

# Contents

<b>About this guide</b>	<b>5</b>
<b>Section 1: Meeting VET sector requirements</b>	<b>7</b>
1.1 How Aspire's resources assist in meeting requirements	7
1.2 Resource quality assurance processes	16
<b>Section 2: Unit of competency information</b>	<b>17</b>
2.1 Unit of competency	17
2.2 Unit of competency assessment requirements	21
2.3 Aspire resources available for this unit	23
2.4 Target groups	25
<b>Section 3: Training requirements</b>	<b>27</b>
3.1 Delivery approach	27
3.2 Delivery plans	28
3.3 Learning mapping	39
3.4 Solutions – general guidance	46
3.5 Solutions to practice tasks	47
3.6 Solutions to learning checkpoints	57
<b>Section 4: Assessment</b>	<b>76</b>
4.1 Assessment approach	76
4.2 Assessment procedures	77
4.3 Assessment mapping	83
4.4 Assessment solutions and marking guidance	90
4.5 Completing the record of outcome	99
<b>Section 5: Forms</b>	<b>101</b>
<b>Section 6: Glossary of VET terminology</b>	<b>102</b>

# 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
<b>Australian Qualifications Framework</b> 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: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a> .
<b>Volume of learning</b> 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: <a href="http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf">www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</a>	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

#### BSBHRM512 Develop and manage performance management processes

##### 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 develop and facilitate implementation of performance management processes and to coordinate individual or group learning and development to encourage effective employee performance.

This unit applies to individuals who are authorised to establish effective performance management processes for an organisation and who may have staff reporting to them.

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

##### Unit Sector

Workforce Development – Human Resource Management

## 2.2 Unit of competency assessment requirements

### Assessment Requirements for BSBHRM512 Develop and manage performance management processes

#### Modification History

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

<b>Performance evidence</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>develop, implement, monitor and review an organisational performance management process which supports business goals including analysing the organisational strategic and operational plan</li> <li>design methods for the development of key performance indicators and formal performance management sessions by line managers</li> <li>consult with stakeholders to gain support</li> <li>design, develop, coordinate and implement individual and group learning and development</li> <li>train line managers and other relevant people to manage performance</li> <li>provide support to line managers to effectively manage performance issues, including dispute resolution and termination of employment</li> <li>develop approaches to improve performance and address identified performance gaps.</li> </ul> <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
<b>Knowledge evidence</b>	<p>To complete the unit requirements safely and effectively, the individual must:</p> <ul style="list-style-type: none"> <li>list characteristics of a learning organisation</li> <li>outline policies and legislation relevant to performance management</li> <li>summarise grievance procedures</li> <li>explain models for giving feedback and options for skill development</li> <li>describe options in the design of performance management processes</li> <li>outline role of performance management in relation to broader human resources and business objectives.</li> </ul>

## 3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBHRM512 Develop and manage performance management processes*. 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: Develop integrated performance management processes	
<b>Suggested time allocation:</b> 24 hours <b>Suggested resources:</b> <ul style="list-style-type: none"><li>• Recommended reading</li><li>• Slide presentation software</li></ul>	<b>Slide nos:</b> 2–22
<b>Recommended reading</b>	<b>Terminology checklist</b>
Aspire learner guide <i>BSBHRM512 Develop and manage performance management processes</i> , Release 1 Topic 1: Develop integrated performance management processes	<ul style="list-style-type: none"><li>• Key performance indicators (KPIs)</li><li>• Organisational structure and charts</li><li>• Organisational culture</li><li>• Strategic, operational and performance plans</li><li>• SMART performance targets</li><li>• The performance management process and cycle</li><li>• Performance reviews</li><li>• Key stakeholders – internal and external</li></ul>
<b>Suggested training strategies</b>	
<ul style="list-style-type: none"><li>• Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBHRM512 Develop and manage performance management processes</i>. You may wish to discuss recognition of prior learning processes with learners at this stage.</li></ul>	
<ul style="list-style-type: none"><li>• 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.</li></ul>	
<ul style="list-style-type: none"><li>• 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.</li></ul>	

## 3.3 Learning mapping

*BSBHRM512 Develop and manage performance management processes, Release 1*

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Develop integrated performance-management processes</b>			
1.1 Analyse organisational strategic and operational plans to identify relevant policies and objectives to be addressed in integrated performance-management processes	1A Analyse organisational plans to identify policies and objectives	1	LC 1: Part A 1
1.2 Develop objectives for performance-management processes to support organisational strategy and goals and to build organisational capability	1B Develop objectives for performance management processes	2	LC 1: Part A 2
1.3 Design methods and processes for line managers to develop key performance indicators for those reporting to them	1C Design methods and processes for managers to develop KPIs	3	LC 1: Part A 3, 4
1.4 Develop organisational timeframes and processes for formal performance-management sessions	1D Develop time frames and processes for formal performance management sessions	4	LC 1: Part A 5
1.5 Ensure performance-management processes are flexible enough to cover the range of the organisation's employment situations	1E Ensure processes are flexible to cover the range of employment situations in the organisation	5	LC 1: Part A 6
1.6 Consult with key stakeholders about the processes and agree on process features	1F Consult with key stakeholders about processes and agree on process features	6	LC 1: Part A 7
1.7 Gain support for implementation of the performance-management processes	1G Gain support to implement the processes	7	LC 1: Part B 6
<b>Element 2: Facilitate the implementation of performance-management processes</b>			

## 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.

<b>Complete the following task</b>	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
<b>Select and complete one of the following</b>	Part B – Project: Developing and managing performance management processes 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: Developing and managing performance management processes at work You will demonstrate your skills and knowledge by completing a project in your workplace.
<b>Select and complete one of the following</b>	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.

## How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
Training organisation name:	
Candidate name:	
Phone number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	<i>BSBHRM512 Develop and manage performance management processes, Release 1</i>
Assessment tasks selected:	<p>Part A – Questioning</p> <p>Select and complete one of the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Part B – Project: Developing and managing performance management processes at BizOps Enterprises OR</li><li><input type="checkbox"/> Part C – Project: Developing and managing performance management processes at work</li></ul> <p>Select and complete one of the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Part D – Observation OR</li><li><input type="checkbox"/> Part E – Third-party report</li></ul>



## 4.3 Assessment mapping

*BSBHRM512 Develop and manage performance management processes*, 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
<b>Element 1: Develop integrated performance-management processes</b>					
1.1 Analyse organisational strategic and operational plans to identify relevant policies and objectives to be addressed in integrated performance-management processes	Q1	P1	P1	O1	O1
1.2 Develop objectives for performance-management processes to support organisational strategy and goals and to build organisational capability	Q4	P2	P2	O2	O2
1.3 Design methods and processes for line managers to develop key performance indicators for those reporting to them		P3	P3	O3	O3
1.4 Develop organisational timeframes and processes for formal performance-management sessions		P4	P4	O4	O4
1.5 Ensure performance-management processes are flexible enough to cover the range of the organisation's employment situations	Q5	P5	P5		
1.6 Consult with key stakeholders about the processes and agree on process features		P6	P6	O5	O5
1.7 Gain support for implementation of the performance-management processes		P7	P7	O7	O7
<b>Element 2: Facilitate the implementation of performance-management processes</b>					

## 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:	BSBHRM512 Develop and manage performance management processes, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questioning	<input type="checkbox"/>
	<input type="checkbox"/> Part B – Project: Developing and managing performance management processes at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Developing and managing performance management processes at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	