

BSB40420 Certificate IV in Human Resource Management

Recognition of Prior Learning (RPL)

BSBHRM413 Support the learning and development of teams
and individuals

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Recognition of Prior Learning (RPL)

What is RPL?

Recognition of Prior Learning (RPL) is an assessment process that evaluates your existing skills and knowledge gained through formal, informal, and non-formal learning. This assessment determines whether you are eligible to receive credit for specific units, as defined in the National Quality Council Training Packages glossary.

Through RPL, your current skills and experience may be recognised and counted toward the units required to complete AHRI's BSB40420 Certificate IV in Human Resource Management.

Demonstrating Competence for RPL

To be awarded RPL, you must provide evidence that demonstrates you meet all the requirements of the relevant unit(s) of competency. This includes evidence of the following:

- **Elements:** The key outcomes of the unit, demonstrated through completion of the main tasks required
- **Performance Criteria:** The specific actions, behaviours, and standards that must be met for each element
- **Knowledge Evidence:** The understanding required to perform tasks competently, including relevant processes, procedures, and information to work safely and effectively
- **Performance Evidence:** Practical skills demonstrated in real or simulated work environments that meet industry standards
- **Foundation Skills:** Essential skills that support your workplace performance, such as reading, writing, communication, problem-solving, learning, and digital literacy

Evidence Requirements

All evidence you submit must be current and clearly demonstrate how you meet the Elements, Performance Criteria, Knowledge Evidence, Performance Evidence, and Foundation Skills for each unit. It is your responsibility to compile and submit appropriate evidence to AHRI for assessment.

Your evidence may include a combination of the following:

- **Work Samples and Documents**
 - Reports, forms, plans, templates, notes, and logs
 - Emails, briefs, meeting minutes, and project documentation
 - Workplace records showing your involvement in relevant tasks
- **Workplace Verification**
 - Position descriptions
 - References or statements from supervisors or managers
 - Employer confirmations verifying your tasks and responsibilities
- **Practical Evidence**
 - Photos or videos of you completing tasks
 - Samples of work you created or contributed to
 - Screenshots of digital work, where applicable



- Previous Training
 - Certificates, statements of attainment, and transcripts
- Additional Evidence (if required)
 - An interview with an Academic Coordinator
 - A practical task or demonstration
 - Additional documentation to address any evidence gaps

You are encouraged to provide as much detail and as many examples as possible to support your application. All supporting documents must be attached to validate and substantiate your skills and experience. Preparing your RPL application may require significant time and effort.

Currency of Evidence

The Australian Skills Quality Authority (ASQA) requires assessment evidence to be from the present or very recent past. Your supporting evidence must generally be no more than three (3) years old, or you must demonstrate a continuum of application of the relevant skills. Failure to meet currency requirements may result in your application being declined.

Verification of Evidence

Any copies of original qualifications, certificates, or documents you submit as part of your application must be certified.

RPL Fees

You may apply for RPL for any number of units of competency across seven (7) topics within the Certificate IV in Human Resources qualification. You must be able to demonstrate sound knowledge and understanding of each unit of competency that makes up the selected topic(s).

RPL fees are calculated per unit of competency and are based on your AHRI membership status. Where multiple units of competency are included within a single topic, fees are bundled, with you paying for each unit of competency you apply for:

- AHRI members: \$266 per unit of competency
- Non-members: \$320 per unit of competency

RPL fees are non-refundable. If your application is unsuccessful, you will be required to enrol in the full qualification, with full course fees payable upon enrolment.



Details	
Full name	
Unit	BSBHRM413 Support the learning and development of teams and individuals
Declaration:	<p>By submitting this RPL application, including all supporting evidence and documentation, I declare that:</p> <ul style="list-style-type: none"> • The evidence provided is my own and accurately represents my skills, knowledge, and work experience relevant to the unit(s) applied for • All supporting documents are authentic, and where work or information from others is included, appropriate acknowledgment has been given • I understand that providing false, misleading, or incomplete information may result in my RPL application • I have been informed of the RPL assessment requirements and understand my rights and responsibilities as an assessment candidate • I have received and understood information regarding the assessment process, outcomes, and the retention of RPL evidence
e-Signature	
Assessor sign off	
Assessor name	
Declaration	I confirm that I have reviewed and assessed the evidence provided, including all supporting documentation and any assessment discussions conducted where applicable.
RPL outcome	<input type="checkbox"/> Granted <input type="checkbox"/> Not Granted
e-Signature	
Date	
Comments	



Part A: Information and Work Samples

BSBHRM413 Support the learning and development of teams and individuals
[National Training Register - BSBHRM413 Support the learning and development of teams and individuals](#)

This unit describes the skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup. The unit applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

Elements and Performance Criteria

- Complete the table below and provide specific examples or evidence that demonstrate your skills, experience, and how you meet the Elements and Performance Criteria.
- Provide examples of tasks, projects, or responsibilities that demonstrate how you meet each requirement for the unit. Use real workplace experience and describe your role, actions, and outcomes. Attach supporting documents where possible (e.g., reports, emails, training plans, or other workplace records).
- Provide supporting documents wherever possible (e.g., reports, training plans, emails, feedback forms) and reference them in your examples.
- Be clear about your role, actions, and outcomes in each example.

Elements and Performance Criteria	Evidence examples
1. Contribute to needs development	
1.1 Collect information on performance of team members from relevant sources	
1.2 Identify individual and team learning and development needs in line with organisational requirements	
1.3 Confirm learning plans meet individual and group training and development needs	
1.4 Provide opportunities to individuals to self-evaluate performance and identify areas for improvement	
2. Support implementation of learning and development	
2.1 Develop collaborative learning plans to match skill needs of individuals and groups and match the competency standards relevant to the industry	



Elements and Performance Criteria	Evidence examples
2.2 Ensure learning delivery methods are relevant to the participants	
2.3 Identify and coordinate workplace learning opportunities to facilitate individual and team achievement of competencies	
2.4 Identify and manage resources and timelines relevant for learning activities according to organisational requirements	
3. Monitor and evaluate workplace learning	
3.1 Monitor learning plans to improve the efficiency and effectiveness of learning	
3.2 Seek feedback from individuals or teams to identify and implement improvements in future learning arrangements	
3.3 Assess and record outcomes and performance of individuals and teams to determine the effectiveness of development programs and the extent of additional development support	
3.4 Document and maintain records and reports of competency according to organisational requirements	

Foundation Skills

- Complete the table below and provide specific examples or evidence that demonstrate your skills, experience, and how you meet the Foundation Skills.
- Provide examples of tasks, projects, or responsibilities that demonstrate how you meet each requirement for the unit. Use real workplace experience and describe your role, actions, and outcomes. Attach supporting documents where possible (e.g., reports, emails, training plans, or other workplace records).
- Provide supporting documents wherever possible (e.g., reports, training plans, emails, feedback forms) and reference them in your examples.
- Be clear about your role, actions, and outcomes in each example.



Foundation skills	Evidence examples
Learning <ul style="list-style-type: none"> • Uses structured approaches to set goals, monitor progress and adjust learning approaches for self and others • Builds on knowledge and experience to facilitate interaction and learning with others 	
Reading <ul style="list-style-type: none"> • Analyses textual information from a range of sources to identify organisational requirements • Analyses information from a range of sources to evaluate performance 	
Writing <ul style="list-style-type: none"> • Develops materials to suit the requirements of different roles and individuals in the organisation • Maintains records using correct technical and organisational vocabulary 	
Oral Communication <ul style="list-style-type: none"> • Uses vocabulary appropriate to context and to establish a supportive and learning environment • Uses listening and questioning techniques to confirm or show understanding of different perspectives • Selects and uses appropriate conventions and protocols when communicating with co-workers in a range of work contexts 	
Self-management <ul style="list-style-type: none"> • Recognises and responds to explicit and implicit organisational procedures and protocols • Understands how own role meshes with others and contributes to broader goals 	
Teamwork <ul style="list-style-type: none"> • Recognises the importance of building rapport to establish effective working relationships • Collaborates with others to achieve joint outcomes, playing an active 	



Foundation skills	Evidence examples
role in facilitating effective group interaction <ul style="list-style-type: none"> Negotiates with others to achieve agreeable outcomes playing an active role in facilitating consensus in potentially contentious situations 	
Problem solving <ul style="list-style-type: none"> Uses logical planning processes to organise, implement and monitor learning and development needs Systematically gathers and analyses all relevant information and evaluates options to make informed decisions Evaluates outcomes of decisions to identify opportunities for improvement 	

Performance Evidence

- Complete the table below and provide specific examples or evidence that demonstrate your skills, experience, and how you meet the Performance Evidence requirements.
- Provide examples of tasks, projects, or responsibilities that demonstrate how you meet each requirement for the unit. Use real workplace experience and describe your role, actions, and outcomes. Attach supporting documents where possible (e.g., reports, emails, training plans, or other workplace records).
- Provide supporting documents wherever possible (e.g., reports, training plans, emails, feedback forms) and reference them in your examples.
- Be clear about your role, actions, and outcomes in each example.

Performance evidence	Evidence examples
The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to: <ul style="list-style-type: none"> contribute to, facilitate and monitor learning and development for at least one team and for at least one individual. In the course of the above, the candidate must: <ul style="list-style-type: none"> collect data on team and individual and team development needs 	



<ul style="list-style-type: none"> • collaboratively develop learning plans to match skill needs of individuals and groups • coordinate learning opportunities • give and receive feedback during the implementation of learning plans • monitor and review workplace learning plan implementation plans. 	
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Part B: Knowledge Questions

Provide a written response answer to the following questions:

1. To foster team development and continuous improvement, facilitators need to use specific techniques to encourage collaboration, communication, and problem-solving. List and describe three different facilitation techniques you could use to achieve this.

2. In the table below, explain how each of the listed policies, procedures and plans support team development.

Policy, Procedure or Plan	How it supports team development
Performance Management Policy	
Training and Development Policy	
Workplace Communication Policy	
Conflict Management Policy and Procedure	
Access, Equity and Anti-discrimination Policy	
Performance Improvement Plan	
Rewards and Recognition Policy	
Continuous Improvement Policy and Procedure	



3. Imagine you are working as an HR Manager and need to assess the development needs of employees. Identify three sources of information you could use. For each source, describe what type of information it provides and why it would be useful in identifying employee development needs.

4. Workplace learning and development can take many forms. Describe at least three methods and give an example of a situation in which each would be most suitable.

5. Outline two possible career paths you could pursue upon successfully completing this course, highlighting the opportunities each role offers for professional growth and advancement.

6. Describe the key competency standards essential for each of the roles identified in your previous response, focusing on the skills, knowledge, and attributes expected in each position. Ensure your explanation highlights how these standards align with industry benchmarks and support career progression within the field.



Part C: Assessor discussion (if applicable)

This section is completed if the assessor needs to clarify or verify your evidence. Be prepared to discuss examples you provided in the RPL kit, including:

- Elements & Performance Criteria
- Foundation Skills
- Performance Evidence
- Knowledge Questions

During the discussion, explain your role, actions, and outcomes, provide context for your tasks/projects, and answer any questions about your supporting documents.

Be honest, clear, and concise. If you are unsure about a question, describe the situation as accurately as possible.

The assessor will use this table to record questions asked, your responses, and verification of evidence.

Question / Topic	Response / Notes / Outcome

