

**BSB42015 Certificate IV in Business
and Management**

**Recognition of Prior Learning
Assessor Guide**

SAMPLE ONLY

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The Instruments in this Assessment Tool

The Assessment Tool for this qualification includes the following instruments:

- **Qualification Assessor Guide** (this document) which relates to the qualification as a whole and provides guidance on the overall RPL process to follow.
- **RPL Candidate Application and Guide** for the qualification, which is sent to provide the candidate. This document explains the RPL process. It also contains all of the forms which the candidate needs to complete in order to apply for RPL. You, the assessor, should familiarise yourself with this document. You may need to explain the process further to candidates to comply with the Principle of Flexibility.
- **Unit RPL Assessor Guides**, one for each unit of competency. These documents should be used by you, the assessor, to guide and support the evidence gathering process. They contain:
 - All of the assessment instruments required for the unit
 - Mapping matrix for summarising and analysing evidence
 - Summative assessment record for the unit
- **Unit Candidate Guides** for each unit of competency. These documents are to be given to the candidate. They contain:
 - A list of suggested documents to be reviewed for the unit
 - The competency content and hints to allow the candidate to prepare
 - Third Party Verification forms

The Process

RPL Candidate Application and Guide

The candidate must be given the RPL Candidate Application and Guide for the qualification prior to the interview or at the time of initial interview.

Once this is completed and submitted to you, you will need to review the application and make a preliminary judgement on whether the candidate should be accepted for RPL.

Ensure that you check the application thoroughly and also confirm that the two referees nominated are appropriate for providing Third Party Verification.

Electives selection

Once you have perused the candidate's RPL application and they have been accepted as suitable for RPL, you will need to guide the candidate on the selection of electives for the qualification. This will depend upon the candidate's work context and prior experience. In most cases the unit selection will take place in a preliminary interview with the candidate which may be face to face or via electronic means.

Unit Candidate Guides

Provide the candidate with the Candidate Guides for each unit of competency they wish to RPL – either printed or electronically. Each unit is a separate document. You may choose to provide them one by one so that the candidate is not overwhelmed at the beginning.

Ensure that the candidate understands what they need to do and give them guidance on evidence that they may need to collect. There is a list of suggested documents in each unit candidate guide but you will need to contextualise this list in discussion with the candidate.

Competency Conversation

Each unit candidate guide has the questions you will ask and the candidate will need to discuss during the competency conversation. Give the candidate sufficient time to prepare their answers prior to holding the competency conversation.

The competency conversation may be held at any time, although in most cases the candidate should attempt to gather some evidence prior to the meeting.

It may be appropriate for the candidate to be asked to answer the questions prior to holding the competency conversation to give an indication of the candidate rather than a requirement.

Unit RPL Assessor Guide

RPL is an evidence gathering process. RPL is unique and the process therefore needs to be flexible.

Evidence should be gathered and reviewed. The unit RPL Assessor Guides contain detailed mapping of evidence to the unit of competency. The RPL Assessor Guide will become the final assessment instrument that should be able to be validated. Therefore, you should complete the RPL Assessor Guide throughout the evidence gathering process.

It contains the following instruments:

- Guidance for the assessor that is specific to the unit of competency
- Documentary evidence instrument – mapped – for you to complete
- Third Party Verification instrument – for you to record your review of TP verification
- Competency Conversation instrument – for you to use and complete during or immediately after the meeting
- Guidance on practical activities if required to bridge evidence gaps
- Mapping matrix instrument – for you to update each time evidence is reviewed and to assist you in determining when evidence is sufficient.
- Summative assessment record – for you to complete.

Principles of Assessment

It is essential to comply at all stages of the assessment with the principles of assessment.

- **Fairness** – the principles of access, equity and inclusivity must be applied. However, to be fair to the candidate, they should also not be disadvantaged by accepting them for RPL if you, the assessor, do not believe they will succeed. If this occurs, it is your responsibility to guide and support the candidate and discuss other options.
- **Flexibility** – RPL is different for every candidate. You, the assessor, must tailor the assessment where relevant to the candidate's circumstances and make reasonable adjustments as appropriate, without compromising the evidence requirements of the units. Bear in mind that the Assessment Conditions stated in the Unit Assessor Guide in the same way they apply to a learning and assessment pathway.
- **Reliability** – any qualified assessor with the vocational expertise must be able to peruse the evidence and come to the same conclusion. If in doubt at any stage of the evidence gathering process, you must undertake moderation. Always ensure that you record the details of the moderation so that your final judgement is able to be validated. If moderation is required, you must follow the process of the moderation.
- **Validity** – the assessment must relate to the requirements of each competency. It must address all performance evidence, knowledge evidence, performance evidence and foundation skills. Contextualised adjustments should not compromise the validity of the competency.

Rules of Evidence

Record all evidence in the Unit Assessor Guide so as to comply with the Rules of Evidence.

- **Valid** – your evidence must be clear and precise, so that it demonstrates that the assessment is directly to the requirements of the unit of competency.
- **Sufficient** – you can use the mapping matrix in the unit Assessor Guide to assist with confirming sufficiency of evidence. Note that the Performance Evidence for a unit usually states that performance must be demonstrated “at least once”.
- **Current** – this is often an issue with RPL, particularly where documentary evidence is not recent. Evidence recorded must be “recent”. The purpose is to ensure that the candidate is competent now, not in the past. There is no hard and fast rule as to what constitutes “recent”. You, the assessor, must use your expertise.
- **Authentic** – this can also be an issue with RPL. Documentary evidence should be the candidate's own work, unless the documentary evidence is something like a policy that supports evidence that the candidate can locate, interpret and apply. Third Party Verification must be authenticated. There is a form for this purpose in the Unit RPL Assessor Guides. If the competency conversation is submitted in typed form and there is no meeting, you must confirm that the document is the candidate's own work.

The Qualification

Modification History

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

Qualification Description

This qualification reflects the role of individuals working as developing and managers in a range of enterprise and industry contexts.

As well as assuming responsibility for their own performance, they provide leadership, guidance and support to others. They also have skills in organising and monitoring the output of their team.

They apply solutions to a defined range of predictable problems, and analyse and evaluate information from a variety of sources.

Licensing/Regulatory Information

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

Entry Requirements

Nil

Qualification Modification

Code and title current version	Comments	Equivalence status
BSB42015 Certificate IV in Leadership and Management	Updated to meet Standards for Training Packages Two new core units Changes to grouping and number of electives offered Number of electives required increased from six to eight	No equivalent qualification

Packaging Rules

Total number of units = 12

- 4 core units plus
- 8 elective units, of which:
- 4 units must be from Group A

up to 4 units may be additional units selected from Group A

up to 4 units may be selected from Group B

if not listed below, 1 unit may be from any currently endorsed Training Package at Certificate IV level or above OR any accredited course at Certificate IV level

Elective units must be relevant to the work environment and contribute to the integrity of the AQF alignment and contribute to a valid, integrated learning outcome.

Unit Selection

<i>Check the box to indicate units selected – total</i>	
CORE (required)	
BSBLDR401 Communicate effectively and lead others	<input checked="" type="checkbox"/>
BSBLDR402 Lead effective workplace teams	<input checked="" type="checkbox"/>
BSBLDR403 Lead team effectively	<input checked="" type="checkbox"/>
BSBMGT402 Implement organisational strategies	<input checked="" type="checkbox"/>
GROUP A (minimum of 4 units)	
BSBFIA402 Report financial information	<input type="checkbox"/>
BSBINN301 Promote a positive team environment	<input type="checkbox"/>
BSBLDR404 Lead and motivate a team	<input type="checkbox"/>
BSBMGT403 Implement continuous improvement	<input type="checkbox"/>
BSBREL402 Build client relationships and business networks	<input type="checkbox"/>
BSBRISK401 Identify risk and apply risk management processes	<input type="checkbox"/>
BSBWHS401 Implement and monitor WHS policies, procedures and programs to meet legislative requirements	<input type="checkbox"/>
BSBWOR404 Develop work priorities	<input type="checkbox"/>
TAEDEL404A Mentor in the workplace	<input type="checkbox"/>
GROUP B (maximum of 4 permitted)	
BSBADM409 Coordinate business resources	<input type="checkbox"/>
BSBCMM401 Make a presentation	<input type="checkbox"/>
BSBCOM406 Conduct work within a compliance framework	<input type="checkbox"/>
BSBCRT401 Articulate, present and debate ideas	<input type="checkbox"/>

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BSBCUS401 Coordinate implementation of customer service strategies	<input type="checkbox"/>
BSBCUS402 Address customer needs	<input type="checkbox"/>
BSBCUS403 Implement customer service standards	<input type="checkbox"/>
BSBINM401 Implement workplace information system	<input type="checkbox"/>
BSBINT401 Research international business opportunities	<input type="checkbox"/>
BSBIPR401 Use and respect copyright	<input type="checkbox"/>
BSBIPR403 Protect and use brands and business identity	<input type="checkbox"/>
BSBLED401 Develop teams and individuals	<input type="checkbox"/>
BSBMGT401 Show leadership in the workplace	<input type="checkbox"/>
BSBMGT404 Lead and facilitate off-site staff	<input type="checkbox"/>
BSBMGT407 Apply digital solutions to work processes	<input type="checkbox"/>
BSBMKG413 Promote products and services	<input type="checkbox"/>
BSBPMG522 Undertake project work	<input type="checkbox"/>
BSBRES401 Analyse and present reports	<input type="checkbox"/>
BSBSUS301 Implement and monitor sustainable work practices	<input type="checkbox"/>
BSBWRT401 Write complex documents	<input type="checkbox"/>



Confirmation

The above units were completed by the candidate, with advice from the assessor.

Candidate Name	Assessor Name	
Candidate Signature	Assessor Signature	
Date	Date	