



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **BSBWRK404A Promote equality of opportunity and fair treatment for all workers**

**Revision Number: 1**

## BSBWRK404A Promote equality of opportunity and fair treatment for all workers

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	This unit describes the performance outcomes, skills and knowledge required to work with diversity and to promote equality within the union and the workplace. It deals with challenging discrimination on the basis of race, sex, sexual orientation, disability, age and employment status. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
------------------------	---

### Application of the Unit

<b>Application of the unit</b>	This unit applies to individuals who have knowledge of unionism and industrial relations, and a commitment to advancing social justice principles. They provide leadership and guidance to workers and union members.
--------------------------------	---

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
-----------------------------	--

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
---	--

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Promote involvement of diverse groups	1.1. Identify barriers to participation in the workplace and the union for various groups, and develop strategies to overcome them 1.2. Implement strategies promoting participation in the workplace and the union 1.3. Acknowledge and respect <i>choices, identity and beliefs of others</i> 1.4. Identify discriminatory language and behaviour, and take appropriate action to extinguish them 1.5. Challenge inappropriate or discriminatory behaviour or communications
2. Promote elimination of discrimination	2.1. Access up-to-date information on diversity policies and initiatives 2.2. Identify equal opportunity strategies and/or diversity initiatives for inclusion in agreements and policies 2.3. Advise workers on how to achieve a fair non-discriminatory work environment 2.4. Refer workers to appropriate <i>sources of information and support</i> where there are instances of discrimination 2.5. Evaluate effectiveness of strategies to foster equality of opportunity and to make recommendations for improvements 2.6. Encourage <i>reasonable adjustments</i> to workplaces, equipment and procedures
3. Access and review policies to promote equality and fair treatment	3.1. Access relevant policies 3.2. Review and update policies to take account of diversity and to promote equality and fair treatment 3.3. Make recommendations according to <i>union procedures</i>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- negotiation skills
- self-awareness and self management skills.

#### Required knowledge

- composition of the workforce, including:
  - age
  - gender
  - cultural background
- relevant legislation, codes of practice and national standards in the areas of sexual harassment, equal opportunity, industrial relations and disability
- role and responsibilities of established bodies that cover discrimination, such as:
  - human rights and equal opportunity commissions/tribunals
  - industrial relations commissions/tribunals
  - disability discrimination agencies
  - national and international agencies that could provide information, such as legal advice.

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• demonstrated evidence of actively working to promote equality of opportunity and representation within the workplace and the union; including reviewing policies and developing strategies to promote equality of opportunity and fair treatment for all workers</li> <li>• knowledge of relevant legislation, codes of practice and national standards in the areas of sexual harassment, equal opportunity, industrial relations and disability.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to workplace and union documents</li> <li>• examples from work with union members</li> <li>• support from union officials.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• observation of demonstrated techniques in challenging discrimination</li> <li>• observation of performance in role plays</li> <li>• observation of presentations</li> <li>• oral or written questioning to assess knowledge of the roles and responsibilities of established bodies that cover discrimination</li> <li>• assessment of action taken to extinguish discriminatory language and behaviour</li> <li>• review of documentation outlining reasonable adjustments to workplaces, equipment and</li> </ul>

<b>EVIDENCE GUIDE</b>	
	<p>procedures</p> <ul style="list-style-type: none"><li>• review of recommendations made to policies to promote equality and fair treatment.</li></ul>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"><li>• other workplace relations units.</li></ul>

## Range Statement

### 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. Bold italicised wording, if used in the performance criteria, is detailed below. 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.

<p><b><i>Choices, identity and beliefs of others</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• cultural identity</li> <li>• disabilities of all types</li> <li>• gender</li> <li>• history, issues and culture of Indigenous peoples</li> <li>• race/ethnicity</li> <li>• religion</li> <li>• sexual orientation</li> </ul>
<p><b><i>Sources of information and support</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• community advocacy organisations with specific expertise related to equity group members and issues</li> <li>• discrimination and equal opportunity bodies, and industrial tribunals for handling cases of discrimination</li> <li>• human rights and equal opportunity tribunals/commissions</li> <li>• industrial relations commissions/tribunals</li> <li>• legal advisors</li> <li>• senior union officials</li> <li>• union policies</li> </ul>
<p><b><i>Reasonable adjustments</i></b> are:</p>	<ul style="list-style-type: none"> <li>• a requirement of legislation and government policy to ensure that all people are treated equally in their employment and training, as far as is reasonably possible</li> </ul>
<p><b><i>Union procedures</i></b> could include:</p>	<ul style="list-style-type: none"> <li>• committee structures within a union</li> <li>• committee structures within a workplace</li> <li>• informal/formal activist networks</li> <li>• provisions in workplace agreements, policies and memoranda or deeds</li> <li>• rules and regulations for seeking endorsement of union policies</li> <li>• workplace custom and practice</li> </ul>



**Unit Sector(s)**

<b>Unit sector</b>	
--------------------	--

**Competency field**

<b>Competency field</b>	Workforce Development - Workplace Relations
-------------------------	---

**Co-requisite units**

<b>Co-requisite units</b>		