

**CHCDIV001**

**Work with diverse people**

**Learner Workbook**



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# Instructions to Learner

### Assessment instructions

Overview

Prior to commencing the assessments, your trainer/assessor will explain each assessment task and the terms and conditions relating to the submission of your assessment task. Please consult with your trainer/assessor if you are unsure of any questions. It is important that you understand and adhere to the terms and conditions, and address fully each assessment task. If any assessment task is not fully addressed, then your assessment task will be returned to you for resubmission. Your trainer/assessor will remain available to support you throughout the assessment process.

Written work

Assessment tasks are used to measure your understanding and underpinning skills and knowledge of the overall unit of competency. When undertaking any written assessment tasks, please ensure that you address the following criteria:

* Address each question including any sub-points
* Demonstrate that you have researched the topic thoroughly
* Cover the topic in a logical, structured manner
* Your assessment tasks are well presented, well referenced and word processed
* Your assessment tasks include your full legal name on each and every page.

Active participation

It is a condition of enrolment that you actively participate in your studies. Active participation is completing all the assessment tasks on time.

Plagiarism

Plagiarism is taking and using someone else's thoughts, writings or inventions and representing them as your own. Plagiarism is a serious act and may result in a learner’s exclusion from a course. When you have any doubts about including the work of other authors in your assessment, please consult your trainer/assessor. The following list outlines some of the activities for which a learner can be accused of plagiarism:

* Presenting any work by another individual as one's own unintentionally
* Handing in assessments markedly similar to or copied from another learner
* Presenting the work of another individual or group as their own work
* Handing in assessments without the adequate acknowledgement of sources used, including assessments taken totally or in part from the internet.

If it is identified that you have plagiarised within your assessment, then a meeting will be organised to discuss this with you, and further action may be taken accordingly.

Collusion

Collusion is the presentation by a learner of an assignment as their own that is, in fact, the result in whole or in part of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more learners in plagiarism or other forms of academic misconduct and, as such, both parties are subject to disciplinary action. Collusion or copying from other learners is not permitted and will result in a “0” grade and NYC.

Assessments must be typed using document software such as (or similar to) MS Office. Handwritten assessments will not be accepted (unless, prior written confirmation is provided by the trainer/assessor to confirm).

Competency outcome

There are two outcomes of assessments: S = Satisfactory and NS = Not Satisfactory (requires more training and experience).

Once the learner has satisfactorily completed all the tasks for this module the learner will be awarded “Competent” (C) or “Not yet Competent” (NYC) for the relevant unit of competency.

If you are deemed “Not Yet Competent” you will be provided with feedback from your assessor and will be given another chance to resubmit your assessment task(s). If you are still deemed as “Not Yet Competent” you will be required to re-enrol in the unit of competency.

Additional evidence

If we, at our sole discretion, determine that we require additional or alternative information/evidence in order to determine competency, you must provide us with such information/evidence, subject to privacy and confidentiality issues. We retain this right at any time, including after submission of your assessments.

Confidentiality

We will treat anything, including information about your job, workplace, employer, with strict confidence, in accordance with the law. However, you are responsible for ensuring that you do not provide us with anything regarding any third party including your employer, colleagues and others, that they do not consent to the disclosure of. While we may ask you to provide information or details about aspects of your employer and workplace, you are responsible for obtaining necessary consents and ensuring that privacy rights and confidentiality obligations are not breached by you in supplying us with such information.

Assessment appeals process

If you feel that you have been unfairly treated during your assessment, and you are not happy with your assessment and/or the outcome as a result of that treatment, you have the right to lodge an appeal. You must first discuss the issue with your trainer/assessor. If you would like to proceed further with the request after discussions with your trainer/assessor, you need to lodge your appeal to the course coordinator, in writing, outlining the reason(s) for the appeal.

Recognised prior learning

Candidates will be able to have their previous experience or expertise recognised on request.

##

Special needs

Candidates with special needs should notify their trainer/assessor to request any required adjustments as soon as possible. This will enable the trainer/assessor to address the identified needs immediately**.**

### Assessment requirements

Assessment can either be:

* Direct observation
* Product-based methods e.g. reports, role plays, work samples
* Portfolios – annotated and validated
* Questioning
* Third party evidence.

If submitting third party evidence, the Third Party Observation/Demonstration document must be completed by the agreed third party.

Third parties can be:

* Supervisors
* Trainers
* Team members
* Clients
* Consumers.

The third party observation must be submitted to your trainer/assessor, as directed.

The third party observation is to be used by the assessor to assist them in determining competency.

The assessment activities in this workbook assess aspects of all the elements, performance criteria, skills and knowledge and performance requirements of the unit of competency.

To demonstrate competence in this unit you must undertake all activities in this workbook and have them deemed satisfactory by the assessor. If you do not answer some questions or perform certain tasks, and therefore you are deemed to be Not Yet Competent, your trainer/assessor may ask you supplementary questions to determine your competence. Once you have demonstrated the required level of performance, you will be deemed competent in this unit.

Should you still be deemed Not Yet Competent, you will have the opportunity to resubmit your assessments or appeal the result.

As part of the assessment process, all learners must abide by any relevant assessment policies as provided during induction.

If you feel you are not yet ready to be assessed or that this assessment is unfair, please contact your assessor to discuss your options. You have the right to formally appeal any outcome and, if you wish to do so, discuss this with your trainer/assessor.

# Candidate Details

### Assessment – CHCDIV001: Work with diverse people

Please complete the following activities and hand in to your trainer/assessor for marking. This forms part of your assessment for CHCDIV001: Work with diverse people.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Employer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Declaration**

I declare that no part of this assessment has been copied from another person’s work with the exception of where I have listed or referenced documents or work and that no part of this assessment has been written for me by another person. I also understand the assessment instructions and requirements and consent to being assessed.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**If activities have been completed as part of a small group or in pairs, details of the learners involved should be provided below:**

This activity workbook has been completed by the following persons and we acknowledge that it was a fair team effort where everyone contributed equally to the work completed. We declare that no part of this assessment has been copied from another person’s work with the exception of where we have listed or referenced documents or work and that no part of this assessment has been written for us by another person.

Learner 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learner 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learner 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# **Observation/Demonstration**

Throughout this unit, you will be expected to show your competency of the elements through observations or demonstrations. Your trainer/assessor will have a list of demonstrations you must complete or tasks to be observed. The observations and demonstrations will be completed as well as the activities found in this workbook.

An explanation of observations and demonstrations:

Observation is on-the-job

The observation will usually require:

* Performing a work based skill or task
* Interaction with colleagues and/or customers.

Demonstration is off-the-job

A demonstration will require:

* Performing a skill or task that is asked of you
* Undertaking a simulation exercise.

Your trainer/assessor will inform you of which one of the above they would like you to do. The observation/demonstration will cover one of the unit’s elements.

The observation/demonstration will take place either in the workplace or the training environment, depending on the task to be undertaken and whether it is an observation or demonstration. Your trainer/assessor will ensure you are provided with the correct equipment and/or materials to complete the task. They will also inform you of how long you have to complete the task.

You should be able to demonstrate the skills, knowledge and performance criteria required for competency in this unit, as seen in the Learner Guide.

# Third Party Guide

You should supply details of the third party to the assessor before you commence the activities (see below), unless the assessor has already selected a third party themselves. The assessor can then contact the third party in instances where they require more evidence to determine competency, or they cannot observe certain tasks themselves.

The reasons to use a third party may include:

* Assessment is required in the workplace
* Where there are health and safety issues related to observation
* Patient confidentiality and privacy issues are involved.

If you are not employed, or able to complete demonstrative tasks in the workplace, you will need to inform the assessor. They will be able to provide you with a simulated environment in which to complete these tasks.

We would prefer that, wherever possible, these be “live” issues for your industry and require application of the principles that you are learning as part of your training. Where this is not possible, you and your third party should simulate the activity tasks and demonstrations that you believe would be likely to arise in your organisation or job role.

Third party evidence can also be used to provide “everyday evidence” of tasks included in your work role that relate to the unit of competency but are not a part of the formal assessment process.

The third party is not to be used as a co-assessor – the assessor must make the final decision on competency themselves.

Documents relevant to collection of third party evidence are included in the Third Party section in the Observations/Demonstrations document.

### Third party details (required information from the learner)

A third party may be required for observations or demonstrations; please provide details below of your nominated third party and obtain their signature to confirm their agreement to participate. This information will be required by your trainer/assessor in advance of arranging any future observations or demonstrations.

Third party name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position of third party: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Declaration for nominated third party

I declare my intention to act as third party for (learner’s name here) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Third party signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Activities

Complete the following activities individually or in a group (as applicable to the specific activity and the assessment environment).

### Activity 1A

|  |  |
| --- | --- |
| **Estimated Time** | **30 Minutes** |
| **Objective** | To provide you with an opportunity to identify and reflect on own social and cultural perspectives and biases |
|  | Complete the reflection technique described in Chapter 1.1 for ten different diverse groups. Identify at least one of your cultural biases. |

### Activity 1A checklist – for assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |
| --- | --- |
| **Learner’s name** |  |
| **Assessor’s name** |  |
| **Unit of Competence****(Code and Title)** |  |
| **Date(s) of assessment** |  |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? |  Yes No (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? |  Yes No (Please circle) |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |
| **If not yet satisfactory, date for reassessment:** |  |
| **Feedback to learner:** |
| **Learner’s signature** |  |
| **Assessor’s signature** |  |

### Activity 1B

|  |  |
| --- | --- |
| **Estimated Time** | **30 Minutes** |
| **Objective** | To provide you with an opportunity to work with awareness of own limitations in self and social awareness |
|  | Explain how one of the social biases identified in Activity 1A may affect your work, and how you can improve it. |

### Activity 1B checklist – for assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |
| --- | --- |
| **Learner’s name** |  |
| **Assessor’s name** |  |
| **Unit of Competence****(Code and Title)** |  |
| **Date(s) of assessment** |  |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? |  Yes No (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? |  Yes No (Please circle) |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |
| **If not yet satisfactory, date for reassessment:** |  |
| **Feedback to learner:** |
| **Learner’s signature** |  |
| **Assessor’s signature** |  |

### Activity 1C

|  |  |
| --- | --- |
| **Estimated Time** | **30 Minutes** |
| **Objective** | To provide you with an opportunity to use reflection to support own ability to work inclusively and with understanding of others |
|  | 1. What is meant by non-judgemental practice? What values may affect it?
2. Considering your responses to Activities 1A and 1B, write a short 250-word summary of how you can use the results of your personal reflection to ensure that your work is inclusive and understanding of others.
 |

### Activity 1C checklist – for assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |
| --- | --- |
| **Learner’s name** |  |
| **Assessor’s name** |  |
| **Unit of Competence****(Code and Title)** |  |
| **Date(s) of assessment** |  |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? |  Yes No (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? |  Yes No (Please circle) |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |
| **If not yet satisfactory, date for reassessment:** |  |
| **Feedback to learner:** |
| **Learner’s signature** |  |
| **Assessor’s signature** |  |

### Activity 1D

|  |  |
| --- | --- |
| **Estimated Time** | **30 Minutes** |
| **Objective** | To provide you with an opportunity to identify and act on ways to improve own self and social awareness |
|  | 1. List three ways you can improve yourself and your social awareness.
2. Research and identify two professional opportunities within your organisation or in your local area that you can act upon to improve own self and social awareness. Provide details of each opportunity that you identify, e.g. cost, location, time, duration, etc.
 |

### Activity 1D checklist – for assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |
| --- | --- |
| **Learner’s name** |  |
| **Assessor’s name** |  |
| **Unit of Competence****(Code and Title)** |  |
| **Date(s) of assessment** |  |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? |  Yes No (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? |  Yes No (Please circle) |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |
| **If not yet satisfactory, date for reassessment:** |  |
| **Feedback to learner:** |
| **Learner’s signature** |  |
| **Assessor’s signature** |  |

### Activity 2A

|  |  |
| --- | --- |
| **Estimated Time** | **40 Minutes** |
| **Objective** | To provide you with an opportunity to value and respect diversity and inclusiveness across all areas of work |
|  | 1. What are some of the benefits of diversity in the workplace? Give at least five examples.
2. How can you respect diversity in all areas of work? Give at least three examples.
3. What does the behaviour of someone who values and respects inclusiveness look like?
4. Give three examples of inclusive principles.
 |

### Activity 2A checklist – for assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |
| --- | --- |
| **Learner’s name** |  |
| **Assessor’s name** |  |
| **Unit of Competence****(Code and Title)** |  |
| **Date(s) of assessment** |  |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? |  Yes No (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? |  Yes No (Please circle) |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |
| **If not yet satisfactory, date for reassessment:** |  |
| **Feedback to learner:** |
| **Learner’s signature** |  |
| **Assessor’s signature** |  |

### Activity 2B

|  |  |
| --- | --- |
| **Estimated Time** | **1 hour** |
| **Objective** | To provide you with an opportunity to contribute to the development of work place and professional relationships based on appreciation of diversity and inclusiveness |
|  | 1. How can you coach other to develop professional relationships? Give three examples.
2. Create a 5-10 minute training presentation for workers that gives practical advice for developing workplace and professional relationships based on appreciation of diversity and inclusiveness. Attach a print-out of your presentation to your workbook.
 |

### Activity 2B checklist – for assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |
| --- | --- |
| **Learner’s name** |  |
| **Assessor’s name** |  |
| **Unit of Competence****(Code and Title)** |  |
| **Date(s) of assessment** |  |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? |  Yes No (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? |  Yes No (Please circle) |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |
| **If not yet satisfactory, date for reassessment:** |  |
| **Feedback to learner:** |
| **Learner’s signature** |  |
| **Assessor’s signature** |  |

### Activity 2C

|  |  |
| --- | --- |
| **Estimated Time** | **25 Minutes** |
| **Objective** | To provide you with an opportunity to use work practices that make environments safe for all |
|  | Define cultural safety and how you ensure it in the workplace. Give three examples. |

### Activity 2C checklist – for assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |
| --- | --- |
| **Learner’s name** |  |
| **Assessor’s name** |  |
| **Unit of Competence****(Code and Title)** |  |
| **Date(s) of assessment** |  |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? |  Yes No (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? |  Yes No (Please circle) |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |
| **If not yet satisfactory, date for reassessment:** |  |
| **Feedback to learner:** |
| **Learner’s signature** |  |
| **Assessor’s signature** |  |

### Activity 3A

|  |  |
| --- | --- |
| **Estimated Time** | **45 Minutes** |
| **Objective** | To provide you with an opportunity to show respect for diversity in communication with all people |
|  | 1. How can you show respect for diversity in communication?
2. This is a group activity for the whole class. A signed observation by either an approved third party or the assessor will need to be included in these activities as proof of completion.

You will each be given an employee profile. Profiles will be diverse and represent a range of backgrounds.Role-play a work gathering as a group. During this task, you must demonstrate respect in your communication with others.Everyone should exchange roles with another learner after 15 minutes and repeat the activity.After the activity, write a short 300-word self-assessment. In this self-assessment, you should identify the verbal and non-verbal communication techniques you used during this activity to show respect for diversity. |

### Activity 3A checklist – for assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |
| --- | --- |
| **Learner’s name** |  |
| **Assessor’s name** |  |
| **Unit of Competence****(Code and Title)** |  |
| **Date(s) of assessment** |  |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? |  Yes No (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? |  Yes No (Please circle) |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |
| **If not yet satisfactory, date for reassessment:** |  |
| **Feedback to learner:** |
| **Learner’s signature** |  |
| **Assessor’s signature** |  |

### Activity 3B

|  |  |
| --- | --- |
| **Estimated Time** | **30 Minutes** |
| **Objective** | To provide you with an opportunity to use verbal and non-verbal communication constructively to establish, develop and maintain effective relationships, mutual trust and confidence |
|  | 1. Describe three non-verbal communication techniques to maintain relationships.
2. This is a role-play activity to be conducted in pairs.

With a partner, discuss the following quote from Stephen R. Covey:‘Strength lies in differences, not in similarities.’What is your interpretation of this quote? What does it mean? How can it be applied in work practice?Your partner may have different ideas. Demonstrate a range of verbal and non-verbal communication techniques for constructive and respectful discussion as you exchange ideas.A signed observation by either an approved third party or the assessor will need to be included in these activities as proof of completion. |

### Activity 3B checklist – for assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |
| --- | --- |
| **Learner’s name** |  |
| **Assessor’s name** |  |
| **Unit of Competence****(Code and Title)** |  |
| **Date(s) of assessment** |  |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? |  Yes No (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? |  Yes No (Please circle) |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |
| **If not yet satisfactory, date for reassessment:** |  |
| **Feedback to learner:** |
| **Learner’s signature** |  |
| **Assessor’s signature** |  |

### Activity 3C

|  |  |
| --- | --- |
| **Estimated Time** | **2 hours** |
| **Objective** | To provide you with an opportunity to, where a language barrier exists, use effective strategies to communicate in the most efficient way possible and to seek assistance from interpreters or other persons according to communication needs |
|  | 1. How can you overcome language and cultural barriers? Give a general overview of options in no more than 150 words.
2. You need to present an idea to your team. Two of your team members have English as a second language. How can you use resources to communicate more efficiently? List at least two options.
3. Interact with any two CALD persons in a simulated work environment determined by your assessor. Each interaction must last a minimum of fifteen minutes. During these interactions, you must demonstrate a range of techniques that you can personally employ to overcome language barriers and more effectively communicate.
4. Research and identify appropriate interpreters or other persons to assist with interpreting for:
* A person with Hindi as a first language
* A person with Tagalog as a first language
* A Torres Strait Islander with Kala Lagaw Ya (Mabuyag dialect) as a first language.

You should provide details of interpreters/personnel/interpreting services approved by your organisation, where applicable. |

### Activity 3C checklist – for assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |
| --- | --- |
| **Learner’s name** |  |
| **Assessor’s name** |  |
| **Unit of Competence****(Code and Title)** |  |
| **Date(s) of assessment** |  |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? |  Yes No (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? |  Yes No (Please circle) |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |
| **If not yet satisfactory, date for reassessment:** |  |
| **Feedback to learner:** |
| **Learner’s signature** |  |
| **Assessor’s signature** |  |

### Activity 4A

|  |  |
| --- | --- |
| **Estimated Time** | **45 Minutes** |
| **Objective** | To provide you with an opportunity to identify issues that may cause communication misunderstandings or other difficulties and consider the impact of social and cultural diversity where difficulties or misunderstandings occur |
|  | 1. Identify three issues that may cause communication difficulties and explain how you can overcome them.
2. Write a brief (50-100 word) commentary on each of the following scenarios, considering how social and cultural diversity may have played a role in the misunderstanding occurring. You may conduct research on the cultures of those in the scenarios if you are not sure.

Scenario OneThere has been a misunderstanding between a worker and a CALD client. The worker made a joke about one of the client’s children and the client became very upset. The worker doesn’t understand how she has caused offence – it was meant to be funny.Scenario TwoA female worker tried to greet an Orthodox Jewish male client by warmly shaking his hand. He refused to shake her hand, and the worker was offended.Scenario ThreeA community worker attends a meeting with an Aboriginal family. It is a very hot day and she is wearing a short and revealing dress. She notices that the family seem to be irritated and upset with her, even though she is being polite and professional. |

### Activity 4A checklist – for assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |
| --- | --- |
| **Learner’s name** |  |
| **Assessor’s name** |  |
| **Unit of Competence****(Code and Title)** |  |
| **Date(s) of assessment** |  |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? |  Yes No (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? |  Yes No (Please circle) |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |
| **If not yet satisfactory, date for reassessment:** |  |
| **Feedback to learner:** |
| **Learner’s signature** |  |
| **Assessor’s signature** |  |

### Activity 4B

|  |  |
| --- | --- |
| **Estimated Time** | **30 Minutes** |
| **Objective** | To provide you with an opportunity to explain how to make an effort to sensitively resolve differences, taking account of diversity considerations and how to address any difficulties with appropriate people and seek assistance when required |
|  | 1. How can you sensitively resolve diverse communication difficulties when you encounter them? In 100-200 words, provide a written summary of your ideas.
2. From whom or from where would you seek assistance, if required, to address any difficulties? Consider what would be appropriate in a range of situations and identify these in your answer. Your total answer should be no more than 300 words.
 |

### Activity 4B checklist – for assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |
| --- | --- |
| **Learner’s name** |  |
| **Assessor’s name** |  |
| **Unit of Competence****(Code and Title)** |  |
| **Date(s) of assessment** |  |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? |  Yes No (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? |  Yes No (Please circle) |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |
| **If not yet satisfactory, date for reassessment:** |  |
| **Feedback to learner:** |
| **Learner’s signature** |  |
| **Assessor’s signature** |  |

# Summative Assessments

The summative assessments are the major activities designed to assess your skills, knowledge and performance, as required to show competency in this unit. These activities should be completed after finishing the Learner Guide. You should complete these as stated below and as instructed by your trainer/assessor.

Skills, knowledge and performance may be termed as:

* **Skills** – skill requirements, required skills, essential skills, foundation skills
* **Knowledge** – knowledge requirements, required knowledge, essential knowledge, knowledge evidence
* **Performance** – evidence requirements, critical aspects of assessment, performance evidence.

Section A: Skills Activity

The Skills Activity is designed to be a series of demonstrative tasks that should be assessed by observation (by the assessor or third party, depending on the circumstances).

It will demonstrate all of the skills required for this unit of competency – your assessor will provide further instructions to you, if necessary.

Section B: Knowledge Activity (Q & A)

The Knowledge Activity is designed to be a verbal questionnaire where the assessor asks you a series of questions to confirm your competency for all of the required knowledge in the unit of competency.

Section C: Performance Activity

The Performance Activity is designed to be a practical activity performed either in the workplace or a simulated environment. You should demonstrate the required practical tasks for the unit of competency and be observed by the assessor and/or third party, as applicable to the situation. If the third party is required to observe you, you will need to make the required arrangements with them.

If necessary for the activities, you should attached completed written answers, portfolios or any evidence of competency to this workbook.

### Section A: Skills Activity

Objective: To provide you with an opportunity to show you have the required skills for this unit.

*The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Therefore, there is no skills activity required for this unit, as they have been covered in the previous activities.**

### Section B: Knowledge Activity (Q & A)

Objective: To provide you with an opportunity to show you have the required knowledge for this unit.

The answers to the following questions will enable you to demonstrate your knowledge of:

* Concepts of cultural awareness, cultural safety and cultural competence and how these impact different work roles
* Concepts and definitions of diversity
* Own culture and the community attitudes, language, policies and structures of that culture and how they impact on different people and groups
* Features of diversity in Australia and how this impacts different areas of work and life:
	+ political
	+ social
	+ economic
	+ cultural
* Legal and ethical considerations (international, national, state/territory, local) for working with diversity, how these impact individual workers, and the consequences of breaches:
	+ discrimination:
	+ age
	+ disability
	+ racial
	+ sex
	+ human rights:
	+ Universal declaration of human rights
	+ relationship between human needs and human rights
	+ frameworks, approaches and instruments used in the workplace
	+ rights and responsibilities of workers, employers and clients, including appropriate action when rights are being infringed or responsibilities not being carried out
* Key areas of diversity and their characteristics, including:
	+ culture, race, ethnicity
	+ disability
	+ religious or spiritual beliefs
	+ gender, including transgender
	+ intersex
	+ generational
	+ sexual orientation/sexual identity - lesbian, gay, bisexual, heterosexual
* Key aspects, and the diversity, of Australia’s Aboriginal and/or Torres Strait Islander cultures, including:
	+ social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people
	+ own culture, western systems and structures and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services
* Potential needs of marginalised groups, including:
	+ protective factors
	+ physical, mental and emotional health issues/care needs
	+ consideration of impacts of discrimination, trauma, exclusion and negative attitudes
* Resources that support individuals and organisations to embrace and respond to diversity
	+ language and cultural interpreters
	+ imagery
* Influences and changing practices in Australia and their impact on the diverse communities that make up Australian society
* Impact of diversity practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others.

Answer each question in as much detail as possible, considering your organisational requirements for each one.

1. What information about a cultural group may you have to become aware of in order to work effectively with them?
2. What types of diversity may you encounter in your role?
3. How can your attitudes impact diverse groups of people?
4. How may cultural diversity impact different areas of work?
5. What legal methods are there of protecting diverse people from discrimination?
6. Choose one of the following areas of diversity and explore in detail their characteristics and factors that may affect people in the group:
* Culture, race, ethnicity
* Disability
* Religious or spiritual beliefs
* Gender
* Generational
* Sexual orientation.
1. What social, political and economic issues affect Aboriginal and Torres Strait Islander people?
2. What could the impact of adversity from being part of a diverse group include?
3. What resources may you need to work effectively with diverse groups?
4. What may affect people’s attitudes to diverse groups?
5. Give an example of a time in your experience when diversity practices have improved an interpersonal relationship.

### Summative Assessments: Section B checklist

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the summative assessment. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |
| --- | --- |
| **Learner’s name** |  |
| **Assessor’s name** |  |
| **Unit of Competence****(Code and Title)** |  |
| **Date(s) of assessment** |  |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? |  Yes No (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? |  Yes No (Please circle) |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |
| **If not yet satisfactory, date for reassessment:** |  |
| **Feedback to learner:** |
| **Learner’s signature** |  |
| **Assessor’s signature** |  |

### Section C: Performance Activity

Objective: To provide you with an opportunity to demonstrate the required performance elements for this unit.

This activity will enable you to demonstrate the following performance evidence:

* Undertaken a structured process to reflect on own perspectives on diversity
* Recognised and respected the needs of people from diverse social and cultural backgrounds in at least 3 different situations:
	+ selected and used appropriate verbal and non-verbal communication
	+ recognised situations where misunderstandings may arise from diversity and formed appropriate responses.

Answer the activity in as much detail as possible, considering your organisational requirements.

1. Undertake a structured process to reflect on own perspectives on diversity.

Ensure that you:

* Identify and reflect on your own social perspectives and biases
* Identify your limitations in self and social awareness
* Identify and act on ways to improve own self and social awareness.
1. In a workplace or simulated workplace environment, recognise and respect the needs of people from diverse social and cultural backgrounds in at least 3 different situations.

Ensure that you:

* Select and use appropriate verbal and non-verbal communication
* Recognise situations where misunderstandings may arise from diversity and form appropriate responses.

### Summative Assessments: Section C checklist

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the summative assessment. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |
| --- | --- |
| **Learner’s name** |  |
| **Assessor’s name** |  |
| **Unit of Competence****(Code and Title)** |  |
| **Date(s) of assessment** |  |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? |  Yes No (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? |  Yes No (Please circle) |
| **Comments** |
| **Provide your comments here:** |
| **The learner’s performance was:** | Not yet satisfactory | Satisfactory |
| **If not yet satisfactory, date for reassessment:** |  |
| **Feedback to learner:** |
| **Learner’s signature** |  |
| **Assessor’s signature** |  |

# Workplace Documentation – for learner

### Workplace documents checklist

To demonstrate and support workplace knowledge, workplace documents can be submitted to the assessor or third party. Indicate in the table below the documents that have been provided. Please refer to your trainer/assessor if clarification is required or if you have any further questions on what you are able to provide or use.

|  |  |
| --- | --- |
| **Document name/description** | **Document attached** |
|  | Yes No (Please circle) |
|  |  Yes No (Please circle) |
|  | Yes No (Please circle) |
|  | Yes No (Please circle) |
|  | Yes No (Please circle) |
|  | Yes No (Please circle) |
|  | Yes No (Please circle) |
|  | Yes No (Please circle) |
|  | Yes No (Please circle) |
|  | Yes No (Please circle) |
|  | Yes No (Please circle) |
|  | Yes No (Please circle) |
|  | Yes No (Please circle) |
|  | Yes No (Please circle) |
| **For RTO use only** |
| Have originals or digital copies been supplied for the workplace documents? | Yes No (Please circle) |
| If not originals, have the originals been validated or checked? | Yes No (Please circle) |
| **Learner’s signature** |  |
| **Assessor’s signature** |  |

# Supplementary Oral Questions (optional) – for assessor

The below table is for you to document any supplementary verbal questions you have asked the learner to determine their competency. For example, if you are unsure of their answer to a question in the Learner Workbook, you may choose to ask them a supplementary question to clarify their understanding of the relevant criteria.

|  |  |
| --- | --- |
| **Learner’s name** |  |
| **Assessor’s name** |  |
| **Unit of Competence****(Code and Title)** |  |
| **Date of assessment** |  |
| Question: |
| Learner answer: |
| Assessor judgement: | Satisfactory | Not Satisfactory |
| Question: |
| Learner answer: |
| Assessor judgement: | Satisfactory | Not Satisfactory |

|  |
| --- |
| Question: |
| Learner answer: |
| Assessor judgement: | Satisfactory | Not Satisfactory |
| Question: |
| Learner answer: |
| Assessor judgement: | Satisfactory | Not Satisfactory |
| Question: |
| Learner answer: |
| Assessor judgement: | Satisfactory | Not Satisfactory |

|  |
| --- |
| **Feedback for the learner** |
| I have read, understood, and am satisfied with the feedback provided by the assessor. |
| **Learner’s name** |  |
| **Learner’s signature** |  |
| **Assessor’s name** |  |
| **Assessor’s signature** |  |

# Competency record to be completed by assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the overall unit. Indicate in the table below if the learner is deemed competent or not yet competent for the unit or if reassessment is required.

|  |  |
| --- | --- |
| **Learner’s name** |  |
| **Assessor’s name** |  |
| **Unit of Competence****(Code and Title)** |  |
| **Date(s) of assessment** |  |
| Has the learner completed all required assessments to a satisfactory standard? |  Yes No (Please circle) |
| Has sufficient evidence and information been provided by the learner to prove their competency across the entire unit? |  Yes No (Please circle) |
| The learner has been assessed as competent in the elements and performance criteria and the evidence has been presented as: |
| Authentic |  Yes No (Please circle) |
| Valid |  Yes No (Please circle) |
| Reliable |  Yes No (Please circle) |
| Current |  Yes No (Please circle) |
| Sufficient |  Yes No (Please circle) |

|  |  |  |
| --- | --- | --- |
| **Learner is deemed:** | Not yet competent | Competent |
| **If not yet competent, date for re-assessment:**  |  |
| **Comments from trainer/assessor:** |
| **Learner’s signature** |  |
| **Assessor’s signature** |  |