

About this resource

This resource is for trainers and assessors of the *TLIG3002 Lead a work team or group*. 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
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.

Case study 1: Planning and managing work team performance (Questions 1–4)

Read the case study, then answer the questions that follow.

Michael works for Stiller Deliveries. He has recently been promoted to team leader. Stiller Deliveries is committed to excellent customer service and speedy delivery. Recently, Michael was informed that some deliveries are arriving late and he may need to review some procedures and work tasks.

Michael has held several team meetings where he has explained the problem to his team and together they discussed the requirements of the task to fix the problem of late deliveries. The team has identified the causes and during this process, it has become clear that many of the current work tasks do not follow the procedures that are written and kept on record.

Harriet is a member of Michael's team who is responsible for checking off orders, loading the delivery vehicle with parcels and delivering them to customers. Harriet explains that over time she has altered the procedures to increase efficiency. She finds that if the van is loaded correctly, the right items are located close to the door when she arrives at her destination. This makes the delivery process faster. However, the system does not work during busy times because she runs out of time to load the van properly. This results in her having to spend time trying to locate parcels, which results in late deliveries.

The team decides that the current procedure needs changing and Harriet's suggestions should be formalised into a new procedure. Michael and his team work together to determine how they can reorganise the steps in the procedure to reflect these new changes. He encourages everyone to participate and uses strategies to get each team member involved and offer suggestions.

When the steps are broken down in detail, Michael can see that Harriet has quite a lot to do. He takes a closer look and decides that Harriet's sub-tasks need to be reorganised and planned better. He can see that if some of her tasks were allocated to another team member, this will allow her more time to pack the van efficiently. At the next meeting, Michael clarifies with Harriet that he has interpreted and sequenced her work tasks correctly.

The team discusses the consequences of taking another worker off their tasks so they can do some of Harriet's workload. Michael decides that Keith, who has worked at the company as a packer for several years, has the expertise to take on these responsibilities. Keith agrees to the changes. The consequences of this change means that another team member, Bob, will have to change his work hours so he can still be at work when the van is loaded. Michael confirms this is possible with his supervisor.

The team finalises the new procedure to make sure the sequencing of work tasks are clear. Michael wants each team member to feel that their input is valued, so he listens carefully to each person and makes sure everyone is given the opportunity to provide their point of view.

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:

- Lead a work team or group
- Apply regulations and codes
- Lead a work team or group

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:

- Prepare to lead a work team
- Assign tasks and lead the work team
- Monitor, document and review work team activities

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)

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 the assessor and the parts completed by the supervisor.
- A task cover sheet needs to be completed by you as the assessor and may also need to be completed by the supervisor (if applicable).

Performance evidence		Content	Activity
PE1	Applying precautions and required action to minimise, control or eliminate identified hazards	2A Prepare to lead <ul style="list-style-type: none"> The planning process 	Activity 1: Q3
PE2	Applying relevant legislation and workplace procedures	2A Prepare to lead <ul style="list-style-type: none"> The planning process 	Activity 4: Q1
PE3	Communicating effectively with others	2B Assign tasks to the work team <ul style="list-style-type: none"> Communicate with and encourage team members 	Activity 5: Q4, Q6
PE4	Completing relevant documentation	2D Document and review work team tasks <ul style="list-style-type: none"> Complete relevant documentation 	Activity 7: Q1
PE5	Identifying and recommending improvements to services, resource allocation and use	2D Document and review work team tasks <ul style="list-style-type: none"> Review processes 	Activity 7: Q3
PE6	Leading and encouraging team members	2B Assign tasks to the work team <ul style="list-style-type: none"> Communicate with and encourage team members 	Activity 5: Q6
PE7	Modifying team activities depending on operational contingencies, risk situations and environments	2C Monitor work activities <ul style="list-style-type: none"> Modify team activities 	Activity 6: Q1
PE8	Monitoring and prioritising team activities in terms of planned schedule	2C Monitor work activities <ul style="list-style-type: none"> Monitor the team and the schedule 	Activity 6: Q2
PE9	Negotiating and working effectively with team members	2B Assign tasks to the work team <ul style="list-style-type: none"> Negotiate with team members 	Activity 5: Q1
PE10	Operating electronic communications equipment to required protocol	2B Assign tasks to the work team <ul style="list-style-type: none"> Technology and communications protocols 	Activity 5: Q2

Knowledge evidence		Part A – Questions	Part B – Case study	Part C – Observation
KE5	Strategies to implement continuous improvement processes	Q11		
KE6	Techniques to encourage appropriate participation of team/group members	Q9		
KE7	Typical problems that can occur when leading a work team and related appropriate action that can be taken	Q10		
KE8	Workplace policies and plans, including procedures for training and development	Q6		
KE9	Workplace protocols and procedures for leading work teams	Q6		

Foundation skills are implicit in the performance criteria, performance evidence and knowledge evidence components of the unit of competency. As such, they have been mapped to assessment questions and observations that relate to these components. For example:

‘Learning’ may relate to assessment tasks dealing with understanding and following procedures.

‘Numeracy’ may relate to assessment tasks dealing with understanding numbering sequences in legislation or processes.

‘Digital literacy’ may relate to assessment tasks dealing with reporting, recording and communication.

Foundation skills		Part A – Questions	Part B – Case study	Part C – Observation
FS1	Learning	Q1, Q6		
FS2	Reading			O3
FS3	Writing			O14
FS4	Oral communication		CS7	O6, O9

Final assessment

How to work through this final assessment

This final assessment is for the unit *TLIG3002 Lead a work team or group*.

An assessor will review the work you complete and determine if you have satisfied the assessment requirements for this unit.

This final assessment has three (3) sections that you must complete.

Assessment plan for this unit

The table below is a summary of the final assessment for this unit.

Ask your assessor to confirm the dates for submitting each assessment task. Add the dates to the table below for your records.

Assessment Task	Description of task
1. Questions	There are three (3) sections. The student must correctly answer all 11 questions.
2. Case studies	There are two (2) case studies. The student must read the scenario, then correctly answer all nine (9) questions.
3. Observation	There are three (3) sections. The student must show they can do each of the following: <ol style="list-style-type: none"> 1. Prepare to lead a work team 2. Assign tasks and lead the work team 3. Monitor, document and review work team activities

How to submit assessments

You must submit your completed assessments to your assessor. Instructions for what to submit for assessment are detailed in each assessment task.

How to appeal an assessment result

If you believe your assessment result is not right you should discuss this with your assessor. They will direct you to your student handbook, which will have information about how to appeal an assessment result.

Cover sheets

Each assessment task that you complete must have a signed cover sheet. Cover sheets are provided for each of the assessment tasks in this workbook. When the assessment has been completed and marked, your assessors may provide you with a completed copy for your own records.

Question 4

There are a number of principle aims and duty of care responsibilities for the transport industry in the chain of responsibility. All parties in CoR must understand and follow these principles.

Select yes or no for each statement.

a. CoR excludes drivers/owner drivers having to consider fatigue and rest laws	Yes / No
b. CoR laws aim to ensure equal responsibility is shared across the supply chain for breaches of heavy vehicle laws	Yes / No
c. All parties are responsible for the prevention of breaches of road transport laws such as keeping records of a drivers' work and rest times.	Yes / No
d. All parties have a duty of care to take positive steps to prevent a breach of the laws	Yes / No
e. An operator or scheduler has a duty to make sure rosters and schedules do not require drivers to exceed driving hours regulations or speed limits	Yes / No

Result

S ☐

U ☐

Question 5

What are the principal obligations of parties in the in the CoR supply chain? Give four examples of parties in the supply chain.

Result

S ☐

U ☐

Question 6

Workplace policies, protocols and procedures must be considered when planning for training and development and leading work teams. Select yes or no for each statement.

a. Staff training and development plans must reflect the organisation's goals such as reminding workers about working safely and reporting WHS concerns.	Yes / No
b. Workplace protocols may state that workflow should not be interrupted and production must continue while a project is being undertaken.	Yes / No
c. The work team may need to put aside their regular work tasks for the duration of a project.	Yes / No
d. Workplace policies and procedures must be based on WHS laws to ensure the safety of the team such as training for lifting items and manual handling techniques	Yes / No
e. Environmental Protection Authority (EPA) guidelines must be referred to when following procedures for a team to remove or dispose of hazardous waste	Yes / No

Result

S ☐

U ☐