



ASSESSOR GUIDE

CHCDIV001

Work with diverse people

Assessment 1 of 3

Short Answer Questions



Assessment Instructions

Task overview

This assessment task is divided into nineteen (19) questions.

Read each question carefully before typing your response in the space provided.

Additional resources and supporting documents

To complete this assessment, you will need:

- Learning resources.



Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Question 1

Briefly define 'diversity'.

(Approximate word count: 30 words.)

Assessor instructions: The student must demonstrate an understanding of the definition of diversity. The response should capture the essence of diversity, recognising the range of differences that can exist among people.

- The response must reflect an understanding that diversity encompasses a range of differences among people. The response should include examples of differences that diversity encompasses (e.g., culture, disability, beliefs, age, gender, sexual orientation, etc.).

Exemplary Response:

"Diversity refers to differences among people, including culture, disability, beliefs, age, gender, and sexual orientation." (15 words)

Examples of Acceptable Responses:

- "Diversity means how people are different from each other, including their cultures, abilities, beliefs, ages, genders, and sexual orientations."
- "Diversity refers to the variety of differences among individuals, such as culture, age, gender, disability, beliefs, and sexual orientation."
- "Diversity encompasses differences in culture, disability, beliefs, age, gender, sexual orientation, and other individual characteristics."

Question 2

Two critical concepts embedded within 'diversity' are 'acceptance' and 'respect'.

Briefly explain what these two concepts mean.

(Approximate word count: 40 words)

Assessor instructions: The student must demonstrate an understanding of the concepts of acceptance and respect within the context of diversity. The response should convey the importance of these concepts in creating an inclusive environment.

- The response must show an understanding that acceptance involves recognizing and valuing differences among people. The response must demonstrate that respect involves acknowledging and valuing each person's unique contributions.
- Exemplary Response:
"Diversity involves acceptance, which means valuing differences, and respect, which means valuing each person's unique contributions. This creates a safe, positive, nurturing environment."

Examples of Acceptable Responses:

- "Acceptance means recognizing and valuing differences among people. Respect means acknowledging and valuing each individual's unique contributions."
- "Acceptance is about valuing differences. Respect is about valuing each person's unique contributions,

creating an inclusive environment.”

- "Acceptance means valuing differences. Respect involves valuing each person’s contributions, fostering an inclusive and positive environment."

Question 3

Community services workers need to be aware of the characteristics of several key diversity factors.

Complete the following table by outlining the characteristics of each area of diversity.

(Approximate word count: 350-400 words overall)

Assessor instructions: The student must use their own terms and demonstrate knowledge of the characteristics of critical areas of diversity.

The student’s response must demonstrate an understanding of these concepts of diversity –to demonstrate knowledge, the wording may differ, however the student’s response must reflect the examples provided.

Area of Diversity	Characteristics
a) Culture/race/ethnicity	Culture refers to how the environment around us shapes our identity. Someone else usually identifies race and refers to the perceived colour of your skin or ethnic background. Ethnicity is how you define yourself based on your connection to the past, place, and culture.
b) Disability	“Diversity inability or disability refers to the various physical, emotional, or psychological differences that might affect a person’s functioning in society.”
c) Religious and spiritual beliefs	“There is a wide range of religious and spiritual beliefs people follow. They span international, cultural, and ethnic boundaries and can greatly influence how people form their identities. For example, religious and spiritual observance often support people’s social, psychological, and cultural needs.”
d) Generational	“A generation is a group of people born during certain years. They generally share similar experiences growing up, and their values and attitudes tend to be similar, having been developed during their formative years. Examples of generations include, but are not limited to, baby boomers, Gen-Xers, and millennials. Though there may be many differences amongst people of the same generation, the concept can be useful to understand the formation of your own and others' assumptions and values.”
e) Gender, including transgender and intersex	“Gender generally refers to how people define themselves as either male, female, or transgender. It is generally accepted that gender exists as a spectrum, with people identifying with the characteristics typically associated with being male or female. Transgender refers to an identity that does not

	conform to conventional notions of male and female. <i>Intersex</i> is a broad term used to describe various conditions in which a person is born with a sexual anatomy that is not prescribed to distinctly male or female. For example, a person may be born appearing to be male on the outside but having mostly female-typical anatomy on the inside. Another example would be a person born with genitals that seem in-between the usual male and female types.”
f) Sexual orientation/sexual identity	“Sexual orientation and sexual identity generally refer to one’s preferences in romantic or sexual partners. The acronym LGBT (lesbian, gay, bisexual, transgender) is often used to describe people who are not heterosexual. Some organisations working with people with non-mainstream sexual orientation or gender identity prefer to use the more inclusive acronym LGBTQIA+ to encompass people who identify as queer, intersex, or asexual.”

Question 4

Consider the ‘cultural iceberg’ model and reflect upon how it applies to you. Briefly outline the critical formative factors that have shaped your core values and interpretations/way of viewing the world.

Note: While there are no specified answers to this question, your response must demonstrate that you have considered your social and cultural perspectives and what influenced their formation.

(Your response should be approximately 100 words)

Assessor instructions: This is a self-reflection question—individual answers. The student’s responses must reflect their social and cultural perspectives and the factors influencing their development.

Responses can include:

- Religion
- History
- The media
- Educational system
- Family
- Economics/social-cultural status

Question 5

In the following table, describe the potential needs of people from marginalised communities concerning protective factors, physical, mental and emotional health, and exposure to negative attitudes and experiences.

(Approximate word count: 110 words overall)

Assessor instructions: The student’s response must demonstrate an understanding of the potential needs of marginalised groups. the wording may differ, however the student’s response must be reflect the examples provided.

Potential Needs	Description
a) Protective factors	<ul style="list-style-type: none"> • Clients may not have ready access to these factors, such as positive connections with family and friends, connection to land, culture, and spirituality, stability in housing and income, self-determination, and positive skills (e.g., problem-solving). • Lack of these factors could mean they are subject to higher risks and detriment to their well-being.
b) Physical, mental and emotional health care	<ul style="list-style-type: none"> • Higher needs for service/care needs in these areas • May present with complex, interrelated needs or are engaged with multiple services concurrently.
c) Exposure to negative attitudes and experiences	<ul style="list-style-type: none"> • They're subject to a higher risk of abuse, discrimination, exclusion and traumatic experiences. • It can impact their communication capacity, trust in services or others, and engagement with services. • Clients behave in a 'challenging' or 'disengaged' manner while accessing services, affecting service relationships.

Question 6

Australia has become one of the most culturally diverse countries in the world.

- a) Briefly outline the major historical and cultural factors that have influenced Australia's formation of a culturally diverse society.

(Approximate word count: 100 words)

Assessor instructions: The student's response must demonstrate an understanding of the historical and cultural influences and changing practices influencing multiculturalism in Australia.

Answers must reflect the themes and characteristics of the following example.

<ul style="list-style-type: none"> • There are three major contributors to Australia's demographic makeup – a diverse Indigenous population, A British colonial past, and extensive immigration from many different countries and cultures. • Over the last 40 years, there has been a growing push within Australia to recognise our cultural diversity. Before the 1970s, social and government policy encouraged cultural assimilation, in which those arriving in Australia were expected to abandon their cultures and languages and blend into mainstream society. However, over the last few decades, there has been a slow but steady shift to a multicultural stance that recognises the benefits of cultural diversity to Australian society.

- b) Reflect on the information from the 2016 census provided in Reading B. What does this information

reveal about cultural diversity in Australia?

Report the key findings in the space below.

(Approximate word count: 200 -250 words.)

Assessor instructions: The student's response must demonstrate an understanding of cultural diversity in Australia.

The student's response needs to reference the points below.

- While most of the population is Australian-born, more than 75% of Australians identified with an ancestry other than Australian in the 2016 Census, about 3% of Australians identified as Aboriginal, Torres Strait Islander or both, and about 45% reported having at least one parent born overseas.
- Around 26% of the population was born in another country. Of the overseas-born, England, New Zealand, and China were the major countries of birth. About 19% of overseas-born Australians were born in non-English speaking countries. In all, Australians come from over 200 birthplaces.
- Collectively, Australians speak over 200 languages. Languages other than English are spoken by about 21% of the population. Of these, almost 64,800 people reported speaking an Indigenous language. Other than English, the most common languages spoken today are Chinese, Arabic, Vietnamese and Italian. There are over 50 Indigenous languages and Australian creoles actively spoken by Australians.
- The major religion in Australia is Christianity, with about 52% of the population identifying as Christian. This group comprises over 70 Christian denominations: Catholic, Anglican, Uniting Church; Presbyterian and Reformed; and Eastern Orthodox. Other major religions represented in Australia today include Buddhism (2% of the population), Islam (3%), Hinduism (2%) and Judaism (less than 1%). Almost 8,100 Australians practice traditional Aboriginal religions. Nearly 30% of Australians reported having no religion.

Students' responses must demonstrate a recognition that Australia is a culturally diverse society with many individuals living under the influence of many cultures.

- c) How has Australia's multiculturalism impacted our political, social, economic, and cultural life? In your response, be sure to address the impact of diversity on each of these four areas.

(Approximate word count: 120 words)

Assessor instructions: The students must demonstrate that they have reflected upon their perspectives on how diversity has impacted Australia's political, social, economic, and cultural life.

Answers must reflect the themes and characteristics of the following example.

- Politically, diversity issues have been, at times, a source of conflict and divide. However, over the last 30 years, there has been a push for accepting and promoting multiculturalism.
- Socially, multiculturalism is a key aspect of Australian society. There is a wide range of multicultural restaurants and retailers. Multiculturalism has made Australian society quite diverse. While there are still issues of racism, these are fewer than in the past.
- Australia's cultural diversity economically allows for thriving trade relationships with other countries and a strong tourist economy.
- Culturally, multiculturalism is a vital part of Australia's cultural life. There are regular cultural festivals and

celebrations. However, there are still situations of discrimination and racism.

The question requires students to reflect on their perspectives. The marker must be satisfied that the student's response has demonstrated an understanding of Australia's diverse features that have impacted political, social, economic and cultural life.

- d) On a personal level, multiculturalism in Australia impacts the day-to-day life of people living in Australia. Briefly discuss how living in a diverse society affects our behaviours, relationships with others, perceptions, and social expectations of others.

In your response, be sure to address the impact of diversity on each of these four areas.

(Approximate word count: 100 words)

Assessor instructions: The student must demonstrate an understanding of the impacts of diversity practices and experiences on personal behaviour, interpersonal relationships, perception, and social expectations of others.

Answers must reflect the themes and characteristics of the following example.

- We learn to respect and accept differences in how we do things.
- When building a relationship with others, we more readily expect diversity and the need to be open and non-judgmental.
- We have learned to become more aware of our perceptions and expectations of others.
- Our perceptions may not be accurate if they are based on our assumptions.
- We must be mindful of behaviours that may not be culturally sensitive or even offensive to others.
- There is an increased expectation for equity, social justice and fairness. There is an expectation of respect from others and condemnation of any discriminative practices.

Question 7

Recall your initial reaction to the self-reflection question from your learning material, repeated below:

Self-Reflection

Consider how your background and cultural experiences have shaped your beliefs about the world.

Next, consider what you think when you imagine the 'typical Australian'. What language do they speak? What is their skin colour? What is their religion? Their gender? What is their sexual orientation? Their occupation? What do they wear?

Reflect upon your initial reaction to this question (e.g., did your initial picture of the "typical Australian" reflect someone from your own culture, or did it perhaps reflect an image from mainstream media?) and whether or not your idea of "the typical Australian" underwent any changes as a result of reviewing the 2016 census data in Reading B (e.g., did your growing understanding of cultural diversity within Australia impact on your view of "the typical Australian"?)

Note: This is a reflective question. While there are no specified answers, you must demonstrate that you have considered your cultural preconceptions and whether they changed due to your increased understanding of cultural diversity in Australia.

(Approximate word count: 100 words)

Assessor instructions: The student's responses must reflect their cultural conceptions and whether or not they underwent any change due to their growing recognition of cultural diversity in Australian society.

Exemplary response:

"When I first thought about a typical Australian, I thought of them as a white, English-speaking, straight male, wearing board shorts and a t-shirt, who worked a blue-collar job. I believe this image is likely influenced by my experiences with the majority culture and depictions of "typical Australians" on television. However, as I learned more about Australia's cultural diversity, I realised that my preconceptions were inaccurate and that Australia is quite a diverse society with many individuals living in many different cultures. I learned that I need to expand my idea of the "typical Australian".

Question 8

Briefly describe the connection between human rights and human needs.

(Approximate word count: 80 words)

Assessor instructions: The student must demonstrate an understanding of the relationship between human rights and human needs.

The student's response needs to include a reference to the points below. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Human needs refer to basic requirements necessary for survival, such as food, clean water, adequate shelter, and access to health care.
- The Universal Declaration of Human Rights extends an individual's basic needs to include human rights such as freedom of person, thought, religion and expression, education and work, and privacy. These rights allow an individual to flourish and participate fully in society.
- Generally, the fulfilment of human rights prevents people from experiencing situations of dire need – physically or emotionally.

Question 9

Human rights underpin the formation of many Australian laws, which inform service provision in the community services sector.

- a) Complete the following table by identifying the relevant pieces of federal legislation that are set out to protect individuals from discrimination by following characteristics. Additionally, the legal and ethical considerations (international, national, state/territory, local) for working with diversity, how these impact individual workers, and the consequences of breaches.

(Approximate word count: 80-100 words for each)

Assessor instructions: The student’s response must identify the relevant legislation and provide an explanation demonstrating their knowledge of the legal and ethical considerations for working with diversity relative to each type of discrimination. The explanation should also cover the impact on individual workers and the consequences of breaches.

Discrimination	Relevant Legislation	Explanation of Legal and Ethical Considerations, Impact on Workers, and Consequences of Breaches
i) Age	Age Discrimination Act 2004	The Age Discrimination Act 2004 makes it unlawful to discriminate against a person on the basis of age in various areas of public life, including employment, education, and the provision of goods and services. Ethical considerations involve treating all individuals fairly regardless of age, promoting equality, and challenging stereotypes. Impact on workers includes ensuring fair hiring practices, providing equal opportunities for training and promotion, and protecting against age-related harassment. Consequences of breaches can include legal penalties, compensation claims, and reputational damage to the organisation.
ii) Disability	Disability Discrimination Act 1992	The Disability Discrimination Act 1992 aims to eliminate discrimination against individuals with disabilities. It requires reasonable adjustments to be made in workplaces, educational institutions, and public services to accommodate people with disabilities. Ethical considerations involve creating an inclusive environment that respects and values the contributions of individuals with disabilities. Impact on workers includes ensuring accessibility, providing necessary accommodations, and fostering a supportive work culture. Consequences of breaches include legal action, financial penalties, and damage to the organisation’s reputation.
iii) Racial	Racial Discrimination Act 1975	The Racial Discrimination Act 1975 prohibits discrimination on the basis of race, colour, descent, national or ethnic origin, and immigration status. Ethical considerations involve promoting cultural diversity, preventing racial harassment, and ensuring equal treatment for all races. Impact on workers includes protecting against racial discrimination in hiring, promotion, and workplace interactions, as well as fostering an inclusive and respectful workplace culture. Consequences of breaches can include legal sanctions, compensation to affected individuals, and significant reputational harm.

iv) Sexual	Sex Discrimination Act 1984	The Sex Discrimination Act 1984 prohibits discrimination on the basis of sex, marital status, pregnancy, or potential pregnancy, and sexual harassment in various areas including employment, education, and the provision of goods and services. Ethical considerations involve ensuring gender equality, preventing sexual harassment, and supporting work-life balance. Impact on workers includes creating a safe and equitable work environment, providing equal opportunities, and addressing gender bias. Consequences of breaches include legal repercussions, financial liabilities, and negative impacts on organisational culture and reputation.
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- b) Identify two (2) instruments or frameworks that can be implemented in a workplace to promote compliance with the legislation above.

(Approximate word count: 15 words)

Assessor instructions: The student must demonstrate an understanding of at least two instruments or frameworks that can be implemented in a workplace to uphold human rights and make reference to the points below.

- Organisational protocols, policies and procedures.
- Human rights-based approach to service.

- c) Describe your rights and responsibilities as a worker in addressing discrimination and promoting cultural safety in service provision.

(Your response should be approximately 90 words)

Assessor instructions: The student must demonstrate an understanding of at least one right and one responsibility of workers in addressing discrimination and promoting cultural safety.

The student's response needs to reference the points below.

- Workers have a right to work in a workplace free from discrimination/ be treated equally.
- Workers have a right to work in a culturally safe environment.
- The worker has a right to report/complain if discriminated against.
- When workers notice discriminatory acts in the workplace, they are responsible for reporting and taking appropriate action to address the issue.
- Workers are responsible for supporting clients in complaining/reporting if they experience discrimination.
- Workers are responsible for providing service in a culturally safe environment or using safe practices.

- d) Imagine that a community service organisation manager failed to employ the most deserving candidate for a new role because the candidate was a woman of childbearing age who might wish to go on maternity leave in the future.

Did the manager fulfil their rights and responsibilities as an employer in this situation?
Explain why or why not.

(Approximate word count: 40 words)

Assessor instructions: The student must demonstrate an understanding of the rights and responsibilities of the employer by indicating that the manager has **not** fulfilled their responsibilities (even though they may have the right not to employ this person) and provide appropriate justification.

Exemplary response:

“No, whilst managers may have a right not to employ, it is against their legal and ethical responsibilities to discriminate against this suitable candidate. It is also violating the candidate’s rights to equality in work.”

- e) Discuss the legal and ethical rights and responsibilities of clients in the context of working with diversity. Include appropriate actions that should be taken when these rights are being infringed or when responsibilities are not being carried out. Your response should cover international, national, state/territory, and local legal and ethical considerations.

Address the following points:

- Clients' Legal Rights
- Clients' Ethical Rights
- Clients' Responsibilities
- Appropriate Actions When Rights Are Infringed
- Consequences of Not Fulfilling Responsibilities

(Approximate word count: 150 words)

Assessor instructions: The student must demonstrate an understanding of: clients' legal rights under relevant international, national, state/territory, and local laws and regulations; clients' responsibilities, such as respecting the rights of service providers and other clients; appropriate actions clients can take if their rights are infringed, including reporting mechanisms and legal recourse; consequences of clients not fulfilling their responsibilities, including legal and social implications.

The student’s response needs to reference the points below. Exemplary response provided.

"Clients have the legal right to receive services free from discrimination, as outlined in laws such as the Sex Discrimination Act 1984 and the Racial Discrimination Act 1975. Ethically, clients are entitled to be treated with respect and dignity, and their cultural and individual differences should be valued. Clients also have the responsibility to respect the diversity and rights of service providers and other clients. If their rights are infringed, such as experiencing discrimination or disrespect, they should report the issue to the service provider's management or relevant legal authorities. Failure to respect the diversity of others can lead to

conflicts, legal actions, and damage to community harmony. It is essential for clients to engage constructively and respectfully in diverse settings to foster an inclusive environment."

Question 10

In Australia, who can you report to if there has been a breach of legislation regarding someone's rights?

(Approximate word count: 4 words)

Assessor instructions: The student's response should identify the Australian Human Rights Commission.

Australian Human Rights Commission

Question 11

Briefly outline one (1) potential consequence if you or your organisation breaches a client's human rights.

(Approximate word count: 20 words)

Assessor instructions: The student must outline one (1) potential consequence of breaches of a client's human rights. Answers must refer to one of the following.

- "The Australian Human Rights Commission can reprimand the worker, and they may no longer be able to practice."
- "The Commission can reprimand the organisation where the breach occurred and help resolve the complaint."

Question 12

Briefly describe the importance of cultural awareness, safety, and competence to community service workers.

(Approximate word count: 70-80 words)

Assessor instructions: The student must demonstrate how cultural awareness, cultural safety and cultural competence impact work roles within the community services sector. Answers must reflect the themes and characteristics of the following example.

- Cultural awareness is the first step to developing cultural competency and safety; it helps one become aware of and acknowledge diversity among people.
- Workers must be culturally competent – to have the awareness, skills, tools and strategies to work effectively and respectfully with diversity.
- Workers should promote a culturally safe service that aims to support clients from their cultural perspective instead of the workers' cultural perspective. Lack of cultural safety can be damaging to clients' well-being.

Question 13

Briefly explain how workers and organisations may use the following resources to embrace and respond to diversity during service provision.

(Approximate word count: 90 words)

Assessor instructions: The student must demonstrate an understanding of resources that support individuals and organisations to embrace and respond to diversity. Answers must reflect the themes and characteristics of the following examples.

Resources	How can they be used to embrace and respond to diversity?
a) Language and cultural interpreters	<ul style="list-style-type: none">• Language interpreters help facilitate communication between workers and clients who speak different languages.• Cultural interpreters may also assist in communication; however, they help workers understand the beliefs and practices of the client's culture and assist the client in understanding the dominant culture's practices.
b) Imagery of diverse people	<ul style="list-style-type: none">• Community service organisations typically use positive, respectful, and culturally appropriate images of diverse people in service brochures, websites, and other media associated with the organisation to help various people feel more comfortable using the service.• Organisations must be aware that some images may be culturally inappropriate for specific clients and avoid using them.

Question 14

Briefly outline three (3) common areas of cultural difference in communication that counsellors should consider when interacting with someone from a different cultural background.

(Approximate word count: 150 words)

Assessor instructions: The student must demonstrate an understanding of three common areas of cultural difference in communication.

The student's response needs to include a reference to the points below. Wording may differ. Answers must reflect the themes and characteristics of the following examples.

- Language. It is always important to consider the other person's level of English understanding. If the person does not fully understand English, then the provision of information in their language or the use of an interpreter is required. It is also important to remember not to 'speak down' to the other person or treat them like a child.

- The appropriate form of address. It would help if you always considered the appropriate way to address the person (e.g., is it fair to use their first name, or is it more culturally appropriate to refer to them by their surname or another title)?
- Eye contact. In some cultures, it is appropriate to maintain eye contact during communication, while in others, not making eye contact is a sign of respect. It is important to consider such differences when interacting with people from different cultures.
- Personal space. Cultures and individuals differ in their preferred physical distance. For example, in many cultures, it is expected to be about an arm's length away while talking, whereas, in other cultures, physical contact may be expected.
- Emotional expression. Cultures differ in their acceptance of public displays of emotion. Consideration should be given to cultural background when attempting to interpret the emotional expression.
- Gestures. Some gestures (such as a 'thumbs up') can be positive in some cultures while being insulting in others. It is important to be mindful of gestures when communicating with individuals from different cultures.
- Cultural beliefs and practices. Be aware of socialisation patterns, and other people will likely have different perceptions of the world. It is important to respect other people's beliefs and practices.

Question 15

The first steps to developing cultural competency involve understanding your preconceptions and perspectives of diversity and determining how to improve your cultural awareness.

The following questions will help you begin to develop your cultural competency.

- Briefly outline which cultural groups you identify with. Remember, don't just think of culture as ethnicity – consider all aspects of your identity (for example, age, religion or spirituality, gender, sexual orientation, ability/ disability, etc.).

(Approximate word count: 5-10 words)

Assessor instructions: The student's responses demonstrate that they have reflected upon their diversity factors and understand their diversity.

Responses should refer to the student's key diversity factors, such as:

- Ethnic/national background
- Gender
- Age
- Sexual orientation
- Ability/disability, etc.

- Reflect upon everything you have learned in this learning section, and take some time to reflect on your cultural preconceptions. For example, you might want to ask yourself whether you tend to view cultures

differently in a stereotypical manner. Do you tend to make assumptions about other people when you observe an indicator (e.g., language or dress) that they identify with a culture you do not identify with? Do you have any specific preconceptions about particular cultures? Where do these preconceptions come from?

Briefly outline what you have learned about your cultural preconceptions and biases.

(Approximate word count: 50-60 words)

Assessor instructions: The student's response must demonstrate that they have reflected upon their cultural preconceptions/biases. Answers must reflect the themes and characteristics of the following examples.

- "As a member of the dominant Australian culture, I tend to think that everyone should feel the same way as I do. When I see someone from a different background, I tend to let mainstream societal stereotypes influence my perception of them. I now understand that I need to develop my cultural competency.
- I am very mindful of the need to treat each person as an individual, and I do not make assumptions or stereotype others. While I hold some assumptions about people from various cultural groups, I try not to let those assumptions colour my interactions and instead get to know the individual."

- c) Describe any cultural groups you might encounter in your professional work that you have no/little specific knowledge about outside of basic assumptions and stereotypes.

What impact might this have on your ability to work inclusively with them?

(Approximate word count: 20 words)

Assessor instructions: The student must demonstrate that they have reflected upon their knowledge of diverse cultural groups and identified at least one group that they have no/little specific knowledge of outside of basic assumptions and stereotypes.

The student's response needs to reference the points below.

The response must show that the student has thought about their knowledge of various cultural, religious, sexual, gender, and disability groups.

- Specific cultural groups
- Specific religious groups
- Individuals with different sexual orientations/sexual identities/gender identities, etc.
- Individuals with disabilities, etc.

The student clearly identifies at least one group they have no/little knowledge about, mentioning that their understanding is based on basic assumptions and stereotypes.

The student should explain how their limited knowledge might affect their ability to work inclusively with the identified group.

Examples of Acceptable Responses:

- "I have little knowledge about the cultural practices of Indigenous Australians outside of stereotypes. This might hinder my inclusive practice."
- "I know very little about the beliefs of Hindu individuals beyond basic assumptions, which could impact

my inclusivity."

- "I am not well-informed about the experiences of non-binary individuals beyond stereotypes, potentially affecting my inclusive interactions."
- "I have limited knowledge about the needs of individuals with autism, which might impact my ability to work inclusively with them."

d) Reflect upon your current limitations in self and social awareness.

Outline three (3) things you will do to improve your cultural awareness and competency.

(Approximate word count: 50 words)

Assessor instructions: The student must demonstrate an understanding of three appropriate things they can do to improve their knowledge of other cultural groups, allowing them to work more competently. Answers must reflect the themes and characteristics of the following example. Example responses are provided below.

- Avoid making assumptions about others and instead take the time to understand each individual.
- Not judge others according to the standards of my own culture.
- Take the time to learn about other cultures – e.g. talking to people from diverse cultures and learning from them, reading about diverse cultures, watching movies about different cultures,
- Seeking out specific cultural competency training
- Reading practice guidelines for working with clients from specific cultures and working culturally appropriately.
- Talking to supervisor and senior colleagues about how to improve cultural competency

Question 16

It is important for workers supporting Aboriginal and Torres Strait Islander peoples to consider the impacts of historical and contextual issues affecting clients' lives.

a) Briefly explain the social, political, and economic issues affecting Aboriginal and Torres Strait Islander peoples.

(Approximate word count: 80-100 words)

Assessor instructions: The students must demonstrate an understanding of the social, political, and economic issues affecting Aboriginal and Torres Strait Islander people. Answers must reflect the themes and characteristics of the following example. The student's response needs to include a reference to the points below.

- Since colonisation, various government legislation, policies, and practices have contributed to their experiences of social and economic disadvantages (e.g., segregation, displacement, and separation of families)
- These experiences led to mistrust held by Aboriginal and Torres Strait Islander people towards government services and systems.

- Compared to other Australians, Aboriginal and Torres Strait Islander people experience significantly varied outcomes related to health, education, employment and housing.
- Discrimination, racism and lack of cultural understanding mean Aboriginal and Torres Strait Islander people still experience inequality and social injustice.

b) In addition to the abovementioned issues, existing human services systems are predominately built based on Western systems and structures. Discuss how these may impact Aboriginal and Torres Strait Islander people's access to services.

(Approximate word count: 100 -150 words)

Assessor instructions: The students must demonstrate an understanding of Western systems and structures and how these impact Aboriginal and Torres Strait Islander people and their engagement with services. Answers must reflect the themes and characteristics of the following example.

- If a client has previously been discriminated against, harassed, or abused because of their cultural identities, then it is likely that the client will be more guarded and perhaps even less interested in working cooperatively.
- It is also not uncommon for clients to exhibit posttraumatic responses, (e.g., inability to trust, make decisions, difficulties in retrieving or retaining information, or show intensive emotional reactions) if the service provider or environment triggered memories of past negative experiences. This may be perceived as 'uncooperative' or 'challenging', resulting in a client being turned away from services, reducing their likelihood of engaging with services again.
- Western systems and structures may not have the capacity to accommodate and acknowledge clients' cultural needs and practices.

Question 17

When a group shares a culture, what aspects make it a culture?

(Approximate word count: 20 words)

Assessor instructions: The students must demonstrate an understanding of what it means to share a culture. The student's response needs to reference the points below.

- A group that shares a language, social practices, food, habits, and music can be thought of as sharing a culture.

Question 18

Briefly describe Australia's involvement in The Universal Declaration of Human Rights.

(Approximate word count: 35 words)

Assessor instructions: The students must demonstrate an understanding of what it means to share a culture. The student's response needs to reference the points below.

- Australia is a signatory of the Universal Declaration of Human Rights.
- Australia has adopted several pieces of federal and state legislation based on the rights outlined in the Universal Declaration of Human Rights.

Question 19

There are three critical aspects to working in a culturally appropriate manner: *cultural awareness*, *cultural competency*, and *cultural safety*.

Complete the table below by describing each of these terms.

(Approximate overall word count: 100 words overall)

Assessor instructions: The students must demonstrate an understanding of cultural awareness, cultural competency, and cultural safety. The student's response must reference the points below.

Description	Term
a) Cultural safety	Cultural safety involves providing services that respect and nurture different cultures, ensuring that clients feel empowered and their cultural beliefs are supported throughout the service interaction.
b) Cultural awareness	This involves becoming aware of your cultural values and beliefs and understanding how they influence how you perceive others and the world around you. It also involves being aware of the impact of culture on how others perceive the world and how this can impact your interactions.
c) Cultural competency	This involves understanding your own and other cultures to work effectively with people from different cultural backgrounds.

Assessment checklist:

Students must have completed all questions within this assessment before submitting. This includes:

1	19 (nineteen) short answer questions are to be completed in the spaces provided.	<input type="checkbox"/>
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Congratulations, you have reached the end of your Assessment!

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