

# TAE40122 CERTIFICATE IV IN TRAINING AND ASSESSMENT

## INFORMATION PACK



**ISPECTRAINING**

The Certificate IV in Training and Assessment has been the industry standard for accredited vocational trainers and assessors for over a decade. It is a requirement for trainers and assessors who assess any portion of a nationally accredited qualification. These standards are also encouraged as the minimum benchmark for many enterprise trainers and assessors. The newest iteration, the TAE40122 is comprised of twelve units of competency aimed at developing the core skills of vocational educators. These units are grouped into three main categories as per the below graphic.

### Training design and support

- TAE PDD401 Work effectively in vocational education and training
- TAE DES411 Use nationally recognised training products for accredited vocational training and assessment
- TAE DES412 Design and develop plans for accredited vocational training
- BSB AUD412 Work within compliance frameworks

### Training development and delivery

- TAE DEL411 Facilitate vocational training
- TAE DEL412 Facilitate training in the workplace
- BSB HRM413 Support the learning and development of teams and individuals
- TAE DEL311 Provide work skill instruction
- BSB CMM411 Make presentations
- TAE DEL414 Mentor in the workplace

### Assessing training

- TAE ASS412 Assess competence
- TAE ASS413 Participate in assessment moderation and validation

Fig 1. Units of study

## TRAINING PHILOSOPHY

The Australian vocational education and training (VET) sector is built on a competency-based approach to training and assessment. In short, this means that achieving competency in any particular accredited unit requires that the participant demonstrates their skills, knowledge and attitude to a qualified assessor in line with the requirements set out in that specific unit. There is no pass mark. The participant either can or cannot meet the criteria.

In this program you will be given the opportunity to demonstrate your skills and knowledge in a number of ways over a period of time. These include:

- Open-book short answer questions (knowledge tests)
- Demonstration of skills to an observer or third-party assessor (observations)
- A collection of workplace evidence collected in a portfolio (workplace projects)

## STUDENT RESOURCES

SpecTraining Directors, Dan and Terry Hill, along with co-author Lee Perlitz, have created the industry-leading textbook for this program – Vocational Training and Assessment 3<sup>rd</sup> Edition (2023). Each student will receive a copy of this text book at the start of the course\* and can refer to the contents throughout the training. The facilitator will ask participants to refer to the text book to answer the majority of questions raised throughout the program. Participants are encouraged to search online for resources, definitions and examples throughout the course.

\*some students may receive PDF chapters or an eBook rather than a hard copy in some circumstances. You will be informed at the time of enrolment.

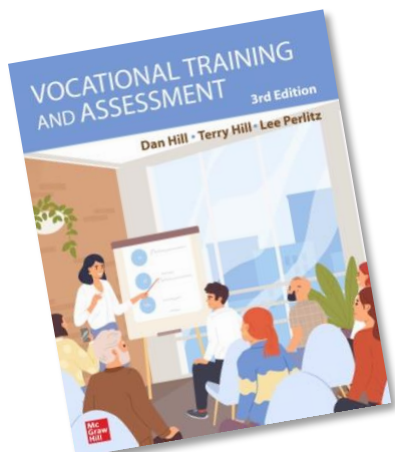


Fig 2. Certificate IV Textbook

Common websites that you will refer to through the program include:

- [www.asqa.gov.au](http://www.asqa.gov.au)
- [www.training.gov.au](http://www.training.gov.au)
- [www.spectraining.edu.au](http://www.spectraining.edu.au)

You will be expected to have access to a device with Internet, a PDF reader and Microsoft® Word and PowerPoint access throughout this program.

## ONLINE RESOURCES

Upon enrolment, students receive a link to our online learning portal (LMS): <https://learn.spectraining.edu.au>



The screenshot displays the SpecTraining LMS interface for the TAEPPD401 Training Program. At the top, there is a navigation bar with 'Courses', 'Enrol Now', 'Calendar', and 'eLibrary'. Below this, the course title 'TAEPPD401 Training Program' is shown with a 5.00 (1 Rating) star rating. The course is categorized under 'VET compliance'. A video player is featured with the title 'Online Tutorials' and a thumbnail showing a person at a computer. To the right, the 'Course Progress' section indicates 13/14 units completed (93% Complete) and provides buttons for 'View Certificate' and 'Continue Learning'. Below the progress section, course details are listed: 'Level: Intermediate', '0 Total Enrolled', '24 hours Duration', '05/07/2023 Last Updated', and 'Certificate of completion'. At the bottom, the 'About Course' section provides a brief description of the program.

The LMS contains all of the learning and assessment resources needed during the program. Students are encouraged to access and familiarise themselves with the structure of the folders and subfolders in order to access the necessary assessments, templates and learning resources as needed.

## WORKSHOP DATES

The course is designed to achieve a high level of transferability to the workplace. This is achieved over 12 days of workshop attendance with bridging activities planned between workshops require participants to apply learned skills. The majority of assessment is completed in class allowing for immediate feedback and effective assessment of work.



## VIRTUAL CLASSROOMS

The use of virtual classrooms removes the need for travel and can reduce the overall cost of completing the course. The Australian Skills Quality Authority has made allowances for RTOs who wish to deliver virtual training of the TAE40122 Certificate IV in training and assessment. This means you will receive the same nationally accredited standard of training and assessment as those who undertake the qualification in a standard face to face environment.

### What you will need:

- A computer with a webcam and a relatively quiet space
- Reliable broadband internet access
- Microsoft Word and PowerPoint (or compatible software)

### How the sessions are run:

- You'll receive a Zoom or MS Teams meeting invitation prior to the first workshop. It is recommended that you follow the instructions in that email to set up your connection
- Upon entering the virtual session, you will be greeted by your facilitator and provided instructions for the day's sessions
- Each session consists of:
  - Learning content discussions and demonstrations with your facilitator and cohort
  - 'Question and answer' discussions and assessment activities
  - Regular breaks to allow for personal needs and cognitive 'rest' between sessions
- Break-out rooms are used when group work is required. These are conducted by your facilitator and you'll be guided along the way.
- Each full day consists of 6 to 7 sessions depending on the content
- Many assessments will be completed during your workshop. These include knowledge questions and content for many of the workplace templates provided



## TRAINING SCHEDULE

The below training schedule provides a framework to support learning and assessment throughout the Certificate IV in Training and Assessment. It is recommended that students plan study to fit with the scheduled attendance at workshops and completion of the specific assessment items as listed. If you are undertaking the qualification purely **online**, you can still utilise this schedule to assist in your personal time management.

Day	Subject/Unit	Topics	Resources
*Preparation: Read pages 3 to 64 of the textbook (Ch 1 – 3)			
1	Training design TAEPDD401/BSBAUD412 TAEDES411	<ul style="list-style-type: none"> <li>Work within the VET policy context</li> <li>Work within RTOs and other compliance frameworks</li> <li>Manage work within a structured training environment</li> <li>Work with learners and candidates</li> <li>Prepare to use nationally recognised training products</li> <li>Theories and applications of adult learning</li> <li>Learning principles and preferences</li> <li>How foundation skills integrate into designing and planning training</li> <li>Manage and review personal compliance requirements</li> </ul>	Chapter 1 PPT slides Video training materials  Additional resources located in the LMS
2	Training design TAEDES411 TAEDES412	<ul style="list-style-type: none"> <li>Analyse nationally recognised training products</li> <li>Apply and use selected training products</li> <li>Plan vocational training</li> <li>Design a plan for vocational training</li> <li>Profiling your learners</li> <li>Barriers to learning</li> <li>Learning plan template overview</li> </ul>	Chapter 2 & 3 PPT slides Training and assessment strategy (TAS) template Video training materials, <a href="http://www.training.gov.au">www.training.gov.au</a> Learning styles questionnaire Additional resources located on the LMS
3	TAEDES411 / TAEDES412  TAEDEL411	<ul style="list-style-type: none"> <li>Completion of learning program plan template 1 and 2</li> <li>Develop session plans for vocational training</li> </ul>	Chapter 2, 3 PPT slides Session plan template
*Pre-reading. Chapters 6, 7, 8 &10 of the textbook or online resources as stipulated by the facilitator. Pages 117-198, and 225-250			
4	Delivering training TAEDEL411/311/414 TAEDEL412/BSBHRM413	<ul style="list-style-type: none"> <li>Preparing sessions that align with learner needs</li> <li>Preparing resources in line with session plans</li> <li>Training and presenting to individuals in the workplace (theory)</li> <li>Facilitating workplace learning with individuals and groups</li> <li>Contribute to needs development</li> <li>Support implementation of learning and development</li> <li>Preparing for virtual and in-person training delivery</li> <li>Delivering virtual and in-person training sessions</li> </ul>	Chapter 6, 7 & 8 PPT slides Observation checklist/s  Individual learning program template Individual session plans Virtual room set up and resources <a href="https://youtu.be/UGcafvoVs3g">https://youtu.be/UGcafvoVs3g</a> <a href="https://www.youtube.com/watch?v=VtF2AgFSLAw">https://www.youtube.com/watch?v=VtF2AgFSLAw</a>
5	TAEDEL411/311/414 TAEDEL412 BSBCMM411	<ul style="list-style-type: none"> <li>Creating an introduction video and sharing it with your assessor</li> <li>Training and presenting to individuals in the workplace (theory)</li> <li>Prepare and run first practical training/mentoring session</li> <li>Observe a candidate against a delivery skill set using a provided observation checklist</li> </ul>	Individual learning program template Individual session plans

	TAEASS412		
6	TAEDEL411/311/414 TAEDEL412 TAEASS412	<ul style="list-style-type: none"> <li>• Prepare and run second practical training/mentoring session</li> <li>• Observe a candidate against a delivery skill set using a provided observation checklist</li> </ul>	Individual learning program template Individual session plans Meeting agenda template
7	TAEDEL411/311 TAEDEL412/414 BSBCMM411 TAEASS412	<ul style="list-style-type: none"> <li>• Prepare and run third practical training/mentoring session</li> <li>• Observe a candidate against a delivery skill set using a provided observation checklist</li> </ul>	Individual learning program template Individual session plans Meeting agenda template
8	All delivery units	<ul style="list-style-type: none"> <li>• Summary of learning outcomes</li> <li>• PEN principles and application to group training</li> <li>• Group and individual training expectations and processes</li> </ul>	Chapter 6, 7 & 8 Online training content
Workplace activities (to be completed between workshops)		Prepare three 30-minute training presentations to a group of at least FOUR that includes: <ul style="list-style-type: none"> <li>• two training resources (such as PowerPoints and handouts)</li> <li>• Session plans for the three sessions (total 1 ½ hours of session plans)</li> <li>• Ensure it covers a portion (such as one element or performance criterion) of a national unit of competency</li> </ul>	Refer to your assessment instructions and text book for further information
Pre-reading preparation: Read pages 251 – 300 of the textbook			
9	Assessing training TAEASS412/ TAEASS413	<ul style="list-style-type: none"> <li>• Competency-based assessment</li> <li>• Preparing candidates</li> <li>• Conducting assessments and gathering evidence</li> <li>• Identify and interpret compliance requirements</li> <li>• Customising assessment instruments</li> <li>• Developing and conducting RPL assessments</li> </ul>	Chapter 11 Assessment templates and resources
10	TAEASS413 / TAEASS413	<ul style="list-style-type: none"> <li>• Validating assessments</li> <li>• Following validation processes within a training organisation</li> <li>• Pre-use validation of RPL tools</li> <li>• Conducting validation activities</li> </ul>	Chapter 12 + Online resources PPT slides Validation session templates
11	TAEASS413	<ul style="list-style-type: none"> <li>• Practical validation and assessment sessions</li> </ul>	Assessment task templates
12	TAEASS413	<ul style="list-style-type: none"> <li>• Practical validation and assessment sessions continued</li> </ul>	Assessment task templates

\*You can attend this workshop at any point throughout your TAE enrolment. Schedule this with your facilitator or course advisor. An additional fee applies for 'Online Only' students.

Table 1. Course schedule

## LEARNING SUPPORT

Completing a full Certificate IV will present a number of challenges such as;

- competing priorities,
- urgent and important work and family commitments,
- procrastination and other time management issues,
- ease of access, and
- comprehension of some of the required tasks.

These are all commonplace and should be expected. Having this expectation can help you to plan for and overcome these challenges. The training plan provided includes several opportunities to work with the facilitator to achieve the necessary outcomes if any of these challenges occur along the way. We also provide free access to a YouTube channel dedicated to TAE training tips and information, and the Vocational Education Podcast (VEPodast) with interesting topics and relevant tips.

SpecTraining is committed to providing all the necessary support to help each person through this time and if, for some extenuating reason, participants do not finish in the planned time, the enrolment will continue for a full year, with opportunities to complete the evidence requirements in extra time.

## YOUR INVESTMENT

Total cost per participant enrolled in and completing the full TAE Certificate IV in Training and Assessment is **\$3597** (GST free). Online-only participant fees are **\$2297**, plus **\$108.33** for attendance at any virtual workshop. Meaning you'll never pay more than the full course price.

A 5%-10% discount applies to not-for-profit clientele and registered ADF veterans – please ask about this upon enrolment. State and national funding assistance may also apply in certain circumstances. Additionally, some participants may be eligible for a credit transfer of existing competencies free of charge.

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