



BSBHRM413

Support the learning and development of teams and individuals

Assessor Guide

Assessment 1 of 3

Short Answer Questions



Assessment Instructions

Task overview

This assessment task requires you to answer five (5) short-answer questions. Read each question carefully before typing your response in the space provided.

To complete this assessment, you will need access to an electronic device such as a computer or tablet and have internet connection to conduct research as required, accessing various sources of information using digital media.



Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g., allowing additional time)
- the evidence gathering techniques (e.g., oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Question 1

- a) Define the terms facilitation and facilitator in the context of learning and development of teams and individuals. [Approximate word count: 40-60 words]

Assessor Instructions: Students will define facilitation in relation to learning and development in their own words. The student's responses will vary but reflect the sample answer's content.

A sample answer is provided below.

Facilitation aims to support staff to participate in the process of planning and receiving learning and development. An effective facilitator will guide people through the learning process by providing opportunities for the staff to express opinions and ideas to support their learning.

- b) Identify five (5) facilitation techniques facilitators can use to support team development and improvement. [Approximate word count: 30-60 words]

Assessor Instructions: Students will identify five (5) techniques that effective facilitators can use. The student's responses will vary but will reflect the content of the sample answer. Ten (10) examples are listed in the benchmark answer, and the student will identify any five (5).

A sample answer is provided below.

- Ensures that the learning and development match the goals of the business and training and keep the team on topic and moving forward
- Involves team members in the planning, learning and decision making
- Understands and manages group dynamics, including encouraging quiet participants and managing domineering ones
- Ensures that any decisions made, or plans developed are democratically agreed
- Remains neutral and does not take sides
- Encourages collaborative work
- Understands and supports the different learning styles in the team
- Maintains confidentiality
- Remains open and approachable to different ideas
- Is flexible in the delivery/content to meet the team's needs.

- c) For the five (5) facilitation techniques you outlined, explain why they would support team development and improvement. [Approximate word count: 100-120 words]

Assessor Instructions: Students will outline why the five (5) facilitation techniques they identified in Q1b would support team development and improvement. Responses will vary depending on the techniques identified by the student but will reflect the benefits listed in the sample answer. Ten (10) reasons are listed in the benchmark answer, and the students will identify any five (5).

A sample answer is provided below.

- Matching the learning to the business's goals and training and keeping the team on topic and moving forward ensures that the training is relevant and training outcomes are achieved as planned.
- Involving the team members in planning, learning and decision-making provides them with opportunities to contribute and provide input.
- Understanding and managing group dynamics during training ensures all participants have a fair chance to contribute.
- Making decisions and plans democratically ensures all participants have a say and will own the outcomes.
- Remaining neutral and not taking sides allows the group to engage in healthy debate and come to an agreement on moving forward.

- Encouraging the participants to collaborate ensures all team members are involved and that their opinions and input are respected.
- Understanding and supporting different learning styles in the team ensures that all participants receive the content.
- Maintaining confidentiality provides a safe place for debate and encourages open and frank discussions
- Remaining open and approachable to different ideas provides a safe place to explore options and allows the team to arrive at creative solutions to meet needs.
- Being flexible in the delivery/content ensures that the team's needs drive the learning and development opportunity.

Question 2

- a) Identify five (5) workplace policies that must be considered when developing teams. (Approximate word count: 10-20 words)

Assessor Instructions: Students must identify any five (5) workplace policies that should be considered when developing teams. Responses will vary but will reflect the examples listed in the sample answer. Eight (8) policies are listed in the benchmark answer, and the students will identify any five (5).

A sample answer is provided below.

- Professional development
- Performance review and management
- Staff health and wellbeing
- Privacy and confidentiality
- Access, equity and anti-discrimination
- Equal opportunity
- Staff management
- Diversity.

- b) Identify five (5) plans organisations can have in place to support team development. (Approximate word count: 30-50 words)

Assessor Instructions: Students must identify any five (5) plans that organisations will have in place to support team development. Responses will vary but will reflect the examples in the sample answer. Six (6) plans are listed, and the student will select any five (5).

Samples answers are provided below.

- Business plan
- Strategic Plan
- Operational Plan
- Quality improvement plan (QIP)
- Staff management plan
- Learning and development plan.

- c) Explain how the organisation's strategic plan assists individual teams to develop to their potential. (Approximate word count: 30-50 words)

Assessor Instructions: Students must explain how an organisation's strategic plan can assist individual teams in developing their potential. Responses will be in the student's own words and will vary but will reflect the examples listed in the sample answer.

Samples answers are provided below.

- Provides vision of where the organisation is heading
- The direction set for the organisation informs teams of the skills and competencies that they will need to develop
- Teams can see how their role contributes to the overall organisation.

d) What role can a team have in developing workplace policies and procedures? (Approximate word count: 30-50 words)

Assessor Instructions: Students must identify the roles that teams can play in developing policies and procedures in the workplace. Responses will be in the student's own words and will vary but will reflect the examples listed in the sample answer.

Samples answers are provided below.

- Being involved in consultation processes
- Providing local expertise and knowledge from applied practices
- Identify difficulties and areas that are not working or have changed from the view of the point of delivery
- Shared decision-making.

Question 3

a) Consider career planning in early childhood education and identify three (3) promotional job roles that you could move to in the future. Explain the skills and knowledge required to be able to do the jobs. Include both study and work experience. (Approximate word count: 30-50 words)

Assessor Instructions: Students must consider career planning in the early childhood education and care sector in Australia and identify three (3) future promotional job roles and identify the skills and knowledge required for each identified job role. Responses will include study and work experience required to achieve the identified roles. Responses will vary depending on the roles identified but will include any three (3) positions that could be part of a career plan in ECEC. Responses will reflect the content in the sample answer.

A sample answer is provided below.

Job role (1-3 words)	Skills and knowledge (20-30 words)	Study and work experience (15-30 words)
Service manager/Centre Director	Ensure compliance with the National Quality Framework, Australian Laws and regulations, National Quality Standards and EYLF Skills in managing staff and teams Skills in developing quality improvement plans and regulatory processes	Diploma of leadership and management/Degree in business management Experience developing strategic plans, quality improvement plans and budgets Experience in managing regulatory visits and registration
Teacher	Developing and implementing programs for children's development and learning Mentoring and coaching other educators	Bachelor of Early Childhood Education to become a qualified teacher Experience writing children's learning programs

	Ability to work directly with children and families	Experience working with and supporting educators
Room leader	<p>Knowledge of the National Quality Framework, Australian Laws and regulations, National Quality Standards and EYLF</p> <p>Follow service policies and procedures and support others to do so</p> <p>Supervise educators</p> <p>Maintain sound record keeping</p>	<p>Certificate III in ECEC/Diploma of ECEC</p> <p>Experience supervising staff and leading teams</p> <p>Experience leading projects and programs</p>

b) Identify three (3) main competency standards the early childhood sector would require of each of the identified promotional positions. [Approximate word count:

Assessor Instructions: Students must identify any three (3) main competency standards the early childhood sector would require of each of the identified promotional positions. Responses will vary depending on the roles identified but will reflect the content in the sample answer.

A sample answer is provided below.

Job role [1-3 words]	Main competencies [15-30 words]
Service/Centre Director	<ul style="list-style-type: none"> • Business management including HR and financial management • Maintaining compliance with Australian laws, regulations and the NQF • Managing education programs for children to ensure their learning and development
Qualified teacher	<ul style="list-style-type: none"> • Working with children and families on programming • Mentoring, coaching and supporting educators to deliver children's programs • Writing and implementing learning programs
Room leader	<ul style="list-style-type: none"> • Communication skills with children, families and staff • Organisational skills to run the room on a day to day basis • Record keeping of children's learning progress

Question 4

Outline five (5) main sources of information to refer to when planning for personal or professional development. [Approximate word count: 40-60 words]

Assessor Instructions: Students must identify any five (5) main sources of information that can be used when planning personal and professional development. Responses will be in the student's own words and will vary but will reflect the content in the sample answer.

A sample answer is provided below.

- Job description
- Performance review reports and feedback from direct manager/colleagues/families
- Organisational policies and procedures, e.g., HR development policy
- 360-degree review feedback
- Competency gap analysis report

Question 5

Outline six (6) learning and development methods that can be used to develop individuals and teams and their key features.

Assessor Instructions: Students must outline any six (6) learning and development methods and their key features. Responses will be in the student's own words and will vary but will reflect the content in the sample answer.

A sample answer is provided below.

Learning and development methods [3-5 words]	Key Features [20-40 words]
Mentoring and coaching	Receiving mentoring from a more experienced worker, e.g., a subject matter expert or champion who imparts expert information, advice and support on a particular topic Receiving one-on-one coaching to set goals and problem-solving to improve work performance.
On-the-job training	On-the-job or work-based learning is informal learning opportunities during the usual job task or role. It can include hands-on training, mentoring, coaching, buddying and modelling.
Job shadowing	A staff member is buddied with a more experienced staff member to watch and copy the work to learn the skills required for a task/process or improve their practice.
Classroom-based or online eLearning module	Classroom-based training is planned and designed in terms of how it will be delivered, tracked and used by learners. It is face-to-face training that is facilitator lead and involves interaction with others. Online learning is accessed using a computer to read information, watch videos and complete activities to use and practice information that has been shared. It is often self-paced but is facilitator structured.
External seminars/conferences/forums	Participating in seminars/conferences and forums allows the learner to select topics and information they need or have an interest. Learning is semi-structured and can be a delivered paper or facilitated group discussion.
Reading instructional guides/watching instructional videos	Provides step-by-step instructions for the learner to use/follow. It can work well for learners who absorb information better by reading or watching without distractions. It can be used as a future resource to be referred to when carrying out a required task/process.

Assessment checklist:

Students must have completed all questions within this assessment before submitting. This includes:

1	Five [5] short answer questions	<input type="checkbox"/>
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Congratulations, you have reached the end of Assessment 1!!



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