

# Certificate IV in Training & Assessment (TAE40110)

## Qualification Information

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# Contents

Introduction ..... 3

Certificate IV in Training and Assessment (TAE40110) ..... 4

Training and Assessment Strategy ..... 6

Cert IV Training and Assessment - Assessment Requirements..... 7

Recognition of Prior Learning (RPL) ..... 9

Types of Evidence and Requirements Related to that Evidence ..... 9

What to do next..... 9

## Introduction

This guide has been provided to assist you with your study decisions and includes the following information:

- Units to be completed
- Recognition of Prior Learning (RPL) options
- Assessment Requirements
- Course calendar

Participants 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.

Important information to consider, when choosing LGTI:

- ✓ We believe 11 days are required in order to become a competent trainer
- ✓ Unlike some courses with shorter duration; participants will be competent trainers who are able to unpack competency based training packages. That is, turn units of competency in to 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
- ✓ Courses are 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; hence 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 Business Development Team and a dedicated Client Coordinator will be able to assist you.

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## Certificate IV in Training and Assessment (TAE40110)

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

The Certificate IV in Training and Assessment TAE40110 is the qualification that has replaced the Certificate IV in Training and Assessment TAA40104.

The revised qualification is 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 Certificate IV in Training and Assessment TAE40110, 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 Certificate IV in Training and Assessment TAE40110 comprises of 10 units, including 7 Core and 3 elective units. Please see our suggested units below:

### Qualification Units

Field	Unit code	Unit Title
Learning Design	TAEDES401A	Design and develop learning programs (Core)
	TAEDES402A	Use training packages and accredited courses to meet clients needs (Core)
Delivery and Facilitation	TAEDEL401A	Plan, organise and deliver group based learning (Core)
	TAEDEL402A	Plan, organise and facilitate learning in the workplace (Core)
Assessment	TAEASS401A	Plan assessment activities and processes (Core)
	TAEASS402A	Assess competence (Core)
	TAEASS403A	Participate in assessment validation (Core)
Electives	TAEDEL301A	Provide work skill instruction
	BSBCMM401A	Make a presentation
	TAEDEL404A	Mentor in the Workplace

## Training and Assessment Strategy

Training is conducted in a series of “clusters” leading to the Certificate IV in Training and Assessment (TAE40110). Participants will be provided with Learner’s Guides, Learning Activities, and Assessment Tasks.

### Qualification

On completion of the required 10 units a participant will be awarded the Certificate IV in Training and Assessment TAE40110. If all units of competency are not completed, the participant will achieve a Statement of Attainment.

We will make reasonable adjustments wherever possible but please remember that this qualification has rigorous skill requirements. Recognition of Prior Learning (RPL’s) will be offered in all courses.

### Assessment

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, commence 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, we can pre-organise this 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](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 the assessments, these opportunities may be arranged by LGTI Learning and Development for an extra fee.

	UNITS ADDRESSED	ASSESSMENT REQUIREMENTS
<b>WORKSHOP 1 (1 day)</b>	TAEDES402A: Use training packages to meet clients needs	<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><b>NOTE:</b> 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>
<b>WORKSHOP 2 (1 day)</b>	TAEDES401A: Design and develop learning programs	<p>The preparation and development of a minimum of two learning programs. These must contain:</p> <ul style="list-style-type: none"> <li>• Differentiated learning program designs to reflect particular needs, contexts and timelines</li> <li>• At least one learning program must be based on competency standards or accredited courses</li> </ul>
<b>WORKSHOP 3 (2 days)</b>	TAEDEL301A: Provide work skill instruction	Delivery of <b>three training sessions</b> 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.
	BSBCMM401A: Make a presentation	Prepare, deliver and evaluate the effectiveness of at least two presentations related to the occupation or area of interest AND demonstrate knowledge of the principles of effective communication.
<b>WORKSHOP 4 (1 day)</b>	TAEDEL401A: Plan, organise and deliver work based learning	<p>Prepare and deliver a series of training sessions that facilitate group-based learning and include:</p> <ul style="list-style-type: none"> <li>• At least two consecutive sessions, of a duration commensurate with a substantive training session (e.g. 40-60 minutes), that follow one of the learning program designs</li> <li>• At least one session delivered to a different learner group, with evidence of how the characteristics and needs of this group were addressed.</li> </ul>
	TAEDEL402A: Plan, organise and facilitate learning in the workplace	<p>Develop a minimum of two examples of developing work-based learning pathways, that include:</p> <ul style="list-style-type: none"> <li>• Identifying needs for learning</li> <li>• Analysing work practices, work environment and work activities</li> <li>• Organising and allocating work in a way that reflects learning needs and provides effective learning opportunities through work processes</li> </ul>

		Provide a minimum of two examples of a facilitation relationship being conducted with different individuals to demonstrate communication skills and flexibility; one or more of the processes or techniques identified must be demonstrated.
<b>WORKSHOP 5</b> (1 day)	TAEDEL404A: Mentor in the workplace	Prepare a mentoring plan between the mentor and learner that reflects the scope and substance for a learner undertaking a contracted apprenticeship or traineeship. <ul style="list-style-type: none"> <li>• Facilitate at least three mentoring sessions</li> <li>• Provide information on sessions, including comments and notes from both mentor and learner.</li> </ul>
<b>WORKSHOP 6</b> (4 days)	TAEASS401A: Plan assessment activities and processes	Plan and organise the assessment process on a <b><u>minimum of two occasions</u></b> . The evidence collected must: <ul style="list-style-type: none"> <li>• Address the provision of documented assessment plans</li> <li>• Cover a range of assessment events</li> <li>• Cater for a number of candidates</li> <li>• Relate to different competency standards or accredited curricula</li> <li>• Address an RPL assessment</li> <li>• Involve the contextualisation of competency standards and the selected assessment tools, where required.</li> <li>• Incorporate consideration of reasonable adjustment strategies</li> </ul>
	TAEASS402A: Assess competence	Carry out assessment of a <b><u>number</u></b> of candidates, assessed against different units of competency or accredited curricula, following the relevant assessment plan
	TAEASS403A: Participate in assessment validation	<b><u>Active participation in a minimum of two validation sessions/meetings</u></b> which in combination, address the critical aspects of validation using different validation approaches and activities. <ul style="list-style-type: none"> <li>• Record of contribution to validation findings</li> </ul>
<b>WORKSHOP 7</b> (1 day)	Coaching Day	

## Recognition of Prior Learning (RPL)

### Upgrade and RPL from the Certificate IV in Training and Assessment (TAA40104)

For those people who wish to apply for recognition for Certificate IV in Training and Assessment (TAA40104), an individual assessment of units completed and currency will need to be conducted to ascertain equivalence. 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 qualification, together with a transcript. Copies must be certified.
- ✓ Evidence of the candidate's currency of practice for each unit for which there is equivalency.
- ✓ A Curriculum Vitae (CV) and job description, supported by current evidence.

## Types of Evidence and Requirements Related to that Evidence

### Qualifications

Additional educational/ management qualifications provide a useful picture of a person's 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 be demonstrated in an appropriate way.

## What to do next.....

If you have any questions relating to this course, or if you would like to know more about RPL, please call the Business Development Team on 02 4922 2322 or email [reception@lgti.com.au](mailto:reception@lgti.com.au).