

**FACT SHEET**  
**Training & Assessment (Certificate IV)**  
**Course Code: TAA40104**

**Overview**

This qualification is designed for trainers and assessors who operate within a structured training and/or assessment system. This qualification includes the competencies required to deliver training in an industry area or area of subject matter expertise and to conduct competency based assessment in a range of working environments. They may have responsibility for program development and documentation, assessing trainees, reporting and recording training and/or assessment. In addition, they may have responsibility for planning, conducting, modifying and reviewing training programs and assessment activities.

The TAA40104 Certificate IV in Training and Assessment comprises 14 units, consisting of 12 core (compulsory) units plus 2 elective units, one of which can be selected from any other Certificate IV or Diploma course from any training package.

**Course Outline**

**Assessment**

Unit code	Title
TAAASS401C	Plan and organise assessment
TAAASS402C	Assess competence
TAAASS403B	Develop assessment tools
TAAASS404B	Participate in assessment validation

**Training Delivery and Facilitation**

Unit code	Title
TAADEL401B	Plan and organise group-based delivery
TAADEL402B	Facilitate group-based learning
TAADEL403B	Facilitate individual learning
TAADEL404B	Facilitate work-based learning
TAADEL301C	Provide training through instruction and demonstration of work skills

### Training Environment

Unit code	Title
TAAENV401B	Work effectively in vocational education and training
TAAENV402B	Foster and promote an inclusive learning culture
TAAENV403B	Ensure a health and safe learning environment

### Learning Design

Unit code	Title
TAADES401B	Use Training Packages to meet client needs
TAADES402B	Design and develop learning programs

#### *How will the training program be conducted?*

Assessment – 3 day workshop + on the job assessments

Training Delivery and facilitation - 3 day workshop + on the job assessments

Learning Environment – 1 day workshop + project

Learning Design - 1 day workshop + project

The training program can be completed externally using self paced material with support from our trainer/assessor.

### Description of Units

#### **TAAASS401C Plan and organise assessment**

This unit addresses the competence of assisting in the assessment process by collecting evidence to support a candidate's demonstration of competency. It involves the collection, examination, documentation and presentation of quality evidence which contributes to the assessment decision against the relevant competency standard.

#### **TAAASS402C Assess competence**

This unit addresses the competence of conducting competency assessment in accordance with a developed assessment plan. It includes assessment for recognition of prior learning (RPL) or as part of a learning and assessment pathway. The critical focus of this unit is on interpreting the collected evidence and making a judgement of competence against the specified competency standards by applying the principles of assessment and rules of evidence. This unit also covers demonstration of the professional relationship between assessor and candidate/s and the skills needed to support this relationship.

### **TAAASS403B Develop assessment tools**

An assessment tool is used to guide the collection of quality evidence in the assessment process. It includes the instruments for collecting evidence, based on the selected assessment methods and the procedures to be followed in conducting the assessment.

The development of effective and relevant assessment tools requires interpreting the benchmarks for assessment to determine the evidence needed to demonstrate competency. It also involves analysing the assessment context to ensure the tools will be appropriate and relevant, identifying or confirming assessment methods which most effectively address the evidence requirements, then designing and developing the assessment tool documentation.

### **TAAASS404B Participate in assessment validation**

This unit focuses on the skills and knowledge needed to participate in assessment validation. Validation is a process involving assessors working in collaboration to review, compare and evaluate their assessment process and their assessment outcomes in relation to the same unit/s of competency. This includes validating assessment methods/tools, the evidence that was collected using these assessment methods/tools and the interpretation of that evidence to make a judgement of competence

### **TAADEL401B Plan and organise group-based delivery**

This competency involves developing a delivery plan that is used by the trainer/facilitator to guide and manage delivery to a group. It encompasses interpreting the learning environment and delivery requirements for the identified group of learners, developing session plans, and preparing and organising the resources required. The delivery plan is based on a documented learning program and provides a context specific plan for implementation.

### **TAADEL402B Facilitate group-based learning**

The competency of delivering training and facilitating learning to a group involves preparing, guiding, supporting and managing learners using a range of delivery methods, knowledge, skills and behaviours that enhance learning. It also includes the skills needed to support and manage interactions with and between individuals in a group.

### **TAADEL403B Facilitate individual learning**

Learning facilitation relationships may take a number of forms including structured/semi-structured activities and formal/informal agreements. They may be independent of, or part of, a broad learning and delivery strategy. Identifying which learners and learning contexts may benefit from individual learning facilitation forms part of this competency. Establishing an appropriate mutual relationship is critical, and the communication and interpersonal skills of the trainer/facilitator are

paramount in creating the necessary preconditions for individual learning facilitation to be effective.

#### **TAADEL404B Facilitate work-based learning**

This unit addresses the processes, skills and knowledge involved in using the work process and the work environment as the basis for learning in the workplace. Learning through work may contribute to an educational outcome, such as a qualification or Statement of Attainment; and/or a work outcome, such as learning how to use a new piece of equipment; and/or a personal outcome, such as extending an individual's self-esteem. Providing a guided approach to work-based learning is an essential component of any apprenticeship or traineeship arrangement and also has application in induction processes, change management processes and ongoing employee development. The competency specified in this unit is typically required by trainers/facilitators, teachers, workplace supervisors, team leaders, human resource or industrial relations managers, consultants and any employee responsible for guiding learning through work.

#### **TAADEL301C Provide training through instruction and demonstration of work skills**

This unit covers the skills required to provide instruction and demonstration of work skills using existing learning resources, in a safe and comfortable learning environment, and to determine the success of both the training provided and personal training performance. The unit addresses the skills and knowledge required to organise and conduct the instruction and demonstration through a planned approach. It emphasises the training as being driven by the work process and context. The training may be delivered to achieve competency standards/ units of competency prescribed by a Training Package, or may be delivered to meet organisational requirements. Demonstration of work skills is typically provided by experienced workers or supervisors in the workplace. The focus of this instruction is usually on specific learner and organisation requirements, including workplace induction, learning how to operate new equipment and processes, developing new skills at work, improving efficiency and effectiveness, and meeting safety procedures.

#### **TAAENV401B Work effectively in vocational education and training**

This unit addresses the impact of the policy and operating environment of vocational education and training on work performance in a training and/or assessment organisation.

It enables individuals to place their work role into a context of policy frameworks that guide the operations of the vocational education and training sector at a national, state/territory and organisational level. It also addresses the importance of developing a client-centred approach to work and a collegiate model of work relations.

**TAAENV402B Foster and promote an inclusive learning culture**

This unit addresses the responsibilities of all persons in a training and/or assessment organisation to promote a positive and inclusive learning culture which actively acknowledges, respects and builds on individual differences, and integrates principles which underpin inclusivity into all training and/or assessment practices. In this unit the principles of inclusivity are applied to working with both colleagues clients.

**TAAENV403B Ensure a health and safe learning environment**

This unit provides a focus for occupational health and safety (OHS) in the vocational education and training sector. It covers the legislative and common law duty of care responsibilities of trainers/facilitators, assessors and other parties in the provision of training and/or assessment services. This is a critical responsibility involving knowledge and skills to assess the learning environment for hazards and risks and to apply risk control strategies to ensure the safety, health and welfare of learners.

**TAADES401B Use Training Packages to meet client needs**

This unit addresses the skills and knowledge required to use Training Packages and accredited courses. This includes identifying and sourcing Training Packages and accredited courses to meet client needs, and interpreting the requirements of Training Package/s including the competency standards/units, the packaging rules for qualifications and the assessment guidelines. It also includes selecting and contextualising competency standards to meet client needs, and identifying the multiple applications of Training Package/s and accredited courses for workplace or educational needs.

**TAADES402B Design and develop learning programs**

This 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.

The trainer/facilitator uses learning programs to develop more specific and detailed delivery plans which contextualise and individualise the learning for particular groups.

A learning program can be discrete, providing a planned learning approach, relating to specific learning/training needs, or it may form part of the learning design for a qualification. In the latter context, the learning program represents a subset of a learning strategy, adding detail to specified content areas outlined within the learning strategy. For each learning strategy a number of learning programs would need to be developed to guide implementation.