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| STUDENT ASSESSMENT SUBMISSION TEMPLATE |

Qualification & Unit Details

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| **Unit Code & Title** | SITXHRM008 Roster staff. |
| **Qualification** | SIT40521 Certificate IV in Kitchen Management |

**Submission Details**

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| **Student Name** |  |
| **Student Number** |  |
| **Date of Submission** | Click or tap to enter a date. | **Assessor Name** |  |

**Assessment Details**

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| **Assessment Task Number** | Assessment Method (Written Task, Case study, Project, Role-play, presentation etc.) | **Date of Completion**(Actual date of each task completion. This must be three different days) |
| Task 1 | Written task - Questioning | Click or tap to enter a date. |
| Task 2 | Case study | Click or tap to enter a date. |

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| **Academic integrity definitions*** **Plagiarism and cheating:** Plagiarism is the presentation of an assignment by a student that has been copied in whole or in part from another student’s work, or from any other source (e.g., published books or periodicals or Internet sites) without due acknowledgement in the text or references. Cheating is the copying another student’s work or using mobile phone or any other electronic gadgets in class while working on assessment task.
* **Collusion:** Collusion is the presentation by a student of an assignment as their own work which is in fact the result in whole or part of unauthorised collaboration with another person/s.
* **Copy of work:** Please ensure that a copy of all work has been kept with you prior to submission. On rare occasions, assessments may be lost in the system and in such cases, you will be required to provide a second copy.
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| **Candidate (Student) declaration**I declare that: 1. Submitted work is my own work and does not involve plagiarism or cheating.
2. This submission is based on my own research and all sources used by me have been referenced.
3. This piece of work has not previously been submitted for assessment in this or any other subject.
4. I understand plagiarism and collusion obligation as outlined in the institute’s assessment policy.
5. I declare that I have kept copies of all my submitted work.

**Candidate (Student) Signature** ………………………………………………………………………… **Date** ………………………………… |

**Why you need to use this template?**

The template provides consistency across all submissions, and you will not miss any assessment activity. The purpose is to save your time preparing documents, increase efficiency, and reduce potential errors by giving candidates detailed instructions on how to perform any task or project using specific templates and space for answers and solutions.

This template provides the assessor to receive submissions with consistency and for compression of candidates’ submissions for plagiarism, collusion, and irregularities of educational submissions.

**ASSESSMENT GUIDELINES FOR WRITTEN TASKS**

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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

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.

**Note:**

1. Ensure you answer all the following questions using the length guidelines above and quantity requirements applicable for the following relevant questions.
2. Provide references and give credit to authors you have consulted for their ideas in writing your answers. It helps you to avoid plagiarism by making it clear which ideas are your own and which are someone else's and it shows your understanding of the topic, gives supporting evidence for your ideas, arguments, and opinions and allows others to identify the source you have used.
3. The space below does not indicate the size of the answer length. Follow above guidelines and **keep typing and the space will expand as you type**. If answers are recorded separate to this document, they must be attached at the back of this document.

**Questions**

**Question 1**

Identify and briefly describe the sources of information on awards and other industrial provisions.

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**Question 2**

Briefly describe the following industrial agreements and other considerations which impact the preparation of staffing rosters:

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| single or multiple awards and enterprise agreements |  |
| award provisions for: |  |
| * leave.
 |  |
| * mandated breaks between shifts.
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| * maximum allowed shift hours.
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| * standard, overtime, and penalty pay rates.
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| * overall number of hours allocated to different staff members.
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| use of: |  |
| * contractors and consideration of fees.
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| * permanent or casual staff.
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**Question 3**

Briefly describe the following key elements of applicable awards and enterprise agreements:

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| Leave provisions. |  |
| Mandated breaks between shifts. |  |
| Maximum allowed shift hours. |  |
| Standard, overtime, and penalty pay rates. |  |

**Question 4**

Briefly describe the following organisational human resource policies and procedures which impact the preparation of staffing rosters:

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| sociocultural-friendly organisational initiatives. |  |
| family-friendly workplace initiatives. |  |
| provisions for leave: |  |
| carers |  |
| compassionate reasons |  |
| illness or injury |  |
| jury service |  |
| long service |  |
| maternity or paternity |  |
| rehabilitation of injured workers |  |
| study |  |
| recreation |  |
| social, cultural and skills mix of the team to be rostered. |  |

**Question 5**

Briefly describe the operational requirements of the business activity, department, or event subject to rostering.

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**Question 6**

Briefly describe the role of rosters and their importance in controlling staff costs.

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**Question 7**

Briefly describe the wage budget for the business activity, department, or event subject to rostering.

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**Question 8**

Briefly describe the system capabilities and functions of rostering software programs.

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**Question 9**

Identify and briefly describe different formats for and inclusions of staff rosters.

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**Question 10**

Briefly describe the processes for modifying rosters.

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**Question 11**

Briefly describe the methods used to communicate rosters, including both electronic and paper based.

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---End of Written Task Activities---

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| **References**Provide references to education materials 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.  |

# Assessment Task 2

**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.

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1. 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.

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1. 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 organisational policies that may impact staff rosters.

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1. **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.

Meeting notes

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| Objective of meeting |  |
| Date and time |  |
| Points discussed  |  |

1. Use roster systems and equipment to effectively administer and manage the rosters.

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1. Use rostering software or tools to create rosters that are clear, organised, 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.

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1. 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.

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1. 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.

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1. 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.

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1. 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.

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**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 organisational 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.

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| **Self-Assessment Checklist** |

**Note:** The following checklist is for you to confirm your work completion as well as performance and demonstration of skills. Ensure you carefully check, and tick as completed and performed before submitting written evidence and while demonstrating skills during performing the task.

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|  | **Assessment Task Activity**  | Completed as required. |
|  | **A: Communicate with internal and external customers.** | **Yes** | **No** |
| 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.**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. | [ ]  | [ ]  |

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| **References**(For task 1, 2 & 3)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. For example, you can use any of the following styles,**Harvard Style**1. **Website with an author** - Author surname, initials (Year), article title, website name, Available at: http://website url.com.au/article, accessed 10 March 2021.
2. **Website without author and no date** - Article title (n.d.), website name, Available at: http://website url.com.au/article, accessed 10 March 2021.
3. **Book with no author** - Title of book, edition (edn), Volume number or number of volumes, Publisher, Place of publication, page number(s) if applicable.
4. **Book with one author** - Author, A (Year), Title of book, Publisher, Place of publication.
5. **Book with two or three authors** - Authors, AA, Author, BB & Author, CC (Year), Title of book, Publisher, Place of publication.

**APA Style**1. **Website with an author** – Murray, G. (2005). A duty of care to children and young people in Western Australia: Report on the quality assurance and review of unsubstantiated allegations of abuse in care: 1 April 2004 to 12 September 2005. Western Australia, Department of Child Protection. http://www.community.wa.gov.au/NR/rdonlyres/
2. **Website without author and with date** - Australia. Department of Health and Aged Care. (2000). National youth suicide prevention strategy. http://www.health.gov.au/hsdd/mentalhe/sp/nysps/about.htm/.
3. **Whole Internet Site** - Goldberg, I. (2000). Dr. Ivan's depression central. http://www.psycom.net/depression.central.html/.
4. **Book with an author** - Wells, A. (2009). Metacognitive therapy for anxiety and depression in psychology. Guilford Press.
5. **Book with no author** - The Blackwell dictionary of cognitive psychology. (1991). Blackwell.
 |
| List all references used for assessment task 1, 2 and 3 below (if any) |