



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **TAE40110 Certificate IV in Training and Assessment**

**Revision Number: 1**

## **TAE40110 Certificate IV in Training and Assessment**

### **Modification History**

Not applicable.

## Description

### Descriptor

This qualification 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 for Registration* (Standard 1 as outlined in Appendix 2 of the *Users' Guide to the Essential Standards for Registration*). 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.

### Job roles

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
- vocational education teacher.
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## Pathways Information

### Qualification pathways

#### *Prerequisite requirements*

There are no prerequisite requirements for individual units of competency.

#### *Pathways from the qualification*

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.

## Licensing/Regulatory Information

### Licensing, legislative, regulatory or certification considerations

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

## Entry Requirements

Not applicable.

## Employability Skills Summary

### EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

#### TAE40110 Certificate IV in Training and Assessment

The following table 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.

Employability skill	Industry/enterprise requirements for this qualification include:
Communication	<ul style="list-style-type: none"> <li>• interpreting client needs and writing to these</li> <li>• using a range of communication skills, such as listening, questioning, reading, interpreting and writing documents</li> <li>• writing hazard and incident reports</li> <li>• using effective facilitation and interpersonal skills, including verbal and non-verbal language that is sensitive to the needs and differences of others</li> <li>• mentoring, coaching and tutoring techniques</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• working with colleagues to compare, review, and evaluate assessment processes and outcomes</li> <li>• actively participating in assessment validation sessions</li> <li>• managing work relationships and seeking feedback from colleagues and clients on professional performance</li> <li>• developing and evaluating with others learning programs customised for individual or group needs</li> </ul>
Problem-solving	<ul style="list-style-type: none"> <li>• identifying hazards and assessing risks in the learning environment</li> <li>• using time-management skills in designing learning programs</li> <li>• calculating costs of programs and logistics of delivery, and accessing appropriate resources</li> <li>• generating a range of options to meet client needs</li> </ul>
Initiative and enterprise	<ul style="list-style-type: none"> <li>• interpreting the learning environment and selecting delivery approaches which motivate and engage learners</li> <li>• monitoring and improving work practices to enhance inclusivity and learning</li> <li>• being creative to meet clients' training needs</li> <li>• applying design skills to develop innovative and flexible cost-effective programs</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• researching, reading, analysing and interpreting workplace specifications</li> <li>• planning, prioritising and organising workflow</li> <li>• interpreting collected evidence and making judgements of competency</li> </ul>

<b>EMPLOYABILITY SKILLS QUALIFICATION SUMMARY</b>	
	<ul style="list-style-type: none"> <li>• documenting action plans and hazard reports</li> <li>• working with clients in developing personal or group learning programs</li> <li>• organising the human, physical and material resources required for learning and assessment</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>• working within policy and organisational frameworks</li> <li>• managing work and work relationships</li> <li>• adhering to ethical and legal responsibilities</li> <li>• taking personal responsibility in the planning, delivery and review of training</li> <li>• being a role model for inclusiveness and demonstrating professionalism</li> <li>• examining personal perceptions and attitudes</li> </ul>
Learning	<ul style="list-style-type: none"> <li>• undertaking self-evaluation and reflection practices</li> <li>• researching information and accessing policies and frameworks to maintain currency of skills and knowledge</li> <li>• promoting a culture of learning in the workplace</li> <li>• seeking feedback from colleagues</li> <li>• facilitating individual, group-based and work-based learning</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• using technology to enhance outcomes, including online delivery and research using the internet</li> <li>• using student information management systems to record assessments</li> <li>• identifying and organising technology and equipment needs prior to training</li> <li>• using a range of software, including presentation packages</li> </ul>

## Packaging Rules

<b>Packaging Rules</b>
<p><b>Total number of units = 10</b></p> <p><b>7 core units <i>plus</i></b></p> <p><b>3 elective units</b></p> <p>At least <b>2 elective units</b> must be selected from the elective units listed below. <b>One</b></p>

## Packaging Rules

**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.

### Core units

TAEASS401A	Plan assessment activities and processes
TAEASS402A	Assess competence
TAEASS403A	Participate in assessment validation
TAEDEL401A	Plan, organise and deliver group-based learning
TAEDEL402A	Plan, organise and facilitate learning in the workplace
TAEDES401A	Design and develop learning programs
TAEDES402A	Use training packages and accredited courses to meet client needs

### Elective units

#### Assessment

TAEASS301A	Contribute to assessment
TAEASS502A	Design and develop assessment tools

#### Delivery and facilitation

TAEDEL301A	Provide work skill instruction
TAEDEL403A	Coordinate and facilitate distance-based learning
TAEDEL404A	Mentor in the workplace
TAEDEL501A	Facilitate e-learning

#### Language, literacy and numeracy

TAELLN401A	Address adult language, literacy and numeracy skills
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#### Training advisory services

<b>Packaging Rules</b>	
TAETAS401A	Maintain training and assessment information
<b>Imported units</b>	
BSBAUD402B	Participate in a quality audit
BSBCMM401A	Make a presentation
BSBLED401A	Develop teams and individuals
BSBMKG413A	Promote products and services
BSBREL402A	Build client relationships and business networks
BSBRES401A	Analyse and present research information

## Unit Grid

BSBAUD402B Participate in a quality audit  
 BSBCMM401A Make a presentation  
 BSBLED401A Develop teams and individuals  
 BSBMKG413A Promote products and services  
 BSBREL402A Build client relationships and business networks  
 BSBRES401A Analyse and present research information  
 TAEASS301A Contribute to assessment  
 TAEASS401A Plan assessment activities and processes  
 TAEASS402A Assess competence  
 TAEASS403A Participate in assessment validation  
 TAEASS502A Design and develop assessment tools  
 TAEDEL301A Provide work skill instruction  
 TAEDEL401A Plan, organise and deliver group-based learning  
 TAEDEL402A Plan, organise and facilitate learning in the workplace  
 TAEDEL403A Coordinate and facilitate distance-based learning  
 TAEDEL404A Mentor in the workplace  
 TAEDEL501A Facilitate e-learning  
 TAEDES401A Design and develop learning programs  
 TAEDES402A Use training packages and accredited courses to meet client needs  
 TAEELN401A Address adult language, literacy and numeracy skills  
 TAETAS401A Maintain training and assessment information