

Certificate IV in Training and Assessment (TAA40104)

TAAENV401B Work effectively in vocational education and training

The vocational education and training sector is responsible for developing the skills and knowledge of individuals for work. It includes vocational education and training undertaken in industries, enterprises, government agencies, and community and school settings. The vocational education and training sector encompasses both recognised training leading to a qualification or Statement of Attainment under the Australian Qualifications Framework (AQF), and non-recognised training, such as in-house and product-based 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 healthy 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/risks & apply risk control strategies to ensure the safety, health & welfare of learners

TAADES401B Use Training Packages to meet client needs

This unit addresses the processes required to maintain a high level of professional performance in the vocational education and training field. It includes modelling high standards of performance in accordance with professional standards and procedures, and the processes and outcomes involved in determining professional development needs and participating in associated activities. This unit is also designed to assist vocational education and training personnel to identify strategies for maintaining currency and to respond to changes in VET policy and the operating environment.

TAADES402B Design and develop learning programs

This unit specifies the competency required to conceptualise, design, develop and evaluate learning programs to meet an identified need for a group of learners, using appropriate criteria. Criteria may include endorsed competency standards and other specifications such as organisational performance standards, product specifications and workplace procedures.

TAADEL401B Plan and organise group-based delivery

This unit specifies the competency required to plan and organise training for individuals within a group. 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.

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. 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.

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TAADEL402B – Facilitate group-based learning

This unit specifies the competency required to facilitate learning by individuals within a group. 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.

TAADEL403B Facilitate Individual learning

This unit specifies the competency required to facilitate individual learning through a one-on-one relationship between a learner and facilitator. 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.

TAAATAS401B Maintain information requirements of training and / or assessment organizations

This unit specifies the competency required to maintain training and/or assessment information requirements. This unit addresses the timely dissemination of accurate information to learner/s and the recording and reporting of training and/or assessment services data. In a recognised training and/or assessment environment, this competency reflects the requirements for information management in Registered Training Organisations (RTOs), including the dissemination of critical information and recording and reporting requirements according to Australian Quality Training Framework (AQTF) standards & the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).

TAAASS401C Plan and organise assessment

This unit specifies the competence required to plan and organise the assessment process in a competency-based assessment system. This unit addresses the competence of planning the assessment process and making the organisational arrangements which enable assessment to occur. It is applicable in both a learning and assessment pathway and an assessment only pathway. The critical focus of this unit is on developing an assessment plan that will be used to guide assessor/s in conducting competency-based assessments.

TAAASS402C Assess competence

This unit specifies the competence required to assess the competence of a candidate. This unit addresses the competence of conducting competency assessment in accordance with a developed assessment plan. It includes assessment carried out in an assessment and learning pathway as well as assessment conducted in an assessment only 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.

TAAASS403B Develop assessment tools

This unit specifies the competence required to 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 involves analysing the assessment context to ensure the tools will be appropriate & relevant, identifying or confirming assessment methods, then designing & developing the assessment tool documentation.

TAAASS404B Participate in assessment validation

This unit specifies the competence required to participate in an assessment validation process. 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 and the interpretation of that evidence to make a judgement of competence.