

Contents

About this guide	5
Section 1: Meeting VET sector requirements	7
1.1 How Aspire's resources assist in meeting requirements	7
1.2 Resource quality assurance processes	16
Section 2: Unit of competency information	17
2.1 Unit of competency	17
2.2 Unit of competency assessment requirements	20
2.3 Aspire resources available for this unit	22
2.4 Target groups	24
Section 3: Training requirements	25
3.1 Delivery approach	25
3.2 Delivery plans	26
3.3 Learning mapping	34
3.4 Solutions – general guidance	40
3.5 Solutions to practice tasks	41
3.6 Solutions to learning checkpoints	46
Section 4: Assessment	55
4.1 Assessment approach	55
4.2 Assessment procedures	56
4.3 Assessment mapping	62
4.4 Assessment solutions and marking guidance	66
4.5 Completing the record of outcome	86
Section 5: Forms	88
Section 6: Glossary of VET terminology	89

Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
<p>Australian Qualifications Framework</p> <p>The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.</p> <p>You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.</p>	<p>Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: www.aqf.edu.au.</p>
<p>Volume of learning</p> <p>When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</p>	<p>The sample delivery plans provided in section 3.2 include suggested time allocations. You may need to adjust these allocations when planning delivery in the context of a whole qualification to meet volume of learning requirements and learner needs.</p>

Section 2: Unit of competency information

2.1 Unit of competency

BSBDIV301 Work effectively with diversity

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the 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.

It 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. They may also provide some leadership and guidance to others and have some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit sector

Workforce Development – Diversity

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

2.2 Unit of competency assessment requirements

Assessment requirements for BSBDIV301 Work effectively with diversity

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.
Performance evidence	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> adjust language and behaviour as required by interactions with diversity identify and respect individual differences in colleagues, clients and customers apply relevant regulations, standards and codes of practice. <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
Knowledge evidence	<p>To complete the unit requirements safely and effectively, the individual must:</p> <ul style="list-style-type: none"> identify major groups in the workplace and community, as defined by cultural, religious and other traditions and practices identify reasonable adjustments that facilitate participation by people with a disability explain the value of diversity to the economy and society in terms of: <ul style="list-style-type: none"> workforce development Australia's place in the global economy innovation social justice.
Assessment conditions	<p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – diversity field of work and include access to:</p> <ul style="list-style-type: none"> office equipment and resources examples of regulations, standards and codes of practice working with diversity examples of workplace diversity issues case studies and, where possible, real situations examples of workplace diversity policies and procedures interaction with others. <p>Assessors must satisfy NVR/AQTF assessor requirements.</p>

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBDIV301 Work effectively with diversity*. These plans, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember, it is your responsibility as the trainer to use the most appropriate strategies for your learners.

The delivery plans have been developed for use in a face-to-face delivery environment. However, certain features of the delivery plans can be adapted to be used for individual/online learners, particularly for those parts of the learning content that necessitate some form of group interaction or communication.

Topic 1: Recognise individual differences and respond appropriately	
<p>Suggested time allocation: 30 hours</p> <p>Suggested resources:</p> <ul style="list-style-type: none"> • Recommended reading • Slide presentation software 	<p>Slide nos: 2–16</p>
<p>Recommended reading</p>	<p>Terminology checklist</p>
<p>Aspire learner guide <i>BSBDIV301 Work effectively with diversity</i>, Release 1</p> <p>Topic 1: Recognise individual differences and respond appropriately</p>	<ul style="list-style-type: none"> • Diversity/individual differences • Belief and value systems • Culture, religion and race • Age • Politics • Interpersonal practices and style • Cultural calendars • Ethnic conflict • Rural and urban cultures • Expertise/experience/work styles • Educational background • Literacy and numeracy • Language • Gender • Physical and mental abilities • Social differences • Racism • Sexism/sexual harassment • Sexual orientation • Prejudice and stereotyping • Discrimination (age, race, sex) • Positive discrimination/discriminative humour • Human rights • Inclusive and exclusive language
<p>Suggested training strategies</p>	

3.3 Learning mapping

BSBDIV301 *Work effectively with diversity*, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Recognise individual differences and respond appropriately			
1.1 Recognise and respect individual differences in colleagues, clients and customers	1A Recognise and respect diversity and individual differences	1	LC 1: Part A 1, 4 Part C 1, 2
1.2 Respond to differences sensitively	1B Respond to differences sensitively	2	LC 1: Part A 1, 2, 4 Part B
1.3 Ensure behaviour is consistent with legislative requirements and enterprise guidelines	1C Comply with legislation and guidelines	3	LC 1: Part A 2, 3 Part C 1, 2
1.4 Accommodate diversity using appropriate verbal and nonverbal communication	1D Consider diversity when communicating	4	LC 1: Part A 4 Part B
Element 2: Work effectively with individual differences			
2.1 Recognise and document knowledge, skills and experience of others in relation to team objectives	2A Recognise and document diversity in skills to enhance teamwork	5	LC 2: Part B 1–6 Part C Part D 1, 2
2.2 Encourage colleagues to utilise and share their specific qualities, skills or backgrounds with other team members and clients in order to enhance work outcomes	2B Encourage colleagues to use and share their skills and talents with team members and clients	6	LC 2: Part B 1–6 Part C Part D 1, 2 Part E
2.3 Ensure relations with customers and clients demonstrate that diversity is valued by the business	2C Demonstrate that diversity is valued by your organisation	7	LC 2: Part A Part E

Final assessment tasks and recommended options

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete three assessment tasks.

Complete the following task	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
Select and complete one of the following	Part B – Project: Working effectively with diversity at BizOps Enterprises You will demonstrate your skills and knowledge by completing a scenario-based project. OR Part C – Project: Working effectively with diversity at work You will demonstrate your skills and knowledge by completing a project in your workplace.
Select and complete one of the following	Part D – Observation Your work performance will be documented while being observed by an assessor. OR Part E – Third-party report Your work performance will be documented using a third-party report completed by a relevant supervisor.

Negotiating assessment tasks

It is critical that candidates understand the assessment tasks and expectations of their performance, as well as any options that may be available. Aspire's learner guides include a range of options for assessment (as outlined), depending on the unit being assessed and the characteristics of the candidate.

For example, a candidate completing assessment in a workplace (their own or via a work placement) may rely on a third-party report assessment. However, candidates completing assessment after a workshop-based program may require assessor observations in a simulated workplace task.

Candidates may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.

How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
Training organisation name:	
Candidate name:	
Phone number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	<i>BSBDIV301 Work effectively with diversity, Release 1</i>
Assessment tasks selected:	Part A – Questioning Select and complete one of the following: <input type="checkbox"/> Part B – Project: Working effectively with diversity at BizOps Enterprises OR <input type="checkbox"/> Part C – Project: Working effectively with diversity at work Select and complete one of the following: <input type="checkbox"/> Part D – Observation OR <input type="checkbox"/> Part E – Third-party report

4.3 Assessment mapping

BSBDIV301 Work effectively with diversity, Release 1

Unit of competency	Part A – Questioning	Part B – Project: Scenario	Part C – Project: At work	Part D – Observation	Part E – Third-party report
Element 1: Recognise individual differences and respond appropriately					
1.1 Recognise and respect individual differences in colleagues, clients and customers	Q3–Q19				
1.2 Respond to differences sensitively	Q20–Q28	P1	P1		
1.3 Ensure behaviour is consistent with legislative requirements and enterprise guidelines	Q29–Q35	P2	P2		
1.4 Accommodate diversity using appropriate verbal and nonverbal communication				O1, O2	O1, O2
Element 2: Work effectively with individual differences					
2.1 Recognise and document knowledge, skills and experience of others in relation to team objectives		P3	P3		
2.2 Encourage colleagues to utilise and share their specific qualities, skills or backgrounds with other team members and clients in order to enhance work outcomes		P5	P5		
2.3 Ensure relations with customers and clients demonstrate that diversity is valued by the business	Q36, Q37				
Performance evidence					

4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

Record of outcome

Training organisation name:		
Candidate name:		
Unit code and title:	<i>BSBDIV301 Work effectively with diversity, Release 1</i>	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
Part A – Questioning		<input type="checkbox"/>
<input type="checkbox"/> Part B – Project: Working effectively with diversity at BizOps Enterprises		<input type="checkbox"/>
OR		
<input type="checkbox"/> Part C – Project: Working effectively with diversity at work		
<input type="checkbox"/> Part D – Observation		<input type="checkbox"/>
OR		
<input type="checkbox"/> Part E – Third-party report		