



STUDENT ASSESSMENT BOOKLET

BSBHRM602 MANAGE HUMAN RESOURCES
STRATEGIC PLANNING

ASSESSMENT OVERVIEW

This Student Assessment Booklet includes all your tasks for assessment of BSBHRM602 Manage human resources strategic planning.

ABOUT YOUR ASSESSMENTS

This unit requires that you complete 5 assessment tasks. You are required to complete all tasks to demonstrate competency in this unit.

| Assessment Task | About this task |
|---|---|
| Assessment Task 1: Written questions | You must correctly answer all 10 questions to show that you understand the knowledge required of this unit. |
| Assessment Task 2: Human Resources Strategic Plan project | You are required to conduct research and develop a briefing report to inform the development of a Human Resources Strategic Plan. |
| Assessment Task 3: Implementation project | You are required to implement the Human Resources Strategic Plan. |

How to submit your assessments

When you have completed each assessment task you will need to submit it to your assessor. Instructions about submission can be found at the beginning of each assessment task.

Assessment Task Cover Sheet

At the beginning of each task in this booklet, you will find an Assessment Task Cover Sheet. Please fill it in for each task, making sure you sign the student declaration.

Your assessor will give you feedback about how well you went in each task, and will write this on the back of the Task Cover Sheet.

Make sure you photocopy your written activities before you submit them – your assessor will put the documents you submit into your student file. These will not be returned to you.

Assessment appeals

You can make an appeal about an assessment decision by putting it in writing and sending it to us. Refer to your Student Handbook for more information about our appeals process.

Assessment plan

The following outlines the requirements of your final assessment for this unit. You are required to complete all tasks to demonstrate competency in this unit.

Your assessor will provide you with the due dates for each assessment task. Write them in the table below.

| Assessment Requirements | Due date |
|---|----------|
| 1. Written questions | |
| 2. Human Resources Strategic Plan project | |
| 3. Implementation project | |

AGREEMENT BY THE STUDENT

Read through the assessments in this booklet before you fill out and sign the agreement below. Make sure you sign this before you start any of your assessments.

Have you read and understood what is required of you in terms of assessment? Yes No

Do you understand the requirements of this assessment? Yes No

Do you agree to the way in which you are being assessed? Yes No

Do you have any special needs or considerations to be made for this assessment? If yes, what are they? Yes No

Do you understand your rights to appeal the decisions made in an assessment? Yes No

Student name: _____

Student signature: _____ Date: _____

Assessor name: _____

Assessor signature: _____ Date: _____

ASSESSMENT TASK COVER SHEET – ASSESSMENT TASK 1

Students: Please fill out this cover sheet clearly and accurately for this task.
 Make sure you have kept a copy of your work.

| | | | | |
|---|----------------------|----------------------|-----------------------------|------|
| Name: | | | | |
| Date of birth: | | Student ID: | | |
| Unit: | | | | |
| <ul style="list-style-type: none"> ▪ BSBHRM602 Manage human resources strategic planning | | | | |
| Student to complete | | Assessor to complete | | |
| Assessment Task | Resubmission? Y/N | Student initials | Sufficient/ insufficient | Date |
| Written questions | | | | |

STUDENT DECLARATION

I _____ declare that these tasks are my own work.

None of this work has been completed by any other person.

I have not cheated or plagiarised the work or colluded with any other student/s.

I have correctly referenced all resources and reference texts throughout these assessment tasks.

I understand that if I am found to be in breach of policy, disciplinary action may be taken against me.


Student signature: _____

Student name: _____

Date: _____

ASSESSOR FEEDBACK

Assessors: Please return this cover sheet to the student with assessment results and feedback.
A copy must be supplied to the office and kept in the student's file with the evidence.



Assessor signature: _____

Assessor name: _____

Date: _____

ASSESSMENT TASK 1: WRITTEN QUESTIONS



TASK SUMMARY:

- This is an open book test – you can use the Internet, textbooks and other documents to help you with your answers if required.
- You must answer all 10 questions correctly.
- Write your answers in the space provided.
- If you need more space, you can use extra paper. All extra pieces of paper must include your name and the question number/s you are answering.
- You may like to use a computer to type your answers. Your assessor will tell you if you can email them the file or if you need to print a hard copy and submit it.

WHAT DO I NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to textbooks and other learning materials.
- Access to a computer and the Internet (if you prefer to type your answers).

WHEN DO I DO THIS TASK?

- You will do this task in the classroom or as homework – your assessor will advise.
- Write in the due date as advised by your assessor: _____

WHAT DO I NEED TO DO IF I GET SOMETHING WRONG?

If your assessor marks any of your answers as incorrect, they will talk to you about resubmission. You will need to do one of the following:

- Answer the questions that were incorrect in writing.
- Answer the questions that were incorrect verbally.

Instructions to students:

Answer the following questions.

QUESTION 1

Outline five key functions of a Human Resources Manager, including a short description of each function.

QUESTION 2

Discuss three aims of human resources strategic planning.



QUESTION 3

Identify at least five information areas that should be included in a Human Resources Strategic Plan.



ASSESSMENT TASK 2: HUMAN RESOURCES STRATEGIC PLAN PROJECT



TASK SUMMARY:

This assessment task requires you to conduct research and develop a briefing report to inform the development of the Human Resources Strategic Plan for a fictitious business, King Edward VII College. You must then present the briefing report to the management team to seek feedback and approval and develop the Human Resources Strategic Plan.

WHAT DO I NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to a computer with the Internet and software such as Microsoft Office
- Meeting participants
- Space for a meeting
- Access to a whiteboard or butchers paper to write up ideas
- King Edward VII College's Strategic and Operational Plan
- King Edward VII College's workforce information
- Human Resources Strategic Plan template.

WHEN DO I DO THIS TASK?

- You will do this task in the classroom.
- Write in the due date as advised by your assessor: _____

WHAT DO I NEED TO DO IF I GET SOMETHING WRONG?

If your assessor sees that you have not completed all parts of the task completely and satisfactorily, the details of resubmission will be discussed with you. You will only need to redo the parts of the task that are incorrect; however you will need to resubmit the entire assessment.

INSTRUCTIONS:

King Edward VII College has been operating for five years. The college is based in Melbourne CBD and offers a range of courses in management, marketing, human resources and international business and currently has around 500 students enrolled across all of its courses. Courses are offered at all levels from Certificate II to Graduate Diploma. The college is very popular due to its competitive pricing structure, innovative teaching methods and state of the art facilities.

Due to the success of the college, the college plans to establish two additional campuses, one in Brisbane and one in Sydney. The Brisbane campus will commence operating in Jan 2016 and Sydney in mid-2016. Campus locations are already in place with the process being overseen mainly by the CEO and Finance Manager. No staff have been employed as yet but it is anticipated that each campus will require a receptionist, student services officer and 4 trainers. Existing staff at the Melbourne campus will complete all other staff functions until such time as student numbers increase substantially. It is anticipated that maximum student numbers at the new campuses will be up to 50 students per campus.

The College currently employs 24 staff members that include the CEO, a Marketing Manager and Marketing Assistant, Human Resources Manager, Finance Manager, Administration Manager, Office Assistant, Receptionist, Academic Manager, Student Services Officer and approximately 14 trainers.

Further details regarding the above staff is provided in the workforce information document and also shows staff turnover statistics.

A Human Resources Strategic Plan is now required for King Edward VII College given the company's expansion plans and because of the overall importance of strategic planning for human resources.

The status of key areas of human resources is as follows:

ASSESSMENT TASK 3: IMPLEMENTATION PROJECT



TASK SUMMARY:

For this assessment you are required to implement the Human Resources Strategic Plan by researching and developing a short report about the range of potential work-life balance programs that could be implemented for King Edward VII College, as well as developing an action plan.

WHAT DO I NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Computer and Microsoft Office (or similar program).
- Access to the Internet for research.
- King Edward VII College Health and Safety Policy and Procedure.

WHEN DO I DO THIS TASK?

- You will do this task in the classroom or as homework – your assessor will advise.
- Write in the due date as advised by your assessor: _____

WHAT DO I NEED TO DO IF I GET SOMETHING WRONG?

If your assessor sees that you have not completed all parts of the task completely and satisfactorily, the details of resubmission will be discussed with you. You will only need to redo the parts of the task that are incorrect; however you will need to resubmit the entire assessment.

INSTRUCTIONS:

Assume King Edward VII College has adopted the Human Resources Strategic Plan with one of the strategic objectives included as follows:

- *Support a safe, healthy and inclusive workplace culture*

Also note that one of the actions identified to achieve this is:

- *Develop the King Edward VII College work from home Strategy*

In addition, note the outcome of a recent survey is showing that staff identify with feeling increasingly stressed through travelling in peak hour traffic and not being able to find a carpark once arrived at work. The Health and Safety Officer has advised that there must be immediate action.

Complete the following activities:

1. Develop a report and action plan based on a work from home program
 - Based on the feedback from staff and the Health and Safety Officer you are required to conduct research on a range of potential work from home strategies/programs that you could implemented. In your research you must include current trends on working from home, the workplace health and safety requirements in working from home and the technology that would be required for staff to do so.
 - Develop a brief report to present to management on your research findings and your recommendations on how the College could implement the strategy.

Address the following topics in your report:

- A brief introduction to the purpose of the report
- A summary of the current working from home trends and strategies that other organisations have implemented
- An outline of the workplace health and safety requirements for staff working at home
- The technological requirements for staff to work at home



MARKING GUIDE

BSBHRM602 MANAGE HUMAN
RESOURCES STRATEGIC PLANNING

ASSESSMENT INFORMATION

About this marking guide

This document is to be used as a guide to marking the assessment tasks required for this unit.

This document outlines the instructions provided to the student for each task and accompanying sample/ benchmark answers and any relevant instructions for the assessor.

Assessment tasks

This unit is assessed in the following ways:

| Assessment Task | Overview |
|---|--|
| Assessment Task 1: Written questions | Students must correctly answer all 10 questions to show that they understand the knowledge required of this unit. |
| Assessment Task 2: Human Resources Strategic Plan project | Students are required to conduct research and develop a briefing report to inform the development of a Human Resources Strategic Plan. |
| Assessment Task 3: Implementation project | Students are required to implement the Human Resources Strategic Plan. |

Assessment plan

The Student Assessment Booklet includes an assessment plan that students are required to read and sign. Get this signed plan before students begin the assessment tasks for this unit. Students can use this plan to declare whether they need any support or adjustments.

Assessment documents

We have developed a range of comprehensive assessment documents for assessment of this unit.

Assessors will need the following documents:

- Assessment Record Tool – to be used by the assessor to record the decision-making process.
- This Marking Guide, which includes:
 - a guide to assessors on the process of assessment
 - benchmark responses to assessment tasks
 - mapping of assessment tasks to unit of competency requirements (see the end of this booklet).

Students will need to receive the Student Assessment Booklet for this unit.

Assessors must provide students with the due date for each assessment task for this unit – students should be instructed to write the dates in their Student Assessment Booklet.

Assessment attempts and resubmissions

Students have up to three attempts to complete assessment tasks satisfactorily. If after the third attempt, the student has not completed the task satisfactorily, the assessor must make alternative arrangements for assessment. Depending on the task, this may include:

- resubmitting incorrect answers to questions (such as short answer questions and case studies)
- resubmitting part or all of a project, depending on how the error impacts on the total outcome of the task
- redoing a role play after being provided with appropriate feedback about their original performance
- being observed a second (or third time) undertaking any tasks/activities that were not satisfactorily completed the first time, after being provided with appropriate feedback.

Students should be provided with an appropriate time frame in which to resubmit their work, for example students may:

- be given 30 days in which to resubmit incorrect responses to written tasks, projects and so on
- be provided with feedback on the day about their performance in a role play and then redo the task during the next task
- need to redo workplace tasks (if applicable to this unit) during the same workplace visit or a follow-up observation may be required – you should discuss arrangements with the student's supervisor to agree on a suitable time and date for reassessment.

Assessors should refer to their RTO's policy and procedures regarding training and assessment for further information.

Assessment outcomes

Each assessment task will be given an outcome of either Satisfactory (S) or Not Satisfactory (NS). Students must complete all tasks for a unit satisfactorily to achieve an overall outcome of Competent (C) for a unit. If one or more of tasks are assessed as Not Satisfactory, students will be given an overall outcome for the unit of Not Yet Competent (NYC).

Students can be given two further attempts to complete the task and achieve a Satisfactory outcome. Students need to be given a timeframe for resubmission and advised what they must include in the resubmission.

Assessors are required to use the Assessment Record Tool to record the assessment decision for each task. The Record of Assessment Outcomes on the final page of the Assessment Record Tool should be completed by the assessor.

Task Cover Sheet

Assessors must ensure that students have completed the Assessment Task Cover Sheet for each assessment task.

Assessment appeals

All students have the right to appeal an assessment decision. To make an appeal about an assessment decision, students must follow the process outlined in the Student Handbook.

Training and Assessment Strategies

Each RTO will have a Training and Assessment Strategy that outlines the assessment methods and tasks to be used in the delivery of each course.

All assessors should be provided with a copy of the relevant Training and Assessment Strategy for the courses they deliver.

Assessors must ensure they work within the parameters and guidelines of the strategy and communicate any areas that may need improvement or updating as they are identified.

Plagiarism, cheating and collusion

Where a trainer/assessor believes there has been an incident of academic misconduct involving plagiarism, cheating, and/or collusion, they should report this along with reasons for the allegation. Assessors should refer to their RTO's policy and procedures regarding training and assessment for further information.

ASSESSMENT TASK 1: WRITTEN QUESTIONS



TASK SUMMARY:

- This is an open book test.
- Students need to answer all 10 questions correctly.
- Students must answer the questions by writing in the space provided.
- If students need more space, they can use extra paper. All additional sheets of paper must include their name and the question number/s they are answering.
- Students may prefer to use their computer to type their answers. Advise students if they can email their answers as a Word file, or if they must print and submit hard copies.

WHAT DO STUDENTS NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to textbooks and other learning materials.
- Access to a computer and the Internet.

WHEN AND WHERE DO STUDENTS NEED TO DO THIS?

- Students will do this task in the classroom or as homework – advise the students as to which is required.
- Provide students with the due date for this assessment so they can write it in their Student Assessment Booklet.

WHAT DO STUDENTS HAVE TO SUBMIT?

- Their answers to each question.

NOTE TO THE ASSESSOR

Purpose of the task

Students are to demonstrate that they understand the knowledge required of this unit.

Submission

Students need to submit answers to all of the questions in this task.

Reassessment arrangements

If students answer any questions in this task incorrectly, they will need to be given an appropriate time in which to resubmit. Students should only redo questions that are incorrect; however they will need to resubmit the entire assessment.

Students can be given the opportunity to answer questions verbally if appropriate.

Discuss timeframes for resubmission with the student when you tell them the outcome for this task.

Guidance to assessing this task

Benchmark responses are provided for each question.

Instructions to students:

Students are to answer the questions below.

QUESTION 1

Outline five key functions of a Human Resources Manager, including a short description of each function.

Students must list five key functions. Possible responses may include:

- *Workforce Planning - a Human Resources Manager conducts workforce planning to identify workforce needs and to ensure that a sufficiently qualified workforce is available.*
- *Recruitment and selection – Human Resources Managers manage the recruitment and selection of staff which may include establishing processes, as well as overseeing staff conducting recruitment and selection. Depending on the size of the organisation, they may also be involved in interviewing staff.*
- *Performance appraisal – Human Resources Managers may be involved in setting up performance appraisal systems, as well as conducting performance reviews of employees to keep track of their progress and plan professional development.*
- *Employee welfare – Human Resources Managers may be responsible for setting up systems to ensure employee welfare, as well as providing direct advice and assistance to staff to assist them both at work and outside of work.*
- *Training and development – Human Resources Managers plan training and development for employees both individually and as a group.*
- *Industrial relations – Human Resources Managers may need to sort out issues within the workplace regarding terms and conditions and sometimes may need to negotiate with other parties such as unions*
- *Dismissal and redundancy- Human Resources Managers need to handle dismissals and redundancies of staff according to legislation.*

QUESTION 2

Discuss three aims of human resources strategic planning.

Planning and the development of an HR strategy is a critical part of the HR process. It is important that all HR processes and initiatives are developed as part of an overall people strategy, which is aligned with, and designed to assist in the achievement of, the organisational strategy and goals.

Students must list three aims. Possible responses may include:

- *Ensure adequate human resources to meet the strategic goals and operational plans of the organisation – the right people with the right skills at the right time.*
- *Keep up with social, economic, legislative and technological trends that impact on human resources in your area and in the sector.*
- *Remain flexible so that the organisation can manage change if the future is different than anticipated.*
- *Ensure the recruitment of talented personnel.*
- *Reduces the impact of uncertainty through planning*

QUESTION 3

Identify at least five information areas that should be included in a Human Resources Strategic Plan.

Students must list five information areas. Possible responses may include:

- *Values*
- *Strategic directions*
- *Targets*
- *Objectives*
- *Priorities*

ASSESSMENT TASK 2: HUMAN RESOURCES STRATEGIC PLAN PROJECT



TASK SUMMARY:

This assessment task requires students to conduct research and develop a briefing report to inform the development of the Human Resources Strategic Plan for a fictitious business, King Edward VII College. Students must then present the briefing report to the management team to seek feedback and approval and develop the Human Resources Strategic Plan.

WHAT DO STUDENTS NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to a computer with the Internet and software such as Microsoft Office
- Meeting participants
- Space for a meeting
- Access to a whiteboard or butchers paper to write up ideas
- King Edward VII College's Strategic and Operational Plan
- King Edward VII College's workforce information
- Human Resources Strategic Plan template

WHEN AND WHERE DO STUDENTS NEED TO DO THIS?

- Students will do this task in the classroom or as homework – advise the students as to which is required.
- Provide students with the due date for this assessment so they can write it in their Student Assessment Booklet.

WHAT DO STUDENTS HAVE TO SUBMIT?

- Briefing report
- Human Resources Strategic Plan including the Risk Management Plan.

NOTE TO THE ASSESSOR:

Students are required to demonstrate that they can:

- *Conduct research and analyse information from a range of sources*
- *Develop a human resource strategic plan*
- *Consult and communicate effectively with stakeholders*

Ensure students have copies of the required documents.

Provide students with the date of submission for each part of this task.

Ensure that students demonstrate required techniques/skills and knowledge correctly. If they do not, provide them with appropriate feedback and give them a chance to do the task again. This may require additional training. Discuss timeframes for resubmission with the student when you tell them the outcome for this task.

Record the outcome of this assessment in the Assessment Record Tool.

ASSESSMENT TASK 3: IMPLEMENTATION PROJECT



TASK SUMMARY:

For this assessment students are required to implement the Human Resources Strategic Plan by researching and developing a short report about the range of potential work/life balance programs that could be implemented for King Edward VII College, as well as developing an action plan.

WHAT DO STUDENTS NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Computer and Microsoft Office (or similar program).
- Access to the Internet for research.
- King Edward VII College Health and Safety Policy and Procedure.

WHEN AND WHERE DO STUDENTS NEED TO DO THIS?

- Students will do this task in the classroom or as homework – advise the students as to which is required.
- Provide students with the due date for this assessment so they can write it in their Student Assessment Booklet.

WHAT DO STUDENTS HAVE TO SUBMIT?

- Completed briefing report and action plan.
- Updated Health and Safety Policy and Procedure.
- Revised Human Resources Strategic Plan.

NOTE FOR ASSESSORS:

Students are required to demonstrate that they can:

- *Implement the human resource strategic plan*
- *Monitor and adapt the plan as required*
- *Provide students with the date of submission for each part of this task.*

Ensure that students demonstrate required techniques/skills and knowledge correctly. If they do not, provide them with appropriate feedback and give them a chance to do the task again. This may require additional training. Discuss timeframes for resubmission with the student when you tell them the outcome for this task.

Record the outcome of this assessment in the Assessment Record Tool.

Instructions to students:

Assume King Edward VII College has adopted the Human Resources Strategic Plan with one of the strategic objectives included as follows:

- *Support a safe, healthy and inclusive workplace culture*

Also note that one of the actions identified to achieve this is:

- *Develop the King Edward VII College work from home Strategy*

In addition, note the outcome of a recent survey is showing that staff identify with feeling increasingly stressed through travelling in peak hour traffic and not being able to find a carpark once arrived at work. The Health and Safety Officer has advised that there must be immediate action.

UNIT MAPPING – BSBHRM602 Manage human resources strategic planning

| | |
|------------------------|--|
| Application | This unit describes the skills and knowledge required to develop, implement and maintain a strategic approach to managing human resources in an organisation ensuring that the organisation has the structure and staff to meet current and foreseeable business and performance objectives. It applies to individuals employed as human resource managers after a firm grounding has been established in a range of human resource activities. No licensing, legislative or certification requirements apply to this unit at the time of publication. |
| Licensing requirements | NA |
| Prerequisites | NA |

| Element | Performance criteria | Assessment Tasks | | |
|---|--|------------------|---------|-----|
| | | AT1 | AT2 | AT3 |
| 1. Research planning requirements | 1.1 Analyse strategic plans to determine human resource strategic direction, objectives and targets | | 1 | |
| | 1.2 Undertake additional environmental analysis to identify emerging practices and trends that may impact on human resource management in the organisation | | 1 | |
| | 1.3 Identify future labour needs, skill requirements and options for sourcing labour supply | | 1 | |
| | 1.4 Consider new technology and its impact on job roles and job design | | 1 | |
| | 1.5 Review recent and potential changes to industrial and legal requirements | | 1 | |
| 2. Develop human resources strategic plan | 2.1 Consult relevant managers about their human resource preferences | | 2 | |
| | 2.2 Agree on human resource philosophies, values and policies with relevant managers | | 2 | |
| | 2.3 Develop strategic objectives and targets for human resource services | | 1, 2, 3 | |
| | 2.4 Examine options for the provision of human resource services and analyse costs and benefits | | 1, 2 | |

| Element | Performance criteria | Assessment Tasks | | |
|---|---|------------------|-----|------|
| | | AT1 | AT2 | AT3 |
| | 2.5 Identify appropriate technology and systems to support agreed human resource programs and practices | | 1 | 1 |
| | 2.6 Write a strategic human resource plan and obtain senior management support for the plan | | 3 | |
| | 2.7 Develop risk management plans to support the strategic human resource plan | | 3 | |
| 3. Implement human resources strategic plan | 3.1 Work with others to see that the plan is implemented | | | 1, 2 |
| | 3.2 Monitor and review the plan | | | 3 |
| | 3.3 Adapt plan should circumstances change | | | 3 |
| | 3.4 Evaluate and review performance against plan objectives | | | 3 |

| Foundation skills | Description | Assessment Tasks | | |
|--------------------|--|------------------|------|---------|
| | | AT1 | AT2 | AT3 |
| Reading | <ul style="list-style-type: none"> Organises, evaluates and applies content from a range of structurally complex texts relating to human resource strategic planning | | 1, 3 | 1, 3 |
| Writing | <ul style="list-style-type: none"> Communicates complex ideas relating to strategic objectives, matching style of writing to purpose and audience | | 1,3 | 1, 2, 3 |
| Oral communication | <ul style="list-style-type: none"> Establishes and maintains complex and effective spoken communications in a broad range of contexts with relevant managers to determine resources preferences, philosophies and values. | | 2 | |
| Numeracy | <ul style="list-style-type: none"> Selects and interprets mathematical information that may be embedded in a range of tasks and texts to analyse costs and benefits as well as dealing with budgets and risk management plans | | 1 | |

| Foundation skills | Description | Assessment Tasks | | |
|----------------------------|---|------------------|---------|---------|
| | | AT1 | AT2 | AT3 |
| Navigate the world of work | <ul style="list-style-type: none"> Ensures knowledge of legislative requirements and products is kept up to date in order to provide accurate information | | 1 | 1, 2 |
| | <ul style="list-style-type: none"> Develops and implements strategies that ensure organisational policies, procedures and regulatory requirements are being met | | 1 | 2, 3 |
| Interact with others | <ul style="list-style-type: none"> Selects and uses appropriate conventions and protocols when communicating with managers at various levels | | 2 | 1 |
| | <ul style="list-style-type: none"> Participates in conversations relevant to role responding, explaining, negotiating and persuading as required | | 2 | 1 |
| Navigate the world of work | <ul style="list-style-type: none"> Sequences and schedules complex activities, monitors implementation and manages relevant communication when developing the strategic plan | | 1, 2, 3 | 3 |
| | <ul style="list-style-type: none"> Makes a range of critical and non-critical decisions in relatively complex situations, analysing data and taking a range of factors into account when researching planning requirements and developing the plan | | 1, 2,3 | 1, 2, 3 |
| | <ul style="list-style-type: none"> Gathers and analyses data and seeks feedback to improve plans and processes | | 1, 2,3 | 1, 2, 3 |
| | <ul style="list-style-type: none"> Uses digital technologies to manage business operations and actively investigates new technologies for strategic and operational purposes | | 1, 3 | 1, 2, 3 |

| Performance Evidence | Assessment Tasks | | |
|---|------------------|------|-----|
| | AT1 | AT2 | AT3 |
| Evidence of the ability to: | | | |
| <ul style="list-style-type: none"> ▪ analyse information from a range of internal and external sources to determine: | | | |
| <ul style="list-style-type: none"> ▪ human resource strategic direction, objectives and targets | | 1, 2 | 1 |
| <ul style="list-style-type: none"> ▪ trends and emerging practices that may have an impact on human resource management | | 1 | 1 |
| <ul style="list-style-type: none"> ▪ relevant technology | | 1 | 1 |
| <ul style="list-style-type: none"> ▪ recent and potential changes to industrial and legal requirements | | 1 | |
| <ul style="list-style-type: none"> ▪ future labour needs and skills requirements | | 1, 2 | |
| <ul style="list-style-type: none"> ▪ options for sourcing labour | | 1 | |
| <ul style="list-style-type: none"> ▪ organisation's preferences regarding human resources | | 1, 2 | |
| <ul style="list-style-type: none"> ▪ consult and communicate effectively with relevant stakeholders to develop, implement, monitor and review a strategic human resource plan including: <ul style="list-style-type: none"> – budget – priorities – agreed objectives, targets, programs and practices based on cost-benefit analysis – timeframes – risk management – evaluation against objective | | 2 | 1 |

| Knowledge Evidence | Assessment Tasks | | |
|--|------------------|-----|-----|
| | AT1 | AT2 | AT3 |
| To complete the unit requirements safely and effectively, the individual must: | | | |
| <ul style="list-style-type: none"> ▪ describe human resource practices and functions | Q 1, 2, 3,4 | | |
| <ul style="list-style-type: none"> ▪ explain the relevant legislative, regulatory and industrial requirements for the business | Q 7, 8, 9,10 | 1 | |
| <ul style="list-style-type: none"> ▪ outline common options for sourcing labour including: <ul style="list-style-type: none"> – recruitment options – casual labour – new graduates or trainees – off shore workers – outsourcing – contractors – consultants | Q 6 | | |
| <ul style="list-style-type: none"> ▪ explain the impact of technology on job roles | Q 5 | 1 | |
| <ul style="list-style-type: none"> ▪ outline labour market options for sourcing labour supply | Q 6 | | |
| <ul style="list-style-type: none"> ▪ describe the requirements of a strategic plan | Q 2, 3, 4, 5 | | |

| Assessment Conditions | Assessment Tasks | | |
|---|------------------|-----|-----|
| | AT1 | AT2 | AT3 |
| Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to: | | | |
| <ul style="list-style-type: none"> ▪ relevant legislation, regulations and codes of practice | | ✓ | |
| <ul style="list-style-type: none"> ▪ the business strategic and operational plan | | ✓ | ✓ |
| <ul style="list-style-type: none"> ▪ workplace policies and procedures | | | ✓ |
| <ul style="list-style-type: none"> ▪ interaction with others. | | ✓ | ✓ |
| Assessors must satisfy NVR/AQTF assessor requirements. | RTO to ensure | | |

SAMPLE



ASSESSMENT RECORD TOOL

BSBHRM602 MANAGE HUMAN RESOURCES
STRATEGIC PLANNING

Student first name: _____

Student last name: _____

INTRODUCTION

Assessment requirements

This record tool is to be used to record the assessment decisions for the unit BSBHRM602 Manage human resources strategic planning.

Assessment is based on a number of forms of evidence, as follows:

- Task 1: Written questions
- Task 2: Human resources strategic plan project
- Task 3: Implementation project.

Recording assessment outcomes

Use this Assessment Record Tool to record the outcomes of each assessment task related to this unit. Add any further comments about the student's performance to the Assessment Cover Sheet for the relevant task.

Marking Guide

Refer to the Marking Guide for further instructions and details about each assessment task.

ASSESSMENT CHECKLISTS

Use the checklists below to record the outcomes of each task.

Record each outcome on the Record of Assessment Outcomes at the end of this document.

| ASSESSMENT TASK 2: HUMAN RESOURCES STRATEGIC PLAN PROJECT | | | |
|--|----------|-----|----|
| Did the student: | Comments | Yes | No |
| Review existing policies, procedures and systems to identify gaps? | | | |
| Identify recommended human resource strategic directions in relation to at least four of the areas referred to in the assessment? | | | |
| Review requirements for staff and options for sourcing staff, including costs and benefits of each option? Students must review the following labour sourcing options: <ul style="list-style-type: none"> <input type="checkbox"/> casual labour <input type="checkbox"/> new graduates or trainees <input type="checkbox"/> off shore workers <input type="checkbox"/> outsourcing <input type="checkbox"/> contractors or consultants | | | |
| Facilitate a thorough discussion on human resources requirement, including a summary of key points from the briefing paper? | | | |
| Demonstrate effective interpersonal and communication skills including: <ul style="list-style-type: none"> <input type="checkbox"/> Speaking clearly and concisely <input type="checkbox"/> Using effective non-verbal communication skills to encourage audience interest <input type="checkbox"/> Responding to questions <input type="checkbox"/> Asking questions to seek feedback | | | |

Please note any reasonable adjustments for this assessment below.

| | | | |
|-----------------------------|---------------------------------------|---|-------|
| Assessment Task 3 outcome | Satisfactory <input type="checkbox"/> | Not Satisfactory <input type="checkbox"/> | Date: |
| Student name: | | | |
| Trainer/assessor name: | | | |
| Trainer/assessor signature: | | | |

SAMPLE

RECORD OF ASSESSMENT OUTCOMES: BSBHRM602

This section records the outcome of each task/assessment requirement so that the final assessment outcome can be determined for BSBHRM602 Manage human resources strategic planning.

The table below shows all the assessment requirements for this unit. Once a student has satisfactorily completed all requirements related to the unit, they can be given a Final Assessment Result of 'Competent'. A number of spaces have been provided to record multiple attempts. Final Assessment Results should only be recorded once all tasks have been attempted.

| Assessment Tasks | Task Outcome | | |
|---|---|-----------|-------------------|
| | Satisfactory (S) Not satisfactory (NS) | Date | Assessor initials |
| Assessment Task 1: Written questions | | | |
| Assessment Task 2: Human resources strategic plan project | | | |
| Assessment Task 3: Implementation project | | | |
| Final Assessment Results | Result (C/NYC) | | Date |
| BSBHRM602 Manage human resources strategic planning | | | |
| Student name: | | | |
| Assessor name: | | | |
| Assessor signature: | | Date: / / | |

SAMPLE

Workforce Information – King Edward VII College (as at 23/2/15)

| Employee | M/F | Position | Age | Country of origin | Full-time/Part-time | Status | Years of service to date | Salary | Reports to |
|----------------|-----|--------------------------|-----|-------------------|---------------------|---------------------------|--------------------------|-----------|------------------|
| Simon Brimbank | M | CEO | 52 | Aus | 1.0 | Permanent | 5 | \$150,000 | Board |
| John Sykes | M | Finance Manager | 54 | Aus | 1.0 | Permanent | 5 | \$115,000 | CEO |
| Abdi Hassan | M | Marketing Manager | 45 | Somalia | 1.0 | Permanent | 1 | \$95,000 | CEO |
| Sarah Smith | F | Human Resources Manager | 49 | UK | 4 days a week | Permanent | 1 | \$90,000 | CEO |
| Ben Thornbury | M | Academic Manager | 55 | Aus | 1.0 | Fixed Contract for 1 year | 6 months to date | \$75,000 | CEO |
| Jane Barrow | F | Administration Officer | 22 | Aus | 1.0 | Permanent | 4 | \$40,000 | HR Manager |
| Aisha Simons | F | Receptionist | 30 | Aus | 1.0 | Permanent | 3 | \$39,000 | HR Manager |
| Pierre Allard | M | Student Services Officer | 27 | France | 1.0 | Permanent | 2 | \$45,000 | Academic Manager |

Strategic Business Plan

2016–2018

King Edward VII College

SAMPLE

Executive Summary

Established in 2010, King Edward VII College is a Registered Training Organisation (RTO) that provides training to students in business and management.

Our principal purpose is to provide high quality training services to satisfy students' needs.

Our training is nationally recognised and accredited to meet vocational and educational standards. Courses are designed by highly qualified staff with extensive industry and training experience to achieve teaching and learning excellence, flexibility and personal satisfaction.

We draw on our established relationships with industry and other stakeholders to ensure our courses are appropriate to the demands of our clients and consistently meet their expectations.

Quality is maintained in compliance with the national VET Quality Framework and through our continuous improvement system.

A key objective is to develop the required knowledge and skills for clients to be job ready and competently undertake their chosen role in a wide range of business areas.

Mission

Kind Edward VII College provides high quality industry training that engenders participation and achievement.

Strategic Objectives

1. To be a leader in vocational education and training
2. To establish and maintain high quality infrastructure supporting clients and staff
3. To be well led, high performing, profitable and accountable
4. To develop our people and resources

Our values are:

Core values underpinning our activities are:

- Sustain excellence in training and assessment
- Promote innovation across all of our business operations
- Be a collaborative and caring community.
- Embrace difference and diversity
- Demonstrate integrity and equality of opportunity in all activities
- Operate with openness and accountability

Marketing Strategies

Students make their decisions based on the reputation of the organisation, quality of courses, pricing, employment options and personal recommendations amongst other factors.

Our strong vocational emphasis and continual industry consultation will ensure our courses are appropriate to develop the skills and knowledge currently demanded by employers and students.

Our market decisions are based on extensive and continuous market research, targeting market segments and clients within industry. We collect our data from a variety of sources including current and potential clients, VET and business sectors, competitors, media and government along with many other sources.

We plan to develop our market share by:

- Establishing two new campuses
- Offering online blended learning
- Providing face to face information sessions
- Improving our web site
- Continually improving the quality of service given to clients pre-enrolment, during course delivery and through the provision of support services while remaining price competitive
- Focusing on the provision of courses required by industry
- maintaining effective communication channels with all stakeholders to ascertain industry requirements and then develop products and manage services accordingly
- Continually improving communication channels with all our stakeholders, ensuring a flow of timely and accurate information to facilitate effective planning and decision making
- Consistently satisfy individual client needs and demands at the same time as developing the knowledge and skills required by industry
- Targeting identified growth markets with planned, market appropriate campaigns employing a variety of promotional strategies and advertising mediums
- Offering attractive fee structures to our clients
- Continually improving the skills, knowledge and effectiveness of King Edward VII College through our commitment to training and development
- Regularly reviewing the effectiveness of all our operations and making improvements when and where necessary

Workforce Development Plan

Over the duration of this plan it is projected that student enrolments will increase at least 10% per annum. It is anticipated that the increase in enrolments will be accommodated by employing extra human resources. Appropriately qualified and experienced training/ assessment and support/ administration staff will be appointed.

Enrolments will be monitored on an ongoing basis and a formal review of this plan will be undertaken every six months. During review the management will decide if the level of human resources are appropriate for the level of enrolments.

Trainers/ assessors and administrative/ support staff will be employed part time on casual contracts initially.

The following criteria will be employed as a guide for deciding the level of human resources compared to enrolments. These projections are a guide only and may be adjusted through time.

| Enrolments per month | Number of training and assessment staff (FTE) | Number of administration/ support staff (FTE) |
|-----------------------------|--|--|
| 1–50 | 1 | 0.5 |
| 51–100 | 1.5 | 1 |
| 101–150 | 2 | 1.25 |
| 151–200 | 2.5 | 1.5 |

Strategic & Operational Plan

2015–2017

King Edward VII College

SAMPLE

The market

Market characteristics & conditions

King Edward VII College has two broad segments to its target market consisting of people wishing to gain entry to the industry, as well as people already working in business and management who want to formalise or develop their skills.

Workforce needs for this sector have been identified as the need to develop an adaptive, responsive and divers workforce, keep up with technology and to build effective leadership and management skills.

This has informed King Edward VII choice of to deliver.

We also intend to capitalise on market needs for delivery of blended (classroom and online), as well as online courses.

There are many training providers in our sector and King Edward VII seeks to offer a point of difference through our competitive pricing structure, innovative teaching methods and state of the art facilities.

Situation Analysis

| Strengths | Weaknesses |
|--|--|
| <ul style="list-style-type: none"> ➤ Price, value and quality ➤ Clear understanding of student requirements ➤ Delivery mode suitable for client requirements ➤ High quality learning and assessment materials ➤ Committed to quality ethical practice ➤ Ability to adapt to changing market conditions ➤ Effective and practical policies and procedures ➤ Competitive pricing ➤ Friendly organisational culture ➤ Level of available finance for investment | <ul style="list-style-type: none"> ➤ Focus on business and management courses only ➤ Substantial investment in Sydney and Brisbane meaning large financial outlay ➤ High staff turnover of trainers ➤ Lack of diversity in workforce |
| Opportunities | Threats |
| <ul style="list-style-type: none"> ➤ Potential for offshore delivery ➤ Target market experiencing growth ➤ To target other States and Territories ➤ Current portfolio of courses popular in target markets ➤ Potential to apply for Government funding | <ul style="list-style-type: none"> ➤ Changes in Industry/ Government legislation affecting students ➤ Possible adverse effects of government policy formulation ➤ High level of competition ➤ Instances of other RTOs bad/ malpractice creating poor perception of training providers to clients ➤ Predicted uncertainties in the world economy impacting level of demand for training ➤ Low price competitors ➤ Failing to satisfy clients demands |

Risk Management

The following section identifies the associated risks in pursuit of our strategic objectives and how we will deal with them.

Strategic Objectives

1. To be a leader in vocational education and training
2. To establish and maintain high quality infrastructure supporting clients and staff
3. To be well led, high performing, profitable and accountable
4. To develop our people and resources

| Risk | Australian government changing policy in relation to industry |
|---|---|
| | <ul style="list-style-type: none"> ➤ Accepting policy change will be a constant factor to manage ➤ An understanding of this should be instilled in all staff ➤ Develop ability to foresee and react quickly to change ➤ Maintain effective communication channels with stakeholders ➤ Diversification of source markets ➤ Develop range of training and assessment services |
| Related to Strategic Objectives: All Responsibility: CEO & Senior Managers | |

| Risk | Significant drop in cash flow |
|---|---|
| | <ul style="list-style-type: none"> ➤ Identify operating costs as per future plans and past performance ➤ Identify available finance available ➤ Efficient invoicing and debt recovery ➤ Accurate income projections ➤ Close monitoring of expenditure ➤ Arrange overdraft facilities ➤ Scenario planning |
| Related to Strategic Objectives: All Responsibility: CEO & Finance Manager | |

| Risk | Failure to recruit planned number of clients |
|---|---|
| | <ul style="list-style-type: none"> ➤ High quality delivery of all services ➤ Swift reaction to feedback ➤ Skilled motivated staff ➤ Attractive fee structures ➤ Effective market research ➤ Develop plans for each market ➤ Allocate finance for each market ➤ Monitor performance ➤ Take early corrective action if not meeting targets/ expectations ➤ Maintaining effective relationships with clients ➤ Maintaining effective communication channels with all stakeholders |
| Related to Strategic Objectives: 1, 2, 3 Responsibility: CEO, Marketing Manager and Academic Manager | |

Workforce Development Plan

Over the duration of this plan it is projected that student enrolments will increase at least 10% per annum. It is anticipated that the increase in enrolments will be accommodated by employing extra human resources. Appropriately qualified and experienced training/ assessment and support/ administration staff will be appointed.

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| 51-100 | 1.5 | 1 |
| 101-150 | 2 | 1.25 |
| 151-200 | 2.5 | 1.5 |
| | | |

**King Edward VII College
Human Resources Strategic Plan
20xx–20xx**

SAMPLE

A. RECRUITMENT, SELECTION AND INDUCTION

Objective:

- To ensure the recruitment and retentions of first class employees.

| Actions | Responsibility | Budget implications | Performance Indicators | Target date |
|---------|----------------|---------------------|------------------------|-------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Risk management

The risk assessment process will be used by the management team to ensure risk control methods are included in all organisational planning, management of operations and governance.

Definitions

Definitions are based on the Australian and New Zealand Risk Management Standard AS/NZS 4360:2004.

Risk

The chance of something happening which will have an impact upon objectives. It is measured in terms of **consequence** and **likelihood**.

Likelihood

A qualitative description or synonym for probability or frequency.

Consequence

The outcome of an event or situation, expressed qualitatively or quantitatively, being a loss, injury, disadvantage or gain. There may be a range of possible outcomes associated with an event.

Risk assessment

The overall process of risk analysis and risk evaluation.

Risk treatment/control methods

Selection and implementation of appropriate options for dealing with risk. Conceptually, treatment options will involve one or a combination of the following five strategies:

- Avoid the risk.
- Reduce the likelihood of occurrence.
- Reduce the consequences of occurrence.
- Transfer the risk.
- Retain/accept the risk.






Risk management process

The systematic application of management policies, procedures and practices to the tasks of establishing the context, identifying, analysing, evaluating, treating, monitoring and communicating risk.

Risk assessment legend

Risk Rating = Likelihood x Severity

| | | | | | | | |
|--|--------------|---|-------------------|--------|------------|----------|----------|
| S e v e r i t y | Catastrophic | 5 | 5 | 10 | 15 | 20 | 25 |
| | Significant | 4 | 4 | 8 | 12 | 16 | 20 |
| | Moderate | 3 | 3 | 6 | 9 | 12 | 15 |
| | Low | 2 | 2 | 4 | 6 | 8 | 10 |
| | Negligible | 1 | 1 | 2 | 3 | 4 | 5 |
| | | | 1 | 2 | 3 | 4 | 5 |
| | | | Improbable | Remote | Occasional | Probable | Frequent |
| | | | Likelihood | | | | |

| | | |
|--------------|---|---------------|
| Catastrophic |  | STOP |
| Unacceptable |  | URGENT ACTION |
| Undesirable |  | ACTION |
| Acceptable |  | MONITOR |
| Desirable |  | NO ACTION |

Source:

<https://www.google.com.au/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&docid=7GxmjGohwE9SM&tbnid=MciNt9M2FGx6JM:&ved=0CAUQIRw&url=http%3A%2F%2Fwww.backwoodshome.com%2Fblogs%2FClaireWolfe%2F2012%2F10%2F23%2Fpreparedness-priorities-part-v%2Ffriskmatrix%2F&ei=S5drU4jXAqSa0QWh4YG4CQ&bvm=bv.66330100.d.ZWU&psiq=AFQjCNGShq9oLNdqTeacWBIT2-Gc.zRn8w&ust=1399646355223547>

**King Edward VII College
Human Resources Strategic Plan
2016–2017**

SAMPLE

A. RECRUITMENT, SELECTION AND INDUCTION

Note to assessors – the following examples are not exhaustive; they are to guide marking only.

Objective:






- To ensure the recruitment and retentions of first class employees.

| Actions | Responsibility | Budget implications | Performance Indicators | Target date |
|---|---|---------------------|---|---------------|
| Develop and implement a job analysis and design system. | Human Resources Manager | Staff time only | Turnover rate of staff is reduced as job analysis ensures that the right person for the job is recruited. | December 2016 |
| Review information included in job advertisement to ensure information more accurately reflects King Edward VII College's values and vision and job requirements. | Human Resources Manager | Staff time only | Turnover rate of staff is reduced as applicants with shared values are attracted to our organisation. | December 2016 |
| Develop standard EEO statement for inclusion in recruitment advertisements. | Human Resources Manager | Staff time only | EEO statement used in all recruitment advertisements. King Edward VII recognised for its EEO practices. | December 2016 |
| Expand use of social media to increase visibility of employment opportunities with King Edward VII College. | Human Resources Manager/Marketing Manager | Staff time only | Reduce average time to fill vacancies from 5 weeks to 4 weeks. | December 2016 |
| Develop a formal induction program | Human Resources Manager | Staff time only | All staff inducted into workplace procedures and systems. | December 2016 |
| Develop recruitment policy that identifies the range of options for sourcing staff and circumstances in which option should be used. | Human Resources Manager | Staff time only | Clear guidelines for recruitment and appropriate recruitment sources used. | December 2016 |

Risk assessment legend

Risk Rating = Likelihood x Severity

| | | | | | | | |
|--|--------------|---|-------------------|--------|------------|----------|----------|
| S e v e r i t y | Catastrophic | 5 | 5 | 10 | 15 | 20 | 25 |
| | Significant | 4 | 4 | 8 | 12 | 16 | 20 |
| | Moderate | 3 | 3 | 6 | 9 | 12 | 15 |
| | Low | 2 | 2 | 4 | 6 | 8 | 10 |
| | Negligible | 1 | 1 | 2 | 3 | 4 | 5 |
| | | | 1 | 2 | 3 | 4 | 5 |
| | | | Improbable | Remote | Occasional | Probable | Frequent |
| | | | Likelihood | | | | |

| | | |
|--------------|---|---------------|
| Catastrophic |  | STOP |
| Unacceptable |  | URGENT ACTION |
| Undesirable |  | ACTION |
| Acceptable |  | MONITOR |
| Desirable |  | NO ACTION |

Source:

<https://www.google.com.au/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&docid=7GxmjjGohwE9SM&tbnid=MciNt9M2FGx6JM:&ved=0CAUQIRw&url=http%3A%2F%2Fwww.backwoodshome.com%2Fblogs%2FClaireWolfe%2F2012%2F10%2F23%2Fpreparedness-priorities-part-v%2Ffriskmatrix%2F&ei=S5drU4jXAqSa0QWh4YG4CQ&bvm=bv.66330100.d.ZWU&psiq=AFQjCNGShq9oLNdqTeacWBIT2-Gc.zRn8w&ust=1399646355223547>

WHS1 Health and Safety Policy and Procedure

Purpose

This policy applies to all workers at King Edward VII College. To outline the necessary steps taken to ensure the continued safety of the work environment for all students, staff and others participating in any activities within the premises or under the employment of King Edward VII College.

All employees as well as King Edward VII College are responsible for ensuring a healthy and safe workplace.

Definitions

A hazard is any potentially dangerous situation within the work environment.

Incident means an event or circumstance that leads – or could have lead - to unintended or unnecessary harm during a person's participation in work with King Edward VII College.

An injury is any incident that causes harm to a person during their participation in work activities with King Edward VII College.

WHS communication and consultation means sharing information, giving workers a reasonable opportunity to express views, and taking those views into account before making decisions on health and safety matters

Overview

King Edward VII College recognises the importance of providing a safe and healthy environment for staff, contractors and visitors during their participation in work.

King Edward VII College aspires for excellence in workplace health and safety and is committed to providing an environment which is free from risks and conducive to the productivity and efficiency needs of its staff and others.

Policy

1. Compliance with legislation

- 1.1. King Edward VII College meets the requirements of the Work Health and Safety Act 2011 and complies with all other relevant legislation, regulations, codes of practice, advisory and best practice standards as well as organisational policies and procedures.

2. Organisational responsibility and commitment

- 2.1 King Edward VII College is committed to:

- ◆ Providing a safe and healthy environment for all staff and others during their participation in activities with King Edward VII College
- ◆ Implementing effective risk management systems that are relevant and suitable for the organisation's scope of business; promote workplace health and safety at all times; and continuously improve performance in relation to health and safety.
- ◆ Encouraging active participation, cooperation and consultation with all staff and others in the promotion and development of measures to improve health and safety.
- ◆ Actively responding to, recording and investigating all incidents.
- ◆ Maintaining relevant policies, procedures, training, codes of conduct and systems to support and communicate effective health and safety practices throughout the organisation.
- ◆ Routinely conducting checks of the work environment to assess risks, identify hazards and identify areas for improvement.