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Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
Australian Qualifications Framework The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.	Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: www.aqf.edu.au .
Volume of learning When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf	The sample delivery plans provided in section 3.2 include suggested time allocations. You may need to adjust these allocations when planning delivery in the context of a whole qualification to meet volume of learning requirements and learner needs.

Section 2: Unit of competency information

2.1 Unit of competency

BSBHRM405 Support the recruitment, selection and induction of staff

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to execute tasks associated with the recruitment cycle and apply in-depth knowledge of the work of the organisation, and how recruitment and selection practices fit with other human resources functions.

This unit applies to individuals who support recruitment, selection and induction functions under the direction of a human resource manager.

No licensing, legislative, or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Human Resource Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

2.2 Unit of competency assessment requirements

Assessment Requirements for BSBHRM405 Support the recruitment, selection and induction of staff

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • prepare job descriptions • use job descriptions to support sourcing, selecting and appointing suitable staff • use different advertising channels to promote vacancies and/or establish a potential talent pool • consult with managers to gain approvals • develop selection criteria and interview questions in consultation with relevant personnel • schedule interviews and advise relevant people of times, dates and venues • participate in interviews and other selection techniques including assessing candidates against selection criteria to short list them • obtain referees' reports • prepare and distribute a selection report including feedback to give unsuccessful candidates • advise unsuccessful candidates of the results • secure preferred candidate's agreement and provide an employment contract • advise other staff of the successful candidate and arrange induction. <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
Knowledge Evidence	<p>To complete the unit requirements safely and effectively, the individual must:</p> <ul style="list-style-type: none"> • identify documentation required for recruitment, selection and induction • explain human resources life cycle and the place of recruitment and selection • identify legislation relevant to recruitment, selection and induction of staff • describe channels and technology to advertise vacancies • explain a range of interviewing techniques and other selection processes and their application.

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBHRM405 Support the recruitment, selection and induction of staff*. These plans, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember, it is your responsibility as the trainer to use the most appropriate strategies for your learners.

The delivery plans have been developed for use in a face-to-face delivery environment. However, certain features of the delivery plans can be adapted to be used for individual/online learners, particularly for those parts of the learning content that necessitate some form of group interaction or communication.

Topic 1: Plan for recruitment	
Suggested time allocation: Suggested resources: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos: 2–10
Recommended reading	Terminology checklist
Aspire learner guide <i>BSBHRM405 Support the recruitment, selection and induction of staff</i> , Release 1 Topic 1: Plan for recruitment	<ul style="list-style-type: none"> Employee life cycle Job description Job analysis Workforce strategy Diversity and equity in employment Equal employment opportunity (EEO)
Suggested training strategies	
<ul style="list-style-type: none"> Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBHRM405 Support the recruitment, selection and induction of staff</i>. You may wish to discuss recognition of prior learning processes with learners at this stage. 	
<ul style="list-style-type: none"> Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. The preliminary pages of the learner guide include useful information regarding the foundation skills relevant for this unit. 	
<ul style="list-style-type: none"> Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment. 	
<ul style="list-style-type: none"> Encourage learners to maintain a learning journal as they undertake this unit of study. They should use the learning journal to record their workplace experience, their reflections on their learning, feedback they receive from trainers, supervisors, clients and their more experienced colleagues and their self-assessment of their performance in the workplace. Advise learners whether their learning journal could form a component of their assessment in this unit. The journal could be used when undertaking practical workplace activities, but may also be used for all knowledge and skill development activities such as class assignments, tests and research tasks set by the trainer. The journal can also record trainer and assessor feedback of formative and summative assessments; that is, the learner's progress towards achievement of the unit of competency. 	

3.3 Learning mapping

BSBHRM405 Support the recruitment, selection and induction of staff, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Plan for recruitment			
1.1 Obtain approval to fill position, clarify time lines and requirement for appointment	1A Obtain approval to fill the position and clarify appointment time lines and requirements	1	LC 1: Part A 1
1.2 Assist in preparing job descriptions that accurately reflect the role requirements, according to organisational policies and procedures, legislation, codes, national standards and work health and safety (WHS) considerations	1B Assist with preparing the job description	2	LC 1: Part B
1.3 Consult with relevant personnel about job descriptions and workforce strategy	1C Consult with relevant personnel about the job description and workforce strategy	3	LC 1: Part C
1.4 Assist in ensuring that job descriptions comply with legislative requirements and reflect the organisation's requirements for a diverse workforce	1D Assist in ensuring job descriptions comply with legislative and organisation requirements	4	LC 1: Part A 2, 3
1.5 Obtain approvals to advertise position	1E Obtain approval to advertise the position	5	LC 1: Part C
Element 2: Plan for selection			
2.1 Choose appropriate channels and technology to advertise vacancies and/or identify potential talent pool	2A Choose appropriate channels and technology to advertise a position	6	LC 2: Part A

Final assessment tasks and recommended options

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete three assessment tasks.

Complete the following task	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
Select and complete one of the following	Part B – Project: Supporting the recruitment, selection and induction of staff at BizOps Enterprises You will demonstrate your skills and knowledge by completing a project using a case study or simulated environment. OR Part C – Project: Supporting the recruitment, selection and induction of staff at work You will demonstrate your skills and knowledge by completing a project in your workplace.
Select and complete one of the following	Part D – Observation Your work performance will be documented while being observed by an assessor. OR Part E – Third-party report Your work performance will be documented using a third-party report completed by a relevant supervisor.

Negotiating assessment tasks

It is critical that candidates understand the assessment tasks and expectations of their performance, as well as any options that may be available. Aspire's learner guides include a range of options for assessment (as outlined), depending on the unit being assessed and the characteristics of the candidate.

For example, a candidate completing assessment in a workplace (their own or via a work placement) may rely on a third-party report assessment. However, candidates completing assessment after a workshop-based program may require assessor observations in a simulated workplace task.

Candidates may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.

4.3 Assessment mapping

BSBHRM405 Support the recruitment, selection and induction of staff, Release 1

Unit of competency	Part A – Questioning	Part B – Project: Scenario	Part C – Project: At work	Part D – Observation	Part E – Third-party report
Element 1: Plan for recruitment					
1.1 Obtain approval to fill position, clarify time lines and requirement for appointment	Q2				
1.2 Assist in preparing job descriptions that accurately reflect the role requirements, according to organisational policies and procedures, legislation, codes, national standards and work health and safety (WHS) considerations	Q4, 5	P1, P2	P1, P2		
1.3 Consult with relevant personnel about job descriptions and workforce strategy	Q6	P1	P1		
1.4 Assist in ensuring that job descriptions comply with legislative requirements and reflect the organisation's requirements for a diverse workforce	Q8	P2	P2		
1.5 Obtain approvals to advertise position	Q9				
Element 2: Plan for selection					
2.1 Choose appropriate channels and technology to advertise vacancies and/or identify potential talent pool	Q10	P3	P3		
2.2 Advertise vacancies for staffing requirements according to organisational policies and procedures		P4	P4		

4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

Record of outcome

Training organisation name:		
Candidate name:		
Unit code and title:	BSBHRM405 Support the recruitment, selection and induction of staff, Release1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
Part A – Questioning		<input type="checkbox"/>
Part B – Project: Supporting the recruitment, selection and induction of staff at BizOps Enterprises OR <input type="checkbox"/> Part C – Project: Supporting the recruitment, selection and induction of staff at work		<input type="checkbox"/>
<input type="checkbox"/> Part D – Observation OR <input type="checkbox"/> Part E – Third-party report		<input type="checkbox"/>