

Certificate IV Training & Assessment

TAA40104

Qualification Information

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Introduction

This guide has been provided to assist you with your study decisions.

This guide includes:

- Units to be completed
- RPL options
- Understanding assessment requirements of the course
- Course calendar

Participants do need to be able to access opportunities to complete assessments, and should be engaged in the Vocational Education and Training industry.

If participants do not have the opportunities required to complete assessments, these opportunities may be arranged by The Local Government Training Institute for an extra fee.

You may find shorter courses, but please consider:

- the Local Government Training Institute believes 13 days are required in order to become a competent trainer
- unlike some courses on the market that may be of shorter duration, participants will be competent trainers who are able to unpack competency based training packages. That is, turn units of competency into training materials for course delivery
- participants are encouraged to bring real work tasks so that training for the organisation can be developed whilst participants complete the course
- delivered by an extremely experienced trainer with vast knowledge of work-based training for private enterprise
- participants always have access to forms, guides and other materials online
- many assessments are completed in class time
- this course also caters to those who do not deliver accredited training; on completion of training they should be able to plan, construct and deliver training on almost anything

If you have any questions or would like to discuss your course options please contact the Certificate Programs Manager.

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Certificate IV in Training and Assessment (TAA40104)

The Training and Assessment Training Package (TAA04) replaces the Training Package for Assessment and Workplace Training (BSZ98).

The Certificate IV in Training and Assessment TAA40104 is the qualification that has replaced the Certificate IV in Assessment and Workplace Training BSZ40198

The revised qualification is very different from the qualification it has replaced and is not regarded as equivalent. The impact of this Training Package is wide-ranging, potentially affecting:

- individuals seeking to undertake training and assessment qualifications and units of competency
- individuals undertaking professional or staff development
- individuals seeking to extend, enhance and complement existing qualifications
- RTOs and staff intending to deliver and/or assess the TAA04 Training and Assessment Training Package
- all RTOs and other organisations providing training and assessment to internal staff and/or external clients
- organisational quality management systems for training and assessment services
- the content of other Training Packages and training products through importation of TAA units
- the quality of implementation of those Training Packages

Units To Be Completed

Purpose: The TAA40104 Certificate IV in Training and Assessment specifies 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 contexts.

The **TAA40104 Certificate IV in Training and Assessment** comprises **14 units** packaged as:
12 core units PLUS 2 elective units

Core units

Field	Unit code	Unit Title
Learning Environment	TAAENV401B	Work effectively in vocational education and training
	TAAENV402B	Foster and promote an inclusive learning culture
	TAAENV403B	Ensure a healthy and safe learning environment
Learning Design	TAADES401B	Use Training Packages to meet client needs
	TAADES402B	Design and develop learning programs
Delivery and Facilitation	TAADEL401B	Plan and organise group-based delivery
	TAADEL404B	Facilitate work-based learning
	TAADEL403B	Facilitate individual learning
Assessment	TAAASS401C	Plan and organise assessment
	TAAASS402C	Assess competence
	TAAASS403B	Develop assessment tools
	TAAASS404B	Participate in assessment validation

Elective Units (*other units are available however, these are not included in the standard course, contact LGTI if these electives do not suit or if you would like to apply for RPL using other elective units*)

TAADEL301C	Provide training through instruction and demonstration of work skills
TAALLN401B	Address language, literacy and numeracy issues within learning and assessment practice

Training and Assessment Strategy

Training is conducted in a series of “clusters” leading to the Certificate IV in Training and Assessment (TAA40104).

Participants will be provided with Learner’s Guides, Learning Activities, and Assessment Tasks.

On completion of the required 14 units a participant will be awarded the Certificate IV in Training and Assessment TAA40104. If only certain units of competency are completed the participant will achieve a Statement of Attainment.

We will make reasonable adjustments wherever possible but remember that this qualification has rigorous skill requirements.

RPL will be offered in all courses.

Assessment for this qualification will be a mixture of classroom-based, project-based, workplace activities and simulations. Assessment will take place throughout the course and participants will have ample opportunity to practice their skills before assessment.

Specific Evidence Requirements

Each unit will have specific critical aspects of evidence which must be demonstrated in order to achieve competency as per the Training Package. Full details on evidence requirements for EACH unit of competency, are on page 8.

This qualification is a level IV qualification and has very rigorous skill and attribute requirements, which are listed below. This information is listed so if you feel you will need additional assistance with the course than we can pre-organise that or guide you to the appropriate pathway to gain these skills.

Appeals Process

If you are deemed “not yet competent” in any unit at a particular time you will be given more opportunity to gain the skills to become competent. If you feel that you would like to lodge an appeal there is a process for that which is available online at http://www.lgti.com.au/your_resources/Participant_handbook_v5.pdf

Skills and Attributes:

- Research skills
- Reflection and evaluation skills
- Literacy skills – read and understand documents and create documents in clear and coherent language
- Problem solving skills
- Communication and interpersonal skills
- Cognitive skills –make sound judgement, interpret data
- Information and Communication Technology skills
- Planning and organising skills
- Observation skills
- Leadership and monitoring skills
- Negotiation and conflict resolution skills
- Time management skills

Cert IV Training and Assessment - Assessment Requirements (as set out by the training package, TAA04)

This table lists the assessments tasks you will be required to complete. Some of the tasks will need to be completed outside of course time. If participants do not have the opportunities required to complete assessments, these opportunities may be arranged by The Local Government Training Institute Learning and Development for an extra fee.

	Units Addressed	Assessment Requirements
Workshop 1	TAAENV401B Work effectively in vocational education and training	<ul style="list-style-type: none"> ▪ reports/documents outlining processes and procedures to effectively identify, meet the needs of clients and evaluate client satisfaction ▪ documented applications of the organisation's quality framework into work practices ▪ documented client communication strategies that have been developed and implemented ▪ demonstrated knowledge of vocational education and training policy frameworks, key organisations and sources of information
	TAAENV403B Ensure a healthy and safe learning environment	<ul style="list-style-type: none"> ▪ processes undertaken to identify potential/real hazards/risks in the learning environment ▪ examples of communication and consultative processes undertaken ▪ report on how the learning environment was monitored to ensure agreed actions and arrangements were in place ▪ provision of clear OHS information to learners and/or candidates ▪ completed OHS checklist and/or other OHS performance reports

	Units Addressed	Assessment Requirements
Workshop 2	<p>TAADEL301C Provide training through instruction and demonstration of work skills</p>	<p>Delivery of three training sessions involving demonstrating and instructing of particular work skills for different groups. Each session must address different learning objectives, a range of techniques and effective communication skills appropriate to the audience</p>
Workshop 3	<p>TAADES401B Use Training Packages to meet client needs</p>	<p>A minimum of two examples of unpacking training specifications including at least one Training Package. The other may be another Training Package or accredited courses which meets the vocational outcomes of the learner.</p> <p>NOTE: It is strongly recommended that this evidence be collected through integrated assessment with any of the units listed below. This may be in a real or simulated work environment.</p>
Workshop 4	<p>TAALLN401A Address language, literacy and numeracy issues within learning and assessment practice</p>	<p>Documentation setting out activities, resources and individual learning plans for a particular learner. It should also include third party observations of the trainer and /or assessor with a range of learners</p>
	<p>TAADES401B Use Training Packages to meet client needs</p>	<p>A minimum of two examples of unpacking training specifications including at least one Training Package. The other may be another Training Package or accredited courses which meets the vocational outcomes of the learner.</p> <p>NOTE: It is strongly recommended that this evidence be collected through integrated assessment with any of the units listed below. This may be in a real or simulated work environment.</p>
	<p>TAADES402B Design and develop learning programs</p>	<p>The preparation and development of a minimum of two learning programs. These must contain:</p> <ul style="list-style-type: none"> ▪ differentiated learning program designs to reflect particular needs, contexts and timelines ▪ at least one learning program must be based on competency standards or accredited courses

	Units Addressed	Assessment Requirements
	<p>TAAENV402B Foster and promote an inclusive learning culture</p>	<ul style="list-style-type: none"> ▪ reports/documents outlining processes and procedures used to identify specific needs of colleagues and clients ▪ evidence of accessing documented resources and support personnel to guide inclusive practices ▪ evidence of identifying and responding to diversity and individual needs ▪ evidence of encouraging individuals to contribute to the work and learning environment ▪ evidence of implementing work strategies that promote learning
Workshop 5	<p>TAADEL403B Facilitate individual Learning</p>	<p>Two examples of a learning facilitation relationship being conducted, with different individuals to demonstrate communication skills and flexibility; one or more of the processes/techniques identified must be demonstrated</p>
	<p>TAADEL404B Facilitate work-based Learning</p>	<p>Develop two work based learning pathways, that includes (eg Traineeships):</p> <ul style="list-style-type: none"> ▪ identifying needs for learning ▪ analysing work practices, work environment and work activities ▪ organising and allocating work to reflect the learning needs which provides effective learning opportunities through work processes

	Units Addressed	Assessment Requirements
Workshop 6	TAAASS401C Plan and organise Assessment	Plan and organise the assessment process on a <u>minimum of two occasions</u> . The evidence collected must: <ul style="list-style-type: none"> ▪ address the provision of documented assessment plans ▪ cover a range of assessment events ▪ cater for a number of candidates ▪ relate to different competency standards or accredited curricula ▪ address an RPL assessment ▪ involve the contextualisation of competency standards and the selected assessment tools, where required ▪ incorporate consideration of reasonable adjustment strategies
	TAAASS402C Assess Competence	Carry out assessment of a <u>number</u> of candidates, assessed against different units of competency or accredited curricula, following the relevant assessment plan
	TAAASS403B Develop Assessment Tools	The development and trialing of new assessment tools that support a range of different assessment methods <ul style="list-style-type: none"> ▪ The tools must address at <u>least three units of competency</u> or accredited curricula, packaged in qualifications <u>at different AQF levels</u>
	TAAASS404B Participate in Assessment Validation	<u>Active participation in a minimum of two validation sessions</u> /meetings which, in combination, address the critical aspects of validation using different validation approaches and activities <ul style="list-style-type: none"> ▪ record of contribution to validation findings

Recognition of Prior Learning (RPL)

Upgrade from the Certificate IV in Assessment and Workplace Training (BSZ40198)

For those people who wish to apply for recognition for Certificate IV in Training and Assessment (TAA40104) who have the Certificate IV in Assessment and Workplace Training (BSZ40198), there is some equivalence between the two qualifications.

RPL Guide

For the following units there is equivalence, however, currency of practice needs to be provided:

- TAADES402B Design and develop learning programs
- TAADEL301C Provide training through instruction and demonstration of work skills (elective unit)
- TAADEL401B Plan and organise group-based delivery
- TAADEL402B Facilitate group-based learning (elective unit)
- TAADEL404B Facilitate work-based learning
- TAAASS401C Plan and organise assessment
- TAAASS402C Assess competence
- For TAADEL403B Facilitate individual learning, there is **partial equivalence** for this unit however; application needs to be demonstrated to an individual learning relationship applying the relevant techniques for individual facilitation such as evidence of a one-to-one approach.

To be able to grant equivalence for the units specified in the Training and Assessment (TAA) Training Package each participant must provide:

- An endorsed copy of the relevant BSZ qualification, together with a transcript. Copies must be certified.
- Evidence of the candidate's currency of practice for each of the 7 units for which there is equivalency. Evidence would be documents such as a third party report, documentation of a recent program or project, a recent report etc, that attests to the **currency for each unit**.
- A Curriculum Vitae (CV) and job description, supported by current evidence,

For the following units there is either no equivalence, or only partial equivalence. As a consequence these units will generally need to be completed.

- TAAENV401B Work effectively in vocational education and training
- TAAENV402B Foster and promote an inclusive learning culture
- TAAENV403B Ensure a healthy and safe learning environment
- TAADES401B Use Training Packages to meet client needs
- TAAASS403B Develop assessment tools
- TAAASS404B Participate in assessment validation

Types of evidence and requirements related to that evidence

Qualifications

Additional educational/ management qualifications provide a useful picture of a persons academic background, but are not in themselves evidence of competency and performance in relation to specific units (unless they are accompanied by evidence of relevant work-based projects undertaken as part of a qualification). This is mentioned because some RPL applicants tend to place too heavy a reliance on qualifications, in some cases presenting them in lieu of evidence.

Resumes/CVs and current job descriptions

These documents are useful in describing the recent and current contexts in which a person works but, on their own, cannot be deemed to be evidence. They must be supported by work examples, valid third party reports and other forms of evidence.

Third party reports

To be valid, third party reports must address a person's performance specifically in relation to relevant unit/s of competency. Third party reports should establish the writer's working relationship with the person, provide examples of what the third party has observed, be signed, dated and presented in an identifiable document.

Work documents

Documents such as examples of work, reports, correspondence, meeting documents, files, conference records etc must be identifiable. Each individual piece of evidence should be able to stand on its own. That is, assessors should be able to see that any single piece of evidence is: directly related to the person and the organisation for which the work was performed; be dated; have file identification and, where necessary, be signed and/or verified.

Historical evidence

The currency of evidence can be a big issue. A general rule of thumb is that evidence that is older than three years must be supported by more up to date evidence of the continued application of the relevant competence. If the continuum can be demonstrated, then the historical evidence can be used; if not, then current competence must demonstrate in an appropriate way.

What to do next

If you have any questions relating to the course, or if you would like to know more about RPL, please call Client Liaison and Support Officer on 4922 2342 or email rochellet@lgti.com.au