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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   * Fixed numbering in the Record of Assessment section | 2.1 |

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# Introduction

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.**

# 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.

# 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.

# 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**

|  |  |
| --- | --- |
| 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. | | | |
|  | | | |
| 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 |

|  |  |  |
| --- | --- | --- |
| 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 | |
|  | | |
| **Concept** | | **Definition** |
| 1. Cultural awareness | |  |
| 1. Cultural safety | |  |
| 1. Cultural competence | |  |

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Given below are four concepts related to diversity. Briefly explain how each concept affects the workplace. | |
|  | | |
| **Concepts Related to Diversity** | | **How They Affect the Workplace** |
| 1. Differences in age | |  |
| 1. Differences in race | |  |
| 1. Differences in sexual orientation | |  |
| 1. Working with persons with disabilities | |  |

|  |  |
| --- | --- |
| 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.* |
|  | |

|  |  |  |
| --- | --- | --- |
| **People Group** | **Policy** | **Impact** |
| 1. Aboriginals and Torres Strait Islanders | Policy:  Link: |  |
| 1. Refugees | Policy:  Link: |  |

|  |  |
| --- | --- |
| 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. |
|  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature of Diversity:** | |  | |
| **Political** | **Social** | **Economic** | **Cultural** |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Feature of Diversity:** | |  | |
| **Political** | **Social** | **Economic** | **Cultural** |
|  |  |  |  |

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

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

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

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

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

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

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

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

|  |  |
| --- | --- |
| 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. |
|  | |

| **Anti-Discrimination Legislation:** |  |
| --- | --- |
| **Link:** |  |

| **Form of Discrimination** | **Clause** | **Impact on Individual Workers** | **Consequences or Outcomes of Breaching the Clause** |
| --- | --- | --- | --- |
| 1. Age Discrimination |  |  |  |
| 1. Disability Discrimination |  |  |  |
| 1. Racial Discrimination |  |  |  |
| 1. Sex Discrimination |  |  |  |

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

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

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

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

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Briefly explain the relationship between human rights and human needs. |
|  | |
|  | |

|  |  |  |
| --- | --- | --- |
| 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. | |
|  | | |
| **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 Statement: |
| 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 Statement: |
| 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 Statement: |

|  |  |
| --- | --- |
| 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 |
|  | |
|  | |

|  |  |
| --- | --- |
| 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 |
|  | |

| **Legal and/or ethical framework relating to human rights** | | | |
| --- | --- | --- | --- |
|  | **Title of Document** | **Provisions** | **How it applies to the workplace** |
| National | Title:  Link: | Document Reference: |  |
| State/Territory | Title:  Link: | Document Reference: |  |
| Local | Title:  Link: | Document Reference: |  |

|  |  |
| --- | --- |
| 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. |
|  | |

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

|  |  |
| --- | --- |
| 1. Reaffirm |  |
| 1. Educate |  |
| 1. Engage |  |

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

|  |  |
| --- | --- |
| 1. Protect |  |
| 1. Respect |  |

|  |  |
| --- | --- |
| 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. |
|  | |

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

|  |  |
| --- | --- |
| 1. Participation |  |
| 1. Accountability |  |
| 1. Non-discrimination and Equality |  |
| 1. Empowerment |  |
| 1. Legality |  |

|  |  |
| --- | --- |
| 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. |
|  | |

|  |  |  |
| --- | --- | --- |
| **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 |  |  |
| 1. Convention on the Rights of Persons with Disabilities |  |  |
| 1. International Convention on the Elimination of All Forms of Racial Discrimination |  |  |

|  |  |  |
| --- | --- | --- |
| 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. | |
|  | | |
| **Area of diversity** | | **Characteristics** |
| 1. Culture | |  |
| 1. Race | |  |
| 1. Ethnicity | |  |
| 1. Disability | |  |

|  |  |
| --- | --- |
| **Area of diversity** | **Characteristics** |
| 1. Religious beliefs |  |
| 1. Spiritual beliefs |  |
| 1. Gender |  |
| 1. Generational |  |
| 1. Sexual orientation |  |
| 1. Sexual identity |  |

|  |  |
| --- | --- |
| 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. |
|  | |

|  |  |
| --- | --- |
| **Terms** | **Definition** |
| 1. Lesbian |  |
| 1. Gay |  |
| 1. Bisexual |  |
| 1. Heterosexual |  |
| 1. Intersex |  |
| 1. Transgender |  |

|  |  |
| --- | --- |
| 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 |
|  | |
| **Political Issues** | |
|  | |
|  | |
| **Social Issues** | | |
|  | | |
|  | | |
| **Economic Issues** | | |
|  | | |
|  | | |

|  |  |
| --- | --- |
| 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). |
|  | |
| 1. **Land ownership system** | |
| **Impact of land ownership system on the lives of Aboriginal and Torres Strait Islander people** | |
|  | |
| **Impact of land ownership system on their engagement with basic services** | |
|  | |

|  |
| --- |
| 1. **Education system** |
| **Impact of education system on the lives of Aboriginal and Torres Strait Islander people** |
|  |
| **Impact of education system on their engagement with basic services** |
|  |

|  |  |  |
| --- | --- | --- |
| 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). | |
|  | | |
| 1. **Introduction of nuclear family structure** | |
| **Impact of nuclear family structure on the lives of Aboriginal and Torres Strait Islander people** | |
|  | |
| **Impact of nuclear family structure on their engagement with basic services** | |
|  | |

|  |
| --- |
| 1. **Introduction of Western religion** |
| **Impact of Western religion on the lives of Aboriginal and Torres Strait Islander people** |
|  |
| **Impact of Western religion on their engagement with basic services** |
|  |

|  |  |
| --- | --- |
| 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. |
|  | |

|  |  |  |
| --- | --- | --- |
| **Marginalised Group** | **Risk Factor** | **Protective Factor** |
| 1. Workers with physical disabilities | 1. Lack of physical activity |  |
| 1. Lack of accessible healthcare |  |
| 1. Aboriginal and Torres Strait Islander people | 1. Children experiencing discrimination when interacting with others |  |
| 1. Separation from their ancestor’s land |  |

|  |  |
| --- | --- |
| 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 |
|  | |

|  |  |
| --- | --- |
| Marginalised Group A: **Workers with physical disabilities** | |
| Physical | **Issues** |
|  |
| **Needs** |
|  |

|  |  |
| --- | --- |
| Mental | **Issues** |
|  |
| **Needs** |
|  |
| Emotional | **Issues** |
|  |
| **Needs** |
|  |

|  |  |
| --- | --- |
| Marginalised Group B: **Aboriginal and Torres Strait Islander people** | |
| Physical | **Issues** |
|  |
| **Needs** |
|  |
| Mental | **Issues** |
|  |
| **Needs** |
|  |

|  |  |
| --- | --- |
| Emotional | **Issues** |
|  |
| **Needs** |
|  |

|  |  |
| --- | --- |
| 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. |
|  | |
| 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. | |
|  | |

|  |
| --- |
| 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. |
|  |
| 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. |
|  |
| 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. |
|  |

|  |
| --- |
| 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. |
|  |

|  |  |
| --- | --- |
| 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 |
|  | |

|  |  |  |
| --- | --- | --- |
| **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 |  |  |
| 1. Cultural interpreters |  |  |
| 1. Imagery |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 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. | | |
|  | | | |
| **Cultural influences** | | **How this cultural influence affects diverse communities that make up Australian society** |
| 1. Multiculturalism | |  |
| 1. Introduction of alcoholic beverages | |  |
| 1. Sports (e.g., cricket, rugby, basketball) | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 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. | | |
|  | | | |
| **Changing practices** | | **How these changing practices affect diverse communities that make up Australian society** |
| 1. Dangerous Practices of the Pearling industry | |  |
| 1. Practices of the Farming industry | |  | |
| 1. Religious Practices | |  | |

|  |  |
| --- | --- |
| 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 |
|  | |

|  |  |  |
| --- | --- | --- |
|  | **Effect on Personal Behaviour in the Workplace** | **Effect on Interpersonal Relationships in the Workplace** |
| 1. Diversity Practice: |  |  |
| 1. Diversity Experience: |  |  |

|  |  |
| --- | --- |
| 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 |
|  | |

|  |  |  |
| --- | --- | --- |
|  | **Effect on Perception** | **Effect on the Social Expectation of Others** |
| 1. Diversity Practice: |  |  |
| 1. Diversity Experience: |  |  |

# Practical Assessment

## 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

|  |
| --- |
| 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. |

|  |  |
| --- | --- |
| A brief description of your cultural background |  |
| Your work role/title |  |
| Scope of your role |  |
| Organisation/workplace |  |
| Worksite/area |  |
| Industry/sector |  |

## Your State/Territory

|  |  |  |  |
| --- | --- | --- | --- |
| 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. | | | |
|  | | | |
| 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

|  |
| --- |
| **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. |

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

|  |  |  |  |
| --- | --- | --- | --- |
| 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 | | |
|  | | | |
| **Impact of:** | | **Workplace Roles** | |
| Role 1: | Role 2: |
| 1. Cultural Awareness | |  |  |
| 1. Cultural Safety | |  |  |
| 1. Cultural Competence | |  |  |

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

|  |  |
| --- | --- |
| 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 |
|  | |
|  | |
|  | |
|  | |

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

|  |  |
| --- | --- |
| 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.*   * 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 |
|  | |

| **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.* |  |  |

| **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* |  |  |

| **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.* |  |  |

| **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).* |  |  |

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

|  |  |
| --- | --- |
| 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 |
|  | |

|  |  |  |
| --- | --- | --- |
| **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.* |  |  |
| **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** |
|  |  |

|  |  |  |
| --- | --- | --- |
| **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.* |  |  |
| **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** |
|  |  |

|  |  |  |
| --- | --- | --- |
| **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. **Structure**   *The cultural structure indicated here should be different from Practical Assignment Task 3.* |  |  |
| **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** | **Aboriginals and Torres Strait Islanders** |
|  |  |

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

|  |  |
| --- | --- |
| 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 |
|  | |

|  | **Racial Discrimination** | **Disability Discrimination** | **Sex Discrimination** | **Age Discrimination** |
| --- | --- | --- | --- | --- |
| **Ethical Consideration** |  |  |  |  |
| **How this consideration impacts individual workers** |  |  |  |  |
| **Possible consequences of disregarding this consideration** |  |  |  |  |

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

|  |  |
| --- | --- |
| 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. |

| **Legislation:** |  |
| --- | --- |
| **Link:** |  |

| **Worker** | |
| --- | --- |
| **Right** |  |
| **Action or response upon Infringement of this right** |  |
| **Responsibility** |  |
| **Action or response when this responsibility is not carried out** |  |

| **Employer** | |
| --- | --- |
| **Right** |  |
| **Action or response upon Infringement of this right** |  |
| **Responsibility** |  |
| **Action or response when this responsibility is not carried out** |  |

| **Client** | |
| --- | --- |
| **Right** |  |
| **Action or response upon Infringement of this right** |  |
| **Responsibility** |  |
| **Action or response when this responsibility is not carried out** |  |

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

|  |  |
| --- | --- |
| 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. |

| **Source or Document:** |  |
| --- | --- |

| **Worker** | |
| --- | --- |
| **Right** |  |
| **Action or response upon Infringement of this right** |  |
| **Responsibility** |  |
| **Action or response when this responsibility is not carried out** |  |

| **Employer** | |
| --- | --- |
| **Right** |  |
| **Action or response upon Infringement of this right** |  |
| **Responsibility** |  |
| **Action or response when this responsibility is not carried out** |  |

| **Client** | |
| --- | --- |
| **Right** |  |
| **Action or response upon Infringement of this right** |  |
| **Responsibility** |  |
| **Action or response when this responsibility is not carried out** |  |

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

|  |  |
| --- | --- |
| 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. |
|  | |
| **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** |
|  |  |
|  |  |

|  |  |
| --- | --- |
| **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** |
|  |  |
|  |  |

|  |  |
| --- | --- |
| **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** |
|  |  |
|  |  |

|  |  |
| --- | --- |
| **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** |
|  |  |
|  |  |

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

|  |  |
| --- | --- |
| 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 |
|  | |

|  |  |  |
| --- | --- | --- |
| **Limitation** | **Example** | **Way to Improve** |
| 1. Self |  |  |
| 1. Social Awareness |  |  |

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

|  |  |
| --- | --- |
| 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. |
|  | |

**Miscommunication 1**

|  |
| --- |
| Misunderstanding you encountered |
|  |
| How did social diversity contribute to the misunderstanding |
|  |
| How did cultural diversity contribute to the misunderstanding |
|  |

**Miscommunication 2**

|  |
| --- |
| Misunderstanding you encountered |
|  |
| How did social diversity contribute to the misunderstanding |
|  |
| How did cultural diversity contribute to the misunderstanding |
|  |

**Difficulty 1**

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

**Difficulty 2**

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| --- |
| Difficulty you encountered |
|  |
| How did social diversity contribute to the difficulty |
|  |
| How did cultural diversity contribute to the difficulty |
|  |

# 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 |

## 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. |

## 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** | | 1. Discuss product and service options with Client A   Client A is part of the Aboriginal and Torres Strait Islander peoples | | 1. Assist Client B with daily routine activities | | 1. Update a care plan and complete a task list by working with Colleague A   Colleague A is not very proficient at speaking English |   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. |

## 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. |

## 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. |

### 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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| **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. |

# 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: | |
|  | |
|  | 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 Questions |
|  | 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)

|  |  |
| --- | --- |
| **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) |

|  |  |  |
| --- | --- | --- |
| **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 |  |  |

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| **Knowledge Assessment** | **S** | **NYS** |
| Question 13 |  |  |
| Question 14 |  |  |
| 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 |  |  |

|  |  |  |
| --- | --- | --- |
| **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**