



MARKING GUIDE

CHCDIV002

Promote Aboriginal and/or Torres Strait Islander cultural safety

Assessment 3 of 3 - Project



Assessment Instructions

Task overview

This assessment task is divided into 3 parts:

1. Part A: Research project
2. Part B: Promote and deliver culturally safe programs
3. Part C: Evaluate culturally safe strategies – case study

Read each question carefully before capturing your response in the spaces provided.

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.

To complete this assessment you are required to consult with a person of Aboriginal or Torres Strait Islander background. This person must be able to provide current and factual information on the Aboriginal or Torres Strait Islander culture and history in your local community. They may be:

- A local Aboriginal or Torres Strait Islander resident, perhaps someone you have worked with in a community services setting
- An Aboriginal or Torres Strait Islander person from a local Aboriginal/Torres Strait Islander organisation – for example, an Aboriginal cultural centre, an Aboriginal Cooperative
- An Aboriginal or Torres Strait Islander community worker, colleague/supervisor or client with experience working with this cohort

If you are having difficulty accessing a person with suitable background and knowledge, talk to your trainer/assessor for ideas on how to source an appropriate resource.

IMPORTANT NOTE: The Assessor will need to contact your Aboriginal or Torres Strait Islander Representative to verify their involvement and your conduct when completing this assessment. Please ensure all participants understand this and are willing to have a brief conversation when contacted before you commence this assessment with them.

PART A: Research project

Task 1

Capture the following details of your Aboriginal or Torres Strait Islander Representative.

Name:	
Background:	<input type="checkbox"/> Aboriginal <input type="checkbox"/> Torres Strait Islander
Contact details*:	

* The Assessor will contact your Representative to verify their involvement and your conduct when completing this assessment. This includes asking the following questions:

1. Did they consult with you on this assessment?
2. Did they see the final answers as submitted on this assessment?
3. Did they feel that the final submission reflected their input? (Where they have not seen the final assessment the assessor will need to confirm some of the answers provided to ensure they reflected input.)
4. Did they feel communication was appropriate based on their role and the tasks at hand?
5. Did they feel their input was heard and understood?
6. Did they feel the consultation process was professional, respectful and engaging?
7. Did they feel you were culturally sensitive throughout the process?

It is estimated this call may take approximately 5-10 minutes in duration. Please ensure all participants understand this and are willing to have a brief conversation if contacted before you commence this assessment with them.

Assessor instructions: Contact the person named in this assessment to confirm they were involved as indicated. Confirm this through the following questions. You may capture any additional comments made during the conversation where appropriate in the comments section for each question.

1. Did you consult with <<Student name>> on assessment 3 of their Promote Aboriginal and/or Torres Strait Islander cultural safety course work?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
2. Did you see the final answers submitted on this assessment?	<input type="checkbox"/> Yes <input type="checkbox"/> No. - Comments:
3. Do you feel that the final submission reflects your input?	<p>If they answered No for Q2, you will need to review the answers provided for the following questions to ensure these reflect the participants input is reflected:</p> <ul style="list-style-type: none"> - Part A, Task 2 - Part B Task 1 - Part B Task 2 - Part C Task 1b - Part C Task 2b - Part C Task 3b - Part C Task 4b <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
4. Do you feel that <<Student name>> communicated in an appropriate way based on your role and the tasks at hand?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
5. Do you feel your input was heard and understood?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
6. Do you feel the consultation process was professional, respectful and engaging?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
7. Do you feel that <<Student name>> was culturally sensitive throughout the process?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

Task 2

Developing your cultural competence and promoting cultural safety involves developing a deeper understanding of the specific cultural issues and needs of your local Aboriginal and Torres Strait Islander communities. Research your local Aboriginal and Torres Strait Islander communities and consult with your contact identified in order to respond to the following questions.

Capture your answers for each in the spaces provided.

Current and traditional land name of the local area.	<i>Student s must identify the name of the traditional land.</i> <i>For example, Bendigo is part of Jaara country.</i>
Traditional owners and custodians of the land.	<i>Student must identify the traditional owners.</i> <i>For example: Dja Dja Wurung country and Taungurung peoples are the traditional owners of Jaara country.</i>
History of the Aboriginal/ Torres Strait Islander people of the local area. (Approximately 80-100 words)	<i>Student must provide a brief history of the local area.</i> <i>For example: The first people of the region were the aboriginal clans of the Dja Dja Wurung tribe – their hunting grounds extended over a large area of Victoria. They were regarded by other tribes as superior. They had good hunting grounds and access to greenstone (diabase) rock which was used to make axes and other tools.</i> <i>Major Mitchell explored the area in 1836 and, after this the squatters arrived. This took away the livelihood of the local Aboriginals. The gold rush further invaded their traditional lands.</i>
What are the cultural beliefs and practices of the local people(s)? (Approximately 30-40 words)	<i>Student must outline the cultural beliefs and practices as per their consultation and local research.</i> <i>For example: The Taungurung peoples have a deep connection to their land and waters. The language still exists, unlike many others that have become extinct. Dance and art are a part of the Taungurung peoples cultural expression.</i>
What impact did European settlement have on the local Aboriginal and Torres Strait Islander people(s)? (Approximately 50-70 words)	<i>Student must outline the impacts of European Settlement as per their consultation and local research.</i> <i>For example: Europeans settled in the area in 1847. They took over the land for farming and sheep pastures. The people were forced into small ‘missions’ with many other Aboriginal people with vastly different cultures, who were under the control of European colonisers for over 100 years. Despite this, their culture has thrived and become a unique identity for the people of the land and other groups forced into the area.</i>
In what ways did the people(s) experience the loss of land and culture? (Approximately 30-40 words)	<i>Student must outline the impacts on loss of land and culture as per their consultation and local research.</i> <i>For example: The Taungurung peoples were forced from their traditional lands and made to live in missions. Many children were taken from their families and placed in schools with settler families to assimilate them into western culture. These are the stolen generation.</i>
How important are traditional laws and kinship relations to	<i>Student must identify the importance of traditional laws and kinship as per their consultation and local research.</i>

<p>the local Aboriginal and Torres Strait Islander people(s)?</p> <p>(Approximately 30-40 words)</p>	<p><i>For example:</i> Taungurung families are very close, and there is much significance placed on extended kin networks. For example, cousins are thought of in much the same regard as brothers or sisters.</p>	
<p>What are the major issues that Aboriginal/ Torres Strait Islander children and families face in this region in relation to communication and relationships?</p> <p>(Approximately 60-80 words)</p>	<p><i>Student must identify a major issue.</i></p> <p><i>For example:</i> One of the major issues facing children and families in the Bendigo region today is being able to keep up with and practice their Aboriginal culture. Time is short and some traditions are difficult to keep alive. Knowledge of traditions may be lost due to the dispersal of the people, loss of language and elders with the knowledge passing on.</p> <p>This creates a distance in the community making it harder to maintain relationships as the opportunities to come together are diminishing.</p>	
<p>Are there suitable and available facilities in the area for local Aboriginal/ Torres Strait Islander people to access? What could be done to improve this?</p> <p>(Approximately 20-40 words)</p>	<p><i>Student must recount information as per their consultation.</i></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> ▪ There are several programs designed to provide quality child care to Aboriginal children however these are not always easy to access ▪ There is often a long waiting list for all children – not just Aboriginal children ▪ Child care is very expensive ▪ Needs more government funding. 	
<p>What are three main things that a community facility/ service need to include for cultural safety for Aboriginal/ Torres Strait Islander people?</p> <p>(Word count: Up to 20 words each)</p>	1.	<p><i>Student must include three of the following in their response:</i></p> <ul style="list-style-type: none"> ▪ Show respect ▪ Remember that their culture is often distrustful of rules and government bodies that make them ▪ Open lines of communication ▪ Show commitment to diversity (eg with posters, resources etc) ▪ Training for staff ▪ Promoting flexible service provision ▪ Input from Aboriginal and Torres Strait community.
	2.	
	3.	
<p>How could a community service centre partner with the local Aboriginal community to support cultural awareness? List 3 ways.</p> <p>(Word count: Up to 20 words each)</p>	1.	<p><i>Student must list three ways. Acceptable responses include:</i></p> <ul style="list-style-type: none"> ▪ Regular meetings with an Aboriginal community contact ▪ Invite people from the community to visit the centre ▪ Plan and host cultural celebrations together ▪ Encouraging emphasis on community control or ownership ▪ Regular email contact.
	2.	
	3.	
<p>Any other comments for consideration as raised by your Representative.</p>	<p><i>This section is to capture any representative/consultant input that does not fit into the questions above. It may relate to any part of the consultation process and conversation.</i></p> <p><i>This section is optional.</i></p>	

Task 3

Complete the following self-reflection based on the consultation conducted for Part A Task 2 above.

(Approximate word count: 30-50 words each)

<p>During your talk, how did you make sure you were culturally appropriate? (Approximately 50-70 words)</p>	<p><i>Student response will vary based on their reflections. Students must demonstrate knowledge of culturally appropriate behaviour.</i></p> <p><i>Example response:</i></p> <p>I took my lead from the person – as I do whenever I talk to someone of any culture.</p> <p>I noticed that he preferred to speak without looking me in the face so I did the same.</p> <p>I spent time at the beginning of the conversation talking about general things instead of getting straight into what I needed to know.</p> <p>I avoided jargon and tried not to ask questions that were too direct.</p>
<p>What did you learn about your ability to communicate with different people and cultures? (Approximately 30-50 words)</p>	<p><i>Student response will vary based on their reflections.</i></p> <p><i>Example response:</i></p> <p>I learned that everyone is different, even within their own cultures. Communication is about respecting people’s differences and making people feel comfortable so that you can get your message across and receive information without offending anyone.</p>

PART B: Promote and deliver culturally safe programs

In consultation with your Aboriginal and/or Torres Strait Islander Representative, develop a one-page (A4 or A5) flyer that can be used to promote counselling services to the local Aboriginal and/or Torres Strait Islander community. Include the following information in the flyer:

- Name of the program: Can be named anything but needs to be inclusionary
- What the program covers: Essentially this is a free counselling service, although the structure is flexible to support individuals and the community as a whole and must reflect a culturally safe environment.
- Date and times program is offered: Offered three times a week over a 4 hour window each time, for example Monday, Wednesday, Friday 10am-2pm.
- How to schedule services: Process will involve booking a date and time either in person or over the phone.

Your Representative should be consulted on the following details:

- Program name
- Services offered to include and promote self-determination and community control in a culturally safe environment
- Times and dates most appropriate and accessible for the local community
- The process for booking to ensure it is accessible for the local community
- Language to be used on the flyer so as to make it clear and relevant
- Any images or colours to be used or avoided in the promotional material to engage the local community

Task 1

The first step of this process is to complete your planning and consultation. Consider what needs to be included and then meet with your Representatives to capture their input.

Document their ideas and comments on the flyers development in the table below.

(Approximate word count: 10-30 words each)

Program name	<p><i>Student must capture any notes, thoughts or ideas presented by the Representative in relation to the program name.</i></p> <p>This may be in support of naming the program after the local communities traditional land name or traditional owners, or of excluding use of the current council name for example.</p>
Services offered in a way that encourages self-determination and community control	<p><i>Student must capture any notes, thoughts or ideas presented by the Representative in relation to the services offered in terms of local application to encourage self-determination and community control in a culturally safe environment.</i></p> <p>This may be to avoid calling it counselling, or propose calling it a chat instead of an appointment. Open it up to focus services on the local areas needs, or even look at support groups if appropriate.</p>
Accessibility and suitability of service time and days	<p><i>Student must capture any notes, thoughts or ideas presented by the Representative in relation to the times and days the service is offered.</i></p> <p>This may be to focus on after work hours where many people work specific shifts or allowing for extra travel time after work, or starting early or late depending on locals sleep routines.</p>
Accessibility and suitability of the booking process	<p><i>Student must capture any notes, thoughts or ideas presented by the Representative in relation to the booking process.</i></p> <p>This may be to require a call or do it in person, book a specific timeslot, or maybe make tentative bookings only and allow for additional flexibility in start times.</p>
Language to be used to be clear and engaging	<p><i>Student must capture any notes, thoughts or ideas presented by the Representative in terms of language used.</i></p> <p>This may be to apply local dialect options or use colloquial wording where appropriate.</p>
Images or colours to be used, or specifically not used, to engage the local community.	<p><i>Student must capture any notes, thoughts or ideas presented by the Representative in relation to the images or colours used.</i></p> <p>This may be to include local team colours or to avoid them, to specifically include or exclude image types or artworks.</p>

Task 2

Now that you have planned your flyer and captured your Representatives input, it is time to develop it.

You may create the flyer directly in the space provided below. Alternatively you may use another program to develop the flyer and copy and paste an image/snipping of the flyer in the space below.

<<Create/Paste flyer image here>>

Assessor instructions: The flyer must be the result of consultation between the student and the Aboriginal and/or Torres Strait Islander Representative.

The key elements to be assessed are the cultural relevance of the following details:

- Program name
- Language used for program description
- Accessibility of the time and date scheduling
- Accessibility of the booking process
- Image and colour use to engage participation

The flyer must reflect the input of the Representative as captured above.

PART C: Evaluate culturally safety strategies

To complete Part C, you are working for a non-Indigenous organisation partnered with an Aboriginal community to provide smoking cessation and other brief interventions for the local community. Your manager has asked you to review cultural safety and develop a plan to improve capacity for cultural safety and cultural competency within the partnership.

In Part C you will need to work with your Aboriginal and/or Torres Strait Islander Representative, participating in the role of Cultural Broker based on the case study provided. This collaboration is required for the following tasks:

- Task 1b
- Task 2b
- Task 3b
- Task 4b

Task 1

Your need to agree on outcomes against which the cultural safety strategies will be measured.

From your experience, you think that client participation and dropout rate will be important indicators of whether clients feel safe to attend and engage with services. However, the staff representing the Aboriginal community organisation (your Representative) suggests that the client's sense of empowerment (e.g., whether they feel able to

make their own decisions) will be more important for assessing their cultural safety.

- a. What would be an appropriate way to respond in this situation? How would you go about agreeing on outcomes for measuring cultural safety?

(Approximate word count: 50 words)

Assessor instructions: The student's response must indicate that they are willing to be flexible and adaptable toward outcomes identified by Aboriginal partners.

Example response:

"I will acknowledge the outcome identified by the aboriginal worker and listen carefully to their reasoning as I believe they best determine cultural safety within the context of the local community. I endeavour to work with them to determine how we could effectively measure a client's sense of empowerment in the evaluation."

- b. With the approaches in Part C Task 1a in mind, host a discussion with your Representative on how to measure cultural safety. Capture and agree on one measure in this conversation.

(Approximate word count: 10-20 words)

Assessor instructions: Students must reflect the outcome of the conversation as held with their Representative and capture one measure that can be used to assess cultural safety as agreed in the meeting.

Task 2

The team agrees that it would be helpful to develop broad evaluation questions that can be used to obtain feedback from Aboriginal clients. Whilst your organisation has pre-set questionnaires used for other program evaluations, you are concerned that they may not be culturally appropriate.

- a. How can you work with your Aboriginal team members to ensure that Aboriginal clients will be engaged appropriately and safely?

Identify 3 ways you can involve Aboriginal team members appropriately.

(Approximate word count: 20-30 words each)

1.	<p>Assessor instructions: The student's response must provide steps likely to involve Aboriginal and Torres Strait Islander people in evaluations appropriately.</p> <p>Exemplar responses are provided below.</p> <ul style="list-style-type: none">• Ask the Aboriginal team members for input on the best evaluation tool to use, or how the current tool can be adapted better to represent their cultural, family and spiritual priorities.• Have the team members translate the questionnaires into the local language; alternatively, have the client feedback translated into English for evaluation later.• Obtain input from the community members so that adaptations can be made to the tool or appropriate questionnaires can be designed. <p>Other correct/logical responses are also acceptable, although they must address all elements of the instructions above.</p>
2.	
3.	

- b. With the opportunities in Part C Task 2a in mind, host a discussion with your Representative to capture 2 questions on cultural safety that can be included in the questionnaire.

1.	Assessor instructions: Students must reflect the outcome of the conversation as held with their Representative and capture two questions that can be included in the questionnaire to measure cultural safety.
2.	

Task 3

One of the agreed measures of cultural safety is whether there is an increase of 5% or more in the number of client's who have a positive sense of safety following the introduction of an onsite Aboriginal liaison worker who also acts as a cultural interpreter where necessary.

Another is an increase of 10% or more in the number of clients who indicated they are planning to access services again in the future.

At the end of the previous year, client satisfaction survey data indicated the following:

I feel safe accessing available services:			
Strongly agree	10 respondents	25.6%	Positive outcome: 58.9%
Agree	13 respondents	33.3%	
Neither agree nor disagree	6 respondents	15.4%	Neutral outcome: 15.4%
Disagree	6 respondents	15.4%	Negative outcome: 25.7%
Strongly disagree	4 respondents	10.3%	
TOTAL	39 respondents		

I am likely to access services again in the future:			
Strongly agree	4 respondents	10.3%	Positive outcome: 33.4%
Agree	9 respondents	23.1%	
Neither agree nor disagree	7 respondents	17.9%	Neutral outcome: 17.9%
Disagree	14 respondents	35.9%	Negative outcome: 48.7%
Strongly disagree	5 respondents	12.8%	
TOTAL	39 respondents		

At the end of the current year, following 12-months with the Aboriginal liaison worker, client satisfaction survey data indicated:

I feel safe accessing available services:			
Strongly agree	15 respondents	25.9%	Positive outcome:

Agree	25 respondents	43.1%	69.0%
Neither agree nor disagree	11 respondents	19.0%	Neutral outcome: 19.0%
Disagree	4 respondents	6.9%	Negative outcome: 12.0%
Strongly disagree	3 respondents	5.1%	
TOTAL		58 respondents	

I am likely to access services again in the future:			
Strongly agree	5 respondents	8.6%	Positive outcome: 53.4%
Agree	26 respondents	44.8%	
Neither agree nor disagree	20 respondents	19.0%	Neutral outcome: 19.0%
Disagree	3 respondents	5.1%	Negative outcome: 12.0%
Strongly disagree	4 respondents	6.9%	
TOTAL		58 respondents	

NOTE: Allow for a variance of +/- 0.1% for rounding in the above data.

a. Based solely on the information above, determine outcomes against the following goals:

- 5% increase in positive cultural safety/ client sense of safety
- 5% increase in future program participation/ likelihood to participate in the program in the future

Justify your reasoning for both measures and outcomes.

(Approximate word count: 50-60 words each)

1.	<p>Assessor instructions: The student's responses must demonstrate the ability to evaluate programs and services against desired outcomes by indicating cultural safety and participation outcomes.</p> <p>Exemplar responses are provided below.</p> <ol style="list-style-type: none"> Yes, there is a stronger sense of safety as indicated by clients surveyed. This is reflected in the increased proportion of respondents who indicated a positive outcome (agree or strongly agree) against the statement "I feel safe accessing available services". This increased from 58.9% last year to 69% this year indicating an increase of 10.1% in positive responses to this statement. Yes, there is an increased expectation of future program participation as indicated by clients surveyed. This is reflected in the increased proportion of respondents who indicated a positive outcome (agree or strongly agree) against the statement "I am likely to access services again in the future". This increased from 33.4% last year to 53.4% this year indicating an increase of 20% in positive responses to this statement.
2.	

b. With the evaluation outcomes in Part C Task 3a in mind, host a discussion with your Representative on their interpretations or any insights they would like to add in relation to these outcomes. Capture your Representatives input and insights in relation to these measurements and present their view of these measures as discussed in this conversation.

This may be confirming the data and outcomes presented in Part C Task 3a above, or it may present an

alternative interpretation for consideration.

(Approximate word count: 50-100 words)

Assessor instructions: Students must reflect the outcome of the conversation as held with their Representative and confirm agreement of their interpretation of these results, or additional considerations or notes raised by the participant that may impact the interpretation of this data as discussed in the meeting.

Task 4

During the program evaluation, it was found that Aboriginal client utilisation of the partnership programs was tracking 20% lower than anticipated. Team members from the local Aboriginal support organisation believe that some potential clients are uncomfortable with going into the mainstream service organisation to participate in the programs and think that providing alternative sites for program participation would be beneficial.

- a) Outline at least one (1) alternative strategy you could discuss with the Aboriginal support organisation to improve program participation rates and get them closer to the desired outcomes.

(Approximate word count: 100 words)

Assessor instructions: The student's responses will vary. Students must draw on their knowledge of revising strategies and improving programs based on evaluation when working in partnership with Aboriginal and Torres Strait Islander communities and organisations.

Example response:

"In consideration of the Aboriginal support organisation's belief that potential clients were uncomfortable with attending the mainstream service organisation to participate in programs, I would discuss with them the possibility of maximising participation through offering some of the programs at the Aboriginal support organisation's sites. I would ask for their thoughts and feedback on which sites would be most appropriate to offer the programs to maximise program participation. I would also discuss the support they would need from the mainstream organisation to facilitate these programs at their sites."

- b) With the revised strategies in Part C Task 4a in mind, host a discussion with your Representative on what alternative or adjusted strategies should be considered. Capture and agree on one strategy revision in this conversation.

(Approximate word count: 50-100 words)

Assessor instructions: Students must reflect the outcome of the conversation as held with their Representative and capture one strategy revision that can be applied to address or improve program outcomes as agreed in the meeting.

Task 5

An Aboriginal workers inform you that they think written materials and application forms to participate in the programs within the partnership may be confusing and contain too much professional jargon that could act as a barrier for Aboriginal clients wishing to participate. They tell you that many people with low-level literacy are in the community. What can you do to make those written materials and forms more accessible to potential clients?

(Approximate word count: 50 words)

Assessor instructions: The student's responses will vary. Students must identify strategies for making written

materials and forms more accessible to Aboriginal clients.

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

- Work with a translator and re-write written materials in the local community's language.
- Work with the Aboriginal worker to remove any unnecessary professional jargon from written materials and application forms, and request that community members review the final document to ensure accessibility to the young people in the local community.
- Make sure a staff person was available in both partner offices to assist clients in completing any written materials and application forms until forms, and written documents could be changed to be more accessible.

Task 6

- a. Through the evaluation, you think your organisation needs significant changes to promote cultural safety and encourage access for Aboriginal people. Your main goal is to promote a more inclusive and collaborative environment and reduce cultural bias in mainstream service staff. What type of cultural broker would you look to hire to support this process and why?

(Approximate word count: 50 words)

Assessor instructions: The students should recommend hiring a cultural broker as a catalyst for change; however, other answers may be accepted if they can offer a good reason for engaging another type of cultural broker.

Exemplar responses are provided below.

- I would hire a cultural broker as a catalyst for change because the organisation needs transformation to ensure the environment is more inclusive and collaborative. As catalysts for change, cultural brokers can act as role models to demonstrate to workers how to overcome bias in the helping relationship.
- I would hire a cultural broker as a cultural guide because someone in this role could help the organisation better understand the culture of the local community in which they are operating and help develop programs and materials that are more relevant to this population.

- b. Source one local Cultural Broker to support Aboriginal and Torres Strait Islander communication and partnerships. Identify the Cultural Broker name and contact details.

Organisation: (if available)	<i>Students must identify at least one local Cultural Broker and one interpreter to support Aboriginal and Torres Strait Islander communication and partnerships.</i> <i>For example:</i> Organisation: Local Aboriginal Network (LAN) Broker- Loddon Mallee Name: Krystal Henderson Contact details: 03 5833 5238
Name:	
Contact details:	

Assessment checklist:

Students must complete all tasks within this assessment before submitting. This includes:

Part A: Research Project		
Task 1:	Aboriginal and/or Torres Strait Islander Representative details	<input type="checkbox"/>
Task 2:	Research task in consultation with Representative	<input type="checkbox"/>
Task 3:	Self-reflection task	<input type="checkbox"/>
Part B: Promote and deliver culturally safe programs		
Task 1:	Program flyer preparation task in consultation with Representative	<input type="checkbox"/>
Task 2:	Program flyer	<input type="checkbox"/>
Part C: Evaluate culturally safe strategies		
Task 1:	a. Cultural safety strategy measures	<input type="checkbox"/>
	b. Cultural safety strategy measures in consultation with Representative	<input type="checkbox"/>
Task 2:	a. Cultural safety evaluation methods	<input type="checkbox"/>
	b. Cultural safety evaluation methods in consultation with Representative	<input type="checkbox"/>
Task 3:	a. Program evaluation	<input type="checkbox"/>
	b. Program evaluation input and interpretation in consultation with Representative	<input type="checkbox"/>
Task 4:	a. Program participation strategies	<input type="checkbox"/>
	b. Program participation strategies in consultation with Representative	<input type="checkbox"/>
Task 5:	Communication rectification opportunities	<input type="checkbox"/>
Task 6:	a. Type of cultural broker	<input type="checkbox"/>
	b. Cultural broker contacts	<input type="checkbox"/>



Congratulations, you have reached the end of Assessment 3!

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