

Student Pack (BSBHRM611)

What is the purpose of this document?

The Student Pack is the document you, the student, needs to complete to demonstrate competency. This document includes the context and conditions of your assessment, the tasks to be completed by you and an outline of the evidence to be gathered.

The information includes the following:

- Information related to the unit of competency
- Guidelines and instructions to complete each task and activity
- A student evaluation form

Student Evaluation Form

These documents are designed after conducting thorough industry consultation. Students are encouraged to evaluate this document and provide constructive feedback to their training organisation if they feel that this document can be improved.

Link to other unit documents

- The Student Pack is a document for students to complete to demonstrate their competency. This document includes context and conditions of assessment, tasks to be administered to the student, and an outline of the evidence to be gathered from the student.
- The Unit Mapping is a document that contains information and comprehensive mapping with the training package requirements.
- The Unit Requirements is a document that contains information related to the unit of competency for the Training Organisation staff and students.

Document Usage

Copyright 2022

© Sydney Global College

All rights reserved

Version: 1.0

Date Modified: Jan 2022

No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior written permission of Sydney Global College.

Disclaimer:

The Sydney Global College does not invite reliance upon, nor accept responsibility for, the information it provides. The Sydney Global College makes every effort to provide a high-quality service. However, neither the Sydney Global College, nor the providers of data, gives any guarantees, undertakings or warranties concerning the accuracy, completeness or up-to-date nature of the information provided. Users should confirm information from another source if it is of sufficient importance for them to do so.

Student and trainer details

Student details	
Full name:	Cesar Munoz
Student ID:	180577
Contact number:	0420 529 518
Email address:	zesarmunos@gmail.com
Trainer details	
Full name:	

1. Qualification and unit of competency

Qualification/Course/Program Details	
Code:	
Name:	Graduate Diploma of Management (Learning) 2024 - 2025
Unit of competency	
Code:	BSBHRM611
Name:	Contribute to organisational performance development
Releases:	1.0
Release date:	19/Oct/2020

2. Assessment Submission Method

--

3. Student declaration

- I have read and understood the information in the Unit Requirements prior to commencing this Student Pack
- I certify that the work submitted for this assessment pack is my own. I have clearly referenced any sources used in my submission. I understand that a false declaration is a form of malpractice;
- I have kept a copy of this Student Pack and all relevant notes, attachments, and reference material that I used in the production of this Student Pack;
- For the purposes of assessment, I give the trainer/assessor permission to:

Reproduce this assessment and provide a copy to another member of staff; and
Take steps to authenticate the assessment, including communicating a copy of this assessment to a plagiarism checking service (which may retain a copy of the assessment on its database for future plagiarism checking).

4. Assessment Plan

The student must be assessed as satisfactory in each of the following assessment methods in order to demonstrate competence in a variety of ways.

Evidence number/ Task number	Assessment method/ Type of evidence/ Task name	Sufficient evidence recorded/Outcome
Assessment task 1	Knowledge Test (KT)	S / NS (First Attempt) S / NS (Second Attempt)
Assessment task 2	Skills Test (ST) – Research report	S / NS (First Attempt) S / NS (Second Attempt)
Assessment task 3	Project	S / NS (First Attempt) S / NS (Second Attempt)
Assessment task 4	Work placement task	S / NS (First Attempt) S / NS (Second Attempt)
Outcome	C <input type="checkbox"/> NYC <input type="checkbox"/> Date assessed:	Trainer signature:

5. Completion of the Assessment Plan

Your trainer is required to fill out the Assessment Plan Outcome records above, when:

- You have completed and submitted all the requirements for the assessment tasks for this cluster or unit of competency.
- Your work has been reviewed and assessed by your trainer/assessor.
- You have been assessed as either satisfactory or unsatisfactory for each assessment task within the unit of competency.
- You have been provided with relevant and detailed feedback.

Every assessment has a "Feedback to Student" section used to record the following information. Your trainer/assessor must also ensure that all sections are filled in appropriately, such as:

- Result of Assessment (satisfactory or unsatisfactory)
- Student name, signature and date
- Assessor name, signature and date
- Relevant and detailed feedback

6. Unit Requirements

You, the student, must read and understand all of the information in the Unit Requirements before completing the Student Pack. If you have any questions regarding the information, see your trainer/assessor for further information and clarification.

Pre-Assessment Checklist: Task 1 - Knowledge Test

The purpose of this checklist

The pre-assessment checklist helps students determine if they are ready for assessment. The trainer/assessor must review the checklist with the student before the student attempts the assessment task. If any items of the checklist are incomplete or not clear to the student, the trainer/assessor must provide relevant information to the student to ensure they understand the requirements of the assessment task. The student must ensure they are ready for the assessment task before undertaking it.

Section 1: Information for Students

Section 2: Reasonable adjustments

Declaration (Student to complete)

I confirm that the purpose and procedure of this assessment task has been clearly explained to me.

I confirm that I have been consulted about any special needs I might have in relation to the assessment process.

he criteria used for this assessment has been discussed with me, as have the consequences and possible outcomes of this assessment.

I confirm I have accessed and understand the assessment information as provided in the Training Organisation's Student Handbook.

I confirm I have been given fair notice of the date, time, venue and/or other arrangements for this assessment.

☐ I confirm that I am ready for assessment.

Student Name: _____

Student Signature: _____

Assessment method-based instructions and guidelines: Knowledge Test

Assessment type**Instructions provided to the student:****Assessment task description:**

This is the first (1) assessment task you must successfully complete to be deemed competent in this unit of competency.

The Knowledge Test is comprised of seven (7) written questions

You must respond to all questions and submit them to your Trainer/Assessor.

You must answer all questions to the required level, e.g. provide an answer within the required word limit, to be deemed satisfactory in this task

- You will receive your feedback within two (2) weeks, and you will be notified by your Trainer/Assessor when your results are available.

Applicable conditions:

All knowledge tests are untimed and are conducted as open book assessment (this means you can refer to your textbook during the test).
You must read and respond to all questions.
You may handwrite/use a computer to answer the questions.
You must complete the task independently.
No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory.
As you complete this assessment task, you are predominately demonstrating your written skills and knowledge to your trainer/assessor.

Resubmissions and reattempts:

- Where a student's answers are deemed not satisfactory after the first attempt, a resubmission attempt will be allowed.

Location:

- ☐ a classroom
- ☐ learning management system (i.e. Moodle),
- ☐ workplace,
- ☐ or an independent learning environment.

Instructions for answering the written questions:

Complete a written assessment consisting of a series of questions.
You will be required to answer all the questions correctly.
Do not start answering questions without understanding what is required. Read the questions carefully and critically analyse them for a few seconds; this will help you to identify what information is needed in the answer.
Your answers must demonstrate an understanding and application of the relevant concepts and critical thinking.
Be concise, to the point and write answers within the word-limit given to each question. Do not provide irrelevant information. Remember, quantity is not quality.
You must write your responses in your own words.
Use non-discriminatory language. The language used should not devalue, demean, or exclude individuals or groups based on attributes such as gender, disability, culture, race, religion, sexual preference or age. Gender-inclusive language should be used.
When you quote, paraphrase, summarise or copy information from other sources to write your answers or research your work, always acknowledge the source.

Purpose of the assessment

Knowledge of the purposes and benefits of an organisational performance development program
Knowledge of the components of an organisational performance development program
Knowledge of the organisational performance development program design principles
Knowledge of the roles in an organisational performance development
Knowledge of the legislation and organisational policies relevant to organisational performance development, including confidentiality and privacy requirements
Knowledge of the key methods for evaluating and reporting on organisational performance development programs..

Task instructions

- This is an individual assessment.
- To ensure your responses are satisfactory, consult a range of learning resources and other information such as handouts, textbooks, learner resources etc.
- To be assessed as Satisfactory in this assessment task, all questions must be answered correctly.

Assessment Task 1: Knowledge Test

Provide your response to each question in the box below.

Q1:	Answer the following questions: 1.1. Define organisational performance development. Discuss any (5) five benefits of an organisational performance development program? Write your answer in 250-300 words. 1.2. What are the key purposes of an organisational performance development program? Write your answer in 100-150 words.	Satisfactory response Yes <input type="checkbox"/> No <input type="checkbox"/>	
<p>1.1 Organisational performance development:</p> <p>The methodical process of enhancing an organization's overall performance, effectiveness, and efficiency is known as organizational performance development. If you want to achieve higher productivity, better resource management, and increased competitiveness, it involves the methodical review and improvement of processes, strategies, and capabilities.</p> <p>Benefits of an organisational performance development program:</p> <ul style="list-style-type: none"> Improved Productivity: Employees can work more productively and make better use of resources if performance gaps are found and addressed. Enhanced Morale: Training and development opportunities are a common feature of performance development programs, which can raise employee motivation and satisfaction and create a more engaged workforce. Increased Retention Rates: Staff members who see that their abilities are appreciated and enhanced are inclined to remain with the company, consequently decreasing attrition rates and the related expenses of recruiting and onboarding new personnel. Improved Alignment with Organizational Goals: Performance development makes sure that each person's objectives are in line with the strategic goals of the company, which promotes a cohesive strategy for accomplishing corporate objectives. Enhanced Capability to Adapt to Change: Because their personnel are more skilled and adaptable, organizations that invest in performance development are better able to adjust to changes in the market or industry. <p>1.2 key purposes organisational performance development program:</p> <ul style="list-style-type: none"> Strategic alignment. Making sure that team and individual performance is in line with the organization's strategic goals and objectives is known as Enhancement of skills: Giving workers the chance to learn new skills and improve current ones, which is crucial for their professional and personal development. Enhancing performance means figuring out where it can be enhanced and putting plans in place to deal with those areas. Employee Engagement and Motivation: Establishing a work atmosphere that promotes ongoing development and honors and rewards exceptional effort. Operational Efficiency: Improving overall performance of an organization by streamlining operations and eliminating inefficiencies. 			

Q2:	Answer the following questions:	Satisfactory response	
	<p>2.1. What are the components of an organisational performance development program? Write your answer in 200-250 words.</p> <p>2.2. What measures should be taken while setting most important component "Goal/ Objective Setting" of organisational performance development programs? Write your answer in 100-150 words.</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
	<p>2.1 Components of an organisational performance development program:</p> <p>Goal setting is the process of defining specific, quantifiable objectives that support the strategic goals of the organization.</p> <p>Performance appraisal: A periodic evaluation of an employee's work in regard to predetermined objectives and standards.</p> <p>Training and Development: Giving staff members the chance to pick up new abilities and information.</p> <p>Feedback mechanisms: Making sure that management and staff are always providing feedback.</p> <p>Rewards and Recognition: Putting in place mechanisms to recognize and honor exceptional achievement.</p> <p>2.2 Measures should be taken while setting most important component "Goal/ Objective Setting" of organisational performance development programs</p> <p>(SMART) goals: Set Specific, Measurable, Achievable, Relevant, and Time-Bound.</p> <p>Alignment with Strategic Objectives: The organization's larger strategic objectives should be in line with the goals that have been set forward.</p> <p>Goal-setting process: In order to achieve buy-in and commitment, involve employees.</p> <p>Review Often: In order to make sure that goals are still relevant and attainable, they should be evaluated frequently.</p> <p>Clear Communication: Make sure that every employee is aware of the objectives and goals.</p>		
Q3:	<p>Answer the following Questions:</p> <p>3.1 What are five (5) basic principles of organisational performance development program, explain in detail about any 3. Write your answer in 300-350 words.</p> <p>3.2: Continuous Self-Improvement being one of the 5 principles of organisational performance development program, what are your views about CSI, Suggest if it can add value to organisational performance development program in true sense? Answer in 200-250 words.</p>	Satisfactory response	
		<p>Yes <input type="checkbox"/></p>	<p>No <input type="checkbox"/></p>

3.1 five (5) basic principles of organisational performance development program

Continuous improvement: Promoting an environment that is always growing and improving.

Employee engagement: Ensuring active participation from employees in their own development.

Goal Alignment: Making sure that performance improvement initiatives are in line with the strategic goals of the organization.

Implementing regular feedback systems and praising exceptional work are two ways to address feedback and recognition.

Adaptability: The capacity to change with one's surroundings and requirements.

Detailed Explanation of Three Principles:

Continuous Improvement is a principle that emphasizes the constant enhancement of procedures, goods, and services. In order to reach higher standards of excellence, it entails routinely assessing and improving performance.

Employee Engagement: Involving staff members in the process of growth guarantees their dedication and drive to reach objectives. Setting objectives, getting feedback, and actively participating in decision-making processes are all part of this.

Alignment with Organizational Goals: When team and individual goals are in line with the organization's strategic objectives, all efforts are focused on realizing the organization's broader mission and vision. This alignment contributes to maintaining a consistent and coherent performance development strategy.

3.2 Views about CSI, Suggest if it can add value to organisational performance development program

Ongoing self-improvement is essential for organizational and individual development. It entails a proactive attitude to education and growth, in which people always try to improve their abilities and expertise. The innovative and adaptive culture that CSI promotes is crucial in the current fast-paced business world.

Enhanced Skill Set: By ensuring that staff members are always upgrading their talents, continuous improvement makes the company more competitive.

Enhanced Adaptability: Workers who apply CSI are more able to adjust to changes and obstacles, which strengthens the organization's resilience.

Increased Motivation: CSI helps staff members feel like they've made progress and achieved goals, which boosts their motivation and job satisfaction.

Innovation: A continuous improvement culture encourages people to think creatively and come up with better ways to do tasks, which in return drives innovation.

Better Performance: In general, CSI improves performance both internally and externally, propelling the company toward its strategic objectives.

Q4: Scenario:

You're working in the human resource (HR) and your organisation have given you responsibility enforce Organisational Performance Development program,

4.1 Being and HR Manager, what will be your roles and responsibilities? Write your answer in 200-250 words.

4.2 What will be the role of Executive and senior leadership? Write your answer in 50-100 words.

Satisfactory response

Yes ☐

No ☐

4.1 HR Manager Roles and responsibilities:

Program design and implementation: Designing a performance development program that is in line with the organization's strategic goals and seeing to its successful execution are the two main responsibilities of program design and implementation.

Training and Development: Recognizing the skills that need to be filled and planning appropriate training and development initiatives to fill them.

Performance monitoring: Routinely evaluating worker performance and offering constructive criticism to promote ongoing development.

Feedback and coaching: Establishing a systematic system for employee feedback and providing coaching to improve performance are key components of coaching.

Policy Compliance: Making sure that all initiatives related to performance development abide by applicable laws and organizational regulations.

4.2 Executive and senior leadership Roles and responsibilities:

Strategic Direction: supplying guidance and assistance to match the organization's objectives with the performance improvement program.

Resource Allocation: Allocating the required resources; budget and manpower, among others, to guarantee the program's successful execution.

Role modeling: Exhibiting a dedication to performance enhancement via their behavior and involvement..

Q5:	Answer the following Questions:	Satisfactory response	
	<p>5.1 What is the significance of organisational policies relevant to organisational performance development? Write your answer in 100-150 words.</p> <p>5.2 What types of information comes under legislation requirements for confidentiality and privacy? Write your answer in 250-300 words</p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>

5.1 Organizational policies that are pertinent to performance development are important because they offer an organized framework and set of rules for carrying out activities aimed at improving performance. These rules support fairness and openness, guarantee that performance development initiatives are in line with the organization's strategic goals, and assist in controlling employee expectations and performance standards.

5.2 Types of Information under Legislation Requirements for Confidentiality and Privacy include:

Personally identifiable information: Information that can be used to identify an individual, such as names, addresses, social security numbers, and other specifics.

Health Information: Health information and medical data that are shielded by US legislation like the Health Insurance Portability and Accountability Act.

Financial Data: Credit card numbers, bank account information, and other data that needs to be protected in accordance with different financial laws.

Employee Records: Data about a worker's performance, disciplinary actions, and private information that needs to be kept private in accordance with employment regulations.

Customer Data: Information gathered from clients that need to be safeguarded in order to comply with privacy regulations, such as General Data Protection Regulation.

Q6:	<p>Explain the following five (5) key methods for evaluating and reporting on organisational performance development programs in 300-350 words.</p> <p>Self-evaluation Management by Objective (MBO) Checklist Method 360-Degree Performance Appraisal Rating scale</p>	<p>Satisfactory response</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
------------	---	--

Self-evaluation: Employees evaluate their own performance in relation to predetermined goals and objectives through self-evaluation. This approach promotes introspection and individual responsibility, enabling staff members to see their areas of strength and growth. It encourages employees to take charge of their own growth and promotes self-awareness.

Management by Objective (MBO): Using the Management by Objectives approach of performance review, managers and staff work together to establish specific, quantifiable goals. Subsequently, the accomplishment of these goals is used to evaluate performance. The mentoring process makes sure that efforts are focused on reaching strategic outcomes by coordinating individual goals with organizational objectives.

Checklist Method: With the checklist method, employee performance is assessed based on a set of uniform criteria. The uniformity and impartiality of performance reviews are guaranteed by this approach. This method is easy to use and effective for keeping track of whether particular responsibilities and commitments are being fulfilled.

360-Degree Performance Appraisal: Feedback is gathered for the 360-degree performance evaluation from peers, subordinates, supervisors, and even clients, among other sources. This all-encompassing method gives a thorough understanding of a worker's performance, opportunities for growth, and strengths. It promotes an environment of open discussion and ongoing improvement.

Rating scale: The rating scale approach assesses several facets of employee performance using a defined scale (e.g., 1 to 5). This approach gives performance a numerical value, which facilitates cross-employee comparisons and trend identification. It is helpful in determining top performers and in making decisions about pay and promotions.

Q7:	<p>Explain the purpose of the following legislations in 150-200 words.</p> <p>Fair trading Privacy laws Employment laws</p>	<p>Satisfactory response</p> <p>Yes <input type="checkbox"/></p>
------------	---	---

Fair trading: The purpose of fair trading legislation is to guarantee that companies conduct their operations in an open and equitable manner. Consumers are shielded by these rules from unfair business tactics such as misleading product placement, dishonest advertising, and misleading pricing. By guaranteeing that all companies follow the same rules, they provide a fair playing field and encourage healthy competition. In the end, fair trading regulations contribute to a healthy and effective economy by fostering consumer confidence and trust in the marketplace.

Privacy laws: Organizations' gathering, use, storage, and sharing of personal data are governed by privacy regulations. The protection of people's right to privacy and the responsible handling of their personal data are made possible by these regulations. Strict requirements for data protection are established by privacy laws, such as the Privacy Act in Australia and the General Data Protection Regulation. These laws mandate that companies seek consent before collecting personal data and put safeguards in place to secure it. These rules contribute to preserving public trust by preventing data breaches and improper use of personal information.

Employment laws: The relationship between employers and employees is governed by employment laws. These laws address a number of topics, including anti-discrimination, working hours, minimum wage, health and safety, and termination of employment. The goals of employment laws are to safeguard employees' rights and provide equitable treatment at work. They offer a framework for the law that supports fair, safe, and healthy working conditions and assists in resolving conflicts between employers and employees.

Assessment Results Sheet

Outcome

First attempt:

Second attempt:

Student Declaration	<p>I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and/or links to my sources.</p> <p>I have kept a copy of all relevant notes and reference material that I used as part of my submission.</p> <p>I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that the work I submit may be subject to verification to establish that it is my own.</p> <p>I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed.</p> <p>All appeal options have been explained to me.</p>
Student Signature	
Date	
Trainer/Assessor Name	
Trainer/Assessor Declaration	
Trainer/Assessor Signature	
Date	
Office Use Only	<p>The outcome of this assessment has been entered into the Student Management System</p> <p>on _____ (insert date)</p> <p>by (insert Name) _____</p>

