



**Self Paced E-Learning**

**Unit Descriptors**

**V4 2010**

**TAA40104**

**CERTIFICATE IV IN  
TRAINING & ASSESSMENT**



***Unit  
Descriptors***

***TAA40104  
Certificate IV in  
Training and  
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## TAA40104 Certificate IV in Training and Assessment

## APCOT Program Unit Descriptors

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

*Part One: complete the accompanying assessment exercises*

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

*Part Two: Report on an ice-breaker and develop strategies to assist learners with special needs.*

**TAAENV403B Ensure a healthy and safe learning environment:**

*Part Three: complete two workplace/learning environment hazard inspections and two risk control plans using the hierarchy of control.*

**TAADES401B Use training packages to meet client needs**

*Part Four: Unpack two different training packages by analysing the Qualifications Framework and Assessment Guidelines and by deconstructing a unit of competency.*

**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.

**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 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:** Training Packages represent the national industry benchmarks for nationally recognised vocational outcomes in the vocational education and training system. Accredited courses represent other industry benchmarks for vocational education and training. Being able to use Training Packages and accredited courses is a core competency required of all persons with a training, assessment or associated role operating in recognised vocational education and training. 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.

**TAAENV404B Develop innovative ideas at work**

**BSBCMN420A Write complex documents**

**TAAENV404B Develop innovative ideas at work:** This unit addresses the skills needed to interpret or observe a need and to develop a detailed idea. This requires the creative generation and discussion of a number of ideas or solutions and the acceptance of positive and negative feedback. It covers the skills and knowledge required to develop new ideas or new uses for old ideas. When used as a methodology, this competency can increase the capacity for innovation within an organisation

Ideas should be tested in order to establish and present a workable outcome that meets the needs of the end user. The skills and knowledge required for innovation are applicable to all work contexts.

In the vocational education and training context, developing new ideas and innovation is an essential process to improve the quality and provision of training and/or assessment services. This thinking process is used across the range of work carried out in vocational education and training. Examples include designing learning programs, designing learning or assessment strategies, managing projects, developing learning resources, learning materials and assessment tools, delivering training and conducting assessment.

**BSBCMN420A Write complex documents:** This unit specifies the outcomes required to plan documents, draft text, prepare final text and produce documents of some complexity.

This unit covers reports, information and general promotion documents that are more complex than basic correspondence, memos or forms and that require review and analysis of a range of information sources.

The unit does not cover structured research but does include technical and non-technical reporting based on information and data gathered through research processes.

Documents are wholly or primarily text, but may include simple illustrative material. Production of documents is for single-copy documents, documents for simple reproduction, or documents that will be further designed.

This unit does not cover the roles of copywriter, journalist, editor or subeditor, but applies to people who assemble, analyse and output information as part of a broader role.

**TAAASS401C Plan and  
organise assessment**

**TAAASS402C Assess  
competence**

**TAAASS403B Develop  
assessment tools**

**TAAASS401C Plan and Organise Assessment:** 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. The unit also covers contextualisation of the assessment benchmarks and assessment tools to address the environment in which assessment will take place and organising the human, material and physical resources needed to conduct the assessment.

This competence applies to planning and organising an assessment process which may involve single or multiple candidates being assessed against individual or multiple unit/s of competency in a process that includes a number of assessment events or activities over time.

**TAAASS402C Assess Competence:** 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 judgment 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

**TAAASS404B 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.

Validation forms part of the quality systems of the *training/ and/or assessment organisation* (refer to definition in the Range Statement) and is undertaken to improve the quality of the assessment process

Validation may be undertaken prior to and post the assessment of candidates and includes validation of formative and summative assessment activities (the latter includes assessment for recognition purposes).

Validation may be an internal process involving assessors from the same training and/or assessment organisation, or it may occur as an external exercise involving assessors from different organisations.

This unit focuses on the skills and knowledge needed to participate in assessment validation

**TAADES402B Design and develop learning programs**

**TAADEL401B Plan and organise group based delivery**

**TAADES402B Design and develop learning programs:** Learning programs document a cohesive and integrated learning process for the learner. They include the learning outcomes or the learning objectives (derived from the competency standards or other criteria) and outline the content, sequence and structure of learning and the delivery and assessment method/s to be used.

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.

**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.

In some situations the learning program and delivery plan may be developed concurrently while in other circumstances the delivery plan is developed separately. Where the application is concurrent co-learning and/or co-assessment of these two units is recommended.

Throughout this unit the 'learner' refers to the individuals in the group being trained/participating in a learning process; not the candidate undertaking this unit.

**TAADEL403B Facilitate individual learning**

**TAADEL404B Facilitate work based learning**

**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

Two major techniques to facilitate individual learning are derived from mentoring and coaching methodologies. Other similar instructional techniques may also be appropriate, such as tutoring. The trainer/facilitator may use these techniques with one learner or with individual learners in a small group context.

Individual learning/facilitation relationships may be used to help an individual or individuals meet personal or job goals, learn new skills/knowledge or develop new learning/work behaviours. The role of the trainer/facilitator using these techniques is to advise, guide, support and respond to the needs of the individual learner.

**TAADEL404B Facilitate work based learning:** Learning through work is an ongoing and everyday reality of being in work. However, the effectiveness of that learning can be shaped by interventions and actions that modify, direct and provide support to the workplace learner. This guided learning ensures a planned approach to learning through work activities, effective strategies to support the learning and appropriate monitoring and safeguards.

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.