

About this resource

This resource is for trainers and assessors of the *TLIG2007 Work in a socially diverse environment*, Release 1. It complements the corresponding Aspire learner guide.

The *Trainer and assessor resource* (TAR) provides you with ideas and guidance on how you can encourage and support learners through the training and assessment process using Aspire resources. It is designed to help you optimise the learner's experience and record details of their competency.

The TAR is comprised of several folders with the following editable documents to assist trainers and assessors.

Folders	Documents
Introduction	How to use the TAR
Formative assessment	Formative assessment marking guide
Summative assessment	Summative assessment marking guide
Mapping	Formative mapping tool Summative mapping tool
Sample documents	Sample documents (if applicable)
Student assessment	Student assessment workbook

Key features of the TAR

- The *Trainer and assessor resource* complements the Aspire learner guide (print, eBook or online).
- Includes weblinks to the relevant unit of competency and other support resources.
- Provides guidelines for trainers and assessors on their responsibilities for formative and summative assessment to meet VET requirements.
- Includes sample student templates for training and assessment.

Formative assessment

- Includes activity questions with a marking guide.
- Discussion topics provide trainers with a guide to direct online or classroom discussion about the learning content.
- Clearly maps the learning content to the unit of competency requirements.

Summative assessment

- Includes detailed instructions to assessors on each assessment task.
- Includes a marking guide for each final assessment task.
- Clearly maps the final assessments to the unit of competency requirements.

Formative assessment overview

This resource complements the corresponding Aspire learner guide.

Aspire provides activities in its learner guides. The formative assessment marking guide provides solutions and suggested answers to activities. It also provides discussion topics.

How to use formative assessment

Formative assessment is used to help students consolidate their learning and to help trainers determine how the learners are progressing.

Formative assessment tasks can be used by learners in a variety of settings, including face to face and online. Trainers can adapt these resources in a variety of ways, such as for small groups, verbal questioning, online forums or individual tasks. Trainers may choose to add to, change or substitute the activities provided by Aspire. This should be done according to the interest level, the experience of the learners and the specific learning situation.

Activities

The activities provided in the learner guides are mapped to the unit of competency and include a range of question styles to suit most learners.

Each activity asks the learner to review their understanding of the content. The question styles are designed to complement the final assessment questions. This provides students with an opportunity to practise for the final assessment questions.

Solutions to activities are provided in this TAR. Activity solutions are also provided immediately as part of online activities, which are accessible via links in the eBook.

Solutions should serve as a reliable guide to the type of information that a trainer would **expect to see in a learner's response**. **The nature and variety of the activities means that, in** some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and possible outcomes.

The answers provided by the learner will vary due to a number of factors, including:

- the **learner's** personal and work-related experiences
- the situations and strategies presented by the trainer
- **the learner's or trainer's** interpretation of the activity
- the type of organisation, work practices, processes and systems encountered by the learner.

Talk with others

Discussion questions allow the learner to reflect more widely on what they have learned and their personal experiences. Discussion allows learners to apply their learning to a broader context and share responses to questions with others.

Summative assessment marking guide

Assessment questions with suggested responses

This resource complements the corresponding *Aspire Student assessment workbook* for this unit.

This *Summative assessment marking guide* provides questions, along with solutions and suggested answers.

Assessment task 1: Questions

Instructions to the assessor

What is this assessment for?

Students' correct responses to the questions show that they have the required knowledge of the topics, including:

- Cultural awareness
- Problem-solving
- Legislation
- International customers
- Recognition of overseas customer groups

How do students complete this assessment?

This is an open book task – students can use their learner guide, the internet, and other books and resources to assist if required.

Students must answer all 10 questions correctly for this task to be completed satisfactorily. The questions are divided into four (4) sections.

Students must respond to the questions in the spaces provided.

Students must submit an answer to each of the questions.

Advise students on how to submit their responses if they are using a computer to type their answers.

What do students need to complete this assessment?

Students need access to the *Student assessment workbook* or learning management system to complete the questions.

Students need access to a learner guide, the internet and/or other resources.

Assessment task 3: Observation

Instructions to the assessor

What is this assessment for?

By correctly completing this task the student will demonstrate that they have the required skills and knowledge of the topics, including:

- Cultural awareness
- Equality and anti-discrimination laws
- Recognition of overseas customer groups
- Behave and communicate appropriately in the workplace
- Identify and address cross-cultural misunderstandings

How do students complete this assessment?

Advise the students on the specific arrangements, such as when and how the observation will be conducted.

Students must satisfactorily demonstrate each of the three (3) sections of observations. Assessors (or supervisors) will record what they see.

The student must show that they can:

1. Apply workplace information correctly
2. Communicate appropriately in the workplace
3. Identify and address cross-cultural misunderstandings

Assessors or supervisors may ask students additional questions to determine if students understand what they are doing and why they are doing certain tasks.

What do students need to complete this assessment?

Students need access to the following:

- A suitable workplace or simulated environment
- The full range of resources (refer to the assessment conditions section in unit of competency for a full list of resources for assessment)
- A description of the context, scenario and/or tasks that students will need to complete when demonstrating the observations. As the assessor, you will need to outline and record the context, scenario and tasks for the observations. Record this in the textbox (Scenario for Assessment Part C) provided in the Student assessment workbook

What evidence should be submitted?

An observation record sheet should be completed with signatures of the assessor and/or supervisor. Note: it is important to clearly identify the parts of the assessment completed by

Formative mapping

TLIG2007, *Work in a socially diverse environment*, Release 1

The middle column in the following tables makes reference to the *Aspire Learner guide* content for this unit.

Unit of competency	Content	Activities
Element 1: Communicate with customers and colleagues from diverse backgrounds	n/a	n/a
1.1 Customers and colleagues from all cultural groups are valued and treated with respect and sensitivity	2B Behave and communicate appropriately in the workplace: <ul style="list-style-type: none"> Cultural respect Sensitivity 	Activity 5: Q2, Q4
1.2 Cultural differences are accommodated in verbal and non-verbal communication	2B Behave and communicate appropriately in the workplace: <ul style="list-style-type: none"> Overcome language barriers Verbal communication Nonverbal communication 	Activity 5: Q1, Q3
1.3 Where language barriers exist, efforts are made to communicate through use of gestures or simple words in the other person's language	2B Behave and communicate appropriately in the workplace: <ul style="list-style-type: none"> Overcome language barriers Nonverbal communication 	Activity 5: Q1
1.4 Assistance from colleagues, reference books or outside organisations is obtained as required	1A Cultural awareness: <ul style="list-style-type: none"> Seek assistance to communicate Assistance with language barriers Local and government agencies 	Activity 1: Q4

Summative mapping

TLIG2007, Work in a socially diverse environment, Release 1

Unit of competency	Part A – Questions	Part B – Case study	Part C – Observation
Element 1: Communicate with customers and colleagues from diverse backgrounds	n/a	n/a	n/a
1.1 Customers and colleagues from all cultural groups are valued and treated with respect and sensitivity			O5
1.2 Cultural differences are accommodated in verbal and nonverbal communication		CS2	O6
1.3 Where language barriers exist, efforts are made to communicate through use of gestures or simple words in the other person's language		CS2	O6
1.4 Assistance from colleagues, reference books or outside organisations is obtained as required	Q5	CS1	
Element 2: Deal with cross-cultural misunderstandings	n/a	n/a	n/a
2.1 Issues that may cause conflict or misunderstanding in the workplace are identified		CS3	O9
2.2 Difficulties are addressed with the appropriate people and assistance is sought from team leader/supervisor as required			O10
2.3 When difficulties or misunderstandings occur, possible cultural differences are considered			O11
2.4 Efforts are made to resolve misunderstandings, taking account of cultural considerations			O11
2.5 Issues and problems are referred to the appropriate team leader/supervisor for follow-up			O9

Assessment agreement

Make sure you read through this workbook and understand what is required of you before signing this agreement.

Sign and date this agreement before you begin the assessment process.

I, _____,
(insert name)

- ☐ I agree that the purpose and steps for this assessment have been explained to me.
- ☐ I have discussed with my assessor (or trainer) any special needs that I have for these assessments.
- ☐ How the assessment decision will be made has been discussed with me.
- ☐ How my assessment outcome will affect me and the opportunities to re-attempt the assessment, if required, has been discussed with me.
- ☐ I understand that I have the right to request an appeal if I am unhappy with the assessment decision.
- ☐ I have accessed and understood general information on the assessment that has been provided.
- ☐ I have been given enough notice of the date, time and place for the assessment.

Student name: _____

Student signature: _____

Date: _____

Assessor name: _____

Assessor signature: _____

Date:

Question 7

There are several ways cultural misunderstandings and problems that occur in the workplace can be resolved.

Which of the following statements describe ways to resolve cultural misunderstandings?

Select Yes or No for each statement.

a. Show you are listening carefully and are interested in what is being said.	Yes/No
b. Be prepared to discuss things that have happened in the past.	Yes/No
c. Be prepared to simplify ideas you have about another person.	Yes/No
d. Respect that some people may not want to communicate with you.	Yes/No
e. Accept that another person's ideas may be very different from your own.	Yes/No

Result

S ☐

U ☐

Section 3: Legislation (Questions 8–9)

Question 8

What are the four principles of equal employment opportunity (EEO) and anti-discrimination legislation?

Result

S ☐

U ☐

Question 9

Give two examples of ways individual employees may experience EEO or discrimination at work.

Result

S ☐

U ☐