

TAE40110

Certificate IV in Training and Assessment

Course information and vocational outcomes

This is a nationally accredited course that reflects the roles of individuals delivering training and assessment services in the vocational education and training (VET) sector. Achievement of this qualification or an equivalent by trainers and assessors is a requirement of the Australian Quality Training Framework Essential Standards. This qualification, or the skill sets, derived from units of competency within it, is also suitable preparation for those engaged in the delivery of training and assessment of competence in a workplace context, as a component of a structured VET program.

There are no pre-requisite requirements for individual units of competency.

Job roles associated with this qualification relate to the delivery of training and assessment of competence within the VET sector. Possible job titles and roles relevant to this qualification include: enterprise trainer; enterprise assessor; registered training organisation (RTO) trainer; RTO assessor; training adviser or training needs analyst; or vocational education teacher.

After achieving TAE40110 Certificate IV in Training and Assessment, candidates may undertake TAA50104 Diploma of Training and Assessment or may choose to undertake TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice.

To complete this qualification ten units must be achieved.

- Seven core units
- Three elective units. At least two elective units must be selected from the elective units. One elective unit may be selected from any currently endorsed Training Package or accredited course. Elective units must be relevant to the work outcome, local industry requirements and the qualification level. Where a unit is chosen from another currently endorsed Training Package or accredited course, it must be from a qualification or course at Certificate III level or above, and must contribute towards the vocational outcome of the program.

Employability Skills

The list below contains a summary of the employability skills required by industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Communication

- interpreting client needs and writing to these
- using a range of communication skills, such as listening, questioning, reading, interpreting and writing documents
- writing hazard and incident reports
- using effective facilitation and interpersonal skills, including verbal and non-verbal language that is sensitive to the needs and differences of others
- mentoring, coaching and tutoring techniques

Teamwork

- working with colleagues to compare, review, and evaluate assessment processes and outcomes
- actively participating in assessment validation sessions

Teamwork (cont.)

- managing work relationships and seeking feedback from colleagues and clients on professional performance
- developing and evaluating with others learning programs
- customised for individual or group needs

Problem solving

- identifying hazards and assessing risks in the learning environment
- using time-management skills in designing learning programs
- calculating costs of programs and logistics of delivery, and accessing appropriate resources
- generating a range of options to meet client needs

Initiative and enterprise

- interpreting the learning environment and selecting delivery approaches which motivate and engage learners
- monitoring and improving work practices to enhance inclusivity and learning
- being creative to meet clients' training needs
- applying design skills to develop innovative and flexible cost-effective programs

Planning and organising

- researching, reading, analysing and interpreting workplace specifications
- planning, prioritising and organising workflow
- interpreting collected evidence and making judgements of competency
- documenting action plans and hazard reports
- working with clients in developing personal or group learning programs
- organising the human, physical and material resources required for learning and assessment

Self management

- working within policy and organisational frameworks
- managing work and work relationships
- adhering to ethical and legal responsibilities
- taking personal responsibility in the planning, delivery and review of training
- being a role model for inclusiveness and demonstrating professionalism
- examining personal perceptions and attitudes

Learning

- undertaking self-evaluation and reflection practices
- researching information and accessing policies and frameworks to maintain currency of skills and knowledge
- promoting a culture of learning in the workplace
- seeking feedback from colleagues
- facilitating individual, group-based and work-based learning

Technology

- using technology to enhance outcomes, including online delivery and research using the internet
- using student information management systems to record assessments
- identifying and organising technology and equipment needs prior to training
- using a range of software, including presentation packages

The information above is a summary of employability skills that are typical of this qualification and should not be interpreted as definitive.

The nominal hours for this course are 255-315 hours depending on the units selected.

This course carries with it a Nationally Recognised Certificate.

Course content

Core units

- **TAEASS401A - Plan assessment activities and processes (20 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It also includes the development of simple assessment instruments. This unit typically applies to assessors and workplace supervisors with assessment planning responsibilities; and trainers or other assessors responsible for planning assessment, including RPL. The unit is suitable for those with an existing assessment strategy which documents the overall framework for assessment. This unit contains employability skills.)

 1. Determine assessment approach
 2. Prepare the assessment plan
 3. Develop assessment instruments

- **TAEASS402A - Assess competence (15 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to assess the competence of the candidate. This unit typically applies to assessors. This unit contains employability skills.)

 1. Prepare for assessment
 2. Gather quality evidence
 3. Support the candidate
 4. Make the assessment decision
 5. Record and report the assessment decision
 6. Review the assessment process

- **TAEASS403A - Participate in assessment validation (20 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to participate in an assessment validation process. This unit typically applies to assessors participating in assessment validation. It does not address leading the validation process. This unit contains employability skills.)

 1. Prepare for validation
 2. Contribute to validation process
 3. Contribute to validation outcomes

- **TAEDEL401A - Plan and organise and deliver group-based learning (30 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group. This unit typically applies to a person working as an entry-level trainer, teacher or facilitator in or with a training and assessment organisation. The person will be working from a learning program developed by someone else, and structuring the learning around that program. This unit contains employability skills.)

 1. Interpret the learning environment and delivery requirements
 2. Prepare session plans
 3. Prepare resources for delivery
 4. Deliver and facilitate training sessions
 5. Support and monitor learning

- **TAEDEL402A - Plan, organise and facilitate learning in the workplace (25 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace. This unit typically applies to a person working as an entry level trainer, teacher or facilitator, team leader or workplace supervisor, or any employee responsible for guiding learning through work. This unit contains employability skills.)

 1. Establish effective work environment for learning
 2. Develop a work-based learning pathway
 3. Establish the learning-facilitation relationship
 4. Implement work-based learning pathway
 5. Maintain and develop the learning/facilitation relationship
 6. Close and evaluate the learning/facilitation relationship
 7. Monitor and review the effectiveness of the work-based learning pathway

- **TAEDES401A - Design and develop learning programs (50 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners. The unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness. This unit typically applies to a trainer or facilitator who designs or develops learning programs. A learning program can be discrete, providing a planned learning approach that relates to specific learning and training needs, or it may form part of the learning design for a qualification. This unit contains employability skills.)

 1. Define the parameters of the learning program
 2. Work within the vocational education and training (VET) policy framework
 3. Develop program content
 4. Design structure of the learning program

- **TAEDES402A - Use training packages and accredited courses to meet client needs (25 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to use training packages and accredited courses as tools to support industry, organisation and individual competency development needs. This unit typically applies to a person working in or with training and/or assessment organisations as an entry-level trainer, teacher, facilitator or assessor. It assumes that the person is working from a pre-defined training product, such as a training package or accredited course, and applying that product to meet client needs. This unit contains employability skills.)

 1. Select appropriate training package or accredited course
 2. Analyse and interpret the qualifications framework
 3. Analyse and interpret units of competency and accredited modules
 4. Contextualise units and modules for client applications
 5. Analyse and interpret assessment guidance

Elective units

Assessment:

- **TAEASS301A – Contribute to assessment (10 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to contribute to the assessment process. This unit typically applies to a person with technical or vocational expertise who is in a supervisory or mentoring/coaching work role and for whom collecting evidence for assessment is an adjunct to principal work responsibilities. This unit is performed under the following conditions: the necessary assessment tools and assessment resources to guide the evidence collection process have been provided; any adjustments to tools are determined by the qualified assessor (as defined by the Australian Quality Training Framework and the assessor requirements of the relevant training package), who provides guidance and supervision. This unit contains employability skills.)
 1. Clarify role and responsibilities in the assessment process
 2. Confirm organisational arrangements for evidence gathering
 3. Collect evidence in accordance with the assessment plan
 4. Record and report findings

- **TAEASS502A – Design and develop assessment tools (30 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to design and develop assessment tools, including tools used in formative, summative and recognition of prior learning (RPL) assessment. An assessment tool is used to guide the collection of quality evidence in the assessment process. It includes the specific instruments for collecting evidence, as well as information about assessment methods and the procedures to be followed in conducting the assessment. This unit typically applies to assessors, learning resource or product developers, and training and assessment consultants. This unit contains employability skills.)
 1. Determine the focus of the assessment tool
 2. Design assessment tool
 3. Develop assessment tool
 4. Review and trial assessment tools

Delivery and facilitation:

- **TAEDEL301A - Provide work skill instruction (40 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context. This unit supports a wide range of applications across any workplace setting and so can be used by any organisation. Its use is not restricted to training organisations. This unit contains employability skills.)
 1. Organise instruction and demonstration
 2. Conduct instruction and demonstration
 3. Check training performance
 4. Review personal training performance and finalise documentation

- **TAEDEL403A - Coordinate and facilitate distance-based learning (30 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to coordinate and facilitate a distance-based learning process. This unit typically applies to trainers, facilitators, teachers, and training and assessment consultants. This unit contains employability skills.)
 1. Prepare for distance-based learning
 2. Manage distance-based learners
 3. Monitor learner progress
 4. Review distance-based learning process

- **TAEDEL404A - Mentor in the workplace (30 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to establish and develop a professional mentoring relationship with a learner, in particular an apprentice or trainee employed by, or undertaking work placement in, a workplace. It includes establishing the need for mentoring, developing a mentoring plan/framework, facilitating and monitoring the mentoring relationship, and evaluating the effectiveness of mentoring. This unit typically applies to workplace supervisors or other work colleague with responsibility for mentoring in the workplace. This unit contains employability skills.)
 1. Develop a mentoring plan
 2. Facilitate mentoring relationship
 3. Monitor mentoring relationship
 4. Evaluate effectiveness of mentoring

- **TAEDEL501A - Facilitate e-learning (30 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to facilitate learning delivered via electronic media. This unit typically applies to trainers, facilitators, teachers, and training and assessment consultants working in an e-learning environment. This unit contains employability skills.)
 1. Establish the e-learning environment
 2. Introduce e-learning
 3. Guide and facilitate e-learning
 4. Monitor e-learning
 5. Review e-learning processes

Language, literacy and numeracy

- **TAELLN401A – Address adult language, literacy and numeracy skills (30 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to recognise the core language, literacy and numeracy (LLN) demands of training and assessment, and to tailor training and assessment to suit individual skill levels, including accessing relevant support resources. This unit introduces trainers and assessors to core language, literacy and numeracy issues in training and assessment practice. Competence in this unit does not indicate that a person is a qualified specialist adult language, literacy or numeracy practitioner. This unit contains employability skills.)
 1. Determine the core LLN requirements of the training
 2. Access specialist learning support
 3. Customise program to develop core LLN skills

Training advisory services

- **TAETAS401A – Maintain training and assessment information (40 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to maintain the training and assessment information requirements of the organisation and other relevant bodies, including the timely dissemination of accurate information to learners on training and assessment services and the recording and reporting of training and assessment service data. In smaller training and/or assessment organisations, this unit will typically be used by trainers, facilitators, assessors, and training and assessment consultants. In larger training and/or assessment organisations, this unit will typically be used by personnel where this function is a major part of their work. This unit contains employability skills.)
 1. Provide initial and ongoing information and advice on training and assessment services
 2. Complete training and assessment records
 3. Complete reporting requirements

Imported units

- **BSBAUD402B - Participate in a quality audit (40 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to prepare for and participate in a quality audit as a member of a quality audit team. The process includes reviewing designated documentation; identifying and developing checklists and audit related documentation; preparing audit schedules; gathering, analysing and evaluating information; and reporting findings to the lead auditor. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. This unit applies to individuals working in a team audit environment who analyse and evaluate information from a variety of sources to provide solutions to auditing issues, including unpredictable quality auditing problems. The types of audit may include an external or internal systems audit or process or product/service audit. A broad knowledge of quality auditing is required for this unit. Leading an audit team is addressed by BSBAUD503B Lead a quality audit. This unit contains employability skills.)

 1. Review auditee documentation
 2. Participate in developing audit schedules
 3. Gather and analyse information
 4. Evaluate information
 5. Report findings
 6. Participate in exit meeting

- **BSBCMM401A - Make a presentation (30 nominal hours)**
(This unit covers the performance outcomes, skills and knowledge required to prepare, deliver and review a presentation to a target audience. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. This unit contains employability skills. This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training, promotions, etc. They contribute well developed communication skills in presenting a range of concepts and ideas.)

 1. Prepare a presentation
 2. Deliver a presentation
 3. Review the presentation

- **BSBLED401A - Develop teams and individuals (40 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. This 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. This unit contains employability skills.)

 1. Determine development needs
 2. Develop individuals and teams
 3. Monitor and evaluate workplace learning

- **BSBMKG413A - Promote products and services (40 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to coordinate and review the promotion of an organisation's products and services. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. This unit contains employability skills. This unit applies to individuals with a broad knowledge of the promotion of products and services specific to an organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.)

 1. Plan promotional activities
 2. Coordinate promotional activities
 3. Review and report on promotional activities

- **BSBREL402A - Build client relationships and business networks (50 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to establish, maintain and improve client relationships, and to actively participate in networks to support attainment of key business outcomes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. This unit applies to individuals in a variety of roles who are required to establish, maintain and improve client relationships to facilitate organisational objectives. This unit primarily applies to marketing and sales professionals who depend on excellent interpersonal relationships and communication skills to achieve outcomes, but may also apply to other individuals working in any industry. This unit contains employability skills.)
 1. Initiate interpersonal communication with clients
 2. Establish client relationship management strategies
 3. Maintain and improve ongoing relationships with clients
 4. Build and maintain networks

- **BSBRES401A - Analyse and present research information (40 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to gather, organise and present workplace information using available systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. This unit contains employability skills. This unit applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.)
 1. Gather and organise information
 2. Research and analyse information
 3. Present information