TAE40110
Certificate IV in Training And Assessment

Enter

Course Overview

Certificate IV in Training and Assessment is the basic training qualification that has been designed to provide the foundation skills and knowledge for trainers and assessors to begin work in the Vocational Education and Training (VET) sector.

Certificate IV is an entry-level qualification which reflects the roles of individuals delivering training and assessment in a competency based system, introduces the principles of facilitating learning and is a sound base for practitioners to continue to build and extend their skills.

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 this qualification covers includes:

- Vocational education teacher
- Registered training organisation (RTO) trainer
- RTO assessor
- Training adviser or training needs analyst
- Enterprise trainer
- Enterprise assessor

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Gain employability skills

Employability Skills

Employability skills are the non-technical skills and knowledge necessary for effective participation in the workforce. This qualification covers the broad industry requirements of the employability skills required to gain employment in the VET industry.

Communication

- Interpreting client needs and writing to these
- Using a range of communication skills, such as listening, questioning, reading, interpreting and writing documents
- Writing hazard and incident reports
- Using effective facilitation and interpersonal skills, including verbal and non-verbal language that is sensitive to the needs and differences of others
- Mentoring, coaching and tutoring techniques

Teamwork

- Working with colleagues to compare, review, and evaluate assessment processes and outcomes
- Actively participating in assessment validation sessions
- Managing work relationships and seeking feedback from colleagues and clients on professional performance
- Developing and evaluating with others learning programs customised for individual or group needs

Problem-solving

- Identifying hazards and assessing risks in the learning environment
- Using time-management skills in designing learning programs
- Calculating costs of programs and logistics of delivery, and accessing appropriate resources
- Generating a range of options to meet client needs

Initiative and enterprise

- Interpreting the learning environment and selecting delivery approaches which motivate and engage learners
- Monitoring and improving work practices to enhance inclusively and learning
- Being creative to meet clients' training needs

- Applying design skills to develop innovative and flexible cost-effective programs

Planning and organising

- Researching, reading, analysing and interpreting workplace specifications
- Planning, prioritising and organising workflow
- Interpreting collected evidence and making judgements of competency
- Documenting action plans and hazard reports
- Working with clients in developing personal or group learning programs
- Organising the human, physical and material resources required for learning and assessment

Self-management

- Working within policy and organisational frameworks
- Managing work and work relationships
- Adhering to ethical and legal responsibilities
- Taking personal responsibility in the planning, delivery and review of training
- Being a role model for inclusiveness and demonstrating professionalism
- Examining personal perceptions and attitudes

Learning

- Undertaking self-evaluation and reflection practices
- Researching information and accessing policies and frameworks to maintain currency of skills and knowledge
- Promoting a culture of learning in the workplace
- Seeking feedback from colleagues
- Facilitating individual, group-based and work-based learning

Technology

- Using technology to enhance outcomes, including online delivery and research using the internet
- Using student information management systems to record assessments
- Identifying and organising technology and equipment needs prior to training
- Using a range of software, including presentation packages

Entry Requirements

There are no entry requirements for this qualification. VET practitioners come to the sector through a variety of pathways and with widely varied educational and career histories. People undertaking the TAE40110 may have backgrounds that include:

- Substantial on the job experience in enterprises, including peer tutoring and/or mentoring
- Frontline leadership roles in industry contexts with responsibility for skills development of staff
- Expertise and/or qualifications in specific vocational areas, e.g. personal services such as hairdressing, beauty therapy, massage therapy; construction industry such as plumbing, carpentry, building management; information and communication technology over a range of industries; business services from management, through to marketing, legal studies and administration
- Experience and/or qualifications in other education sectors or fields - primary, secondary, higher education, language, literacy and numeracy provision.
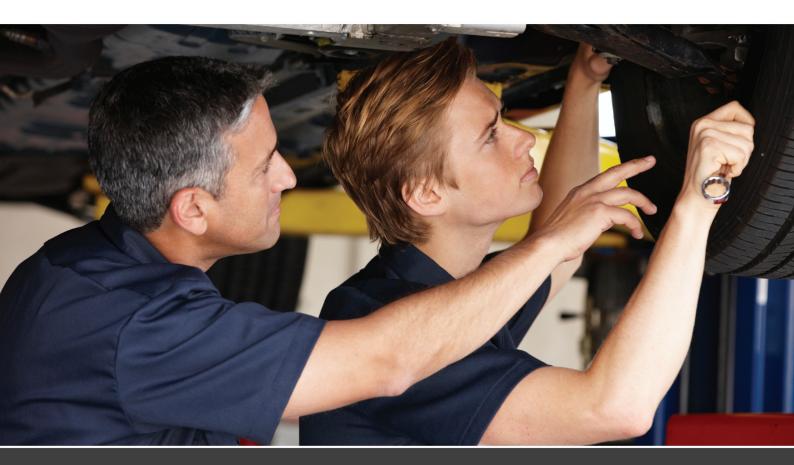
Pathways

Into the qualification

There are no prerequisite requirements for individual units of competency. The TAE40110 Certificate IV in Training and Assessment qualification assumes that the learner is engaged in a training and education environment or has a vocational skill at a level that supports training and education in the subject area in which it is intended to teach.

From the qualification

After achieving TAE40110 Certificate IV in Training and Assessment, candidates may undertake TAE50111 Diploma of Vocational Education and Training or may choose to undertake TAE70210 - Vocational Graduate Certificate in Management (Learning)

Study Requirements

To successfully achieve the qualification TAE40110 Certificate IV in Training and Assessment you are required to complete a total of 10 units, 7 core units of study and 3 electives:

TAEASS401B Plan assessment activities and processes

This unit describes the performance outcomes, skills and knowledge required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It also includes the development of simple assessment instruments.

TAEASS402B Assess competence

This unit describes the performance outcomes, skills and knowledge required to assess the competence of a candidate.

TAEASS403B Participate in assessment validation

This unit describes the performance outcomes, skills and knowledge required to participate in an assessment validation process.

TAEDEL401A Plan, organise and deliver group-based learning

This unit describes the performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group.

TAEDEL402A Plan, organise and facilitate learning in the workplace

This unit describes the performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.

TAEDES401A Design and develop learning programs

This unit describes the performance outcomes, skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners. The 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.

TAEDES402A Use training packages and accredited courses to meet client needs

This unit describes the performance outcomes, skills and knowledge required to use training packages and accredited courses as tools to support industry, organisation and individual competency development needs.

Elective Units (Choose 3 of the following units)

TAEDEL301A Provide work skill instruction

This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context.

TAELLN411 Address adult language, literacy and numeracy skills

This unit describes the skills and knowledge a vocational trainer or assessor requires to identify language, literacy and numeracy (LLN) skill requirements of training and the work environment, and to use resources and strategies that meet the needs of the learner group.

BSBCMM401A Make a presentation

This unit covers the performance outcomes, skills and knowledge required to prepare, deliver and review a presentation to a target audience.

TAEDEL404A Mentor in the workplace

This unit describes the performance outcomes, skills and knowledge required to establish and develop a professional mentoring relationship with a learner, in particular an apprentice or trainee employed by, or undertaking work placement in, a workplace. It includes establishing the need for mentoring, developing a mentoring plan/framework, facilitating and monitoring the mentoring relationship, and evaluating the effectiveness of mentoring.

TAETAS401A Maintain training and assessment information

This unit describes the performance outcomes, skills and knowledge required to maintain the training and assessment information requirements of the organisation and other relevant bodies, including the timely dissemination of accurate information to learners on training and assessment services and the recording and reporting of training and assessment service data.

TAEDEL501A Facilitate e-learning

This unit describes the performance outcomes, skills and knowledge required to facilitate learning delivered via electronic media.

TAEASS502B Design and develop assessment tools

This unit describes the performance outcomes, skills and knowledge required to design and develop assessment tools, including tools used in formative, summative and recognition of prior learning (RPL) assessment.

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FAQ's

How long does the course take?
Total nominal hours = 275 hrs (approx. – depending on elective units chosen)

How will the course be delivered?
Online

How long can I access my Course?
Maximum of 24 months access to online course, available 24/7. On enrolment you will receive your user name and password to access all of your online course material and assessments.

Are there any Prerequisites?
Sufficient literacy and numeracy skills to complete the course. Access to an internet connection and computer.

Do I get any trainer support?
Training delivery and assessment is by facilitators who are experienced Training and Assessment practitioners, ensuring a balance between theoretical knowledge and real-world application.

Can I apply for Recognition of Prior Learning or just do the assessments?
The assessment only or recognition of prior learning pathway could be appropriate if you've got on-the-job experience, want recognition for prior learning or current competencies, you may have overseas qualifications, you may be a migrant with an established work history, you may be returning to the workplace, or you may be disabled or injured and require a change in career.

Can I apply for Credit Transfers?
Students with appropriate prior tertiary studies that satisfy part of the academic requirements of this course may be granted 'credit' and/or entry to the course with 'advanced standing'. You Study policies apply and applicants are assessed on a case-by-case basis.

Contact

For further information, more courses or to enrol online, visit us at:
www.youstudy.edu.au

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