

Nationally accredited training

- New simplistic cover design contains:*
- *Left hand side border in margin*
 - *Accredited training label at the top*
 - *Unit code and unit title*
 - *Trainer/ assessor guide or learner guide label*
 - *Noted status logo for units that have achieved this status (this is removed for units that have not achieved noted status)*

BSBDIV301A Work effectively with diversity

Trainer/ assessor guide



Development

smallPRINT adopts a professional approach to ensure that its learning and assessment resources are current, accurately relate to competency standards and provide comprehensive, flexible assessment strategies.

We either employ or contract qualified workplace assessors and trainers with industry experience as writers to develop and upgrade our resources.

Feedback is regularly sought from our clients who are from both Registered Training Organisations and industry to validate the ongoing currency and accuracy of our resources. This feedback is acted upon to ensure that our resources meet ongoing industry and VET standards and requirements.

smallPRINT ensures that all its resources are in line with the appropriate training packages, according to information provided by the National Training and Information System.

We have procedures in place to ensure that we are aware of the ongoing review process for training packages. Our procedures ensure that we remain up to date with changes to packages/ new packages as they are approved and implemented.

Our resources are subject to regular review and continuous improvement processes. All resources are reviewed every 12 months.

Version control	Version:	VC1
	Date:	January 2009
	Review Date:	January 2010
Amendment history	Date	Details
	January 2009	Introduction of VC1

Record of version control and amendments made to resource.

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Resources divided into new sections:

Part 1

Part 2

Part 3

Appendix

More detailed introduction for trainers/ assessors outlining structure of resource, explanation of each part and how resource can be used.

Introduction

Purpose of the learning resource

This resource provides a theory and assessment framework to support the learning and assessment of competency based training within a collaborative relationship.

It supports and motivates self directed learning via a learning partnership between:

- the learner
- the trainer/ assessor
- workplace training supporters such as:
 - supervisors
 - peers
 - mentors

It can be used to support learners who are experienced workers seeking to gain formal qualifications, newly employed workers aiming to develop skills and obtain formal qualifications and those seeking training and/ or qualifications to gain employment.

The resource is designed for self-paced learning and is also suitable for delivery in a workshop or classroom. Depending on the category of learner and the delivery method these materials should be used differently.

For example:

- an experienced worker might use this resource to refresh their skills and knowledge, and as a tool for preparing to have their competency assessed
- a learner currently employed should be able to practise the skills in their workplace; this resource provides background information and a framework for assessment of competence
- for learners who are not currently in employment – where this resource is used in face-to-face delivery or in a distance mode – trainers should provide opportunities for learners to develop and practise their skills in a simulated workplace

Learners should be encouraged by their trainer/ assessor to undertake additional learning tasks.

This might include:

- research
- reading
- reflection
- drawing upon their knowledge in practice situations beyond what has been facilitated by the trainer

Trainers/ assessors should also provide supplementary information including interpretation of the contents of this resource. They should initiate with the learners discussion about the subject matter and should encourage learners to contribute their own experiences and interpretations of the material. It is not necessary to work through the guides in the order in which they are written; however this is at the discretion of the trainer/ assessor.

Structure of the learning resource

This resource consists of 4 parts:

1. Part 1 - Learning support materials
2. Part 2 - Assessment information
3. Part 3 - Assessment tools
4. Appendix - Competency review tool

Part 1 – Learning support materials

This part is organised so learners can, with the support of their trainer/ assessor, plan their learning and engage in activities. It is divided into sections which relate directly to the learning elements for each unit.

Part 1 contains:

- theory (information)
- learning prompts
- assessment activities
- resources and references

New icons representing theory, learning prompts, assessment activities and references, introduced to guide learners throughout the resource.



Theory is identified by this icon.

Theory provides information about the elements, performance criteria and essential knowledge that apply to this unit. This information will assist the learner to complete the assessment tasks required to achieve competency in this unit.



Learning prompts are identified by this icon.

Learning prompts are designed to encourage the learner to build upon the underpinning knowledge which they have acquired by reading and reflecting upon the theory provided. They may also encourage the learner to research additional information and to expand their practicing of skills.



Assessment activities are identified by this icon.

The activities should become part of a formative assessment. Trainers/ assessors should have processes in place to provide feedback and reinforcement to learners as they progress through the activities and the assessment processes. This is pivotal to the learning experience. Assessment activities are also part of the learning process, particularly interactive activities such as demonstrations, group work or case studies.



Resources and references are identified by this icon.

Provides a list of resources from which this learner guide was developed. This list can also be used as additional reading material that can be accessed for further information.

Part 2 – Assessment information

This part provides the following:

- introduction to competency assessment
- unit information

Part 3 – Assessment tools

The assessment tools provided in this resource are:

- the assessment activities in the workbook
- the written/oral questions in the final assessment section of the workbook
- the project(s) in the final assessment section of the workbook
- supervisor/ third party or assessor demonstration report

Please refer to the introduction to Part 3 - Assessment tools for more detailed information on competency assessment and the assessment tools included in this resource.

Appendix – Competency review tool

This appendix consists of review tools for:

- range statement
- elements and performance criteria
- critical aspects for assessments
- required skills
- required knowledge
- employability skills

These tools can be used for:

- assessment mapping and validation
- assisting the trainer to devise and facilitate learning activities and/or assessment activities which build upon the underpinning knowledge acquired by reading through, and reflecting upon, the text
- recognition of Prior Learning (RPL)
- evidence gathering and recording at any stage of the training
- the **Appendix - Competency review tool** can be used for collecting, recording and submitting a **portfolio of evidence** for RPL

Please refer to the introduction to Appendix - Competency review tool for more detailed information.

Recognition of Prior Learning (RPL)

The tools in this resource can be used by learners to identify their current competency and the evidence they have to support formal Recognition of Prior Learning (RPL). Learners might already have some or all of the skills required for this unit. If they believe they can demonstrate these skills, they should speak with their trainer/ assessor about applying for skills recognition.

Section page from superseded format removed.
Element and performance criteria included at
beginning of each theory section.

A: Work effectively with diversity

Part 1: Learning support material

Section 1: Recognise individual differences and respond appropriately

This section addresses the following performance criteria:

- Recognise and respect individual differences in colleagues, clients and customers
- Respond to differences sensitively
- Ensure behaviour is consistent with legislative requirements and enterprise guidelines
- Accommodate diversity using appropriate verbal and non-verbal communication

Learning prompt

Read through the material and look at the assessment activities.

After learners have read and understood the information provided they should take the opportunity to practise the skills referred to within this section prior to undertaking the assessment activities. Trainer/ assessors should give guidance in this regard.

This will enable learners to build and improve their skills.

Recognise and respect individual differences in colleagues, clients and customers

People and their proposed goal attainment strategies are influenced by past experience, self-concept, family expectations, peer pressures, religious affinities, nationality, ability, gender and age; all of which contribute to their sense of personal identity. The behaviours, beliefs, values and attitudes demonstrated as result of these influences may be classified as 'culture'.

As managers, trainers/coaches, service personnel or workmates we must be aware that culture influences us and it influences all the people with whom we interact. In work situations allowance must be made for cultural difference.

Obviously there are groups of people who have distinctive world views, behaviour and belief patterns, languages and ways of existing and interacting with their environments. They may be diametrically opposed to our own world views. They have as much right to hold those views as we do to hold our own views. It is, therefore an imperative that we deal with all people on the basis of their individuality, rather than on the basis of perceived group affiliations. We must also respect the right of other people to be different and to hold views which differ from our own.

Cultural difference can manifest in a wide variety of behaviours such as language (verbal and non-verbal), social behaviour, relationship expectations, concepts of morality, ethics, time, familiarity/formality, power, values, good practice, work attitudes, role expectations, responsibility etc.

Recognition of cultural difference must not become an excuse for generalisation and stereotypical expectations of conformity to cultural values. Within apparent cultural groups are individuals who **do not**, or do choose to, share values, beliefs and characteristics with the same intensity. These people form separate cultural groups or sub-groups. Classifying and making assumptions about the expected behaviours of workmates or customers, based on culture, ethnicity or national identity etc. leads to stereotyping which is often incorrect and confusing for the individuals involved. Further, it negates the worth of individual choice and individual difference.

Not all the people of a specific nationality or cultural affiliation will conform to behavioural expectations, assume the same outcomes, or be able to participate at the same levels.



Wider margin
area for icons.

BSBDIV301A: Work effectively with diversity

Individual differences in colleagues, clients and customers can include any of the following:

- age
- belief systems/values
- culture
- expertise/experience/working styles
- gender
- interpersonal style
- interests
- language
- physical characteristics and abilities
- mental abilities
- politics
- race
- religion
- sexual orientation
- thinking and learning styles

In simple terms, is about realising that not all people are the same. It is about knowing that different people have different values, different behaviours, and sometimes fundamentally different approaches to life. This is what is known as a culture.

So why do we need to be culturally aware?

Perhaps the most important reason we all need to be culturally aware is because awareness and knowledge is a first step to understanding. Watching a game of football is much more rewarding if you know the rules of the game! A friendship where you know and understand the other person is more satisfying than a superficial first meeting with a stranger. It's the same with cultural awareness - the more we know and understand - the more we gain from our relationships with people from all cultures.

Wherever you live and work in Australia today you will be in constant contact with people from a huge range of cultural backgrounds which includes both co-workers and customers. This means that you will be in constant contact with people who may choose to live their lives differently from the way you do! What do you understand by the term culture?

Here are a few suggested definitions which will start to give you a feel for what we mean by culture in this unit.

Culture could be defined as:

"A person's heritage and world view"
"The customs and civilisation of a particular people or group"
"A binding force which enables a group of people to identify themselves as us"
"The way we do things round here"
"The way a group of people agree to be"
"The way we live, the way we behave, our beliefs, values and customs"

In essence, culture is the way any group defines itself - this could be within your family, at work or within a whole country. The really important point to remember is that we don't all define ourselves in the same way!

So what is your culture? Could you belong to more than one culture?

How important is our culture to the way we live our lives?

It is hard to overestimate the effect that our culture has on our everyday lives. In fact culture is an integral part of life. Our cultural values are so ingrained in us that we automatically behave in a certain way. This is part of the reason we find it difficult to understand behaviour that is not the same as ours! If you are a Muslim it's hard to imagine the year without Ramadan. If you are a Christian you are unlikely to have a year without Christmas! If you are brought up in a society where it is polite to avert your eyes when talking to other people, you will probably be quite uncomfortable when people look straight at you during a conversation.

Culture influences:

- how you act when you meet people for the first time
- who made your breakfast
- whether you live at home with your parents or not
- whether and how you prayed this morning - and to whom
- how you ask to speak to someone on the telephone
- what you think about men and women
- what sort of social functions you attend
- how you relate to co-workers who are younger or older than you
- how you apologise and the things you feel you should apologise for
- what you believe is polite behaviour
- the way you express anger
- what you think will happen to you when you die
- who or whether you will marry
- what you chat about with people
- how you greeted your partner or family members this morning

Every culture has its own ways of doing things, its own set of rules. If we are honest, most of us experience feelings of confusion, fear or even anger when we are faced with behaviour we don't understand, especially if the behaviour doesn't follow the rules of our own culture. We tend to automatically believe that our way is the right way - and this is when misunderstandings and conflicts can occur. This is especially true when someone else's behaviour offends our own values.

In reality there is no **right** and **wrong** in cross-cultural situations. Remember that what seems automatic and correct to you can be quite alien to a person from a different culture.

Identify and meet individual responsibilities within the workgroup.

Within teams people undertake specific roles:

- leadership
- supporting
- innovating
- finishing
- questioning

There are some things that you will be really good at while, other people will be good at other things. We all have individual talents, therefore the concept of team-work means that the enterprise benefits from the pooling of skills and competencies. In order to develop effective teams you need to build good working relationships with your workmates. Communication and information exchange are the key stones of good team work.

The most obvious example of team-work can be seen in sporting teams - football, basketball, swimming relay teams etc. The members of a successful team move as one unit, not a collection of separate people. Yet they are individuals - someone gets the best and fairest player award or is the star. There is a balance of talents and activities that enables the people on the team to work together to achieve their goal/s.

The characteristics of an effective team

- there is a good leadership
- the right people, with the right range of skills are in the team
- diversity and difference are valued
- each member understands their role and that of the others
- there are clear objectives and agreed team goals
- results are measured and acknowledged
- individual effort is acknowledged
- people are praised for being team players
- team members are flexible and adaptable
- there is personal goodwill among members
- each team member is properly trained
- members feel excited about belonging and achieving
- there is good communication and information exchange between all members
- problems are not allowed to fester unresolved

Effective teams display:

- openness, honesty, confrontation and conflict
- coordination, support and trust
- appropriate task delegation
- sound working /decision making procedures
- regular planning and review processes
- opportunities for individual development
- sound inter-group relationships

Changed from 'Activity 1' heading used in superseded format.



Assessment activity 1

1. How can individual differences in colleagues and clients be recognised within a workplace?

By making allowance for different learning styles, work styles and in some cases cultural needs (eg observance of religious holidays).



Part 2: Assessment information

Introduction to competency assessment

To be assessed as competent, learners must under the guidance of qualified trainers and assessors provide evidence which demonstrates that they can perform to the necessary standard. An assessment of competence requires learners to consistently and over time demonstrate the skills, attitude and knowledge that enable confident completion of workplace tasks in a variety of situations.

In judging evidence, the assessor must ensure that the evidence is:

- authentic (the candidate's own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)
- reliable (shows that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency), and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely; task skills, task management skills, contingency management skills, and job/ role environment skills).

Access and equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in the training package. Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes.

Such adjustments are considered reasonable if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

Assessors should also provide alternative assessment activities to address identified specific organisation requirements.

The assessment process must:

- provide for valid, reliable, flexible and fair assessment
- provide for judgement to be made on the basis of sufficient evidence
- offer valid, authentic and current evidence
- include workplace requirements as suggested in the range of variables

*New section.
Introduction outlining general assessment
information for assessors.*

Unit information summary taken from training package.

Unit information

Unit code	BSBDIV301A
Unit title	Work effectively with diversity
Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to recognise and interact productively with diversity in the workplace. It covers sensitive responses to, and interactions with, all manner of diversity that might be encountered during the course of work.
Licensing, legislative, regulatory or certification requirements	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
Employability skills	This unit contains employability skills.
Application of the unit	This unit applies to individuals who work in a variety of contexts, where they will be expected to interact with a diverse client and/or co worker population.
Unit sector or competency field	None Specified
Pre-requisite, co-requisite or interdependent assessment of units	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: <ul style="list-style-type: none"> ▪ workplace effectiveness units.
Context of and specific resources for assessment	Assessment must ensure: <ul style="list-style-type: none"> ▪ access to an actual workplace or simulated environment ▪ access to office equipment and resources ▪ examples of diversity issues in the workplace ▪ examples of documents relating to diversity policies and procedures
Method of assessment:	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: <ul style="list-style-type: none"> ▪ analysis of responses to case studies and scenarios ▪ direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate ▪ oral or written questioning to assess knowledge of sourcing support about workplace diversity ▪ review of documentation outlining the knowledge, skills and experience of others in relation to team objectives

Part 3: Assessment tools

Detailed outline of Assessment Tools AT1, AT2, AT3 and AT4 and how tools can be applied.



Assessment tools in this learner guide

The tools in this resource provide a foundation on which to build a comprehensive learning and assessment program. Trainers/ assessors will need to adapt or supplement these tools where appropriate.

The assessment tools provided in this resource are:

- the assessment activities in the workbook
- the written/ oral questions in this section of the workbook
- the project(s) in this section of the workbook
- supervisor/ third party or assessor demonstration report

Assessment tool 1 (AT1): Assessment activities

Assessment activities are designed to enable assessment against the performance criteria or a group of performance criteria within each element.

In general, the assessment activities might consist of:

- questions assessing knowledge
- demonstration of skills
- case studies
- practical activities

Responses to the assessment activities might be drawn from:

- the theory/ information contained in this resource
- additional reading and research
- supplementary materials provided by the trainer/ assessor
- practical experience

The learner should complete the assessment activities as directed by the assessor. This may involve recording responses in this workbook or providing responses in a different format, eg in a word processed document.

Feedback

The assessment activities should become part of a formative assessment. The RTO and its trainers/ assessors should have processes in place to provide feedback and reinforcement to learners as they progress through the activities and assessment processes.

This is a commercial publication designed to cover a range of industry sectors and organisations. The trainer/ assessor should therefore consider each activity in the context of the specific industry sector and/or organisation and make adjustments or contextualise as necessary. Access and equity issues should also be considered.

Assessment tool 2 (AT2): Written/ oral questions

Written/ oral questions are designed to enable assessment of the required knowledge. Where appropriate they may also enable assessment of elements and performance criteria

As with assessment activities responses might be drawn from:

- the theory/ information contained in this resource
- additional reading and research
- supplementary materials provided by the trainer/ assessor
- practical experience

As with assessment activities, the learner should present responses as directed by the assessor.

Trainers/ assessors might develop additional questions to elicit more detailed responses. Alternative questioning methods might also be used where access and equity issues need to be considered.

Assessment tool 3 (AT3): Project(s)

Project(s) are designed to enable holistic assessment of the unit of competency if possible. The trainer/ assessor should consider each project in the context of the specific industry sector and/or organisation and make adjustments or contextualise as necessary. Access and equity issues should also be considered. Additional projects may also be required.

Assessment tool 4 (AT4): Supervisor/ third party or assessor demonstration report

Where the learner is in employment this report should be completed by the learner's supervisor, an appropriate third party or the assessor.

The trainer/ assessor needs to ensure that the supervisor/ third party/ assessor understands that they must confirm they have observed the learner performing the tasks associated with the elements, performance criteria, critical aspects for assessment and required skills in an efficient manner consistently and over a period of time. They also need to record the context in which the learner was observed and detail any evidence that has been provided.

Where the learner is not in employment and where this resource is used in face-to-face delivery or distance mode, assessors may use this tool to record any simulated demonstrations they have observed that provide evidence the learner can perform the tasks associated with the elements, performance criteria, critical aspects for assessment and required skills in an efficient manner.

Other assessment activities

Other assessment activities determined by an assessor could include any of the range of assessment activities listed as examples appropriate for this unit under method of assessment in the unit information section of this learner guide eg provision of port folio of evidence.

Trainers/ assessors should ensure that the training and formative and summative assessments they use sufficiently address:

- the relevant performance criteria
- critical aspects for assessment
- the required skills and knowledge
- the context and consistency of the assessment requirements
- the relevant employability skills

Trainers/ assessors should ensure that the learner fully understands the assessment process and the assessment tasks that need to be undertaken. This can be documented on the assessment cover sheet supplied in this learner guide.

New checklist for assessment activities undertaken by learners.

Assessment cover sheet

Assessment for this unit of competence for this learner will be undertaken using the following assessment tools (tick those tools that will be used).

- | | |
|---|--|
| <input type="checkbox"/> Assessment activities (AT1) | <input type="checkbox"/> Oral/ written questioning (AT2) |
| <input type="checkbox"/> Project(s) (AT3) | <input type="checkbox"/> Supervisor/ third party/ report (AT4) |
| <input type="checkbox"/> Assessor demonstration report (AT4) | <input type="checkbox"/> Portfolio of evidence |
| <input type="checkbox"/> Other assessment tasks required (record details) | |

No additional assessment tasks required

Assessor name

Assessor signature

Date

I declare that I understand how assessment will take place for this unit. I also understand that work completed towards this assessment must be verifiably my own.

Learner name

Learner signature

Date

Assessment tool 1 (AT1): Assessment activities summary

This tool relates to the assessment activities which have been completed throughout the learner guide. Trainers/ assessors should use this template to record details of any issues/ feedback they wish to provide to the learner in relation to their responses to the assessment activities. Alternatively trainers/ assessors can record feedback next to assessment activity in the body of the workbook.

I declare that the assessment activities completed in this learner guide are all my own work.

Learner name**Learner signature****Date****Assessor name****Assessor signature****Date****Comments**

Assessment tool 2 (AT2): Written/ oral questions

Learners should answer the following questions either orally or in writing as agreed with the trainer/ assessor. Written responses may be recorded in the space provided or entered in a word processing document. If more space is required attach additional pages.

1. How would you define cultural awareness?

Simply understanding that there are differences between individual people and between groups of people – these relate to values, ideas, beliefs and actions.

2. Describe some advantages of having a diverse workforce.

Benefits to staff and the organisation might include:

- *increased innovation*
- *improved services to clients*
- *competitive management practices*
- *conducive environment to reach full potential*
- *growth of new skills and knowledge*

3. How do you think understanding the preferences of others can assist in your daily working life?

BY understanding that we are all different and have different needs it becomes easier to accommodate those differences. – we stop seeing people (unrealistically) as imitations of ourselves and stop expecting them to react in the same ways as we do.

BSBDIV301A: Work effectively with diversity

4. Why is diversity so essential to a balanced and successful workplace and indeed, to a balanced society? How can it be achieved?

If we were all the same we would all want to do and be the same things. Diversity offers new and different ideas, skills and opportunities to grow and develop. In work teams diversity is essential so that all the team roles are filled and each person coming to the team can contribute different skills and experience.

5. Why is it necessary to have a working knowledge of the legislation involved in business?

There is a raft of legislation that surrounds organisations that are involved in business. Some of this legislation is specific to one area of supply but others are generic. You have a legal and a moral responsibility to provide truthful and accurate information to customers. Failure to do this can have consequences for you personally and for your organisation.

You are not expected to be a lawyer but you are required to have a level of knowledge commensurate with your role in the organisation. In other words, the level of knowledge of the relevant legislation that you require as a client representative would be far less than that expected of the manager in charge of compliance.

Your organisation will have access to all of the relevant legislation and should keep you informed of your responsibilities to the organisation, its customers and what you need to do to ensure compliance.

Assessment tool 3 (AT3): Project(s)

Learners should undertake the following project(s) as directed by the trainer/ assessor.

Project 1

1. Consider the people who work in your organisation and in particular in your team. Alternatively if you are not in employment consider some people you associate with regularly, either in school, a sporting or social environment. What are the obvious, observable differences between them– ie some might have different nationalities, others might have different religious or educational backgrounds.

Make a list of 6 different people (names are not necessary). For each person on the list state their relationship with you (workmate, supervisor, friend, team mate, acquaintance, relative).

Then note the cultural differences you perceive. (Remember that cultural difference does not only apply to obvious things like skin colour or nationality, it also applies to family background, social contacts, education etc).

Describe the different skills and experiences that each person brings to the work situation.

	Role or position and working relationship	Cultural differences	Skills and experience
1.			
2.			
3.			
4.			
5.			

2. Analyse your own ideas and opinions. Has this simple exercise increased your awareness of the need for and value of diversity? Explain your answer.
3. What other actions can you take to increase your understanding of cultural difference and reduce the prejudices and stereotypical assessments you make of other people.

Answers to the project will be dependent on the participant's workplace and on the gathering of relevant information. The project is intended to increase the participant's awareness of the differences between people and of the need for such differences. Participant's answers should reflect an in-depth assessment of their own prejudices and of the need to accept difference in themselves and in others.

Assessment tool 4 (AT4): Supervisor/ third party/ assessor demonstration report

Supervisor/ third party/ assessor to provide comment on workplace performance/ demonstration. Record the context in which the learner was observed, detail any evidence that has been provided, initial each section and sign when completed.

Element	Performance criteria	Evidence provided/ observed/ context	Initial/ date
Recognise individual differences and respond appropriately	Recognise and respect individual differences in colleagues, clients and customers		
	Respond to differences sensitively		
	Ensure behaviour is consistent with legislative requirements and enterprise guidelines		
	Accommodate diversity using appropriate verbal and non-verbal communication		
Work effectively with individual differences	Recognise and document knowledge, skills and experience of others in relation to team objectives		
	Encourage colleagues to utilise and share their specific qualities, skills or backgrounds with other team members and clients in order to enhance work outcomes		
	Ensure relations with customers and clients demonstrate that diversity is valued by the business		

		Evidence provided/ observed/ context	Initial/ date
Critical aspects for assessment	▪ adjusting language and behaviour as required by interactions with diversity		
	▪ awareness of diversity issues		
	▪ knowledge of relevant legislation		
Required skills	▪ culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities		
	▪ problem-solving and initiative skills to recognise and address own responses to difference		

Supervisor/ third party declaration

I confirm that I have observed the learner perform the tasks associated with the elements, performance criteria, critical aspects for assessment and required skills for this unit efficiently and consistently over a period of time.

Supervisor/ third party name

Supervisor/ third party signature

Date

Assessor declaration

I confirm that I have observed the learner demonstrate the skills associated with the elements, performance criteria, critical aspects for assessment and required skills for this unit competently.

Assessor name

Assessor signature

Date

Learner name

New sign off section to be completed by Assessors and Supervisors.

Competency record no longer contains unit information making it a generic form. Format is significantly different to superseded version.

Competency record

After assessment the **competency record** should be completed and signed by the learner, assessor, and the supervisor. If competency is not achieved at the first attempt strategies to address gaps in performance need to be identified and time for reassessment arranged.

Assessment tools used and satisfactory outcomes achieved (Tick)

<input type="checkbox"/> Assessment activities (AT1)	<input type="checkbox"/> Oral/ written questioning (AT2)
<input type="checkbox"/> Project(s) (AT3)	<input type="checkbox"/> Supervisor/ third party/ report (AT4)
<input type="checkbox"/> Assessor demonstration report (AT4)	<input type="checkbox"/> Portfolio of evidence

Other assessment methods used by the RTO and satisfactory outcomes achieved (please detail)

I declare that the assessment tasks completed in this learner guide are all my own work.

Learner name	Learner signature	Date
_____	_____	_____
Supervisor/ third party name	Supervisor/ third party signature	Date
_____	_____	_____

The learner has been assessed as **competent** in the elements and performance criteria, critical aspects for assessment, required skills and knowledge for this unit and the evidence presented is:

<input type="checkbox"/> Authentic	<input type="checkbox"/> Valid	<input type="checkbox"/> Reliable	<input type="checkbox"/> Current	<input type="checkbox"/> Sufficient
Assessor name	Assessor signature	Date		
_____	_____	_____		

If the Learner is **not yet competent** in this unit – date for reassessment _____

Strategies to address gaps in performance/ trainee comments

Appendix: Competency review tool

This appendix is a multi purpose tool for:

1. Assessment mapping and validation.
2. Identification of supplementary assessment strategies by trainer/ assessors.
3. Recognition of Prior Learning (RPL).
4. Evidence gathering and recording at any stage of the training.

The **Appendix - Competency review tool** can be used for collecting, recording and submitting a **portfolio of evidence** for RPL.

1. Assessment mapping and validation.

This identifies how the assessment tools in this resource assess:

- elements and performance criteria
- critical aspects of evidence
- skills and knowledge
- employability skills

It also allows for trainers/ assessors and learners to review the range statement and in the circumstance of the learning and assessment determine which factors apply.

2. Identification of supplementary assessment strategies by trainers/ assessors.

This should be used by trainers/ assessors to:

- validate the assessment tools provided in this resource
- identify and record additional assessment processes which may be needed to supplement the assessment tools provided in this resource
- identify and record additional assessment processes required to address access and equity issues
- identify and record additional assessment processes that may be required to meet specific organisation/ industry requirements

3. Recognition of Prior Learning (RPL).

This should be used by learners to identify and evaluate their existing skills for the purpose of Recognition of Prior Learning (RPL)

The learner may identify that they already have some or all of the skills required for this unit prior to or during the training. If they believe they can already demonstrate these skills they should speak with an assessor about applying for recognition of skills.

This tool can then be used to record the evidence they have of their skills in relation to the elements and performance criteria, critical aspects of evidence, required skills and knowledge and employability skills.

Use of this tool should involve the collection and submission of evidence, eg work samples, photographs, reports, references, examples of products made etc. This evidence may be derived from previous paid work experience, volunteer work experience, education or general life experience.

4. Evidence gathering and recording at any stage of the training.

During the course of training learners might identify existing strengths that they previously have not recognised. As with RPL this tool can then be used to record the evidence they have of these skills as they become apparent during the training. This may result in a modification of the assessment process.

Alternatively it may encourage the learner to strengthen their engagement with the full learning experience.

Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Trainers and learners should review the range statement and in the circumstance of the learning and assessment determine which of the following factors apply.

	Y/ N		Y/ N
<p>Individual differences may include:</p> <ul style="list-style-type: none"> ▪ ability ▪ age ▪ belief systems/values ▪ culture ▪ expertise/experience/working styles ▪ gender ▪ interests ▪ interpersonal style ▪ language ▪ mental ability ▪ past experiences ▪ physical characteristics ▪ politics ▪ race ▪ religion ▪ sexual orientation ▪ thinking and learning styles <p>Colleagues may include:</p> <ul style="list-style-type: none"> ▪ internal customers ▪ junior staff ▪ managers and supervisors ▪ peers ▪ stakeholders <p>Legislative requirements may include:</p> <ul style="list-style-type: none"> ▪ disability discrimination legislation ▪ human rights and equal opportunity legislation ▪ racial and sex discrimination legislation <p>Enterprise guidelines may include:</p> <ul style="list-style-type: none"> ▪ codes of conduct ethics ▪ diversity policies ▪ human resources polices and procedures 			

Competency review tool: Elements and performance criteria

Elements of competency: The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance criteria: The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance.

Element	Performance criteria	Assessed in this learning resource by:	Assessment methods used by the RTO	Evidence provided by the learner
Recognise individual differences and respond appropriately	Recognise and respect individual differences in colleagues, clients and customers	AT1: 1 AT2: 1, 2 AT3: 1 AT4		
	Respond to differences sensitively	AT1: 2 AT2: 1, 2 AT3: 1 AT4		
	Ensure behaviour is consistent with legislative requirements and enterprise guidelines	AT1: 3 AT2: 1, 2 AT3: 1 AT4		
	Accommodate diversity using appropriate verbal and non-verbal communication	AT1: 4 AT2: 1, 2 AT3: 1 AT4		
Work effectively with individual differences	Recognise and document knowledge, skills and experience of others in relation to team objectives	AT1: 5 AT2: 3, 4 AT3: 1 AT4		
	Encourage colleagues to utilise and share their specific qualities, skills or backgrounds with other team members and clients in order to enhance work outcomes	AT1: AT2: 3, 4 AT3: 1 AT4		
	Ensure relations with customers and clients demonstrate that diversity is valued by the business	AT1: 7 AT2: 3, 4 AT3: 1 AT4		

Mapping now includes 2 columns for RTO to list assessment methods used and evidence provided.

Competency review tool: Critical aspects for assessment

Describes critical aspects for assessment and evidence required to demonstrate competency in this unit

		Assessed in this learning resource by:	Assessment methods used by the RTO	Evidence provided by the learner
Critical aspects for assessment	<ul style="list-style-type: none"> adjusting language and behaviour as required by interactions with diversity 	AT1: 4 AT2: 1 - 5 AT3: 1 AT4		
	<ul style="list-style-type: none"> awareness of diversity issues 	AT1: 6, 7 AT2: 2, 4 AT3: 1 AT4		
	<ul style="list-style-type: none"> knowledge of relevant legislation 	AT1: 3 AT2: 5 AT3: 1 AT4		

Competency review tool: Required skills

Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

		Assessed in this learning resource by:	Assessment methods used by the RTO	Evidence provided by the learner
Required skills	<ul style="list-style-type: none"> culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities 	AT1: 4 AT3: 1 AT4		
	<ul style="list-style-type: none"> problem-solving and initiative skills to recognise and address own responses to difference 	AT1: 6 AT3: 1 AT4		

Competency review tool: Required knowledge

Knowledge identifies what the person needs to know to perform the work in an informed and effective manner.

		Assessed in this learning resource by:	Assessment methods used by the RTO	Evidence provided by the learner
Required knowledge	<ul style="list-style-type: none"> ▪ key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> - anti-discrimination legislation - ethical principles - codes of practice - privacy laws - occupational health and safety 	AT1: 3 AT2: 5 AT3: 1		
	<ul style="list-style-type: none"> ▪ major groups in the community and work environment, as defined by cultural, religious and other traditions and practices 	AT1: 6 AT2: 4 AT3: 1		
	<ul style="list-style-type: none"> ▪ reasonable adjustments that facilitate participation by people with a disability 	AT1: 7 AT2: 4 AT3: 1		
	<ul style="list-style-type: none"> ▪ value of diversity to the economy and society in terms of workforce development, Australia's place in the global economy, innovation and social justice 	AT1: 7 AT2: 1 - 4 AT3: 1		

Competency review tool: Employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

		Assessed in this learning resource by:	Assessment methods used by the RTO	Evidence provided by the learner
Communication	<ul style="list-style-type: none"> ▪ communicating verbally with others in negotiation, training and questioning ▪ writing a range of simple documentation and communications 	AT1: 4 AT2: 3 AT3: 1 AT4		
Teamwork	<ul style="list-style-type: none"> ▪ completing individual tasks to support team goals ▪ conveying workplace procedures and work instructions to team members 	AT1: 1, 2, 5, 6 AT3: 1 AT4		
Problem solving	<ul style="list-style-type: none"> ▪ resolving issues and conflicts with team members ▪ using manuals and other documentation to overcome problems with information technology or other office equipment 	AT1: 1 AT3: 1 AT4		
Initiative and enterprise	<ul style="list-style-type: none"> ▪ demonstrating individual responsibility for completing tasks ▪ suggesting improvements to support the development of improved work practices and team effectiveness 	AT1: 1, 7 AT2: 1, 4 AT3: 1 AT4		

BSBDIV301A: Work effectively with diversity

		Assessed in this learning resource by:	Assessment methods used by the RTO	Evidence provided by the learner
Planning and organising	<ul style="list-style-type: none"> ▪ contributing to planning processes with team members to meet expected outcomes ▪ gathering, organising and applying workplace information for the organisation's work processes and information systems 	AT3: 1 AT4		
Self-management	<ul style="list-style-type: none"> ▪ identifying development needs and seeking training to fill needs ▪ monitoring and recording the performance of own work area 	AT1: 3 AT3: 1 AT4		
Learning	<ul style="list-style-type: none"> ▪ developing a comprehensive knowledge and understanding of products and services ▪ identifying priorities and pursuing personal work goals in accordance with organisational objectives 	AT1: 1-17 AT2: 1-4 AT3: 1 AT4		
Technology	<ul style="list-style-type: none"> ▪ using information communication technology to communicate with team members or clients ▪ using word processing packages, spreadsheets and/or databases to produce written correspondence and reports 	AT3: 1 AT4		