**Assessment Manual**

**SITXHRM008 Roster staff.**

**Objective of assessments**

We are committed to your learning by providing a training and assessment framework that ensures the knowledge gained through training is translated into practice in your work in the workplace with consistent and competent work performance. The purpose of the assessment process is to assess your ability:

* to apply skills and knowledge using written and demonstration activities that apply to tasks and activities of a workplace.
* to translate your learning into your work performance in a workplace through demonstration.
* to apply skills and knowledge actively, correctly, and consistently for work in a workplace.

**Assessment process**

The assessment process is known as competency-based assessment. This means that evidence of your current skills and knowledge will be measured against national standards. Some of the assessment will be concerned with how you apply your skills and knowledge in a workplace, and some in the training room as required by each unit. The assessment tasks have been designed to enable you to demonstrate skills and knowledge application and produce the critical evidence to successfully demonstrate competency at the required standard.

Your assessor will ensure that you are ready for assessment and will explain the assessment process. Your assessment tasks will outline the evidence to be collected and how it will be collected, for example, a written activity, case study, or demonstration and observation. The assessor will also have determined if you have any special needs to be considered during assessment. Changes can be made to the way assessment is undertaken to account for special needs and this is called making Reasonable Adjustment provided to you in the assessment guide separately.

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| **Assessment Task** | **Assessment Method** | Evidence Gathering Techniques(Document and observation used to assess you) | Where?(Assessment location) | When? (Due date) |
| **Assessment Task 1** | Written Task (Questioning) | * Written answers of consistent application of knowledge
 | Training Room | Refer to timetable |
| **Assessment Task 2** | **Case study** | * Written Solutions
* Observation of your consistent application of skills and knowledge in performance and demonstration
 | Training Room (Simulated workplace environment) | Refer to timetable |

**Assessment guide**

Your assessment guide that is provided to you will explain the following. Please refer to assessment guide for the following information before commencing your written work and demonstration:

1. Your responsibilities during the assessment.
2. Assessor responsibilities during the conduct of assessment.
3. Your rights to appeal if the assessment outcome appears as “Not Yet Competent” for one or more assessment tasks.
4. The process to apply if you already possess the knowledge and skills to be able to demonstrate competence in this unit.
5. The formats and structure of the written assessment work for submission.
6. The length, breath and the quantity of your written work, plagiarism, collusion, cheating and how to use references for sources of information.
7. How to achieve a satisfactory outcome against the criteria for each type of assessment task.
8. Application of reasonable adjustments where necessary.
9. Requirements for demonstration, performance for practical assessment tasks and activities.
10. Your assessment performance with commitment, consistency, clarity, capacity, capability, correctness, and completeness.

**Instructions**

1. Each assessment task provides you with assessment information that includes answers to what, why, how, when, in what condition, what materials, resources and equipment to use and evidence requirements.
2. Read the applicable information and if unsure seek clarification from your assessor.
3. Before and during assessment demonstration and interacting with others, ensure you follow simulated workplace policies and procedures.
4. Ensure you follow hygiene procedures, social distancing rules and ethics before, during and after assessment tasks and activities.
5. Undertake your preparation activities and demonstration activities as specified and directed by your assessor.
6. In any situation during the assessment, if you find that you are unable to perform due to any condition (health or safety), stop your work and inform the assessor of the condition.
7. Ensure you are obligated with your rights as a candidate and respects the rights of your assessor during the assessment performance.
8. For interactive and role-play activities, organise role-play settings and individuals for role-play in collaboration with assessor and trainee mates.
9. Submit your written work when it becomes due and avoid the requirements of extensions.
10. Use provided self-assessment checklists by checking as you progress in assessment to ensure you do not miss anything that may lead to unsatisfactory outcomes.

**Submission specifications**

1. Fill your submission details in the front page of **assessment template** separately provided to you and attach any additional documents and any other evidence as specified and required by your assessor.
2. Follow the institution submission requirements of assessment. I.e., electronic submission (LMS) or hard copy submission or as specified by your assessor for differing assessment situations.

**Assessment Location**

* All assessments will be conducted at .

**Assessment Preparation**

* Please read through this assessment thoroughly before beginning any tasks. Ask your assessor for clarification if you have any questions at all.
* When you have read and understood this unit’s assessment tasks, print out the **Candidate Assessment Agreement.** Fill it out, sign it, and hand it to your assessor, who will countersign it and then keep it on file.
* Keep a copy of all of your work, as the work submitted to your assessor will not be returned to you. On rare occasions, in case assignments are lost in the system you may be asked to provide a copy of your work.

**Re-assessment/Re-submission opportunities**

* Candidates will be provided feedback on their performance by their Assessor. The feedback will indicate if you have satisfactorily addressed the requirements of each part of this task.
* If any parts of the task are not satisfactorily completed your assessor will explain why and provide you written feedback along with guidance on what you must undertake to demonstrate satisfactory performance. Re-assessment attempt/ s will be arranged at a later time and date.
* Candidates have the right to appeal the outcome of assessment decisions if they feel they have been dealt with unfairly or have other appropriate grounds for an appeal.
* Candidates are encouraged to consult with their assessor prior to attempting this task if they do not understand any part of this task or if they have any learning issues or needs that may hinder them when attempting any part of the assessment.
* Overall, you will have only three re-assessment opportunities including re-submission according to our re-assessment policy and procedures. If you failed to gain competency within these three re-assessments opportunities, it will result is re-enrolment for the unit of competency.

**Plagiarism**

Plagiarism is the presentation by a candidate of an assignment that has been copied in whole or in party from another candidate’s work, or from any other source (e.g., Published books or periodicals or internet sites) without due acknowledgement in the text. Candidate should familiarise themselves with the Institution’s policy and procedure (refer to international candidate handbook).

**Note:** Submitting someone else's work or ideas as your own is strictly prohibited and any similar online content in your answers will be marked as Not Yet Competent.

**Collusion**

Collusion is the presentation by a candidate of an assignment as his/her own work which is in fact the result in whole or part of unauthorised collaboration with another person or persons.

**Note:** Working together or sharing work with others without authorisation is considered a violation of assessment integrity.

**Cheating**

**Cheating**, or 'ghost-writing', is when a learner engages another person to complete work for them, and then submits the work as their own, regardless of money was paid or not. This is also called ‘contract cheating.’

**Note:** Using unauthorized materials, communication devices, or unfair means to gain an unfair advantage in assessments is strictly forbidden.

**Special needs**

Candidates with special needs should notify their assessor to request any required adjustments as soon as possible. This will enable the assessor to address the identified needs immediately.

**Reasonable Adjustments.**

Please refer to Reasonable Adjustments Policy and Procedure provided to you on assessment guide for this qualification.

**Process for Implementing Reasonable Adjustments:**

* **Disclosure:** Learners should disclose their disabilities or specific learning needs to the relevant college staff, such as the disability support services or their trainers, in a confidential manner.
* **Assessment Needs Assessment**: An assessment needs assessment will be conducted for learners who disclose disabilities or specific learning needs to identify appropriate reasonable adjustments. This assessment may involve reviewing documentation, consulting with relevant professionals, and considering the learner's input.
* **Reasonable Adjustments**: Based on the assessment needs assessment, appropriate reasonable adjustments will be determined, which may include but are not limited to: a. Adjusting assessment methods, such as providing additional time or allowing the use of assistive technologies. b. Modifying assessment conditions, such as providing a quiet and comfortable environment or allowing breaks during assessments. c. Providing alternative assessment formats or tasks that align with the learner's abilities and learning needs.
* **Documentation and Communication**: Reasonable adjustments, along with the rationale and agreed arrangements, will be documented in the learner's individual learning plan or assessment plan. Clear communication of the adjustments will be provided to the learner, trainers, assessors, and relevant staff involved in the assessment process.
* **Review and Evaluation**: The effectiveness of the reasonable adjustments will be regularly reviewed and evaluated to ensure their ongoing relevance and suitability. Adjustments may be modified or updated based on learner feedback, changes in the learner's circumstances, or emerging needs.

**Assessment ‘written work’ submission**

**Use assessment template** provided to you for submission and attach any additional documents and any other evidence as specified and required by your assessor. If you fail to fill out your name, your student number and dates including assessment completion dates, your submission will be considered as not authentic and not current according to ‘rules of evidence’ requirement and your submission will not be marked and assessment outcome will be marked as ‘Not Satisfactory’ or ‘Not Yet Competent.’

**Competency outcome**

There are two outcomes of assessments: Satisfactory and Not Satisfactory (If not satisfactory, learner requires more training and learning). Once the candidate has completed all the tasks for the unit, the candidate will be awarded “Competent” (C). If you are deemed not satisfactory, your status will be marked as “Not yet Competent” (NYC) for the relevant unit of competency. If you are deemed “Not Yet Competent” you will be provided with feedback from your assessor and will be given another chance for reassessment or resubmit your assessment task(s). You will be provided with maximum three attempts for the unit of competency.

**Assessment appeals**

* If you do not agree with an assessment decision, you can make an assessment appeal as per college assessment appeals process.
* Candidates have the right to appeal the outcome of assessment decisions if they feel they have been dealt with unfairly or have other appropriate grounds for an appeal.

**ASSESSMENT GUIDELINES FOR WRITTEN TASK**

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| --- | --- |
| **QUESTION TYPE** | **HOW LONG YOUR ANSWER SHOULD BE (LENGTH OF ANSWER)** |
| **Define** | Length approximately 4 typed lines = 50 words. |
| **Identify** | Write dot points of the number of items to identify according to the question. |
| **Outline** | Summarise in a line or set of lines the required number of items or develop appropriate meaningful answers according to the question but not in detail. |
| **Identify and briefly describe** | Identify in dot points and provide a description of each with a minimum of 4 typed lines = 50 words. |
| **Describe** | Provide a description with minimum 8 typed lines = 100 – 150 words or appropriately described to provide a meaningful answer with consistent knowledge application in length according to the question. |
| **Explain** | Explain the procedure with minimum 8 typed lines = 100 – 150 words or appropriately explain to provide a meaningful answer with consistent knowledge application in length according to the question. |
| **Distinguish / differentiate**  | Distinguish means recognise or treat (someone or something) as different. To differentiate is to show or find the difference between things which are compared. It simply means that they are not the same but does not qualify them as being unique and possibly not related. Length approximately 4 – 8 typed lines = 50 – 100 words for each question. |
| **What?**  | This is to assess your knowledge of something related to the subject area asking you to specify one or more things related to what is being asked in the question. This is generally asking for a short answer for which you need to provide a short description answering the question where the reader understands the answer to the question. Approx. 4 – 8 lines = 100 – 150 words. |
| **How?** | This method of question is to assess your ability to explain or describe the ways, methods, manner, procedure, or process of something related to the question being asked. You need to provide sufficient description of how (ways, methods, manner, procedure, or process) it can be performed for the reader to understand the ways or procedure. Approx. 4 – 8 lines = 100 – 150 words. |
| **Why?** | This question is to assess your knowledge of something and the purpose of it. You need to provide sufficient description of why (the purpose/objective or aim) it is used for the reader to understand the reason or purpose of it. Approx. 4 – 8 lines = 100 – 150 words. |

**ASSESSMENT TASK 1**

**Written Task - Questioning**

You are required to read the following assessment information, requirements, and instructions before commencing. Ensure you follow the terms and conditions applied in undertaking written task during the assessment as specified and facilitated by your assessor.

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| **Assessment Information** | **Description** |
| 1 | **Assessment method**  | Written questioning |
| 2 | **Assessment type** | Summative  |
| 3 | **Assessment description***(What?)* | This assessment task is a written task for which you are required to provide written answer solutions to the questions demonstrating your knowledge application to develop, administer, and communicate staff rosters.Read the following information related to your assessment to prepare and perform to provide evidence of your knowledge. |
| 4 | **Purpose (objective) of the assessment** *(Why?)* | To gather evidence of your ability to apply knowledge consistently to develop, administer, and communicate staff rosters. |
| 5 | **Assessment Instructions***(How?)* | 1. Read the theoretical component of the learner workbook.
2. Conduct research and review literature relevant to the unit.
3. Provide answer solutions to each question using your own words. Note: do not just copy past the answers from other materials.
4. You may refer to learning materials and other sources of information as agreed by your assessor.
5. You may word-process your answers using MS Word /Mac document.
6. The assessment is due for completion on the date/s and time/s. specified by your assessor.
7. Any variations to this arrangement must be approved in writing by your assessor.
8. Submit your work with any required evidence attached.
9. See the specifications below for details of submission requirements.
10. Read the following requirements for this assessment completion:
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| 6 | **Assessment date/s and timing/s***(When?)* | This assessment will be conducted according to the training delivery session plan. Assessor will specify the timings of assessment and submission of evidence. Time allowed for the assessment is 3 hours within 20 hours of training delivery of week 2. |
| 7 | **Specifications***(What structure, format, and demonstration)* | 1. Write answer solutions to all the questions using word-processed documents.
2. Provide specified length and numbers mentioned in each question.
3. Use the assessment template provided to you and submit the answers with your name, student ID, unit name/code, date of submission and assessor name on the front page of assessment submission template.
4. If a separate word-process document is attached for your additional responses, include header (unit name/code) and footer (page no. student name and ID).
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| 8 | **Assessment context***(Where and in what condition)*  | Assessment is conducted in the training room and safe environment where you are required to provide answer solutions to the questions using the assessment template in a word-processed document with evidence that demonstrates consistent knowledge application.  |
| 9 | **Required resources.***(What resources, equipment, tools, and materials)* | 1. Assessment task with instruction and assessment information
2. Learner workbook and other training handouts if or as allowed by your assessor.
3. Computer with Internet access.
4. Word-process software (MS Word/Mac).
5. Workspace, table, chair, and stationery.
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| 10 | **Evidence requirements/***(What assessor is looking for)* | To complete the unit requirements safely and effectively, you must prove application of knowledge consistently relevant to vocational contexts and:* Provide answers to all the questions using the assessment template provided to you for submission.
* Answers must be with appropriate and sufficient length by following assessment guidelines for written tasks above.
* Answers must be relevant to the question and its sub parts.
* Your assessor may verbally assess to confirm your knowledge application in case your answer is not sufficient or partly incorrect or not clear to one or more questions.
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**Your Task – Write answers** (Knowledge Application)

The following is a set of knowledge-based questions. Read the text section ‘introduction’ in the learner workbook, refer to training undertaken and provide your answer solutions to the following questions using your own words to demonstrate your consistent knowledge application.

Ensure you answer all the following questions using the length guidelines above and quantity requirements applicable for the following relevant questions using the **assessment template** provided to you for submission.

**Note:** Some questions will ask you to answer to more than one specific area. Read the question carefully and understand what exactly the question is about. When you understand the question clearly, you are already there with the right answer. Do not copy paste text from online sources or any other sources for which your answers will be marked as ‘not satisfactory’, and assessor will provide you negative feedback.

**Questions**

1. Identify and briefly describe the sources of information on awards and other industrial provisions.
2. Briefly describe the following industrial agreements and other considerations which impact the preparation of staffing rosters:
	1. single or multiple awards and enterprise agreements
	2. award provisions for:
		1. leave.
		2. mandated breaks between shifts.
		3. maximum allowed shift hours.
		4. standard, overtime, and penalty pay rates.
		5. overall number of hours allocated to different staff members.
	3. use of:
		1. contractors and consideration of fees.
		2. permanent or casual staff.
3. Briefly describe the following key elements of applicable awards and enterprise agreements:
	1. Leave provisions.
	2. Mandated breaks between shifts.
	3. Maximum allowed shift hours.
	4. Standard, overtime, and penalty pay rates.
4. Briefly describe the following organisational human resource policies and procedures which impact the preparation of staffing rosters:
	* 1. sociocultural-friendly organisational initiatives.
		2. family-friendly workplace initiatives.
	1. provisions for leave:
		1. carers.
		2. compassionate reasons.
		3. illness or injury.
		4. jury service.
		5. long service.
		6. maternity or paternity.
		7. rehabilitation of injured workers.
		8. Study.
	2. Recreation.
	3. social, cultural and skills mix of the team to be rostered.
5. Briefly describe the operational requirements of the business activity, department, or event subject to rostering.
6. Briefly describe the role of rosters and their importance in controlling staff costs.
7. Briefly describe the wage budget for the business activity, department, or event subject to rostering.
8. Briefly describe the system capabilities and functions of rostering software programs.
9. Identify and briefly describe different formats for and inclusions of staff rosters.
10. Briefly describe the processes for modifying rosters.
11. Briefly describe the methods used to communicate rosters, including both electronic and paper based.

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| **References**Provide references to education materials of other authors, sources, and writers you have used to develop your answers. A reference list lists only the sources you refer to in your writing. The purpose of the reference list is to allow your sources to be found by your reader (assessor). It also gives credit to authors you have consulted for their ideas. It helps you to avoid plagiarism by making it clear which ideas are your own and which are someone else's, shows your understanding of the topic, gives supporting evidence for your ideas, arguments, and opinions. allows others to identify the sources you have used.  |

---End of Written Task Activities---

**Assessment Task 2 – Case Study**

 (Includes role-plays)

**Prepare rosters for three service periods.**

You are required to read the following assessment information, requirements, and instructions before commencing. This task has simulated workplace reference. Ensure you access the simulated workplace resources (planning documents, policies, and procedures etc.), equipment, applicable legislation, regulation, standards, and code of conduct during the assessment as specified and facilitated by your assessor.

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| **Assessment Information** | **Description** |
| 1 | **Assessment Method**  | Case study (simulated workplace)  |
| 2 | **Assessment Type** | Summative  |
| 3 | **Assessment Description***(What?)* | This assessment task is a case study for you to perform in vocational context to develop, administer, and communicate staff rosters.You are required to analyse the case scenario and provide written solutions to task activities by demonstrating applicable foundation skills and knowledge application in a vocational environment. You must also provide performance solutions by demonstrating application of skills to specific activities and role-play activities relevant to case study in role-plays as agreed by your assessor. You must read the following information related to your assessment to prepare and perform in order to consistently provide evidence of your skills and knowledge application related to the unit of competency. |
| 4 | **Purpose (objective) of the Assessment** *(Why?)* | To gather evidence of your ability to apply skills and knowledge consistently to develop, administer, and communicate staff rosters. |
| 5 | **Assessment Instructions***(How?)* | 1. Review the skills application section/s of the learner workbook.
2. Read the task performance requirements and foundation skills application for each task activity.
3. Conduct research and review literature relevant to the unit.
4. Provide solutions to each written and performance activity using skills and knowledge and demonstrating your foundation skills.

Note: Use word-process document for written activities to provide written evidence as specified in the task. you may use MS Word /Mac documents for your written evidence.1. This task requires you to play roles. As specified and agreed by your assessor, role-play the relevant activities demonstrating relevant skills.
2. The assessment is due on the date specified by your assessor.
3. Any variations to this arrangement must be approved in writing by your assessor.
4. Submit your work with any required evidence attached.
5. See the specifications below for details of submission requirements.
6. Continue to read the following assessment requirements:
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| 6 | **Assessment Date/s and Timing/s***(When?)* | 1. This assessment will be conducted according to the training delivery session plan.
2. Assessor will specify the timings for assessment and evidence submission date/s and timing/s.
3. Time allowed for the assessment completion is 4 hours within 20 hours of training delivery of the week according to assessment plan.
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| 7 | **Specifications***(What structure, format, and demonstration)* | 1. Provide written solutions to all the case study activities and questions using assessment submission template provided to you along with the assessment manual. You may use MS Word /Mac document (Word-processed documents) for solutions. Provide specified length and numbers mentioned in each written activity.
2. For role-play activities, play the role as specified by your assessor demonstrating foundation skills and knowledge application while being observed by your assessor.
3. Submit the written activities with your name, student ID, unit name unit code, date of submission and assessor name on the cover page of assessment template. Ensure unit name/code and footer (page number, student name and student ID number) are included.
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| 8 | **Assessment Context***(Where and in what condition)*  | Assessment is conducted in the training room simulated and safe environment that reflects a real workplace where you must perform consistently applying skills and knowledge. You must also provide written solutions to the activities in the assessment template (Word-processed document) with evidence that demonstrates consistent skills and knowledge application in various conditions specified in the assessment task. Assessed in a simulated off-the-job situation that reflects the real workplace. |
| 9 | **Required Resources***(What resources, equipment, tools, and materials)* | 1. Assessment task with instruction and assessment information
2. Learner workbook and other training handouts.
3. Access to simulated workplace business equipment and resources.
4. Access to simulated workplace policies and procedures.
5. Computer with Internet access word-process software (MS Word/Mac).
6. Workspace, table/s, chair/s, and stationery as required.
7. Case study and/or real workplace scenario
8. Access to relevant legislation, regulations, standards, and code of practice
9. Specified timing for assessment.
10. Additional task specific resources described in the task.
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| 10 | **Evidence Requirements***(What assessor is looking for)* | To complete the unit requirements safely and effectively, you must demonstrate consistent performance and provide evidence of your ability to provide leadership for a program of work.During above, you must:* Provide written solutions to all the case study activities reflecting vocational application,
* Demonstrate performance and role-play activities consistently applying foundation skills and,
* Demonstrate consultation and communication effectively with relevant stakeholders (assessor and fellow trainees in role-plays).
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**Case Study** (Skills and Knowledge Application)

Using the simulated workplace and the scenario in the appendix, provide solutions to develop, administer, and communicate staff rosters.

**Your role**

You work as a supervisor for MKKR in the case study provided in the appendix with responsibility for developing staff rosters for situations involving potentially large numbers of staff working across a range of different service periods or shifts.

**Your Task – Develop rosters for three service periods.**

Complete the following workplace activities demonstrating skills and knowledge to develop, administer, and communicate staff rosters:

1. Read the case study and staff rostering policy to familiarise yourself with the context and guidelines to develop rosters within commercial and staff time constraints.
2. Develop rosters using system capabilities and functions of rostering software programs (Excel or any other software) for three service periods considering relevant industrial agreements, wage budgets, and other considerations.
3. Develop roster notes to confirm that you have taken the following into account:
	1. How you aim to maximize operational and customer service efficiency while minimizing wage costs in the rostering process.
	2. How you ensure effective use of staff by combining duties where appropriate.
	3. How you use roster teams with complementary skills mix to meet operational requirements and enhance productivity.
	4. How you consider social and cultural considerations as well as broader organizational policies that may impact staff rosters.
4. **Role-play activity. Refer to role-play brief to undertake this role-play task.** Meet with your colleague (Other supervisor) and obtain their input and collaborate on roster development. During the meeting seek inputs on rosters and discuss:
	1. How to maximise operational and customer service efficiency while minimising wage costs.
	2. How to combine duties where appropriate to ensure effective use of staff.
	3. How to consider complementary skills mix,
	4. Effective use of staff,
	5. Social and cultural considerations and broader organisational policies that affect staff rosters.
5. Use roster systems and equipment to effectively administer and manage the rosters.
6. Use rostering software or tools to create rosters that are clear, organized, and formatted according to the organisation's standards. Ensure all relevant information, such as shift times, employee names, and assigned tasks, is included in the roster.
7. Once the rosters are finalized, describe the timeframe you distribute the roster to relevant personnel. Write an email script to distribute them to the relevant colleagues within the specified timeframe.
8. Describe the process of keeping accurate records of the actual shift times worked by employees or contractors. Use a timekeeping system or timesheets to record the start and end times of each shift.
9. Read the rostering policy and describe the procedure required to maintain a systematic and up-to-date record of all roster-related information, including any changes or adjustments made to the original rosters.
10. Write an email script to consult your colleagues to monitor effectiveness of rosters and to identify areas for improvement in rosters and roster development processes and to implement necessary changes.

**Role-play Brief**

**Collaborative Roster Development Meeting**

# Instructions

This part is a role-play where you must organise role-play settings as agreed and facilitated by your assessor for a consultation meeting including training room place, tables, chairs, a computer with Internet, papers, pens, and any other resources as required.

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| **Details of the task being observed** | You undertake the active part of the task participating and using oral communication skills in a consultation meeting with relevant managers. |
| **Assumptions to be made** | Your assessor plays the role of relevant supervisor. |
| **Persons involved** | You, and the assessor. |
| **Involvement and contribution from role-play participants.** | Respond to the role-player with responses according to case study information and task activity of the unit of competency. Assessor is to respond with how to maximise operational and customer service efficiency, effective use of staff, how to apply complementary Skills Mix and social and cultural Considerations for roster preparation.  |
| **Timing for the role-play:** | 5 – 7 minutes per candidate plus your assessor will decide any additional time required based on your participation behaviour and ability to perform |
| **Conditions under which the observation is conducted** | Skills in this assessment are demonstrated by the candidate and observed by assessor in a simulated environment where the conditions are typical of those in a working environment in this industry. This includes access to:* Workplace or simulated workplace policies and procedures
* relevant legislation, regulations, standards, and codes
* workplace documentation and resources relevant to required performance evidence.
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| **Observation to be conducted** | In this role play you must portray an assigned role as a way of experiencing that role by performing the following assessment task activities. While you are portraying the assigned roles, assessor will observe and analyse application of skills and the performance behaviour and mark competency accordingly. |
| **Foundation skills and observable application of skills.** | * Take the lead role and communicate effectively.
* Ask the colleague (Assessor) questions to confirm their requirements on rosters.
* Ask questions relevant to maximise operational and customer service efficiency while minimising wage costs.
* Ask questions relevant to combine duties where appropriate to ensure effective use of staff.
* Ask questions relevant to consider complementary skills mix,
* Ask questions relevant to effective use of staff,
* Ask questions relevant to social and cultural considerations and broader organisational policies that affect staff rosters.
* Actively listen and interpret messages from others.
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**Role-play Brief: Collaborative Roster Development Meeting**

You are playing the role of a supervisor responsible for roster development at My Kind of Kitchen & Restaurant (MKKR). In this role-play task, you will meet with your colleague, another supervisor, to obtain their input and collaborate on roster development. The purpose of the meeting is to discuss and seek input on various aspects of rostering, including efficiency, effective use of staff, and considering social and cultural considerations. Please refer to the role-play brief below for further instructions:

Role: Supervisor Colleague: Other Supervisor

Scenario: You and your colleague are meeting to collaborate on the development of rosters for the upcoming schedule at MKKR. Your objective is to ensure efficient and effective rostering that maximizes operational and customer service efficiency while minimizing wage costs. During the meeting, you will discuss the following points:

1. Maximizing Operational and Customer Service Efficiency: Discuss strategies and ideas on how to optimize the allocation of staff shifts and duties to ensure smooth operations and excellent customer service. Consider factors such as workload distribution, task assignments, and time management.
2. Effective Use of Staff: Explore ways to combine duties and responsibilities where appropriate to make the most efficient use of available staff members. Discuss how cross-training and task sharing can help increase flexibility and productivity within the team.
3. Complementary Skills Mix: Consider the skills and strengths of the team members when developing the roster. Discuss the importance of having a balanced mix of skills to meet operational requirements effectively. Explore ways to assign tasks and shifts that align with the strengths of individual team members.
4. Social and Cultural Considerations: Discuss the significance of considering social and cultural factors when developing rosters. Address the need to accommodate diverse needs, preferences, and work-life balance requirements of team members. Ensure compliance with organizational policies related to diversity and inclusion.

Instructions:

1. Review the case study, staff rostering policy, and relevant information provided.
2. Familiarize yourself with the objectives of the meeting and the points to be discussed.
3. Assume the role of the supervisor and engage in a productive discussion with your colleague (played by another student or participant).
4. Seek input and actively listen to your colleague's ideas, suggestions, and concerns regarding roster development.
5. Share your own insights and contribute to the collaborative discussion.
6. Aim to reach consensus on strategies and actions to be taken for roster improvement based on the points discussed.
7. Keep in mind the overall objective of maximizing operational efficiency and addressing social and cultural considerations.

Note: The role-play should simulate a realistic and constructive meeting environment where both participants actively engage in the discussion and work together to develop effective rosters.

---End of Case Study Task Activities---

**Appendix 1**

**Simulated Commercial Kitchen**

**My Kind of Kitchen & Restaurant (MKKR)**

My Kind of Kitchen & Restaurant is a 60 seat fine-dining restaurant with a 20-seat lounge. We focus on our New Australian-Swedish menu with a touch of Asian influence. MKKR is located in the booming, and rapidly expanding, borough of St Kilda, Melbourne 'on the shore.' The menu will be inspired from different countries' specialties and appeal to a diverse clientele. You can get Swedish specialties like herring, gravlax, and meatballs, or you can go a little bit more International and choose a red curry chicken with basmati rice, or an Asian grilled shrimp with spinach, tofu, and black bean sauce. We will also have a special pasta dish entree every day plus the 'all Australian meal' such as barbecue beef ribs and baked beans. Adding value will be an interesting business lunch menu with specialties every day. The menu will change every 3-4 months but keep the favourites. Prices will be competitive with other upscale restaurants in the area. However, it is the strategy of My Kind of Kitchen & Restaurant to give a perception of higher value than its competitors, through its food, service, and entertainment.

**Work roles**

Cooks and chefs at My Kind of Kitchen & Restaurant (MKKR) involve in food service operations where food is prepared using fixed and handheld equipment, cooking utensils, and various types of ingredients according to recipes being prepared. Cook’s duties include preparation of food items according to food safety requirements and regulations and the specific requirements for the food type.

Industrial Agreements for Rostering

The rostering process should adhere to relevant industrial agreements, such as the Modern Award or Enterprise Agreement, that govern working hours, breaks, penalty rates, and other provisions. Compliance with these agreements ensures that employees' rights and entitlements are protected, and that the rostering practices align with legal requirements.

In Australia, the modern awards or enterprise agreements that govern working hours, breaks, penalty rates, and other provisions vary depending on the industry and specific workplace. Here are some general guidelines:

Working Hours:

* Full-time employees typically work an average of 38 hours per week.
* Part-time employees work fewer hours on a regular basis, with the specific hours determined by their employment agreement.
* Shift work may involve working outside of standard business hours, including evenings, nights, weekends, and public holidays.

Breaks:

* Meal breaks: Employees are generally entitled to a minimum unpaid meal break of 30 minutes after working for five consecutive hours. The duration of the meal break may vary depending on the award or agreement.
* Rest breaks: Employees are entitled to short paid rest breaks throughout the workday, the duration of which may vary depending on the length of the shift.

Penalty Rates:

* Penalty rates are additional pay rates that apply to work performed outside of normal working hours or on weekends and public holidays.

Specific penalty rates in Australia can vary depending on the industry, occupation, and the relevant modern award or enterprise agreement. It is important to refer to the specific award or agreement that applies to the employee's role and industry to determine the exact penalty rates. However, here are some examples of common penalty rates that may apply:

Evening Shifts (After 6:00 PM):

* Additional percentage on top of the standard hourly rate, typically ranging from 10% to 25%.
* Night Shifts (After 10:00 PM):
* Higher penalty rates are usually applicable for work performed during night shifts, ranging from 15% to 30% or more.

Weekends (Saturday and Sunday):

* Penalty rates for weekend work are generally higher than regular weekday rates, often ranging from 50% to 100% or more.

Public Holidays:

* Public holiday penalty rates are typically higher than regular rates, ranging from 150% to 250% or more, depending on the award or agreement.

Other Provisions:

* Additional provisions may include allowances for specific work conditions, such as overtime, shift work, or working in hazardous environments.
* Some awards or agreements may provide provisions for flexible working arrangements, parental leave, and other forms of leave.

Wage Budget

MKKR should have a designated wage budget that outlines the allocated amount for employee wages. This budget sets a financial constraint that the rostering process must adhere to, ensuring that the delivery of required services is achieved within the defined wage budget. This involves optimizing the staff roster to effectively utilize available labour hours while controlling wage costs.

Maximizing Operational and Customer Service Efficiency

When preparing the roster, MKKR should consider the operational requirements of the restaurant to maximize efficiency. This includes aligning staff availability with peak business hours, ensuring adequate coverage for different sections or stations in the kitchen, and assigning staff members to positions that align with their skills and experience. By strategically rostering employees, MKKR can enhance operational efficiency, resulting in smooth service delivery and improved customer satisfaction.

Minimizing Wage Costs

Alongside operational efficiency, it is crucial to minimize wage costs without compromising the quality of service. This can be achieved through effective rostering practices such as optimizing staff shifts to match customer demand, minimizing overtime hours, and implementing smart labour scheduling techniques. By carefully managing the roster, MKKR can balance the need for optimal staffing levels with cost control measures, thereby achieving the dual goal of minimizing wage costs while maintaining high-quality customer service.

**Staff skills mix**

This skill mix ensures that the kitchen team at MKKR has a diverse range of expertise and capabilities to handle different sections of the kitchen. It allows for efficient task allocation and coordination, ensuring smooth operations and the ability to deliver a variety of high-quality dishes to customers.

Cooks:

1. John Smith: Grill and sauté.
2. Emily Johnson: Baking and pastry.
3. David Williams: Garde manger and salads.
4. Sarah Davis: Prep and vegetable station.
5. Michael Brown: Breakfast and eggs.
6. Olivia Wilson: Pasta and sauces.
7. Daniel Taylor: Soup and stocks.
8. Ava Martinez: Appetizers and canapés.
9. Ethan Anderson: Sandwiches and wraps.
10. Sophia Thompson: Seafood.
11. Benjamin Clark: Vegetarian and vegan dishes.
12. Mia Rodriguez: Desserts.
13. Liam Harris: Grill and sauté.
14. Victoria Turner: Baking and pastry.
15. Samuel Scott: Garde manger and salads.
16. Chloe Green: Prep and vegetable station.
17. Christopher Adams: Breakfast and eggs.
18. Lily Young: Pasta and sauces.
19. Ryan Hill: Soup and stocks.
20. Zoe Baker: Appetizers and canapés.
21. Matthew Evans: Sandwiches and wraps.
22. Amelia Lewis: Seafood.
23. Noah Turner: Vegetarian and vegan dishes.
24. Charlotte Allen: Desserts.
25. Daniel Cooper: Grill and sauté.
26. Ava Garcia: Baking and pastry.
27. Ethan Cook: Garde manger and salads.
28. Sophia Bennett: Prep and vegetable station.
29. Benjamin Collins: Breakfast and eggs.
30. Mia Hall: Pasta and sauces.
31. Liam Hughes: Soup and stocks.
32. Victoria Brooks: Appetizers and canapés.
33. Samuel Parker: Sandwiches and wraps.
34. Chloe King: Seafood.
35. Christopher Morgan: Vegetarian and vegan dishes.
36. Lily Adams: Desserts.

Chefs:

1. William Moore: Head chef, oversees all stations.
2. Isabella Thomas: Sous chef, assists head chef and fills in as needed.
3. James Lee: Hot line and main courses.
4. Harper White: Expeditor and plate presentation.
5. Alexander Hall: Butchery and meat station.
6. Ethan Wright: Head chef, oversees all stations.
7. Harper Robinson: Sous chef, assists head chef and fills in as needed.
8. Benjamin Mitchell: Hot line and main courses.
9. Mia Walker: Expeditor and plate presentation.
10. Alexander Reed: Butchery and meat station.
11. Grace Campbell: Sauce and gravy preparation.
12. Grace Lewis: Sauce and gravy preparation.
13. William Richardson: Head chef, oversees all stations.
14. Isabella Harris: Sous chef, assists head chef and fills in as needed.
15. James Carter: Hot line and main courses.
16. Harper Turner: Expeditor and plate presentation.
17. Alexander Foster: Butchery and meat station.
18. Grace Wright: Sauce and gravy preparation.

Commercial Constraints:

* MKKR experiences high customer demand during peak hours, especially during weekends and holidays.
* The restaurant aims to maximize revenue by optimizing staffing levels to meet customer demand while keeping labour costs within budget.
* Efficient rostering is essential to ensure that customer service is not compromised while minimizing staff costs.

Staff Time Constraints:

* The staff at MKKR consists of both full-time and part-time employees with varying availabilities.
* Some staff members have specific shift preferences or restrictions due to personal commitments or other obligations.
* It is important to consider staff fatigue management and provide adequate breaks between shifts as per the relevant industrial agreements and regulations.

Wage budgets:

* $2000 per shift
* $6000 per shift

Pay rates:

* $25 for cooks
* $30 for Chefs.

Roster periods

* Morning shift from 6:30AM-10:30AM
* Afternoon shift from 11:00AM to 3:00PM
* Evening shift from 07:00AM to 10:00PM

At MKKR, staff rostering plays a critical role in ensuring smooth operations and maintaining high-quality service. The kitchen team consists of 12 skilled cooks and 6 experienced chefs, who are scheduled across three different roster periods.

During each roster period, the staffing needs are carefully considered to meet the demands of the restaurant. The recommended roster for MKKR includes 4 cooks and 2 chefs for each period, ensuring an optimal balance between efficiency and quality.

The rostering process involves assigning specific names to each position for each roster period. This enables effective coordination and ensures that the right team members are available to deliver exceptional culinary experiences.

To maintain continuity and consistent performance, the same group of cooks and chefs are assigned to the same roster period throughout the designated time. This allows them to develop a cohesive team dynamic, optimize their skills, and enhance their familiarity with the restaurant's operations.

The rostering process takes into account factors such as availability, skills, experience, and individual preferences. It is managed by the Kitchen Manager, who considers various aspects, including staff availability, workload distribution, and the need for specialized expertise in different areas of the kitchen.

Regular communication and collaboration with the staff members are integral to the rostering process. This ensures that their preferences, availability, and any special circumstances are taken into consideration, fostering a positive and supportive work environment.

By implementing an effective staff rostering system, MKKR aims to optimize productivity, maintain high standards of food preparation and service, and provide an exceptional dining experience for its patrons.

At MKKR, staff rostering is meticulously designed to align with relevant industrial agreements, wage budgets, and operational requirements. The goal is to strike a balance between maximizing operational and customer service efficiency while minimizing wage costs.

The rostering process involves carefully considering the skills, experience, and availability of each team member. The aim is to create rosters that combine the right mix of complementary skills to meet the diverse operational requirements of the kitchen.

To ensure effective use of staff and optimize productivity, duties are combined where appropriate. This allows for efficient allocation of tasks and promotes a streamlined workflow within the kitchen.

In addition to operational considerations, MKKR also takes into account social and cultural factors when developing staff rosters. The aim is to create an inclusive and supportive work environment that values diversity and respects the individual needs and preferences of team members.

The broader organizational policies and guidelines are also taken into consideration during the rostering process. This ensures that staff rosters are in line with the strategic objectives and values of the organization.

Regular reviews and evaluations are conducted to assess the effectiveness of the rostering system. This allows for ongoing improvements and adjustments to be made, ensuring that staff rosters continue to meet operational requirements and deliver exceptional service to customers.

By implementing a comprehensive staff rostering approach that considers relevant agreements, wage budgets, skills mix, social and cultural considerations, and organizational policies, MKKR strives to optimize operational efficiency, customer satisfaction, and a harmonious work environment for its staff.

**Staff Rostering Policy**

**Purpose:**

The purpose of this policy is to ensure efficient and effective staff rostering to meet the operational needs of My Kind of Kitchen & Restaurant (MKKR) while considering the availability and preferences of staff members.

**Scope:**

This policy applies to all staff members involved in the rostering process at MKKR, including managers and supervisors responsible for creating and managing the staff roster.

**Responsibilities:**

1. Managers and supervisors are responsible for creating the staff roster in accordance with operational requirements, taking into consideration staff availability, skills, and preferences.
2. Staff members are responsible for providing accurate information about their availability and communicating any changes or conflicts to the rostering team in a timely manner.
3. All staff members are expected to adhere to the allocated roster and fulfill their scheduled shifts unless there are unforeseen circumstances or approved time-off requests.

**Policy:**

At My Kind of Kitchen & Restaurant (MKKR), we value efficient and effective staff rostering to ensure smooth operations and provide excellent service to our customers. Our staff rostering policy aims to achieve optimal use of resources, maintain a balanced workload, and accommodate employee preferences to the best extent possible. We strive to create a fair and transparent rostering process that aligns with the needs of the business and the availability of our employees.

Our staff rostering policy includes the following guidelines:

1. Availability: Employees are required to provide their availability preferences and any constraints regarding their working hours and days. This information will be taken into consideration when creating the staff roster.
2. Fairness: The rostering process will be conducted in a fair and unbiased manner, ensuring that all employees have an equal opportunity to work shifts based on their availability and skills.
3. Communication: Timely communication of the roster will be provided to all employees, allowing them sufficient notice to plan their personal commitments. Any changes or updates to the roster will be communicated promptly and clearly.
4. Balance and Workload: The roster will be designed to distribute workload evenly among employees, considering factors such as shift durations, breaks, and consecutive working days, while ensuring compliance with legal requirements regarding working hours.
5. Skill Matching: Employee skills and qualifications will be considered when assigning shifts, ensuring that the necessary expertise is available in each area of the restaurant to deliver high-quality service.
6. Flexibility: We encourage employees to communicate their requests for shift swaps or changes in a timely manner. While we strive to accommodate such requests, the final decision will be made based on operational needs and fairness to all employees.
7. Compliance: The rostering process will adhere to all relevant employment laws, regulations, and agreements to ensure fair and lawful employment practices.

We are committed to reviewing and improving our staff rostering policy regularly to address any issues, promote employee satisfaction, and maintain the overall efficiency of our operations.

Rostering Process:

1. Rosters will be created on a weekly basis, considering the operational needs and anticipated customer demand.
2. The rostering team will take into account staff availability, skills, and preferences to create a fair and balanced roster.
3. Shifts will be allocated based on factors such as staff qualifications, experience, and business requirements.
4. The roster will be communicated to staff members at least one week in advance.

Fairness and Transparency:

1. The rostering team will ensure fairness and transparency in the allocation of shifts, considering factors such as workload distribution and staff preferences.
2. All staff members will have equal opportunities to be scheduled for a variety of shifts, including peak and off-peak periods.
3. Requests for specific shifts or time-off will be considered on a first-come, first-served basis, while ensuring operational requirements are met.

Communication and Flexibility:

1. Open and regular communication between the rostering team and staff members is encouraged to address any scheduling concerns or conflicts.
2. Staff members are required to promptly inform the rostering team of any changes in availability or unexpected absences.

**Procedure:**

Availability and Preferences:

1. Staff members will provide their availability and preferred working hours to the rostering team in writing or through a designated system.
2. Availability forms or system updates should be submitted at least two weeks in advance, or as specified by the rostering team.

Roster Creation:

1. The rostering team will compile the staff availability and preferences to create the roster for the upcoming week.
2. Shifts will be allocated based on operational requirements, considering fairness and staff preferences as much as possible.
3. The roster will be reviewed and adjusted if necessary to ensure workload distribution and operational efficiency.

Roster Communication:

1. The final roster will be communicated to staff members at least one week in advance, preferably through a designated communication platform or notice board.
2. Staff members will have the opportunity to review their allocated shifts and request any necessary changes or swaps in accordance with the agreed procedures.

Roster Changes and Swaps:

1. Staff members requesting changes to their allocated shifts or shift swaps should notify the rostering team as soon as possible, providing valid reasons and seeking approval.
2. Changes or swaps will be considered based on operational requirements, fairness, and the availability of other staff members.

Record-Keeping:

1. The rostering team will maintain accurate records of staff availability, rostering decisions, shift swaps, and any related communications for reference and audit purposes.

MKKR Staff Roster - [Date Range]

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Employee Name** | **Position** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| [Employee 1] | [Position] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] |
| [Employee 2] | [Position] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] |
| [Employee 3] | [Position] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] |
| [Employee 4] | [Position] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] |
| [Employee 5] | [Position] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] |
| [Employee 6] | [Position] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] |
| [Employee 7] | [Position] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] |
| [Employee 8] | [Position] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] |
| [Employee 9] | [Position] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] |
| [Employee 10] | [Position] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] |
| [Employee 11] | [Position] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] |
| [Employee 12] | [Position] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] |
| [Employee 13] | [Position] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] |
| [Employee 14] | [Position] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] |
| [Employee 15] | [Position] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] |
| [Employee 16] | [Position] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] |
| [Employee 17] | [Position] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] |
| [Employee 18] | [Position] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] | [Shift] |

For a fine dining restaurant with a total of 36 cooks and 18 chefs, it is recommended to roster 12 cooks and 6 chefs for each period to ensure smooth operations and optimal staffing levels. This distribution allows for adequate coverage during different shifts while considering the workload and responsibilities of the kitchen staff.

With this roster, you will have a balanced distribution of cooks and chefs for each period, ensuring adequate coverage and efficient kitchen operations. Adjustments can be made to the specific names based on the actual staff members in your team.

This Staff Rostering Policy and Procedure aims to ensure a fair and efficient rostering process that meets the operational needs.