

**BSB51915 Diploma of Leadership 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. This document is to be provided to the candidate. This document explains the RPL process for the qualification. It also contains all of the forms which the candidate needs to complete and submit in order to apply for RPL. You, the assessor, should familiarise yourself with the contents of this document. You may need to explain the purpose of the forms and make adjustments to comply with the Principle of Flexibility.
- **Unit RPL Assessor Guides**, one for each unit. These documents should be used by you, the assessor, throughout the RPL evidence gathering process. They contain:
 - All of the assessment instruments for the unit
 - Mapping matrix for summarising evidence
 - Summative assessment questions
- **Unit Candidate Guides**, one for each unit. These documents are to be given to the candidate. They contain:
 - A list of suggested evidence for the unit
 - The competency questions and hints to allow the candidate to prepare
 - Third Party Verification questions

The Process

RPL Candidate Application and Guide

The candidate must be emailed or given the RPL Candidate Application and Guide for the qualification prior to an initial 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 advice on evidence that they may need to collect. There is a list of suggested evidence in each unit candidate guide but you will need to contextualise this for the candidate.

Competency Conversation

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

The competency conversation may be held at the beginning of the RPL process, although in most cases the candidate should attempt to gather documentary evidence prior to the meeting.

It may be appropriate for the candidate to provide answers to the questions prior to holding the competency conversation. This should be the decision of the candidate rather than a requirement.

Unit RPL Assessment

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

Evidence gathering is a key part of the RPL process. The unit RPL Assessor Guides contain detailed mapping matrices for you to record evidence. The RPL Assessor Guide will become the final assessment that should be able to be validated. Therefore, you should complete this document 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 a requirement for RPL if you, the assessor, do not believe they will succeed. If this is the case, it is your responsibility to guide and support the candidate and discuss their options.
- **Flexibility** – RPL is different for every candidate. You, the assessor, must contextualise the assessment where relevant to the candidate's circumstances. Make reasonable adjustments as appropriate, without compromising the standards and outcomes of the units. Bear in mind that the Assessment Conditions must apply to RPL in the same way they apply to a learning and assessment activity.
- **Reliability** – any qualified assessor with the necessary skills and experience should be able to peruse the evidence and come to the same conclusion that others have reached. If in doubt at any stage of the evidence gathering process, you should refer the candidate to an assessor to undertake moderation. Always ensure that you record the details of the evidence, so that your final judgement is able to be validated and the details of the moderation.
- **Validity** – the assessment must address the requirements of each competency. It must address all performance evidence, performance evidence and foundation skills. Consideration of reasonable adjustments should not compromise the validity of the assessment.

Rules of Evidence

Record all evidence gathered in the RPL 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 relates 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 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to fix typographical errors.
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Qualification Description

This qualification reflects the role of individuals who demonstrate practical skills and experience in leadership and management across a range of business and industry contexts.

Individuals at this level display initiative in planning, organising, implementing and monitoring their own workload and resources. They use communication skills to support individuals and teams to meet personal or enterprise requirements.

They plan, design, apply and evaluate solutions to predictable problems, and identify, analyse and synthesise information from a range of sources.

Licensing/Regulatory Information

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

Entry Requirements

Nil

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSB51915 Diploma of Leadership and Management	BSB51107 Diploma of Management	Updated to meet Standards for Training Packages Structure of qualification changed from elective only to core and elective Number of units required increased from 8 to 12	No equivalent qualification

Packaging Rules

Total number of units = 12

- 4 core units plus
- 8 elective units, of which:
 - 4 elective units must be selected from Group A
 - up to 4 may be additional units from Group A or Group B
 - if not listed below, up to 2 electives may be from Diploma or additional Services Training Package
 - if not listed below, 1 elective unit may be from any current or previous Services Training Package or accredited course at Diploma level.

Elective units must be relevant to the work environment and contribute to a valid vocational outcome. Elective units must maintain the integrity of the AQF alignment and contribute to a valid vocational outcome.

Unit Selection

<i>Check the box to indicate units selected</i>	
CORE (required)	
BSBLDR501 Develop and use employment practices	<input checked="" type="checkbox"/>
BSBMGT517 Manage operational performance	<input checked="" type="checkbox"/>
BSBLDR502 Lead and manage service relationships	<input checked="" type="checkbox"/>
BSBWOR502 Lead and manage work activities	<input checked="" type="checkbox"/>
GROUP A (minimum 4 units)	
BSBCUS501 Manage customer service	<input type="checkbox"/>
BSBHRM501 Manage recruitment, selection and induction of staff	<input type="checkbox"/>
BSBMGT501 Manage performance	<input type="checkbox"/>
BSBMGT516 Facilitate continuous improvement	<input type="checkbox"/>
BSBPMG522 Undertake project work	<input type="checkbox"/>
BSBRISK501 Manage risk	<input type="checkbox"/>
BSBWHS501 Ensure a safe workplace	<input type="checkbox"/>
BSBWOR501 Manage personal work priorities and professional development	<input type="checkbox"/>
GROUP B	
BSBADM502 Manage meetings	<input type="checkbox"/>

Confirmation

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

Candidate Name		Assessor Name	
Candidate Signature		Assessor Signature	
Date		Date	