their responses. Sample answers are provided below for the assessor’s reference. |

| **Aspect of your culture** | **Impact on Different People**  *If your culture is similar to the persons described below, refer to your assessor for adjustments.* | |
| --- | --- | --- |
| Fei Hong is an immigrant from Hong Kong. She has been in Queensland for less than two months and has had difficulty speaking English. She plans to apply for work in your organisation as an entry-level worker. | Elsa is an Australian professional who has started developing degenerative hearing at her current age of 19. She is applying to be a staff member at your workplace. |
| 1. **Community Attitude**   *Community attitude refers to the tendency of a community to respond positively or negatively towards another group of people.*    Individualistic attitude | The individualistic and ‘I’ attitude contrasts with the collectivist attitudes of the Hong Kong people. While individualistic communities such as Australia prefer to achieve goals by themselves and control the situation, Hong Kong people are more likely to collaborate and cooperate when a situation arises. This can lead to misunderstandings in the workplace. | Elsa will have less trouble in feeling that she belongs in Australia; however, the individualistic attitude may pose a problem, especially with her degenerating hearing. The organisation’s management must ensure that Elsa and her co-workers have enough resources to be able to communicate and execute tasks efficiently. |

| **Aspect of your culture** | **Impact on Different People**  *If your culture is similar to the persons described below, refer to your assessor for adjustments.* | |
| --- | --- | --- |
| Fei Hong is an immigrant from Hong Kong. She has been in Queensland for less than two months and has had difficulty speaking English. She plans to apply for work in your organisation as an entry-level worker. | Elsa is an Australian professional who has started developing degenerative hearing at her current age of 19. She is applying to be a staff member at your workplace. |
| 1. **Language**   *E.g., English, Italian, Chinese*    English | Differences in the language would pose a problem in ensuring successful communication. Fei Hong might become insecure and anxious every time a native speaker of English would suddenly begin a conversation. This can lead to misunderstandings, where Fei Hong’s silence will be interpreted wrongfully as a desire to be excluded from the people around her. | Elsa, with her degrading hearing, might experience difficulties in communicating with co-workers and clients. There is the risk of hearing words wrong and misunderstandings arising in the workplace. Providing Elsa with hearing aids and offering Auslan classes for the workers should be options available to ensure that Elsa will not have any issues communicating with people. |

| **Aspect of your culture** | **Impact on Different People**  *If your culture is similar to the persons described below, refer to your assessor for adjustments.* | |
| --- | --- | --- |
| Fei Hong is an immigrant from Hong Kong. She has been in Queensland for less than two months and has had difficulty speaking English. She plans to apply for work in your organisation as an entry-level worker. | Elsa is an Australian professional who has started developing degenerative hearing at her current age of 19. She is applying to be a staff member at your workplace. |
| 1. **Policy**   *This may involve laws, actions, programs, and agreements (e.g., the Racial Discrimination Act 1975). The policy should be relevant to your state/territory.*    Australia’s Human Rights Commission Act 1986 | Australia’s Human Rights Commission Act makes it unlawful to discriminate on the hiring process because of a person’s nationality. Fei Hong has the right to equal employment opportunity to apply as a worker in the organisation as long as she has the necessary skills and experience. | The Human Rights Commission Act has made it unlawful to discriminate against a person because of their disability in many areas of life, including education, getting or using services, and accessibility to public places. With this in place, Elsa has the right to be a member of the organisation’s staff without any form of discrimination. |

| **Aspect of your culture** | **Impact on Different People**  *If your culture is similar to the persons described below, refer to your assessor for adjustments.* | |
| --- | --- | --- |
| Fei Hong is an immigrant from Hong Kong. She has been in Queensland for less than two months and has had difficulty speaking English. She plans to apply for work in your organisation as an entry-level worker. | Elsa is an Australian professional who has started developing degenerative hearing at her current age of 19. She is applying to be a staff member at your workplace. |
| 1. **Structure**   *A cultural structure involves an organised set of social institutions and patterns of relationships that together compose their culture (social structure, government structure).*    Small power distance culture (low social or class inequalities, questioning or challenging of authority figures) | Australia belongs to a small power distance culture. This can pose difficulty when Fei Hong begins her work in the organisation. While the Hong Kong people respect guidelines and orders, Australians are more inclined to make their superiors and managers accessible and available for consultation. | The small power distance culture in Australia allows Elsa to speak her mind. It will also let her have the option to make requests to make the workplace more accessible and friendly to the hearing impaired. |

### Task 4 – Your Culture and Its Impact on Aboriginal and Torres Strait Islanders and Other Refugees

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| Application  Description automatically generated with low confidence | Research about your own culture (e.g., Australian, Aboriginal/Torres Strait Islander, British, etc.).   1. Provide one example of each of the following aspects of your culture:    1. Community attitude   *Community attitude refers to the tendency of a community to respond positively or negatively towards another group of people*   * 1. Language   *E.g., English, Italian, Chinese*   * 1. Structure   *A cultural structure involves an organised set of social institutions and patterns of relationships that together compose their culture (social structure, government structure).*  Responses must be different from your answer in Practical Assignment Task 3.   1. Explain how each example impacts the two groups identified in the table below. 2. Explain how each example impacts the engagement in services of the two groups identified in the table below.   Submit excerpts or copies of documents that you reviewed to your assessor for their reference. This can include:   * Excerpts from articles or social studies about your culture * News clippings or other documents reflecting recent events * Other relevant documents |
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| *Mapping: CHCDIV001 KE3.0 (p), KE7.2 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.4* | |

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| **Marking guide**  The candidate must:   1. Provide one example of each of the following aspects of their culture: 2. Community attitude   For a satisfactory performance, the candidate’s response must be:   * A description of the tendency of their cultural community to respond positively or negatively towards another group of people or an individual whose traits are different from that of their cultural group * Consistent with their culture, as indicated in the *Details About Your Workplace* section of this Practical Assessment * Different from the community attitude that the candidate identified in Practical Assignment Task 3  1. Language   For a satisfactory performance, the candidate’s response must   * Reflect their cultural group’s official or preferred language, e.g., English, Italian, Chinese, etc. * Be consistent with their culture, as indicated in the *Details About Your Workplace* section of this Practical Assessment * Different from the language that the candidate identified in Practical Assignment Task 3  1. Explain how each example impacts the two groups identified in the table below.   For a satisfactory performance, the candidate’s response must be an explanation of how of the example provided affects the experiences and living conditions of the people that belong to the group provided. This can include experiences in any area of life, such as in education, employment, entertainment, sports, etc. It can also include common experiences involving decision-making, problem-solving, creating ideas and reinforcing identities.   1. Explain how each example impacts the engagement in services of the two groups identified in the table below.   For a satisfactory performance, the candidate’s response must be an explanation of how of the example provided affects the engagement in services of the people that belong to the group provided. Engagement in this sense refers to how people from each group approach service providers when attempting to address their own needs.  The assessor must review the excerpts or copies of documents submitted by the candidate to assess their responses. Sample answers are provided below for the assessor’s reference. |

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| **Aspect of your culture** | **Impact on different groups**  *If your culture is similar to the persons described below, refer to your assessor for adjustments.* | |
| **Aboriginals and Torres Strait Islanders** | **Refugees** |
| 1. **Community attitude**   *The community attitude should be different from the community attitude answered in Practical Assignment Task 3.*    Persisting racist attitudes on indigenous children and asylum seekers | Indigenous people still experience institutional racism on access to basic services. However, legislations have been implemented to promote non-discriminatory attitudes to indigenous groups and eliminate persisting racist attitudes. | Racist attitudes persist on refugees; these include the stereotype that they are ‘queue jumpers’ or not in genuine danger. This makes the experiences of refugees more harmful as they might not get the protection they need. |
| **Impact on their engagement in services**  *If your culture is similar to the persons described below, refer to your assessor for adjustments.* | |
| **Aboriginals and Torres Strait Islanders** | **Refugees** |
| Indigenous people are slowly starting to approach service providers for appropriate assistance. They are referring to changes in legislation when accessing services to make sure that they are not receiving subpar service due to discrimination. | Refugees seldom approach service providers on their own. When they do ask for help, they do not expect much. They usually expect to not be helped. |

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| **Aspect of your culture** | **Impact on different groups**  *If your culture is similar to the persons described below, refer to your assessor for adjustments.* | |
| **Aboriginals and Torres Strait Islanders** | **Refugees** |
| 1. **Language**   *If the candidate only speaks one language, responses here can be the same.*    English | The presence of English and persisting Aboriginal languages has resulted in the creation of Aboriginal English, a variety of Australian English but with distinctive features in terms of accent, grammar, words, meanings, as well as language use. Aboriginal English is a powerful vehicle in which indigenous people express their identity. | The Australian government, such as the Department of Education and Training of the State of Victoria has implemented an Asylum Seeker Language and Literacy program to provide English language and literacy needs of individual asylum seekers. This would help refugees to transition in their new environment. |
| **Impact on their engagement in services**  *If your culture is similar to the persons described below, refer to your assessor for adjustments.* | |
| **Aboriginals and Torres Strait Islanders** | **Refugees** |
| Aboriginal and Torres Strait Islanders usually prefer to speak to service providers who can communicate using Aboriginal English. They rarely show immediate trust to others who use ‘formal’ English when interacting with them. | Refugees stick to groups where they can communicate through a language that they are familiar with. They usually access the Asylum Seeker Language and Literacy program only when encouraged by someone within their group. |

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| 1. **Structure**   *The cultural structure indicated here should be different from Practical Assignment Task 3.*    Nuclear family structure | **Impact on their engagement in services**  *If your culture is similar to the persons described below, refer to your assessor for adjustments.* | |
| **Aboriginals and Torres Strait Islanders** | **Refugees** |
| Indigenous households are more likely to be composed of more than five or more people than the traditional nuclear structure. Their communal structure often leads to misunderstandings when communicating with others who are more familiar with the individualistic attitude practised by most families. | Refugees, especially those from highly patriarchal societies, have to adjust to the relatively equal status of mothers and fathers in family decision-making. In most of the families, gender does not necessarily dictate a person’s role or duty in the family. It is also becoming more common for same-sex couples to have children or for families to incorporate homosexual relationships into their households. |
| Aboriginal and Torres Strait Islanders only access services when people within their family unit agree to it. Their communal setup requires that the community be involved when someone from the group approaches external organisations for assistance. | Refugees, especially male ones, often have a difficult time accessing services because of their perceptions and beliefs about others of the opposite sex. Their family roles and the customs attached to them prevent them from accessing services normally. |

### Task 5 – Ethical Considerations for Working with Diversity

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| Application  Description automatically generated with low confidence | Research about ethical considerations that apply to your industry, workplace and job role.  Provided in the succeeding pages are four forms of discrimination. For each form of discrimination, you must:   1. Identify one ethical consideration that is observed and applied in your workplace. 2. Explain how the consideration impacts individual workers. 3. Provide possible consequences of disregarding this consideration.   Submit excerpts or copies of documents that you reviewed to your assessor for their reference. This can include:   * Your organisation’s policies and procedures * Codes of conduct, codes of practice and other documents outlining ethical responsibilities that apply to your workplace and industry * Other relevant documents |
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| *Mapping: CHCDIV001 KE5.1.1 (p), KE5.1.2 (p), KE5.1.3 (p), KE5.1.4 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 1, Subchapter 1.3, Section 1.3.3*  **Marking guide**  For each form of disability provided, candidate must:   1. Identify one ethical consideration that is observed and applied in their workplace   Responses will vary. For a satisfactory performance, the candidate’s response must be:   * Ethical considerations that are observed and applied in their workplace * Duties, responsibilities and other guiding principles for preventing incidents of discrimination in the workplace * Consistent with the forms of discrimination provided | |

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| 1. Explain how the consideration impacts individual workers.   Responses will vary. For a satisfactory performance, the candidate’s response must be:   * An explanation of how the considerations affect workers in terms of any of the following:   + Their work practices and processes   + Their attitude or disposition at work   + Their problem-solving approaches when encountering difficulties   + Other aspects of their performance of their work duties and responsibilities * Consistent with the forms of discrimination provided  1. Provide possible consequences of disregarding this consideration.   Responses will vary. For a satisfactory performance, the candidate’s response must be:   * A negative effect of disregarding this consideration (i.e. not being aware of the consideration or not applying the consideration when performing work duties) * Consistent with the considerations and forms of discrimination provided   Model answers are provided below for the assessor’s reference. |

|  | **Racial Discrimination** | **Disability Discrimination** | **Sex Discrimination** | **Age Discrimination** |
| --- | --- | --- | --- | --- |
| **Ethical Consideration** | A worker must respect the preferences, traditions and practices of every person, regardless of their race, colour or national or ethnic origin. | A worker must take all reasonable steps to prevent and respond to all forms of violence against, or neglect and abuse of people with disability | A worker must treat all workers of both sexes and of varying genders with the same uniform level of respect and courtesy. | A worker must avoid offending others through the use of language relevant to age that people can find as belittling, condescending or derogatory. |
| **How this consideration impacts individual workers** | Workers are expected to honour and allow the expression of the preferences, traditions and practices of people from varying racial backgrounds, as long as doing this does not affect the observation of any of the organisation’s policies. | Workers are expected to prioritise the health, safety and wellbeing of people with disability that are under their care. They are required to follow relevant mandatory reporting requirements. | Workers are expected to demonstrate respect for their coworkers at all times. In the workplace, persons of varying sexes and genders are required to work harmoniously at all times. | Workers are expected to use language that is appropriate for the workplace. They are expected to demonstrate their commitment to inclusion and empowerment through the language that they use in the performance of their job duties. |
| **Possible consequences of disregarding this consideration** | Clients may feel that the organisation does not welcome people from their community. | Clients may be placed at risk of injury or illness. They may also lose financial or other assets due to abuse and neglect. | The workplace can become hostile. Workers may feel intimidated and left out if certain genders or sexes dominate the workplace. | Workers may develop animosity towards other workers from different age brackets. Clients may also be put off by the language. |

### Task 6 – Legal Rights and Responsibilities of Workers, Employers and Clients

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| Application  Description automatically generated with low confidence | Research about the legal rights and responsibilities of workers, employers and clients in your industry.  To complete this task:   1. Identify one legislation, that provides the rights and responsibilities of workers, employers and clients in your industry. Include a link to a copy of this legislation in your response. 2. Based on the legislation identified, provide one legal right of each of the following:    1. Workers    2. Employers    3. Clients 3. Based on the legislation identified, provide the appropriate action or response when these rights are being infringed 4. Based on the legislation provided, identify one legal responsibility for each of the following:    1. Workers    2. Employers    3. Clients 5. Based on the legislation identified, provide the appropriate action or response when these responsibilities are not being carried out.   Submit excerpts of the legislation you used as reference to your assessor. |
| *Mapping: CHCDIV001 KE5.3 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 1, Subchapter 1.3, Section 1.3.3*  **Marking guide**  The candidate must complete this task by:   1. Identifying one legislation that provides the rights and responsibilities of workers, employers and clients in their industry. A link to a copy of this legislation must be included in the candidate’s response.   Responses will vary. For a satisfactory performance, the candidate’s response must include:   * A legislation that provides the rights and responsibilities of workers, employers and clients   + Applies to all states/territories (commonwealth), or the candidate’s industry and state/territory, as indicated in the *Details About Your Workplace* section of this Practical Assessment   + A current legislation (i.e. In Force) * A link to the legislation   + The link must redirect to the latest version of the legislation   + The link must redirect to the federal register of legislation website  1. Based on the legislation identified, providing one legal right of each of the following:  * Workers * Employers * Clients   Responses will vary. For a satisfactory performance, the candidate’s response must be:   * A legal right, i.e. rights provided and protected by the legal system * Applies to the type of person identified (workers, employers or clients) * Provided in the legislation that the candidate identified | |
| 1. Based on the legislation identified, providing the appropriate action or response when these rights are being infringed   Responses will vary. For a satisfactory performance, the candidate’s response must be the appropriate action or response upon the infringement of the rights identified, as provided in the same legislation where these rights can be found. This can include:   * Reports that must be submitted to governing bodies * Sanctions or penalties that can be imposed upon a person in the workplace * Investigations that may be carried out * Other actions that may be performed as a result of the infringement of the identified rights.  1. Based on the legislation identified, providing one legal responsibility for each of the following:  * Workers * Employers * Clients   Responses will vary. For a satisfactory performance, the candidate’s response must be:   * A legal responsibility, i.e., specific duties imposed on a person by the legal system * Applies to the type of person identified (workers, employers or clients) * Provided in the legislation that the candidate identified  1. Based on the legislation identified, providing the appropriate action or response when these responsibilities are not being carried out   Responses will vary. For a satisfactory performance, the candidate’s response must be the appropriate action or response if these responsibilities are not being carried out, as provided in the same legislation where these responsibilities can be found. This can include:   * Reports that must be submitted to governing bodies * Sanctions or penalties that can be imposed upon a person in the workplace * Investigations that may be carried out * Other actions that may be performed as a result of the infringement of the identified responsibilities.   The assessor must review the excerpts of the legislation submitted by the candidate to assess their responses. Sample answers are provided below for the assessor’s reference. | |

| **Legislation:** | Work Health and Safety Act 2011 |
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| **Link:** | https://www.legislation.gov.au/Series/C2011A00137 |

| **Worker** | |
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| **Right** | A worker may cease, or refuse to carry out, work if the worker has a reasonable concern that to carry out the work would expose the worker to a serious risk to the worker’s health or safety, emanating from an immediate or imminent exposure to a hazard. |
| **Action or response upon Infringement of this right** | The health and safety representative or the person conducting the business or undertaking, or the worker may ask the regulator to appoint an inspector to attend the workplace to assist in resolving an issue arising in relation to the cessation of work. |
| **Responsibility** | A worker who ceases work under Division 9 of this legislation must (a) as soon as practicable, notify the person conducting the business or undertaking that the worker has ceased work under this Division unless the worker ceased work under a direction from a health and safety representative; and (b) remain available to carry out suitable alternative work. |
| **Action or response when this responsibility is not carried out** | The health and safety representative or the person conducting the business or undertaking, or the worker may ask the regulator to appoint an inspector to attend the workplace to assist in resolving an issue arising in relation to the cessation of work. |

| **Employer** | |
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| **Right** | A person conducting a business or undertaking at a workplace may establish a health and safety committee for the workplace or part of the workplace on the person’s own initiative. |
| **Action or response upon Infringement of this right** | If the person conducting the business or undertaking at a workplace does not establish a health and safety committee on their own initiative, they are still required to establish a health and safety committee for the business or undertaking or part of the business or undertaking: (a) within 2 months after being requested to do so by (i) a health and safety representative for a work group of workers carrying out work at that workplace; or (ii) 5 or more workers at that workplace; or (b) if required by the regulations to do so, within the time prescribed by the regulations. |
| **Responsibility** | The person conducting a business or undertaking must, so far as is reasonably practicable, consult, in accordance with this Division and the regulations, with workers who carry out work for the business or undertaking who are, or are likely to be, directly affected by a matter relating to work health or safety. |
| **Action or response when this responsibility is not carried out** | If found to have not carried out this responsibility, the employer is liable for the following penalties:  In the case of an individual—$20 000.  In the case of a body corporate—$100 000. |

| **Client** | |
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| **Right** | Clients must be able to view any notices of provisional improvement. A person to whom a provisional improvement notice is issued must as soon as practicable display a copy of the notice in a prominent place at or near the workplace, or part of the workplace, at which work is being carried out that is affected by the notice. |
| **Action or response upon Infringement of this right** | In the case of an individual—$5000.  (b) In the case of a body corporate—$25 000. |
| **Responsibility** | A person at a workplace (whether or not the person has another duty under this Part) must:  (a) take reasonable care for his or her own health and safety; and  (b) take reasonable care that his or her acts or omissions do not adversely affect the health and safety of other persons; and  (c) comply, so far as the person is reasonably able, with any reasonable instruction that is given by the person conducting the business or undertaking to allow the person conducting the business or undertaking to comply with this Act. |
| **Action or response when this responsibility is not carried out** | Category 1: $300,000, or 5 years imprisonment, or both.  Category 2: $150,000  Category 3: $50,000 |

### Task 7 – Ethical Rights and Responsibilities of Workers, Employers and Clients

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| Application  Description automatically generated with low confidence | Research about the ethical rights and responsibilities of workers, employers and clients in your industry.  To complete this task:   1. Identify one source (e.g. a code of ethics, conduct or practice, or other document) that provides the ethical rights and responsibilities of workers, employers and clients in your industry 2. Based on the source identified, provide one ethical right of each of the following:    1. Workers    2. Employers    3. Clients 3. Based on the source identified, provide the appropriate action or response when these rights are being infringed 4. Identify one ethical responsibility for each of the following:    1. Workers    2. Employers    3. Clients 5. Based on the source identified, provide the appropriate action or response when these responsibilities are not being carried out   Submit a copy of the source or document you used as reference to your assessor. |

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| *Mapping: CHCDIV001 KE5.3 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 1, Subchapter 1.3, Section 1.3.3*  **Marking guide**  The candidate must complete this task by:   1. Identifying one source (e.g. a code of ethics, conduct or practice, or other document) that provides the ethical rights and responsibilities of workers, employers and clients in their industry   Responses will vary. For a satisfactory performance, the candidate’s response must be:   * A document (e.g. a code of ethics, conduct or practice, or other document) that provides the ethical rights and responsibilities of workers, employers and clients * Applies to the candidate’s industry and state/territory, as indicated in the *Details About Your Workplace* section of this Practical Assessment * A current official document (i.e. not an outdated or obsolete document, must be provided by a relevant organisation, body or authority)  1. Based on the source identified, providing one ethical right of each of the following:  * Workers * Employers * Clients   Responses will vary. For a satisfactory performance, the candidate’s response must be:   * An ethical right, i.e., rights agreed upon and justified by people working in the industry * Applies to the type of person identified (workers, employers or clients) * Provided in the source or document that the candidate identified  1. Based on the source identified, providing the appropriate action or response when these rights are being infringed   Responses will vary. For a satisfactory performance, the candidate’s response must be the appropriate action or response upon the infringement of the rights identified, as provided in the same source or document where these rights can be found. This can include:   * Reports that must be prepared for escalation * Sanctions or penalties that can be imposed upon a person in the workplace * Self-improvement measures that a person needs to take * Other actions that may be performed as a result of the infringement of the identified rights. |

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| 1. Based on the source identified, providing one ethical responsibility for each of the following:  * Workers * Employers * Clients   Responses will vary. For a satisfactory performance, the candidate’s response must be:   * An ethical responsibility, i.e., specific accountabilities that a person must commit to as part of their work role * Applies to the type of person identified (workers, employers or clients) * Provided in the source or document that the candidate identified  1. Based on the source identified, providing the appropriate action or response when these responsibilities are not being carried out   Responses will vary. For a satisfactory performance, the candidate’s response must be the appropriate action or response if these responsibilities are not being carried out, as provided in the same source or document where these responsibilities can be found. This can include:   * Reports that must be prepared for escalation * Sanctions or penalties that can be imposed upon a person in the workplace * Self-improvement measures that a person needs to take * Other actions that may be performed as a result of the infringement of the identified responsibilities.   The assessor must review the copy of the source or document submitted by the candidate to assess their responses. Sample answers are provided below for the assessor’s reference. |

| **Source or Document:** | Lotus Compassionate Care Code of Conduct |
| --- | --- |

| **Worker** | |
| --- | --- |
| **Right** | The worker retains the right to maximise his or her potential |
| **Action or response upon Infringement of this right** | A worker who feels that they are being restricted, isolated or segregated so as not to maximise his or her potential may submit a complaint to the human resources department. |
| **Responsibility** | The worker has an obligation to treat clients with dignity and to safeguard, promote and acknowledge their capacity for self-determination |
| **Action or response when this responsibility is not carried out** | Workers who violate this obligation are subject to penalties and corrective action provided in the Lotus Compassionate Care Disciplinary Schedule. |

| **Employer** | |
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| **Right** | Employers enjoy the right to expect all workers to carry out the duties and responsibilities of the role as outlined in their terms of employment by adhering to the stated aims, policies and procedures of the employing body. |
| **Action or response upon Infringement of this right** | Employers reserve the right to perform investigations and conduct disciplinary hearings to address worker performance issues, so long as these investigations and hearings do not detract from the productivity and earning potential of the worker, and so long as the workers’ rights are protected throughout the ordeal. |
| **Responsibility** | Employers are expected to respond to reports where organisational expectations or practices contravene the profession’s code of ethics - particularly in the area of client rights. |
| **Action or response when this responsibility is not carried out** | In cases where the employer or person conducting the business does not respond to a reported issue or concern, employees retain the right to address issues to the best of their ability, without the express permission of the employer. |

| **Client** | |
| --- | --- |
| **Right** | Every person is legally protected against discrimination on the basis of age, sex, race and disability and their universal human rights are inviolable. |
| **Action or response upon Infringement of this right** | Clients reserve the right to submit complaints regarding any negative experiences they have had with workers and other people with the organisation through the proper complaint channels. |
| **Responsibility** | It is the responsibility of all people involved to respect the rights and legal protections of others. |
| **Action or response when this responsibility is not carried out** | The organisation reserves the right to deny service to clients who breach any of the organisation’s policies and procedures. The authorities may be involved in cases where clients’ actions pose a danger to themselves, to other clients, to employees and to any person under the care of the organisation. |

### Task 8 – Your Social and Cultural Perspectives and Biases

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| Application  Description automatically generated with low confidence | Reflect on your own social and cultural biases and perspectives and how they affect you in the workplace. Record your reflection in the spaces provided below.  To complete this task, you must identify two of the following and reflect on how each identified perspective or bias affects your work:   1. Social perspectives 2. Cultural perspectives 3. Social biases 4. Cultural biases   Guide questions are provided below to help you reflect on your social and cultural perspectives and biases. |
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| *Mapping: CHCDIV001 PC1.1, PC1.3, PE1.0 (p)*  *Learner guide reference:*   * *CHCDIV001 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.1* * *CHCDIV001 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.2*   **Marking guide**  The candidate must reflect on your own social and cultural biases and perspectives and how they affect you in the workplace. Record your reflection in the spaces provided below.  For a satisfactory performance, the candidate’s response must include:   * Two of the following  1. Social perspectives   Social perspectives are a person’s view of or the particular attitude they have towards a community, society or a group of people. The candidate’s response must be their own social perspectives.   1. Cultural perspectives   Cultural perspectives are a person’s view of or the particular attitude they have towards a set of values, behaviour, and knowledge. The candidate’s response must be their own cultural perspectives. | |

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| 1. Social biases   Social biases are a person’s predisposition to favour one community, society or group over another. The candidate’s response must be their own social biases   1. Cultural biases   Cultural biases are a person’s predisposition to favour one set of values, behaviour, and knowledge over another.   * Their reflection on how each social or cultural perspective and bias affects their work   Each of the candidate’s responses must be:   * + Relevant to the social or cultural perspective or bias they identified   + Relevant to their work role and workplace, as provided in the *Details About Your Workplace* portion of this Practical Assessment.   + An explanation that expresses how their social or cultural perspective or bias positively or negatively affects them at work. This can involve their work performance, ability to communicate effectively, capability to complete tasks, confidence in their work role, etc.   Guide questions are provided below to help the candidate reflect on your social and cultural perspectives and biases. Model answers are provided below for the assessor’s reference. |

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| **Social Perspectives**  Use the following guide questions when reflecting on your social perspectives:   * Who are the people that make up your social groups, i.e. families, circle of friends and other social networks? * Where do you spend the most time in? Do you dedicate time to church activities, working with kids, attending political rallies, working on your fitness, or communicating with members of an exclusive group? * Do you feel obligated to spend time with these people? Are there legal or social expectations of how to spend your time? * What kinds of buildings or infrastructures are there in your environment? * Who do you consult with when you have problems? What are the places, and who are the people that you can turn to whenever you need support or have questions? * What experiences have shaped my ideas about social groups? * What are my beliefs and ideas about my racial heritage? What makes people from my cultural group unique? * What are my beliefs and ideas about people in the same social group as me? * What do I believe about people from different social groups in my industry? | |
| **Your social perspectives** | **How it affects your work** |
| People who spend too much time in religious activities are difficult to communicate with. They get offended very easily and think that everyone else should do as their religion says. | I find it difficult to communicate with clients who have strong religious views and opinions. I also avoid working with people who are vocal about their religious beliefs – I’d prefer to work a shift with someone else, even if it means reduced hours. |
| Young professionals can do more than older colleagues. Older colleagues are good for providing advice and showing a face for public relations, but younger workers are what drive organisations. | I form better work relations with younger colleagues than with older colleagues. I go to older colleagues for advice, but I do not depend on them to help me with difficult work tasks that would require more time and effort to complete. |

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| **Social Biases**  Use the following guide questions when reflecting on your social biases:   * When I see a person of a different social or cultural group, is there a change in my mood or disposition? * Am I more likely or willing to provide better service to people of certain groups? * What is your reaction to news about your or others’ communities? * What groups do you refer to when forming thoughts, ideas or opinions? * What positive and negative traits do I attribute to certain social groups? * What do I think of people outside my social or cultural group? * How do my age, sex, gender, wealth, and racial background affect my daily experiences? * What recent experiences show my age, sex, gender, wealth and race affecting my interaction with others? | |
| **Your social biases** | **How it affects your work** |
| I pick the tall and white men over my other coworkers whenever I need to work with someone. | I don’t always get the best help because I don’t pick the right person for the job most of the time. |
| I don’t approach women for help with manual tasks because I feel like men can help me better. | I think this makes some of my other female co-workers feel alienated. Many of them have stated that they feel that I do not like them. |

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| **Cultural Perspectives**  Use the following guide questions when reflecting on your cultural perspectives:   * What language do you speak when interacting with these other people? Are you able to speak with them freely? What are things that you can and cannot discuss? * Do you feel obligated to spend time on these activities? Do you have freedom in choosing what to do and who to do it with? * What are your community’s policies? What kinds of laws and ordinances are enforced on you and other members of your community? * How does your community react to certain news or events? How does your community address problems or issues? * What values do your community teach its children? What lessons can be learned from your community’s stories, songs or movies? * What recent experiences show cultural heritage affecting my interaction with others? | |
| **Your cultural perspectives** | **How it affects your work** |
| I realise that as I was growing up, I was always told to clean up after myself and make sure I leave the place as clean or cleaner than it was when I used it. | When I see any of my coworkers not doing this, I do lose respect for them |
| Everyone I know, including me, was taught to always be humble and take our successes and achievements quietly and modestly. | This would encourage me and, I’m sure, my other co-workers to shun and avoid this person at any cost. |

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| **Cultural Biases**  Use the following guide questions when reflecting on your cultural biases:   * How does cultural background affect my daily experiences? * What do you see each day? What sounds do you regularly hear, and what events regularly occur? Do I avoid particular cultural activities? * What ideas do you refer to when forming thoughts, ideas or opinions? What philosophies do you adhere to? What basic teachings guide your actions? Do I reject other philosophies? * Do you listen to the opinions of other people of other cultures? * What values do you teach to the younger generation? * Are there times that I judge, approach or avoid a person based on their cultural background? * Are there times that I feel that my or others’ cultures are superior or inferior? | |
| **Your cultural biases** | **How it affects your work** |
| I realised that I give priority to helping people who are white Australians compared to all the other types of people. | Less and less non-white Australians come to me for help. |
| Whenever I hear someone speaking a non-English language in public, I always think that they are talking about me. | I feel disdainful to people who do this because I feel like they’re making fun of me without my knowledge. |

### Task 9 – Your Limitations and Ways to Improve on Them

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| Application  Description automatically generated with low confidence | Reflect on your limitations and how you can improve by addressing them. Record your reflection in the spaces provided below.  To complete this task, you must identify one limitation in terms of each of the following and provide one way to improve each identified limitation:   1. Self 2. Social Awareness |
|  | |
| *Mapping: CHCDIV001 PC1.2 (p), PC1.4 (p), PE1.0 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 1, Subchapter 1.2*  **Marking guide**  The candidate must reflect on their own limitations and how they can improve by addressing them. The candidate is required to record their reflection in the spaces provided below.  For a satisfactory performance, the candidate’s response must include:   * One limitation in terms of each of the following  1. Self   Self-limitations are limits to what a person can do in the context of their work role. This can be in the form of insufficient training, a lack of knowledge, a lack of authorisation, a restraint in the employment contract, etc.   1. Social Awareness   Limitations in social awareness are limits to what a person can do at work due to not knowing how a person’s social traits may inform their values, behaviour, beliefs and basic assumptions.   * Ways to improve each identified limitation   Each of the candidate’s responses must be:   * + Relevant to their work role and workplace, as provided in the *Details About Your Workplace* portion of this Practical Assessment.   + Ways to address the limitations identified, either through training, undertaking learning activities, seeking assistance from others, going through enrichment programs or other ways to improve oneself and one’s social awareness.   Model answers are provided below for the assessor’s reference. | |

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| **Limitation** | **Example** | **Way to Improve** |
| 1. Self | I have a naturally high-pitched voice. I usually talk in a loud manner. | I can ask for voice modulation tips from my supervisor. Doing this can allow me to learn how to modulate my voice for different scenarios and purposes. |
| 1. Social Awareness | I sometimes forget that not everyone practices the same religion as I do. I do not know which actions are part of religious beliefs and practices, and which ones are signs of physical, emotional or mental difficulties. | I can use books and other resources from the organisation’s library to learn about different religions. Doing this can help me become more familiar with religious beliefs and practices that I may encounter at work. |

### Task 10 – Impact of Diversity on Misunderstandings and Difficulties in the Workplace

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| Application  Description automatically generated with low confidence | Reflect on the impact of social and cultural diversity on misunderstandings and difficulties you encountered in the workplace.  To do this, you must complete the table below by:   1. Recalling two of the following that you encountered in the workplace.    1. Misunderstandings    2. Difficulties 2. Explaining how social diversity contributed to the misunderstanding or difficulty. 3. Explaining how cultural diversity contributed to the misunderstanding or difficulty. |
|  | |
| *Mapping: CHCDIV001 PC4.2, PE1.0 (p)*  *Learner guide reference: CHCDIV001 Learner Guide, Chapter 4, Subchapter 4.2*  **Marking guide**  The candidate must reflect on the impact of social and cultural diversity on misunderstandings they encountered in the workplace.  For a satisfactory performance, the candidate must complete the table below by:   1. Recalling two of the following that they encountered in the workplace.    1. Misunderstandings   These are instances where the candidate and another person arrive at a different message, concept or idea due to factors directly affecting their ability to effectively communicate. Such factors may include differences in language proficiency, the use of jargon, difficulty in communicating due to a disability or lack of familiarity with idioms or sayings of a language.   * 1. Difficulties   These are instances where the candidate cannot communicate with another person due to external factors, such as differences in customs or traditions, lack of social or cultural awareness and lack of physical ability to communicate. | |

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| 1. Explaining how social diversity contributed to the misunderstanding or difficulty.   The candidate’s explanation must focus on the element of social diversity involved. It must highlight how differences in social status (e.g. age, work role, economic standing, etc.) caused the given misunderstanding or difficulty to occur.   1. Explaining how cultural diversity contributed to the misunderstanding or difficulty.   The candidate’s explanation must focus on the element of cultural diversity involved. It must highlight how differences in cultural background (e.g. traditions, customs, beliefs, practices, etc.) caused the given misunderstanding or difficulty to occur.  Model answers are provided below for the assessor’s reference. |

**Miscommunication 1**

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| Misunderstanding you encountered |
| I offered an elderly Japanese woman my seat in the break room when there weren’t any. She glared at me and moved away |
| How did social diversity contribute to the misunderstanding |
| The elderly Japanese view this gesture as a sign that the younger generation views them as weak. Unless they specifically ask, they do not want to be offered your seat. |
| How did cultural diversity contribute to the misunderstanding |
| The Japanese people value strength and do not like to be viewed as weak or display vulnerability due to their great deal of self-respect |

**Miscommunication 2**

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| Misunderstanding you encountered |
|  |
| How did social diversity contribute to the misunderstanding |
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| How did cultural diversity contribute to the misunderstanding |
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**Difficulty 1**

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| Difficulty you encountered |
| I was meeting with a Chinese client. I presented to him the facts and documents as requested over a meeting room, but he refused to hear anything until we have had a meal and conversation. |
| How did social diversity contribute to the difficulty |
| While Australians are very matter-of-fact when it comes to business and professional relationships, the Chinese are accustomed to building rapport before making deals. |
| How did cultural diversity contribute to the difficulty |
| The Chinese place a high value on social relationships. This is no different in business, where they prefer to know the people they deal with first before getting into business with them. |

**Difficulty 2**

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| Difficulty you encountered |
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| How did social diversity contribute to the difficulty |
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| How did cultural diversity contribute to the difficulty |
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# Workplace Assessment

## Overview

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| **The goal of this assessment is to assess your practical knowledge and skills in:**   * Valuing and respecting diversity and inclusion at work * Using appropriate communication strategies * Addressing difficulties, resolving differences and overcoming language barriers * Improving yourself and your social awareness   **The workplace assessment is divided into four tasks:**   1. Task 1 – Work on Self-Improvement 2. Task 2 – Use Appropriate Work Practices 3. Task 3 – Resolve Difference and Address Difficulties 4. Task 4 – Overcome a Language Barrier   Each task comes with a set of instructions. You are to follow and perform these instructions while being observed by the assessor and submit any required documentation.  Before starting this assessment, your assessor will also discuss these tasks with you, as well as instructions and guidance for satisfactorily completing them. They will also organise the resources required for this assessment (listed below).  **You are required to:**   * Complete the tasks within the time allowed, as scheduled in-class roll. * Review the instructions in each task included in this Workplace Assessment. * Reflect on own perspectives * Appreciate diversity and inclusiveness, and their benefits * Communicate with people from diverse backgrounds and situations * Promote understanding across diverse groups |

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| **Resources required for assessment:**  To complete this assessment, you will need access to the following:   * Workplace or a similar environment that will provide you access to:   + Opportunities to work with people from diverse social and cultural backgrounds   + Opportunities to address difficulties, misunderstandings and differences in the workplace   + Opportunities to overcome language barriers   + Visual aids to assist in communication (e.g. printed images, flash cards, brochures, etc).   + A library or resource centre with materials and equipment for working with diverse people   + Supervisors, managers, HR personnel and other workers who can assist with addressing issues at work and completing work tasks |

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| *Mapping: Provided in each Workplace Assessment task below.*  **Marking guide**  This assessment is divided into four tasks:   1. Task 1 – Use Appropriate Work Practices 2. Task 2 – Resolve Difference and Address Difficulties 3. Task 3 – Overcome a Language Barrier 4. Task 4 – Work on Self-Improvement   Each task comes with a set of instructions. The tasks require the candidate to:   * Be observed by the assessor while completing the task; and/or * Secure documentation from their completion of the task.   The assessor/training provider must provide the candidate access to the resources required for this assessment.  The candidate is required to:   * Complete the tasks within the time allowed, as scheduled in-class roll. * Review the instructions in each task included in this Workplace Assessment. * Reflect on own perspectives * Appreciate diversity and inclusiveness, and their benefits * Communicate with people from diverse backgrounds and situations * Promote understanding across diverse groups   **Resources required for assessment:**  To complete this assessment, the candidate will need access to the following:  **IMPORTANT: The assessor/training provider must provide the candidate access to these resources.**   * Opportunities to work with people from diverse social and cultural backgrounds * Opportunities to address difficulties, misunderstandings and differences in the workplace * Opportunities to overcome language barriers * Visual aids to assist in communication (e.g. printed images, flash cards, brochures, etc). * A library or resource centre with materials and equipment for working with diverse people * Supervisors, managers, HR personnel and other workers who can assist with addressing issues at work and completing work tasks |

### Contextualisation

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| **INSTRUCTIONS TO THE ASSESSOR**  This workplace assessment aims to assess the candidate’s practical knowledge and skills in:   * Valuing and respecting diversity and inclusion at work * Using appropriate communication strategies * Addressing difficulties, resolving differences and overcoming language barriers * Improving yourself and your social awareness   Tasks 1–4 in this Workplace Assessment are not designed based on a specific work task and are not designed] for a specific organisation/workplace.  Before commencing the assessment, the assessor must contextualise these tasks as well as any other assessment tool provided along with this workbook, e.g. Observation Forms, Assessor’s Checklists, and other generic templates provided along with this workbook. The assessor must contextualise these to reflect:   * The policies and protocols of the candidate’s workplace * The diverse needs of people in the workplace, including the candidate * The equipment, tools, and facilities available in the candidate’s workplace * The candidate’s answers in the Practical Assignment Tasks   **To contextualise these tasks:**   * Adapt/revise the instructions provided in each task so that they reflect the policies and protocols of the candidate’s organisation and the equipment, tools and facilities available in the candidate’s workplace. * Adapt/revise the Observation Forms or Assessor’s Checklists, as well as any assessment tools and templates provided in each task so that they reflect the policies and protocols of the candidate’s organisation, the diverse needs of people at work.   For example, the Observation Form in Task 1 lists criteria for the candidate to demonstrate while perform workplace activities. The criteria provided in this observation form are generic and do not specifically apply to a workplace activity. Adapt/revise the contents of this form so that they cover all the policies and protocols that apply to these workplace activities, as well as the diverse needs of the people involved.  **IMPORTANT:**  **Any contextualisation required must be completed before distributing the assessment workbooks and associated assessment tools to the students.**  **When contextualising the tasks for your RTO and your candidate, ensure the assessment tasks and benchmark performance still address the relevant unit requirements and assessment requirements in compliance with Standards for RTOs 2015 Clause 1.8-1 Principles of assessment and Clause 1.8-2 Rules of evidence.** |

### Simulating the Assessments

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| **INSTRUCTIONS TO THE ASSESSOR**  This workplace assessment must be conducted in the context of working respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people, in a real workplace or a simulated workplace environment.  Where a real workplace is not available, the assessor must conduct the assessment in a simulated workplace environment where conditions are typical of those experienced in a real workplace.  Even if the assessment is undertaken in a simulated workplace environment, it must still provide the candidate with access to all the resources required to complete this assessment, e.g. if the task requires the candidate to refer to organisational processes for dispute resolution processes, they must still be provided with actual/simulated organisational processes for dispute resolution processes.  **To simulate the tasks:**  Adapt/revise the instructions provided in each task so that they can be completed in a simulated environment. This may involve but is not limited to:   * Providing additional contextual information such as details of workplace tasks and the social or cultural backgrounds of the people who will be involved in these tasks. * Providing simulated workplace documents such as policies and protocols. * Creating scenarios involving difficulties and misunderstandings due to differences and language barriers in the workplace.   **IMPORTANT:**  **Any preparation required to simulate the assessments must be completed before distributing the assessment workbooks and associated assessment tools to the students.**  **When simulating the assessments for the candidate, the assessor must ensure the assessment tasks and benchmark performance still address the relevant unit requirements and assessment requirements in compliance with Standards for RTOs 2015 Clause 1.8-1 Principles of assessment and Clause 1.8-2 Rules of evidence.** |

## Task 1 – Work on Self-Improvement

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| Application  Description automatically generated with low confidence | **Before starting this task, you must first accomplish *Practical Assignment Task 9*.**  While being observed by your assessor, take actions for self-improvement.  To complete this task, you must carry out the methods for improving yourself and your social awareness that you have identified in Practical Assignment Task 2.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of your limitations * Practical skills relevant to self-improvement   **OBSERVATION FORM**  Before starting this task, review the **Workplace Assessment Task 1 - Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Address your queries and concerns regarding this task. |

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| *Mapping: CHCDIV001 PC1.4 (p)*  **Marking guide**  **Workplace Assessment Task 1 - Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while taking actions for self-improvement.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. assessor has ticked YES in all items of the *Observation Form*.  Additionally, this *Observation Form* must be adapted by the assessor to:   * Ensure that it aligns with the policies and protocols of the candidate’s workplace * Reflect the candidate’s answers in Practical Assignment Task 2 |

## Preliminary Task: Before Proceeding With Workplace Assessment Tasks 2 – 4

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| For Tasks 2 to 4, you are required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.  Before the assessment, the candidate must consult the assessor to secure and confirm details about the workplace activities that they will perform as part of this workplace assessment.  These workplace activities must require the candidate to:   * Require the candidate to work with diverse people (e.g. coworkers, client or supervisor from a diverse background) * Require the worker to resolve differences in at least three occasions * Require the worker to address difficulties or misunderstandings due to social or cultural differences and factors in at least three occasions   + In at least one of those occasions, the candidate must seek assistance from a supervisor, human resources personnel, equipment manager, other coworkers or other appropriate people. * Require the candidate to address language barriers in at least two occasions   + In at least two occasions, the candidate must seek assistance from interpreters   + In at least two occasions, the candidate must seek assistance from a supervisor, manager, other coworkers or other relevant people at work   Additionally, the assessor must contextualise the assessment tasks in this workbook and the Assessor’s Checklists and Observation Forms to reflect the above details. |

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| Here is an example of workplace activities that you will perform as part of this workplace assessment:   |  |  |  | | --- | --- | --- | | **Workplace Activities** | **Difficulties or Misunderstandings** | **Language Barrier** | | 1. Discuss product and service options with Client A   Client A is part of the Aboriginal and Torres Strait Islander peoples | Possible difficulties and misunderstandings due to cultural differences  The candidate will require the assistance of a local expert and/or a supervisor | Cultural Language Barrier  The candidate will require the assistance of a language interpreter and a supervisor | | 1. Assist Client B with daily routine activities | Possible difficulties and misunderstandings due to physical difficulties  The candidate will require the assistance of an equipment manager and/or a supervisor | Physical Language Barrier  The candidate will require the assistance of a supervisor | | 1. Update a care plan and complete a task list by working with Colleague A   Colleague A is not very proficient at speaking English | Possible difficulties and misunderstandings due to language differences  The candidate will require the assistance of a supervisor and/or an HR personnel | Proficiency Language Barrier and Technical Language Barrier  The candidate will require the assistance of an interpreter |   When you have secured or confirmed three workplace activities that you must perform as part of this assessment, record these activities along with other important details in the spaces provided below. |

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| *Mapping: Provided in each Workplace Assessment Task below.*  **Marking guide**  For Tasks 1 to 3, the candidate is required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.  Before the assessment, the candidate must consult the assessor to secure and confirm details about the workplace activities that they will perform as part of this workplace assessment.  These workplace activities must require the candidate to:   * Work with diverse people (e.g. coworkers, client or supervisor from a diverse background) * Resolve differences in at least three occasions * Address difficulties or misunderstandings due to social or cultural differences and factors in at least three occasions   + In at least one of those occasions, the candidate must seek assistance from a supervisor, human resources personnel, equipment manager, other coworkers or other appropriate people. * Address language barriers in at least two occasions   + In at least two occasions, the candidate must seek assistance from interpreters   + In at least two occasions, the candidate must seek assistance from a supervisor, manager, other coworkers or other relevant people at work   Additionally, the assessor must contextualise the assessment tasks in this workbook and the Assessor’s Checklists and Observation Forms to reflect the above details.  As documentation of this, the candidate must record below three workplace activities that they must perform as part of this assessment. |
| **Workplace Activities** |
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## Task 2 – Use Appropriate Work Practices

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| Application  Description automatically generated with low confidence | While being observed by your assessor, perform the workplace activities identified in *Preliminary Task – Before Proceeding With Workplace Assessment Task 2 – 4.*  To complete this task, you must:   * Use work practices that:   + Allow you to value and respect diversity and inclusiveness.   + Promote a culturally safe environment.   + Involve the use of appropriate verbal and non-verbal communication. * Contribute to the development of workplace relationships.   **You must perform this task thrice, once for each workplace activity you are required to perform as part of this Workplace Assessment.**  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of self-awareness and social awareness * Practical knowledge of cultural safety * Practical skills relevant to communicating verbally and non-verbally * Practical skills relevant to showing respect for diversity   **OBSERVATION FORM**  Before starting this task, review the **Workplace Assessment Task 2 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Address your queries and concerns regarding this task. |

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| *Mapping: CHCDIV001 PC1.2 (p), PC2.1, PC2.2, PC2.3, PC3.1 (p), PC3.2 (p), PE2.1 (p)*  **Marking guide**  **Workplace Assessment Task 2 - Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while:   * Using work practices that:   + Allow them to value and respect diversity and inclusiveness.   + Promote a culturally safe environment.   + Involve the use of appropriate verbal and non-verbal communication. * Contributing to the development of workplace relationships.   This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. assessor has ticked YES in all items of the *Observation Form*.  Additionally, this *Observation Form* must be adapted by the assessor to:   * Ensure that it aligns with the policies and protocols of the candidate’s workplace * Address the diverse needs of people in the workplace, including the candidate * Consider the equipment, tools, and facilities available in the candidate’s workplace |

## Task 3 – Resolve Difference and Address Difficulties

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| Application  Description automatically generated with low confidence | **Before starting this task, you must first accomplish *Workplace Assessment Task 3 – Supplementary Questions*.**  While being observed by your assessor, resolve differences and address difficulties that you encounter while performing the work activities you identified in *Preliminary Task – Before Proceeding With Workplace Assessment Task 2 – 4.*  **You must perform this task thrice, once for each workplace activity you are required to perform as part of this Workplace Assessment.**  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of diversity considerations * Practical skills relevant to resolving differences and addressing difficulties   **OBSERVATION FORM**  Before starting this task, review the **Workplace Assessment Task 3 - Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Address your queries and concerns regarding this task. |

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| *Mapping: CHCDIV001 PC4.1, PC4.3, PC4.4, PE2.2 (p)*  **Marking guide**  **Workplace Assessment Task 3 - Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while resolving differences and addressing difficulties that they encounter while performing the work activities identified in *Preliminary Task – Before Proceeding With Workplace Assessment Task 2 – 4*.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. assessor has ticked YES in all items of the *Observation Form*.  Additionally, this *Observation Form* must be adapted by the assessor to:   * Ensure that it aligns with the policies and protocols of the candidate’s workplace * Address the diverse needs of people in the workplace, including the candidate |

### Task 3 – Supplementary Question

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| Application  Description automatically generated with low confidence | List down one possible misunderstanding that may arise when performing each work activity you identified in *Preliminary Task – Before Proceeding With Workplace Assessment Task 2 – 4*.  Provide an appropriate response for each possible misunderstanding you listed. |
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| *Mapping: CHCDIV001 PE2.2 (p)*  **Marking guide**  The candidate must:   * List down one possible misunderstanding that may arise when performing each work activity identified in *Preliminary Task – Before Proceeding With Workplace Assessment Task 2 – 4*.   For a satisfactory performance, the candidate’s responses must be:   * + Misunderstandings that may arise when performing the work activities identified in *Preliminary Task – Before Proceeding With Workplace Assessment Task 2 – 4*.   + Possible, based on any of the following:     - The cultural backgrounds and identities of the people that the candidate will be interacting with for each work activity     - Differences between the candidate’s cultural background and that of their clients or coworkers     - The candidate’s limitations in terms of their cultural awareness * Provide an appropriate response for each possible misunderstanding listed.   For a satisfactory performance, the candidate’s response must be:   * + A way to address the misunderstanding in a manner that respects and values the diverse traits and backgrounds of all people involved   + A method to prevent the misunderstanding from occurring while the candidate performs their work activity | |

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| **Work Activity**  (These must be the work activities identified in *Preliminary Task – Before Proceeding With Workplace Assessment Task 2 – 4*.) | **Possible Misunderstanding** | **Appropriate Response** |
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## Task 4 – Overcome a Language Barrier

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| Application  Description automatically generated with low confidence | While being observed by your assessor, overcome a language barrier that you encounter while performing the work activities you identified in *Preliminary Task – Before Proceeding With Workplace Assessment Task 2 – 4.*  To complete this task, you must:   1. Use effective strategies to communicate efficiently 2. Seek the assistance of an interpreter or other persons, as needed, by sending an email   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of language barriers * Practical skills relevant to overcoming language barriers * Practical skills relevant to seeking the assistance of interpreters or other persons   **OBSERVATION FORM**  Before starting this task, review the **Workplace Assessment Task 4 - Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit to your assessor an **Email Copy**, i.e. a copy of the emailthat you sent when asking for assistance. |

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| *Mapping: CHCDIV001 PC3.1 (p), PC3.2 (p), PC3.3, PC3.4, PE2.1 (p)*  **Marking guide**  **Workplace Assessment Task 4 - Observation Form**  The *Observation Form* must be completed by the assessor. The form must document the assessor’s observations on the candidate’s performance while using effective strategies to communicate efficiently.  This form lists all the practical skills that the candidate must demonstrate while completing this task.  For a satisfactory performance, the candidate must demonstrate each practical skill listed in this form, i.e. assessor has ticked YES in all items of the *Observation Form*.  Additionally, this *Observation Form* must be adapted by the assessor to:   * Ensure that it aligns with the policies and protocols of the candidate’s workplace * Addresses the diverse needs of people in the workplace, including the candidate   **Workplace Assessment Task 4 - Assessor’s Checklist**  The *Assessor’s Checklist* must be completed by the assessor. The form must document the assessor’s assessment of the candidate’s **Email Copy** submission.  This form outlines the criteria that the candidate’s submission must meet.  For satisfactory performance, the candidate’s submission must meet all criteria listed here, i.e. assessor has ticked YES in all items of the *Assessor’s Checklist.* |

# Assessment Workbook Checklist

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| **TO THE CANDIDATE**  When you have completed this assessment workbook, review your work, and ensure that: | |
|  | |
|  | You have completed all the Knowledge Assessments Questions. |
|  | You have completed the Practical Assessments in this workbook: |
|  | Practical Assignment Task 1 |
|  | Practical Assignment Task 2 |
|  | Practical Assignment Task 3 |
|  | Practical Assignment Task 4 |
|  | Practical Assignment Task 5 |
|  | Practical Assignment Task 6 |
|  | Practical Assignment Task 7 |
|  | Practical Assignment Task 8 |
|  | Practical Assignment Task 9 |
|  | Practical Assignment Task 10 |
|  | Workplace Assessment Task 1 |
|  | Workplace Assessment Task 2 |
|  | Workplace Assessment Task 3 |
|  | Workplace Assessment Task 3 – Supplementary Question |
|  | Workplace Assessment Task 4 |

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|  | You have saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |
|  | Practical Assignment Task 3 – Copies of documents about your own culture |
|  | Practical Assignment Task 4 – Copies of documents about your own culture |
|  | Practical Assignment Task 5 – Copies of documents containing ethical considerations |
|  | Practical Assignment Task 6 – Excerpts of legislation relevant to the legal rights and responsibilities of workers, employers and client |
|  | Practical Assignment Task 7 – Copies of documents containing the ethical rights and responsibilities of workers, employers and clients |
|  | Workplace Assessment Task 4 - Email Copy |

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| **IMPORTANT:**  **You must achieve a satisfactory result in ALL assessment tasks to be deemed COMPETENT for the unit/s relevant to this workbook.**  To be deemed satisfactory in the assessments contained in this workbook, you must successfully complete all the requirements listed above according to the prescribed benchmarks provided to the assessor. |

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| **TO THE ASSESSOR**  When you have completed assessing the assessment workbook, review the candidate’s submissions against the checklist below: | |
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|  | The candidate has completed all the Knowledge Assessments Questions. |
|  | The candidate has completed the Practical Assessments in this workbook: |
|  | Practical Assignment Task 1 |
|  | Practical Assignment Task 2 |
|  | Practical Assignment Task 3 |
|  | Practical Assignment Task 4 |
|  | Practical Assignment Task 5 |
|  | Practical Assignment Task 6 |
|  | Practical Assignment Task 7 |
|  | Practical Assignment Task 8 |
|  | Practical Assignment Task 9 |
|  | Practical Assignment Task 10 |
|  | Workplace Assessment Task 1 |
|  | Workplace Assessment Task 2 |
|  | Workplace Assessment Task 3 |
|  | Workplace Assessment Task 3 – Supplementary Question |
|  | Workplace Assessment Task 4 |

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|  | The candidate has saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |
|  | Practical Assignment Task 3 – Copies of documents about your own culture |
|  | Practical Assignment Task 4 – Copies of documents about your own culture |
|  | Practical Assignment Task 5 – Copies of documents containing ethical considerations |
|  | Practical Assignment Task 6 – Excerpts of legislation relevant to the legal rights and responsibilities of workers, employers and client |
|  | Practical Assignment Task 7 – Copies of documents containing the ethical rights and responsibilities of workers, employers and clients |
|  | Workplace Assessment Task 4 - Email Copy |

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| **IMPORTANT:**  **The candidate must achieve a satisfactory result in ALL assessment tasks to be deemed COMPETENT for the unit/s relevant to this workbook.**  To be deemed satisfactory in the assessments contained in this workbook, the candidate must successfully complete all the requirements listed above according to the prescribed benchmarks. |

# Record of Assessment (Assessor’s Use Only)

**To the Assessor:** Complete this Record of Assessment to document the assessment outcomes of the candidate. To complete the form:

* Provide all the required details in the Assessment Details Section
* For each unit of competency:
  + Tick S (Satisfactory), if the candidate has completed the assessment item according to the marking guide and prescribed benchmark answers.
  + Tick NYS (Not Yet Satisfactory) if the candidate has not completed the assessment item according to the marking guide and prescribed benchmark answers.
* Review and confirm that all evidence submissions from the candidate meet the Rules of Evidence. Tick S if satisfactory; otherwise, tick NYS if not yet satisfactory.
* Check all signatures provided by the candidate in their evidence submissions. Confirm if these match the signature the candidate provided to the Training Provider.
* Record all third-party personnel you contacted and provide the other required information.
* In the ‘Overall Result for this Workbook’ section of the form, tick S if the candidate has met all requirements in this form and all assessment items have been completed to a satisfactory level. Otherwise, tick NYS.
* Provide other comments and feedback on the candidate’s performance, as necessary.
* Complete the Assessor’s Declaration by filling in your details, date signed, and affixing your signature.

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| **RECORD OF ASSESSMENT** | |
| **Candidate’s Name** |  |
| **RTO Name** |  |
| **RTO Contact Number** |  |
| **RTO Email Address** |  |
| **Assessor’s Name** |  |
| **Unit of Competency** | CHCDIV001 - Work with diverse people (Release 1) |

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| **Knowledge Assessment** | **S** | **NYS** |
| Question 1 |  |  |
| Question 2 |  |  |
| Question 3 |  |  |
| Question 4 |  |  |
| Question 5 |  |  |
| Question 6 |  |  |
| Question 7 |  |  |
| Question 8 |  |  |
| Question 9 |  |  |
| Question 10 |  |  |
| Question 11 |  |  |
| Question 12 |  |  |
| Question 13 |  |  |
| Question 14 |  |  |

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| **Knowledge Assessment** | **S** | **NYS** |
| Question 15 |  |  |
| Question 16 |  |  |
| Question 17 |  |  |
| Question 18 |  |  |
| Question 19 |  |  |
| Question 20 |  |  |
| Question 21 |  |  |
| Question 22 |  |  |
| Question 23 |  |  |
| Question 24 |  |  |
| Question 25 |  |  |
| Question 26 |  |  |
| Question 27 |  |  |
| Question 28 |  |  |

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| **Practical Assessment** | | |
| **Practical Assignment** | **S** | **NYS** |
| Task 1 |  |  |
| Task 2 |  |  |
| Task 3 |  |  |
| Task 4 |  |  |
| Task 5 |  |  |

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| --- | --- | --- |
| **Practical Assignment** | **S** | **NYS** |
| Task 6 |  |  |
| Task 7 |  |  |
| Task 8 |  |  |
| Task 9 |  |  |
| Task 10 |  |  |

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| **Workplace Assessment** | **S** | **NYS** |
| Task 1 |  |  |
| Task 2 |  |  |
| Task 3 |  |  |
| Task 3 – Supplementary Question |  |  |
| Task 4 |  |  |

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| **Rules of Evidence** | **S** | **NYS** |
| All knowledge and skills evidence submissions are valid |  |  |
| All knowledge and skills evidence submissions are authentic |  |  |
| All knowledge and skills evidence submissions are sufficient |  |  |
| All knowledge and skills evidence submissions are current |  |  |

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| **Signature Authentication Checklist**  This checklist will guide you in authenticating the signatures provided by the candidate in their assessment workbook and evidence submissions.  Read each checklist item and tick the box only if you confirm that the item is a true and accurate reflection of the signature authentication you have conducted. | |
| **Checklist** | **Completed** |
| I have checked the signature provided by the candidate in the Assessment Workbook Cover Sheet against the signature they provided to the Training Provider. |  |
| I confirm the signature provided by the candidate in the Assessment Workbook Cover Sheet matches the signature they provided to the Training Provider. |  |
| I confirm ALL signatures provided by the candidate in their evidence submissions match with the signature they provided to the Training Provider. |  |

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| **Third-Party Verification Log**  **Instructions for the Assessor:**  You are required to contact all third-party personnel involved in the candidate’s assessment to verify the candidate’s performance and evidence submissions and to confirm with them whether the candidate’s evidence submissions are true and accurate.  Complete this Third-Party Verification Log to document your completion of this process. When completing this log, provide all of the following required information for each third-party personnel:   * Name of third-party personnel contacted * Role in the candidate’s assessment (e.g. workplace supervisor, observer, or candidate) * Contact details (phone number or email address) * Date contacted   You must also confirm that third-party personnel have verified the candidate’s evidence submissions are true and accurate. |

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| **Name of Third-party Contacted** | **Role in the Candidate’s Assessment** | **Contact Details (Phone number or email address)** | **Date contacted** | **Third-Party verifies evidence submissions of the candidate are true and accurate?** |
|  |  |  |  | Yes  No  Assessor’s Notes |
|  |  |  |  | Yes  No  Assessor’s Notes |
|  |  |  |  | Yes  No  Assessor’s Notes |
|  |  |  |  | Yes  No  Assessor’s Notes |

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| **Overall Result for the Relevant Workbook/s** | **Satisfactory** | **Not yet satisfactory** |
| Assessment Workbook |  |  |

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| **Overall Result for this Unit of Competency**  **IMPORTANT: To be deemed competent in the following unit of competency, the candidate must be marked Satisfactory in all the relevant workbook/s listed above.** | **Competent** | **Not yet competent** |
| CHCDIV001 - Work with diverse people (Release 1) |  |  |

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| **Assessor’s comments/feedback** |
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| **Assessor Declaration**  I declare that the results recorded in this *Record of Assessment* are true and accurate. | |
| Assessor’s name | Assessor’s signature |
| Date signed |

End of Record of Assessment (For the Assessor’s Use Only)

**End of Document**