Contents

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
Australian Qualifications Framework 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. 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.	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.
Volume of learning 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	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.

Section 2: Unit of competency information

2.1 Unit of competency

BSBDIV501 Manage diversity in the workplace

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 manage diversity in the workplace. It covers implementing the organisation's diversity policy, fostering diversity within the work team and promoting the benefits of a diverse workplace.

It applies to individuals who direct the work of others in teams of variable sizes. They may work with staff from different cultures, races, religions, generations, or other forms of difference in any industry context.

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

Unit Sector

Management and leadership – diversity

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

2.2 Unit of competency assessment requirements

Assessment Requirements for BSBDIV501 Manage diversity in the workplace

Modification History

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

Performance Evidence	Evidence of the ability to: • demonstrate the application of diversity policy in a work context • critically review a diversity policy • implement strategies to ensure that diversity is understood and respected in the work team • demonstrate compliance with procedures for handling complaints or harassment allegations • promote the benefits of diversity to others. Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence	To complete the unit requirements safely and effectively, the individual must:
	• outline formal and informal complaints procedures
	• identify and outline key features of relevant current legislation regarding:
	   – age discrimination
	   – disability discrimination
	   – racial discrimination
	   – sex discrimination
	   – human rights
	   – equal opportunity.

Assessment Conditions	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: • legislation, regulations and codes of practice for managing diversity • workplace diversity policies and procedures • interaction with others. Assessors must satisfy NVR/AQTF assessor requirements.

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBDIV501 Manage diversity in the workplace*. 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: Implement diversity policy	
Suggested time allocation: 20 hours **Suggested resources**: • Recommended reading • Slide presentation software	**Slide nos**: 2–17
Recommended reading	**Terminology checklist**
Aspire learner guide *BSBDIV501 Manage diversity in the workplace*, Release 1 Topic 1: Implement diversity policy	• Workplace diversity • Characteristics of diversity • Discrimination • Bullying and harassment • Gender equality • Equal Opportunity/EEO • Disability discrimination • CEO • HR • Non-discriminatory language

Suggested training strategies
• Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for *BSBDIV501 Manage diversity in the workplace*. You may wish to discuss recognition of prior learning processes with learners at this stage.
• Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. The preliminary pages of the learner guide include useful information regarding the foundation skills relevant for this unit.
• Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment.
• Encourage learners to maintain a learning journal as they undertake this unit of study. They should use the learning journal to record their workplace experience, their reflections on their learning, feedback they receive from trainers, supervisors, clients and their more experienced colleagues and their self-assessment of their performance in the workplace. Advise learners whether their learning journal could form a component of their assessment in this unit. The journal could be used when undertaking practical workplace activities, but may also be used for all knowledge and skill

3.3 Learning mapping

BSBDIV501 Manage diversity in the workplace, Release 1

Unit of competency		Content		Practice tasks	Learning checkpoint
Element 1: Implement diversity policy					
1.1	Locate and review diversity policy	1A	Locate and review diversity policy	1	LC 1: Part A 6 Part B 5
1.2	Determine its application to the specific work context	1B	Apply the policy to specific work contexts	2	LC 1: Part A 3
1.3	Institute actions to ensure that the diversity policy is understood and implemented by relevant parties	1C	Ensure that the diversity policy is understood and implemented	3	LC 1: Part A 4
1.4	Provide feedback and suggestions for improvement to ensure currency and efficacy of diversity policy	1D	Provide feedback and suggestions to ensure currency and efficacy of diversity policy	4	LC 1: Part A 6
Element 2: Foster respect for diversity in the work team					
2.1	Address own prejudices and demonstrate respect for difference in personal interactions	2A	Address own prejudices and demonstrate respect for difference	5	LC 2: Part A 2
2.2	Aim for diversity in selecting and recruiting staff	2B	Select and recruit diverse staff	6	LC 2: Part B
2.3	Identify and address training needs to address issues of difference in the team	2C	Identify and address training needs to address issues of difference in the team	7	LC 2: Part A 7
2.4	Manage tensions and encourage collaboration and respect between staff who struggle to work effectively with difference	2D	Manage tensions and encourage collaboration and respect between staff	8	LC 2: Part A 6, 7

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: Managing diversity at BizOps Enterprises You will demonstrate your skills and knowledge by completing a scenario-based project. OR Part C – Project: Managing 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:	*BSBDIV501 Manage diversity in the workplace*, Release 1
Assessment tasks selected:	Part A – Questioning Select and complete one of the following: ❑ Part B – Project: Managing diversity at BizOps Enterprises OR ❑ Part C – Project: Managing diversity at work Select and complete one of the following: ❑ Part D – Observation OR ❑ Part E – Third-party report

4.3 Assessment mapping

BSBDIV501 Manage diversity in the workplace, 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: Implement diversity policy					
1.1 Locate and review diversity policy		P1	P1		
1.2 Determine its application to the specific work context		P3	P3		
1.3 Institute actions to ensure that the diversity policy is understood and implemented by relevant parties	Q3				
1.4 Provide feedback and suggestions for improvement to ensure currency and efficacy of diversity policy	Q4	P6	P6		
Element 2: Foster respect for diversity in the work team					
2.1 Address own prejudices and demonstrate respect for difference in personal interactions	Q5				
2.2 Aim for diversity in selecting and recruiting staff		P7	P7		
2.3 Identify and address training needs to address issues of difference in the team		P8, P9	P8, P9		
2.4 Manage tensions and encourage collaboration and respect between staff who struggle to work effectively with difference	Q7				