

Learner Assessment Guideline

Unit 7091

Level 4: Credit 4: Version 2

**Facilitate adult learning in New Zealand's
cultural environment**

Learner Assessment Instructions

This is your Learner Assessment Pack for 'Facilitate adult learning in New Zealand's cultural environment.' This is a Level 4 Unit Standard. This unit is worth 4 credits.

This pack contains:

- Task sheets for you to complete.
- The summary Evidence Guide that the assessor will use to assess your competence.
- A copy of the Observer Checklist that your assessor will use to record your delivery of training.
- A copy of the Participant Feedback Form that will be used to obtain learner feedback.
- A Manager, Advisor Maori or Kaumatua Verification Form to be completed by a workplace representative or Kaumatua.

Assessment Tasks

The assessment tasks are designed to show your assessor that you can:

- Identify diverse cultural needs.
- Establish and maintain a culturally safe and inclusive learning environment.

What do I do now?

- ✓ Read through all the information contained in this Pack.
- ✓ Familiarise yourself with each Assessment Task and the instructions.
- ✓ Contact your assessor, if necessary, to clarify anything you are unsure of.
- ✓ Complete the assessment tasks as agreed on with your assessor.
- ✓ Contact your assessor when you have finished the assessment tasks.
- ✓ Make sure you keep a written copy of your completed assessment task if you are sending the original copy to your assessor.

KIA KAHA and GOOD LUCK

Task One: Introduction

Completion of this unit standard requires that you have knowledge of the indigenous Maori culture and at least one other culture, preferable from one of the cultures represented among learners you are facilitating (Special note 3).

1. Please identify your own culture(s):
2. Now identify a second culture you have a sound knowledge of, if you have not already done so:

Culture is defined as the world view and behaviours of individual learners and groups of learners which affect the way in which they interact and learn. Culture may include beliefs, values, customary lore, language and idiom, verbal and non-verbal communication, protocol, music, ritual and beliefs in the origin and nature of knowledge, ethnicity, age, disability, gender.

The candidate's knowledge of these cultures should be sufficient to allow them to provide a culturally safe and inclusive learning environment.

A culturally safe and inclusive learning environment is one that ensures that the cultural background and needs of individuals and groups (tutors and learners) are identified, recognises and respects those backgrounds and associated values, and takes pro-active steps to meet the identified needs so that the learning outcomes can be achieved to the fullest extent of the learner capabilities.

3. Is one of the above Maori? Yes / No

You will need to obtain a workplace confirmation of your knowledge of Maori culture. Use the accompanying Verification of Knowledge of Maori Culture form for this. Alternatively you may have this completed by a Kaumatua who knows you.

Your assessor may contact your verifier to discuss their comments.

If you have said 'Yes' to Maori and are able to provide the required verification, and listed a second culture you have knowledge of, you have met the requirement of Task One and of Special Note 3.

Verification of Knowledge of Maori Culture

To: Manager, Adviser Maori, or Kaumatua

_____ (name of candidate) is currently being assessed toward Unit Standard 7091 Facilitate adult learning in New Zealand's cultural environment.

Your knowledge of the candidate is sought to confirm that:

1. S/he has a knowledge of the indigenous Maori culture
2. S/he is able to apply this knowledge when facilitating training with Maori participants, so as to provide a culturally safe and inclusive learning environment

and, if you are able to do so ...

3. The candidate has a knowledge of one other culture than Maori, preferably from among those in the candidate's learning environment.

Comments:

Your signature on this form will be accepted as verification of the above, unless you indicate otherwise.

Signed: _____ Date: _____

Position: _____

Contact telephone number: _____

Thank you for your help.

Task Two: Introduction

Elements One & Two

The next three assessment tasks are integrated assessments. Each covers both elements of the unit standard. This one is designed to assess your ability to:

- identify diverse cultural needs
- establish and maintain a culturally safe and inclusive learning environment

Task Two: Instructions

- Answer the Task Two Questions.
- These may be answered in writing or orally. Discuss your preference with your assessor.
- If answering in writing, please record your answers on a separate sheet of paper.
- If answering orally, you may choose to do so either:
 - ◆ in discussion with your assessor; or
 - ◆ onto an audio tape which you then pass on to your assessor.
- To help you to remain focussed on the question and the reason why it is asked, it may help you to re-read the element and performance criteria to which it corresponds. The PC number is given beside each question to assist you with this reference.
- Cultural needs of learners need to be identified for at least two cultures different from your own culture. This is an emphasis of question 2 but may also be addressed in answers to other questions.

Task Two - Questions

1. (PC 1.1) What are your own cultural needs when delivering training to a learner group in which several ethnic groups are represented? (Provide a minimum of two needs.)

What are some of the techniques and strategies you use to meet your own cultural needs in this context while not causing offence to participants? (Describe at least two.)

2. (PC 1.2) How do you identify learner's individual cultural needs? You need to include reference to at least two cultures other than your own. (Provide at least two techniques or strategies.)

How does your identification of the cultural needs of learners influence your approach to delivery? (Give at least two approaches or examples.)

3. (PC 1.3) How do you obtain agreement on the approach to be taken in your delivery following the identification of your own cultural needs and those of learners?

4. (PC 2.1) What is your approach to identifying practices that may impede learning for cultural reasons? (Identify two techniques/strategies or give two examples from practice – or one of each, if you prefer.)

5. (PC 2.2) If you have experienced situations of cultural difference with previous learners that had the potential to cause barriers to learning, how were these differences resolved in a way which facilitated learning? (Describe one real or possible situation and a solution.)

6. (PC 2.3) What constructive actions do you take as a trainer to foster cultural safety and inclusion, while promoting the achievement of learning outcomes? (Provide a minimum of two action strategies.)

Task Three: Introduction

Elements One and Two

As with Task Two, this assessment activity is a multiple assessment, in this instance assessing all performance criteria of elements one and two. It assesses your ability to:

- identify diverse cultural needs
- establish and maintain a culturally safe and inclusive learning environment

Task Three: Instructions

- You will need to be observed by your assessor or an observer approved by your assessor facilitating learning with a group of adult learners from different ethnic backgrounds.
- Three observations of a minimum 30 minutes duration each are required, preferably with the same group of learners. These observations will often be carried out on the same day, if you are being observed for the day, perhaps also being assessed simultaneously for other unit standards involving the delivery of training.
- There will need to be two cultures other than your own represented in your learner group.
- These observations may be a mix of on-job and off-job observations, if that is the nature of the training.
- Arrange for your assessor or approved observer to observe your training delivery. You will need to check with your learners that they are comfortable with the presence of an observer on these occasions. This may depend in part on the content of the training.
- Although it is not a requirement of this unit standard, it would be helpful (while also providing additional evidence) if your assessor has a copy of your training plan and training materials while making his/her observations.
- Your assessor/observer will use the 'Observer Checklist' to document his/her observations. Please read this prior to assessment so that you know what your assessor is looking for.

Observer Checklist
(for use by assessor or approved observer)

Candidate: _____ Observer: _____

Occasion: _____

Please indicate ✓ or x whether or not each requirement has been met. Use the 'Comments' space to give examples or to elaborate on your checkbox indication for evidence, feedback and/or moderation purposes.

Element 1 Identify diverse cultural needs

The candidate shows evidence of having identified his/her own cultural needs in relation to the specific learning environment, appears comfortable, and has effective strategies to address issues which arise related to:

- values
- beliefs
- use of language
- cultural practices
- protocols
- gender roles
- learning styles
- modes of address
- learning development
- other (please specify)

Comments:

Requirement: All of those which arise, and are relevant to the session observed.

- Cultural needs are identified of at least two cultures different from that of the candidate, and may include:

- values
- beliefs
- use of language
- cultural practices
- protocols
- gender roles
- learning styles
- modes of address
- personal learning development
- other (please specify)

Cultures addressed:

Comments:

Requirement: Cultural needs of two cultures different from that of the candidate are identified and addressed.

- Candidate is able to identify any practices that may impede learning and act appropriately. These may include:

- discourteous dialogue
- offensive or disrespectful behaviour
- harassment
- other (please specify)

Comments:

Requirement: Practices that may impede learning are addressed appropriately and effectively.

Element 2 Establish and maintain a culturally safe and inclusive learning environment

- Actions are taken to foster cultural safety in the learning environment, while promoting the achievement of learning outcomes. These may cover:
 - use of teaching and learning strategies
 - use of language
 - observation of cultural practice
 - arrangement of the physical environment
 - protocols
 - other (please specify)

Comments:

Requirement: A culturally safe learning environment is provided.

- Tutor and learner cultural behaviours that may cause barriers to learning are identified, and modified where required.

Comments:

Requirement: Modifications happen during the session or for the next session, as is appropriate.

- Evidence from learner feedback indicates that a culturally safe and inclusive learning environment was established and maintained.

Comments:

Requirement: Sighting of written feedback to this effect or observation of comments during feedback sessions that confirm this.

Signed: _____

Dated: _____

Task Four: Introduction

Elements One and Two

As with Task Two and Task Three, this assessment activity is an integrated assessment of both elements one and two.

This activity seeks learner feedback on how effectively they believe that you:

- identify diverse cultural needs
- establish and maintain a culturally safe learning environment.

Task Four: Instructions

- This task involves one learner from each session completing the accompanying Participant Feedback Form. It provides an opportunity for them to give their view on your responsiveness to cultural considerations.
- If all three sessions involve the same participants, you may choose to have the whole group complete Participant Feedback Forms at the end of session three.
- If the latter (optional) option is chosen, participants may complete the 'Participant Feedback Form' individually or may choose to complete it as a group.
- Your assessor or a facilitator chosen by the assessor could facilitate this feedback session.
- If your assessor is Pakeha, it may be considered appropriate to have the feedback session facilitated by a Maori trainer/assessor to foster discussion or reflection on whether the needs of learners are being adequately provided for, if Maori is selected as one of the cultures for which feedback is being collected.
- Participants are not required to identify themselves by name on the Participant Feedback Form.

Participant Feedback Form

To: Course participants

_____ (name of candidate) is being assessed in Unit Standard 7091 Facilitate adult learning in New Zealand's cultural environment. Your feedback is sought on how responsive the candidate has been to your cultural needs, while ensuring that course outcomes are met.

You may complete this feedback form individually, or as a group. Please feel free to talk to each other about the cultural dimension of your training.

You do not need to put your name on this form.

1. Was there any particular discussion or recognition of the cultural needs of the tutor and participants? If not, would it have made any difference to the quality of learning?
2. In what ways did the tutor show that s/he was aware of your cultural values?
3. Do you feel that the tutor identified any cultural practices or behaviour that might have got in the way of learning (either their own or that of the participants)?
4. Did the tutor foster a culturally safe learning environment, while also promoting the achievement of learning outcomes?
5. Were any tutor or learner cultural behaviours that might cause barriers to learning identified and modified or dealt with appropriately?

Unit 7901v2 Learner Evidence Guide

Facilitate adult learning in New Zealand's cultural environment.

Assessor Name: _____

Organisation Name: _____

Element/Task	Evidence Required	Judgment	Checklist	
<p>Special note 3</p> <p>This note requires that the candidate have knowledge of the indigenous Maori culture and at least one other culture.</p>	<p>The candidate provides a completed Verification of Knowledge of Maori Culture form.</p> <p>The candidate lists a second culture they have knowledge of on the Task One task sheet.</p>	<p>A credible verifier completes the Verification of Knowledge of Maori Culture form.</p> <p>Evidence gained during this assessment supports the candidate's claim to knowledge of the second culture listed for Task One.</p>	<p>Yes / No</p> <p>Yes / No</p>	
<p>Elements 1 and 2</p> <p>This task involves the candidate answering questions related to the facilitation of learning where several ethnic groups are represented.</p>	<p>The six Task Two questions are answered.</p> <p>These may be answered in writing or orally.</p>	<p>Answers address the six questions directly.</p> <p>Answers meet the requirement statements on the Assessor Pack.</p>	<p>Yes / No</p> <p>Yes / No</p>	
<p>Elements 1 and 2</p> <p>This task involves the candidate being observed facilitating learning with three groups where two or more ethnic groups different from that of the facilitator are represented.</p>	<p>The candidate is observed delivering 3 sessions, each of 30 min or more duration.</p> <p>At least two ethnic groups other than that of the candidate are represented among learners.</p> <p>The observer uses the Observer</p>	<p>A minimum of 3 sessions of 30 min or more duration have been observed.</p> <p>The Observer Checklist is completed to standard on 3 occasions.</p>	<p>Yes / No</p> <p>Yes / No</p>	

	Checklist to record observations.			
Elements 1 and 2 This task involves the assessor obtaining feedback from learners relating to the cultural dimension of training delivery.	The assessor asks 2 learners from each session to complete the Participant Feedback Form. Alternatively the candidate and assessor may choose to have the whole group complete the Participant Feedback Form.	Feedback (completed form) is gained from 6 participants. Feedback consists of comments that are judged by the assessor to be supportive of acceptable delivery in New Zealand's cultural environment.	Yes / No Yes / No	
Date	Candidate signature	Assessor signature	Comments	C/NYC

Note: the assessor needs to ensure **sufficiency** of performance and knowledge. Therefore the assessor needs to know that the Learner has performed the tasks competently many times before and will be competent in the future. Ticking/ dating the boxes more than once, having 2 checklists for different assessment occasions or observing workplace performance over a period of time can show this.

Follow up necessary	Yes/No
Please detail the follow up interview. Record any new evidence or responses, clearly indicating that this evidence was gained in a follow up interview.	
Suggest further training	Yes/No
Candidate is to be reassessed	Yes/No
Follow up interview resulted in the required evidence	Yes/No