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**Cover sheet for submission of work for assessment**

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| **UNIT DETAILS** |
| Unit name | Work with diverse people | Class day/time |  |
| Unit code | CHCDIV001 | Assignment no. |  | Due date |  |
| Name of lecturer/teacher | Margaret Campbell |
| Tutor/marker’s name |  |
| **STUDENT(S)**  |
| Family Name(s) | Given Name(s) | Student ID Number(s) |
| (1) |  |  |  |
|  | If group assignment, add names and/or additional rows below. |
| (2) |  |  |  |
| (3) |  |  |  |
| (4) |  |  |  |

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| **DECLARATION AND STATEMENT OF AUTHORSHIP** |
| 1. I/we have not impersonated, or allowed myself/ourselves to be impersonated by any person for the purposes of this assessment.
2. This assessment is my/our original work and no part of it has been copied from any other source except where due acknowledgement is made.
3. No part of this assessment has been written for me/us by any other person except where such collaboration has been authorised by the lecturer/teacher concerned.
4. I/we have not previously submitted this work for this or any other course/unit.
5. I/we give permission for my/our assessment response to be reproduced, communicated, compared and archived for plagiarism detection, benchmarking or educational purposes.

I/we understand that: 1. Plagiarism is the presentation of the work, idea or creation of another person as though it is your own. It is a form of cheating and is a very serious academic offence that may lead to exclusion from the University. Plagiarised material can be drawn from, and presented in, written, graphic and visual form, including electronic data and oral presentations. Plagiarism occurs when the origin of the material used is not appropriately cited.
 |
| **Student signature/s**I/we declare that I/we have read and understood the declaration and statement of authorship. |
| (1) |  | *(2)* |  |
| (3) |  | *(4)* |  |

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| **National Unit Details** |
| **Code(s)** | CHCDIV001 | **Title(s)** | Work with Diverse People |
| **Assessment Number** | Assessment task 2 of 4 | **Assessment Title** | Assessment Task 2 – **Working with diverse people in a group** |

| **Section 1 – Student and Assessor Instructions**  |
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| **Activity instructions**  | At the commencement of this subject, the facilitator is to organise groups to ensure that there are diverse people in each group, if possible. These groups will discuss the questions during class **but will individually submit their own work for assessment.** It is essential that the student is able to display reflection of their group work and the subject they have chosen. The assignment is to be completed according to the marking guide (attached) and decision-making rules. If you do not receive a ‘Satisfactory’ result (NYS) you may be provided with another opportunity to resubmit this task.This assessment must be completed independently. If submitted by the due date you will be given the opportunity to resubmit if the assessment is deemed unsatisfactory on your first attempt.You will need to have access to:* Internet
* Laptop or PC
* Canvas

Submission Instructions:* Typing must be Arial size 12, with 1 ½ line spacing
* Your name and student number **MUST** be at the bottom of every page of your submitted assignment
* **You must submit on the original template and attach a signed cover sheet with your assessment task.**
* The assignment must be submitted electronically via the Canvas drobox. Your submitted file must be named using the following format:

e.g. Name\_Surname\_St. No\_Assessment 2\_CHCDIV001* Students need to ensure that their submission is CORRECTLY submitted in Canvas.
* **Minimum of 5 references are to be used.**
* The essay word limit is **800 words**, excluding the reference page**.** In-text references are included in the word count. Your references must be less than 7 years old and use the APA referencing style 7th edition.
* Assignments that need to be resubmitted, must be handed in within 2 weeks of the student receiving it back.
* Please refer to Swinburne Policy for information regarding late submissions

**Please refer to the Marking Criteria for further clarification** |

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| **Section 2 – General Assessment Information** |
| **Decision Making Rules** | Each aspect of the activity must be completed to satisfactory standard to achieve a satisfactory result in the full activity. Every task in the unit must be completed satisfactorily to be assessed as competent in the unit. *\* For graded units, competence must be demonstrated before a mark can be given.*  |
| **Reasonable Adjustment** | Students may request reasonable adjustment for assessment tasks. Reasonable adjustment usually involves varying:* the processes for conducting the assessment (e.g. Allowing additional time, varying the venue)
* 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. |
| **Deferred Assessment** | In application for **an extension, made via email,** should be accompanied by any appropriate evidence such as a medical certificate, a letter from a student counsellor or other documentary evidence. An application for an extension **must be made via email** to the Unit Teacher **before the due date** of the relevant piece of assessment. All applications for a **deferred assessment** **must be submitted using this form by no later than 5pm of the third working day after the originally scheduled due date or exam date.** You will find this form in your Canvas shell (modules)You **may be eligible** for a deferred assessment if: 1. you have been hampered, to a significant degree, by illness or extraordinary cause in studying for a unit;
2. you have been prevented by illness or other extraordinary cause from preparing or presenting for a component of assessment, or part of a component of assessment;
3. you have been, to a significant degree, adversely affected by illness or other extraordinary cause, during the performance of a component of an assessment

**In every case, you must provide documentary evidence to support your application.** |
| **Re-submission***(where tasks are not satisfactorily completed)* | *Submissions graded unsatisfactory must be resubmitted fourteen (14) days post feedback been given. IT IS THE STUDENTS RESPONSIBILITY TO CHECK CANVAS FOR ASSESSMENT RESULTS AND FEEDBACK AND RESPOND ACCORDINGLY.* ***NOTE****: Assessment tasks submitted for the first time after the end of the unit as scheduled on the Unit Outline will not be assessed and student should be told to re-enrol in the unit.* |
| **Plagiarism** | There are serious penalties for plagiarism. Students must ensure that all assessments are their own work (or group work). Please refer to <https://www.swinburne.edu.au/current-students/manage-course/exams-results-assessment/plagiarism-academic-integrity/>  |

**Student Instructions:**

For this assessment you are required to work in a group of 3-5 people to review diversity in the workplace. This assignment must be equally discussed/distributed amongst your group. You may choose from the list below a diverse group of people:

* People from overseas
* People from culturally and linguistically diverse backgrounds
* Women in the workplace
* People with disability
* Mature aged workers
* Sexual preference
* Other (discuss with your facilitator)

**You will then discuss with your group the questions listed below, but individually record your responses and complete the assessment for submission. You must use in-text referencing and provide a minimum of 5 references used in your reference list that are not more than 7 years old using APA referencing style 7th edition**.

You may choose a culture that you are familiar with, however if there are numerous people wishing to do a specific culture you will be required to focus in more depth on different aspects using the questions below.

**Your group discussion and individual assignment responses must include**:

Question 1-5 in-text referencing is required to support your answers

1. Discuss what subject you have studied. In your answer you should include why you have chosen this subject. Is there a personal reason or just an interest or part of the group decision?
2. Discuss different health care issues this group may experience (eg. Mature age group may have more chronic disease and need to work shorter hours).
3. The behaviour and communication (eg. touch, eye contact practices, gender issues) of your diverse group that you studied.
4. Provide some examples of sensitive and appropriate management specific to this group
5. Are there other resources available in the community to assist these people in Melbourne / Victoria / Australia?
6. This is the reflective part of the assignment – How did the diverse group work together? Discuss working in a group. Were there benefits, were there negatives? Did everyone work equally? Did you all agree? If not, why not? If there were disagreements, how did you go about sorting this out? Were some people more dominant, some quiet? 50-100 words
7. Provide evidence of research – appropriate references should be cited in the text and at the end in a reference list

Put your reference list here in alphabetical order using the APA 7th edition style.

**Word amount is approximately 800 words.**

MARKING GUIDE

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| **National Unit Details** |
| **Code(s)** | CHCDIV001 | **Title(s)** | Work with Diverse People |
| **Assessment Number** | Assessment task 2 of 4 | **Assessment Title** | Assessment Task 2 – **Working with diverse people in a group** |

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| **Section and key elements** | **Criteria for Completion** | **S/NS** |
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| 1. Questions answered clearly introduced2. Question is discussed 3. Questions answered in paragraph format4.Writing is consistent with academic writing | **S= Satisfactory NS= Not Satisfactory** | **Overall Rating:** |
| 2+ elements missing | **NS** |
| 3+ elements includedWriting is consistent with academic writing | **S** |
| **Response includes below:** |
| 1.(a) Chosen Diverse group clearly identified(b) One Health care practice and beliefs discussed2. One specific behavioral and communication strategy discussed3.(a) One typical health issue specific to group discussed(b) How this health issue is managed in this setting 4. Example given of what you would do to be sensitive and appropriate for this group within the role of an EN5. At least one resource listed that is available to assist this group6. Demonstrates a grasp of contemporary issues related to questions 7. Demonstrates an analysis of the literature8. Content is appropriately objective and demonstrates a critical approach to subject matter9. Writing is consistent with academic writing | All elements not includedAnd /orLiterature is not appropriately incorporated and analysed Writing is not consistent with academic writing | **NS** |
| All elements includedAdequate understanding of contemporary issues related to questionsAdequate analysis of the literatureContent is appropriately objective and does not demonstrate a critical approach to subject matterWriting is consistent with academic writing | **S** |
| **Submission Guidelines** |
| **1. Paraphrasing** |
| 1. The content is written in student’s own words2. No issues with paraphrasing  | 4 + issues with paraphrasing | **NS** |
| 0-3 issues with paraphrasing | **S** |

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| **2. Referencing** |
| 1. Sources and quotes are acknowledged and referenced according to APA style 7th edition2. Reference page is completed according to APA style3. Minimum of 5 references used4. References used appropriate to subject  | No attempt at in-text referencing or no reference page5+ errors in in-text referencing and/or reference pageAPA referencing format not used< 5 References from 2014 onward or not used | **NS** |
| 0-4 errors in in-text referencing and/or reference pageAPA referencing format used5+ References from 2010 onward used | **S** |
| **3. Professional Presentation** |
| 1. Work is 1.5 spaced2. Arial size 11-12 used3. Presentation of work is professional and indicates effort4. Word count is included and within 10% of word limit6. All pages submitted have student ID name and number | 3 required elements are missing | **NS** |
| 2 required elements are present | **NS** |
| 4 required elements are present | **S** |
| **4. Grammar, Punctuation, Spelling** |
| 1. Grammar is consistent with academic writing2. Punctuation is consistent with academic writing3. Spelling is consistent with academic writing | >10 errors in grammar, punctuation and spelling | **NS** |
| 6 – 10 errors in grammar, punctuation and spelling | **NS** |
| Grammar, punctuation and spelling consistent with academic writing<5 errors in grammar, punctuation and spelling | **S** |

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| **Assessor comments** | **Result:****S / NYS** |
| **Assessor:**  | **Date:** |