

About this resource

This resource is for trainers and assessors of the unit *BSBHRM506 Manage recruitment selection and induction processes*, Release 1. It complements the corresponding *Aspire Learner guide*.

The *Assessment support pack* provides you with ideas and guidance on encouraging and supporting students through the training and assessment process using Aspire resources. It is designed to help you optimise the student's experience and record details of their competency.

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

Folders	Documents
Introduction	Introduction
Formative assessment	Formative assessment guide
Summative assessment	Final assessment marking guide Student assessment Third-party report
Supporting documents*	Sample documents and templates
Mapping	Contains formative and summative mapping
PowerPoint	PowerPoint slides for training purposes

*The supporting documents folder is inside the summative assessment folder.

Key features

- The *Assessment support pack* complements the *Aspire Learner guide*.
- It 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.

Formative assessment

- Includes activity questions with a marking guide.
- Discussion topics provide trainers with a guide to engage with students about the learning content.
- Clearly maps the learning content to the unit of competency requirements in a customisable Excel spreadsheet.

Final 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.
- Mapping is provided in an Excel spreadsheet that allows you to customise and adjust as necessary.

Formative assessment overview

This resource complements the corresponding *Aspire Learner guide*. Formative assessment helps students to consolidate their learning and trainers to determine how students are progressing.

How to use formative assessment

Formative assessment tasks can be used by students in a variety of settings. 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 questions provided by *Aspire*. This should be done according to the experience of students and the specific learning situation.

Practice tasks and learning checkpoints

Aspire learner guides include practice tasks and learning checkpoints with questions about the learning content. These formative learning tasks are mapped to the unit of competency and include a range of question styles to suit most students. They allow the student to review their understanding of the content.

The question styles and content are designed to complement the final assessment questions. This provides students with an opportunity to practise before completing the final assessment. Students can access online versions of the practice tasks via links in the eBook, which provide immediate solutions and suggested responses.

The *Formative assessment guide* provides questions, along with solutions or suggested responses. It also provides discussion topics with suggested responses.

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

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

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

Talk with others

Discussion questions allow the student to reflect more widely on what they have learnt and their personal experiences. These allow students to share their ideas with others and apply their learning to a broader context.

Suggested responses to discussion topics are provided in the *Formative assessment guide*.

Final assessment overview

Assessment approach

Assessment is about collecting evidence and making decisions as to whether or not a student has achieved competency in the unit. Assessment confirms that the student can perform to the expected workplace standard, as outlined in the unit of competency.

All assessment tasks should be undertaken in conjunction with the RTO's training and assessment strategy, policies and procedures.

Contextualisation

Final assessment tasks provided to students may need to be contextualised. Assessors may need to:

- re-map the tasks into the mapping documentation provided to ensure its integrity
- forward contextualised resources to the RTO's assessment manager for approval
- ensure that the performance and knowledge evidence can be demonstrated in the workplace
- review the solutions provided so they match the assessment tasks.

Following the assessment rules

All of the RTO's assessment processes, including instructions to students on what evidence to provide, must adhere to the following:

- principles of assessment
- dimensions of competency
- rules of evidence.

Plagiarism, cheating and collusion

Students should be provided with information about these misconduct items before they attempt any assessment.

Assessors should refer to their RTO's policies and procedures regarding training and assessment for information on what to do under these circumstances. Usually there will be a process including a report with reasons and circumstances surrounding the misconduct claim.

Reasonable adjustment

It is important that assessors take meaningful and transparent steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Reasonable adjustments can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the student's particular needs.

Where students have disabilities, time should be spent with them learning about what modifications could be made to assessment to make it more accessible for their individual needs. For example, the student may be offered to complete a verbal interview with their assessor instead of a written assessment.

Formative assessment guide

BSBHRM506 Manage recruitment and selection processes

Release 1

This resource is for assessors. It complements the corresponding *Aspire Learner guide* for this unit.

Aspire provides questions in its learner guides. Questions are divided into practice tasks, which appear throughout the learning content, and learning checkpoints, which appear at the end of each topic.

This *Formative assessment guide* replicates these questions, and provides solutions and suggested responses.

Remember that a policy is a guideline document. For this reason, avoid being overly specific, but do express your meaning clearly and use appropriate conventions for this kind of document.

Suggested response

Section	Key elements
Rationale	<p>Provide information about the key objectives of each role</p> <p>Provide information about relevant organisational objectives</p>
Job roles	<p>Mortician</p> <p>Administrator</p> <p>Parlour cosmetician</p> <p>Driver</p>
Selection criteria	<p>Selection criteria may relate to:</p> <ul style="list-style-type: none"> • Competencies and selection criteria of the job role • Compatibility with the organisation • Future skills requirements • General skills such as an ability to work independently, under pressure etc. • Performance on nominated testing.
Relevant legislation and industrial relations policies	<p>Anti-discrimination legislation for relevant state, Age Discrimination Act 2004 (Cth), Australian Human Rights Commission Act 1986 (Cth), Disability Discrimination Act 1992 (Cth)</p> <p>Privacy legislation – the Privacy Act 1988 (Cth)</p> <p>Safety legislation – Work Health and Safety Act 2011 (Cth), state and specific industrial legislation</p> <p>Relevant industrial relations regulations</p>
Approved agencies	Recruitment agencies
Authorities and responsibilities	<p>Should assign all key actions to relevant personnel (for example, directors, HR management, hiring manager, nominated recruitment agencies), including:</p> <ul style="list-style-type: none"> • Arranging a selection panel • Compiling a shortlist of candidates • Contacting candidates • Developing interview procedures • Interviewing shortlisted candidates • Contacting referees • Developing contracts • Informing candidates of outcomes • Offering positions • Establishing probationary periods.

Student assessment

BSBHRM506 Manage recruitment selection and induction processes



Final assessment

This final assessment is for the unit *BSBHRM506 Manage recruitment selection and induction processes*, Release 1.

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

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	Due date
1. Questions	
2. Project	
3. Observation	

Submitting assessments

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

Each assessment task you complete must have a signed cover sheet. Cover sheets are provided for each of the assessment tasks.

When the assessment has been completed and marked, your assessor may provide you with a completed copy for your own records.

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.

Assessment task 1: Questions

By correctly completing the questions you will demonstrate that you have the required skills and knowledge to manage recruitment, selection and induction processes.

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

Respond to all questions in the spaces provided. You must answer all questions correctly for this task to be completed satisfactorily. Ask your assessor to clarify any aspect you are unsure about in this assessment task.

Evidence

You must submit the completed assessment cover sheet and your answers to your assessor, either by handing in written responses, or by sending in typed responses via email or online submission. Your assessor will tell you how to submit your responses to this task. Ensure you keep a copy of your submitted work.

When and where will this assessment take place?

Your assessor will advise you where the assessment will take place. The task may be done in the classroom or at home. Alternatively, it may be undertaken in your workplace in consultation with your employer.

Your assessor will also tell you when your work should be submitted by. You can record this in the assessment plan. Your assessor may give you a time limit to complete the task and a word count for each question.

What if the assessment is not suitable?

If you are unable to respond to the questions in writing, your assessor may be able to provide you with an alternative method, such as asking you verbal questions. Discuss this with your assessor.

What if answers are not satisfactory?

If any of your responses are unsatisfactory, your assessor will give you feedback. You may need to redo some or all of the questions – your assessor will explain the details for your reassessment. In most cases you will be allowed a maximum of three attempts.

If you are not happy with your assessment result, you have the right to lodge an appeal. Ask your assessor or contact your RTO for more information.

Assessment task 3: Observation

By correctly completing the observation, you will demonstrate that you have the required skills and knowledge to manage recruitment, selection and induction processes.

Your assessor will explain the arrangements for this assessment, including when it will occur and how the observation will be conducted.

You need access to the *Student assessment* or learning management system to complete this task. You may also need access to a learner guide, the internet and/or other resources.

You must complete the observation task unassisted by the observer or other personnel.

You must satisfactorily complete all sections of this task. Your assessor will record their observations in a record sheet. Ask your assessor to clarify any aspect you are unsure about in this assessment task. You may be asked to explain some parts of the demonstration if the assessor needs any clarification.

Required resources

You will require access to:

- an appropriate range of documentation and resources normally used in the workplace
- relevant organisational policies and procedures
- relevant legislation, regulations and codes of practice
- business technology.

Evidence

You need to submit a completed assessment task cover sheet and other evidence as outlined in the observation instructions.

Submit your documents by handing in physical copies or by sending in electronic copies via email or online. Confirm with your assessor how to submit your documents. Always keep a copy of your submitted work.

If components of this assessment are undertaken in a workplace, a third-party report may need to be completed by a supervisor. Your assessor will discuss this with you and your employer, if relevant.

When and where will this assessment take place?

This observation may be undertaken in a workplace or in simulated environment. This should be done in consultation with your assessor and your employer, if relevant.

Your assessor will tell you the due date for the observation. You can record the date in the assessment plan.

Final assessment marking guide

BSBHRM506 Manage recruitment selection and induction processes

Release 1

This resource is for assessors. It complements the corresponding Aspire *Learner guide* and *Student assessment* for this unit.

This *Final assessment marking guide* provides task instructions, along with suggested answers.

The assessment process must be conducted in accordance with the RTO's policies and procedures.

This may include:

- Outlining key organisational information, such as the structure, goals and objectives of a department
- Referring to job descriptions to develop an induction checklist
- Developing key organisational policies and procedures such as WHS, grievance, leave conditions, personal mail and phone calls, etc.
- Outlining the process of conducting a tour of the work area
- Referring to legislation, codes of practice, such as health and safety requirements

d. Developing relevant supporting documents

This may include:

- Developing a position description that includes:
 - Summary of duties
 - Responsibilities
 - Key tasks to be performed
 - Performance measures and key result areas
 - Reporting lines
 - Financial delegations
- Developing selection criteria that includes:
 - Required skills
 - Required knowledge
 - Licences
 - Experience
 - Personal attributes
- Developing a reference check that includes:
 - Referees' name
 - Position
 - Organisation
 - Contact details
 - Relationship to candidate
 - When relationship existed
 - Privacy statement
 - Questions related to selection criteria

3. Report reviewing technology options to improve the efficiency and effectiveness of recruitment and selection processes

This may include:

- Reviewing recruitment and selection technologies, such as:
 - commercial sites, recruitment agency web sites and newspaper websites
 - organisational websites
 - recruitment agencies
 - social networking sites such as LinkedIn
 - print advertising and radio
- Reviewing technology based on:
 - usability
 - clarity of questions and information

Third party to complete**Third-party checklist**

During the period of observation, I observed the student consistently and repeatedly demonstrating these skills to the required work standard.	Observation date/s:	
	O	N
<p>1. Obtaining support for recruitment and selection policies and procedures from senior management</p> <p>Outline of the task:</p> <ul style="list-style-type: none"> • Providing context for the development of policies and procedures • Listing the outcomes the policies and procedures will achieve • Deciding on the format for the briefing, such as a meeting or presentation • Other (please describe): <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Trialling supporting documents used in recruitment and selection, adjusting as necessary and producing revised versions</p> <p>Outline of the task:</p> <ul style="list-style-type: none"> • Trialling documents with recruitment panel members, HR personnel or mock applicants • Obtaining feedback on usability, suitability, clarity of questions and information, processes, etc. • Identifying improvements needed based on feedback • Other (please describe): <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. Conducting a training session to communicate policies and procedures to relevant staff</p> <p>Outline of the task:</p> <ul style="list-style-type: none"> • Selecting the best format for communicating the information, such as a departmental meeting or training on the intranet • Explaining the context and rationale for new policies and procedures • Using open questioning to clarify the protocols for using the new process • Using appropriate terminology when explaining how to use the new forms and support documents • Other (please describe): <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>4. Collaborating with relevant managers across the organisation to determine future human resource needs</p>	<input type="checkbox"/>	<input type="checkbox"/>