

Certificate IV in Training and Assessment (TAE40110)

About the course

The Certificate IV in Training and Assessment is the entry level requirement for trainers and assessors in nationally accredited qualifications and courses. River Murray Training also specialises in upgrade and pathways from BSZ40198 and TAA40104; and RPL pathways for registered teachers.

About River Murray Training (RMT)

RMT has been a registered training organisation (RTO) in training and assessment since 1997. RMT has a reputation as an innovative provider in work-based learning and the use of flexible delivery methods to meet enterprise and individual client needs.

Quick Facts

Course details	<p>Allow 6-9 months to complete TAE40110 with part time study. (Participants have 12 months from enrolment to submit evidence.) Being facilitated 1:1 you choose when to start, and frequency and timing of online sessions.</p> <p>The qualification averages 255 nominal hours. A typical study plan would involve 20-25 x 1 hr sessions 1:1 with facilitator online, and up to 10 hours of applied study/practical time.</p>
Prerequisites	There are no prerequisites or corequisites for the TAE40110.
Entry requirement	A core skill profile at level 3 or higher. An RMT facilitator will assist you in doing a profile. If not at level 3, we may recommend undertaking a Skill Set of TAE units before commencing the full qualification. Skill Set units can contribute to a full qualification at a later time.
Pathways into this qualification	Consider undertaking the TAE4010 when you have considerable industry experience (and ideally a supporting vocational qualification) and you would now like to train others.
Recognition of Prior Learning (RPL)	Competence in units can be fully or partially awarded through recognition of prior experience and/or learning. RPL reduces the time required to complete the course, and reduces the cost of a qualification. Indicate your interest in RPL on the Enquiry Form. Upgrades from superseded training and assessment qualifications, or RPL for registered teachers are a speciality.
National Recognition	River Murray Training recognises the AQF qualifications and statements of attainment issued by other RTO's where a certified statement of attainment/qualification and statement of results are provided.
Course Fees Fees charged to individuals are GST free	<p>\$2,700 (\$1000 on commencement, \$1000 at 3 months & \$700 at 6 months) for full qualification</p> <p>Skill sets fees (on page 8) are calculated at \$270 per unit;</p> <p>RPL \$150/unit; Upgrading? – <i>Contact River Murray Training with your details for a quotation.</i></p> <p>Refund and fees in advance policies are found on the RMT website. Submit a Form Enquiry found on the website for the Fee schedule. Fees include the cost of required learning resources, and assessments.</p> <p>10% GST additional when fee invoiced to a business with an ABN.</p>

Skill Development	This program utilises opportunities to develop skills in your training and assessment environment.
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Career Opportunities

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.

Enrolment process

Prior to enrolment please read the **RMT Code of Practice**, **Fees in advance** and **refund policy and service guarantee advice** found on www.r-m-t.com.au.

1. Indicate your interest in the program by contacting RMT by phone, email or Form enquiry.
2. Participate in a pre-enrolment interview to discuss your requirements and learning context such as reason for study, flexible delivery, Recognition of Prior Learning, enterprise arrangements and learning support needs. Fees, advance fee policy, refund policy and service guarantee are documented in a Client Services Agreement. Profiling of your core skills will be undertaken and the outcomes used to:
 - a. advise you on learning pathways into the TAE40110; and/or
 - b. tailor your individual learning plan to include core skills advancement to the level indicated in TAE competencies.
3. Complete an enrolment form, select units of competency and apply for RPL. There may be an RPL fee payable.
4. An RMT Facilitator will guide you through the RPL process, and provide feedback on “not yet competent” units.
5. An individual learning program is developed and included in the Client Services Agreement.
6. Other arrangements are negotiated and documented in the Client Service Agreement – Fee, Delivery and Assessment, and any Enterprise arrangements; Client support plan (if applicable); and learner/RTO/enterprise roles and responsibilities.

Learner orientation is arranged and undertaken. The Client Service Agreement is signed by relevant parties. Learner is given login and password to access to www.r-m-t-online.com.

Online Delivery

Online delivery provides a flexible way to study. **Learn at a time convenient to you and stay in contact with your facilitator using internet communication technology and online meeting software.**

- Regular online session (1- 1.25 hours) either 1:1 or part of a small group (frequency of sessions determined in conjunction with participant/s)
- eLearning accessible from www.r-m-t-online.com, supplements facilitated online sessions along with print-based resources which are supplied to the learner in print, and downloadable from the website.
- Facilitator is accessible via email, Internet chat or phone for additional support if required.

Arrangements can be made for additional tuition support at 18 Strawbridge Street, BERRI, South Australia.

Your choice of units

Because of our flexible delivery strategy we are able to offer clients their choice of units within the qualification rules. If there is a skill not listed we may be able to import an appropriate unit from another industry Training Package. Please raise this at the pre-enrolment interview with the RMT TAA facilitator.

Client support

The need for additional support is discussed during the pre-enrolment interview and where agreed, a client support plan is developed, documented and included in the Client Services Agreement. This will be reviewed with the client on a regular basis. River Murray Training can provide additional tutoring support and counselling on other support options.

RMT offers reasonable adjustments in how assessment is undertaken to accommodate a client's special needs, where a client has indicated he/she has special needs. A list of support services and contacts is provided to clients in their induction pack. Please discuss your needs with our TAA Program Manager or Facilitator.

Assessment

Evidence of competency will include documentation such as *learning plans and programs; training session notes, learning aids and training records; and assessment plans, activities, summary records, and validation reports*, and evidence of delivery and assessment practice in the VET environment using nationally accredited Training Packages and/or nationally accredited courses. Evidence may come from prior experience (RPL) or gathered throughout a supported learning process, or a combination of both.

Evidence against the Required skills and Required knowledge in your selected competencies, can in part be inferred from documented outcomes, Course workbook notes, and confirmed through professional discussions.

Assessment is planned as part of the Individual Learning Plan and takes into account any RPL, opportunities to gather evidence, the context in which you plan to use the TAE40110 qualification in the future, and your preferred learning style.

Direct

Observation – in person, by video

Indirect

- Professional discussion- notes
- Notes (in Course workbook)
- Self reflection (by candidate)
- Portfolio of training documents:
 - training plans
 - learning programs
 - training session notes and learning aids
 - assessment documents
 - workforce development plans and reports

Supplementary

- Observer reports on training delivery and assessment
- Feedback from trainees and assessees
- assessment validation reports and records
- Quizzes (online)

RPL evidence may also include CV, job description, 3rd party reports.

River Murray Training moderates and validates its assessment processes, tools and outcomes regularly with staff, other RTOs, employers, and learners.

Continuous improvement strategy

River Murray Training regularly seeks feedback from its learners and employers and gathers data from its RTO activities, national training system data, national e-learning participation data, and industry-based surveys. Data and feedback are reviewed at management meetings and opportunities for improvement recognised and acted upon. RMT clients can submit feedback to us anytime using our Stakeholder Feedback Form.

Code of Practice

River Murray Training makes a commitment to providing high quality training and has a record of excellent outcomes from its training programs. How we achieve this and our commitment to our clients is set out in our Code of Practice which is on our website at: <http://www.r-m-t.com.au/>.

Accreditation

Upon successful completion of this course students will be awarded a TAE40110 Certificate IV in Training and Assessment. This qualification is recognised nationally under the Australian Qualifications Framework (AQF 4). A statement of attainment is issued where there is partial completion only. Skill Sets are available for Enterprise Trainer and Assessor. Refer to those Course Flyers.

Pathways from the Qualification

After achieving TAE40110 Certificate IV in Training and Assessment, candidates may undertake:

- TAE50111 Diploma of Vocational Education and Training
- TAE50211 Diploma of Training Design and Delivery
- TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice.

Resources

River Murray Training has developed Courseware specifically for the TAE40110 which is provided as a Post Pack on commencement and also available electronically in Word format from the TAA eLearning Centre. Some units also make of interactive elearning objects. Computer access is required.

Program Qualification Rules

Total number of units = 10

7 core units plus 3 elective units. One of the electives can be from another currently endorsed Training Package at qualification level 3 or higher. It must be related to a work outcome.

<i>Core units</i>		<i>describe performance outcomes, skills and knowledge required to:</i>
TAEASS401B 20 hours	Plan assessment activities and processes	<ul style="list-style-type: none"> ○ 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. It applies to assessors and workplace supervisors with assessment planning responsibilities; and trainers or other assessors responsible for planning assessment, including RPL.
TAEASS402B 15 hours	Assess competence	<ul style="list-style-type: none"> ○ assess the competence of a candidate. It applies to assessors.
TAEASS403B 20 hours	Participate in assessment validation	<ul style="list-style-type: none"> ○ participate in an assessment validation process. It applies to those participating in assessment validation. It does not address leading the validation process.

TAEDEL401A 30 hours	Plan, organise and deliver group based learning	<ul style="list-style-type: none"> plan, organise and deliver training for individuals within a group. It typically applies to a person working as an entry-level trainer, teacher or facilitator in or with a training and assessment organisation. The person will be working from a learning program developed by someone else, and structuring the learning around that program.
TAEDEL402A 25 hours	Plan, organise and facilitate learning in the workplace	<ul style="list-style-type: none"> plan, organise and facilitate learning for individuals in a workplace. It typically applies to a person working as an entry level trainer, teacher or facilitator, team leader or workplace supervisor, or any employee responsible for guiding learning through work.
TAEDES401A 50 hours	Design and develop learning programs	<ul style="list-style-type: none"> 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. It typically applies to a trainer or facilitator who designs or develops learning programs. A learning program can be discrete, providing a planned learning approach that relates to specific learning and training needs, or it may form part of the learning design for a qualification.
TAEDES402A 25 hours	Use training packages and accredited courses to meet client needs	<ul style="list-style-type: none"> use training packages and accredited courses as tools to support industry, organisation and individual competency development needs. It typically applies to a person working in or with training and/or assessment organisations as an entry-level trainer, teacher, facilitator or assessor. It assumes that the person is working from a pre-defined training product, such as a training package or accredited course, and applying that product to meet client needs.
<i>Elective Units</i>		<i>describe performance outcomes, skills and knowledge required to:</i>
TAEASS502B 30 hours	Design and develop assessment tools	<ul style="list-style-type: none"> design and develop assessment tools, including tools used in formative, summative and recognition of prior learning (RPL) assessment. An assessment tool is used to guide the collection of quality evidence in the assessment process. It includes the specific instruments for collecting evidence, as well as information about assessment methods and the procedures to be followed in conducting the assessment. <p>It typically applies to those involved in training and assessment or in the development of learning resources or products, assessors, learning resource or product developers, and training and assessment consultants.</p>
TAEDEL501A 30 hours	Facilitate e-learning	<ul style="list-style-type: none"> facilitate learning delivered via electronic media. It typically applies to trainers, facilitators, teachers, and training and assessment consultants working in an e-learning environment.

<p>TAELLN401 30 hours</p>	<p>Address adult language, literacy and numeracy skills</p>	<ul style="list-style-type: none"> ○ recognise the core language, literacy and numeracy (LLN) demands of training and assessment, and to tailor training and assessment to suit individual skill levels, including accessing relevant support resources. The unit introduces trainers and assessors to core language, literacy and numeracy issues in training and assessment practice. Competence in this unit does not indicate that a person is a qualified specialist adult language, literacy or numeracy practitioner.
<p>TAEASS301B 10 hours</p>	<p>Contribute to assessment</p>	<ul style="list-style-type: none"> ○ contribute to the assessment process. It typically applies to a person with technical or vocational expertise who is in a supervisory or mentoring/ coaching work role and for whom collecting evidence for assessment is an adjunct to principal work responsibilities. <p>This unit is performed under the following conditions:</p> <ul style="list-style-type: none"> • the necessary assessment tools and assessment resources to guide the evidence collection process have been provided • any adjustments to tools are determined by the qualified assessor (as defined by the Australian Quality Training Framework and the assessor requirements of the relevant training package), who provides guidance and supervision.
<p>TAEDEL301A 40 hours</p>	<p>Provide work skill instruction</p>	<ul style="list-style-type: none"> ○ 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. <p>The unit supports a wide range of applications across any workplace setting and so can be used by any organisation. Its use is not restricted to training organisations.</p>
<p>TAEDEL403A 30 hours</p>	<p>Coordinate and facilitate distance-based learning</p>	<ul style="list-style-type: none"> ○ coordinate and facilitate a distance-based learning process. It typically applies to trainers, facilitators, teachers, and training and assessment consultants.
<p>TAEDEL404A 30 hours</p>	<p>Mentor in the workplace* this must relate to mentoring trainees/apprentices in the workplace.</p>	<ul style="list-style-type: none"> ○ 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. <p>The unit typically applies to workplace supervisors or other work colleague with responsibility for mentoring in the workplace.</p>
<p>TAETAS401B 40 hours</p>	<p>Maintain training and assessment information</p>	<ul style="list-style-type: none"> ○ 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. In smaller training and/or assessment organisations. The unit will typically be used by trainers, facilitators, assessors, and training and assessment consultants. <p>In larger training and/or assessment organisations, this unit will typically be used by personnel where this function is a major part of their work.</p>

BSBCMM401 30 hours	Make a presentation	<ul style="list-style-type: none"> prepare, deliver and review a presentation to a target audience. It can be for a range of purposes, such as marketing, training, promotions, etc. Individuals contribute well developed communication skills in presenting a range of concepts and ideas.
BSBAUD402 40 hours	Participate in a quality audit	<ul style="list-style-type: none"> prepare for and participate in a quality audit as a member of a quality audit team. <p>The process includes reviewing designated documentation; identifying and developing checklists and audit related documentation; preparing audit schedules; gathering, analysing and evaluating information; and reporting findings to the lead auditor.</p> <p>It applies to individuals working in a team audit environment who analyse and evaluate information from a variety of sources to provide solutions to auditing issues, including unpredictable quality auditing problems.</p> <p>The types of audit may include an external or internal systems audit or process or product/service audit.</p> <p>A broad knowledge of quality auditing is required for this unit.</p>
BSBLED401 40 hours	Develop teams and individuals	<ul style="list-style-type: none"> determine individual and team development needs and to facilitate the development of the workgroup. <p>This unit applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.</p>
BSBMKG413 40 hours	Promote products and services	<ul style="list-style-type: none"> coordinate and review the promotion of an organisation's products and services. <p>It applies to individuals with a broad knowledge of the promotion of products and services specific to an organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.</p>
BSBREL402 50 hours	Build client relationships and business networks	<ul style="list-style-type: none"> establish, maintain and improve client relationships, and to actively participate in networks to support attainment of key business outcomes. <p>The unit primarily applies to marketing and sales professionals who depend on excellent interpersonal relationships and communication skills to achieve outcomes, but may also apply to other individuals working in any industry.</p>
BSBRES401 40 hours	Analyse and present research information	<ul style="list-style-type: none"> gather, organise and present workplace information using available systems. <p>It applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.</p>

Skill Sets

Not ready for a full qualification, or only need some of the units? The following Skill Sets are an ideal way to work up gradually into the full qualification. All units can be counted towards the full qualification; some as core units, others as electives.

TAESS00001 Assessor Skill Set

Target Group	Individuals wishing to obtain the assessment competencies to assess according to VET Quality Framework requirements.	
Units	TAEASS401B	Plan assessment activities and processes
	TAEASS402BB	Assess competence
	TAEASS403B	Participate in assessment validation

TAESS00007 Enterprise Trainer – Presenting Skill Set

Target Group	Individuals who train one on one or small groups within a workplace. This skill set meets industry requirements for enterprise trainers.	
Units	TAEDEL301A	Provide work skill instruction
	BSBCMM401	Make a presentation

TAESS00008 Enterprise Trainer – Mentoring Skill Set

Target Group	Individuals who train one on one or small groups within a workplace This skill set meets industry requirements for enterprise trainers.	
Units	TAEDEL301A	Provide work skill instruction
	TAEDEL401A	Mentor in the Workplace

TAESS00003 Enterprise trainer and assessor Skill Set

Target Group	Enterprise trainers and assessors working that works together with an RTO to deliver and assess nationally endorsed units or qualifications.	
Units	TAEASS401B	Plan assessment activities and processes
	TAEASS402B	Assess competence
	TAEASS403B	Participate in assessment validation
	TAEDEL301A	Provide work skill instruction

TAESS00006 Workplace supervisor

Target Group	Supervisors and managers involved in developing the skills of their team. In particular these competencies are identified as essential skills for those engaged in supervising apprentices.	
Units	TAEASS301B	Contribute to assessment
	TAEDEL301A	Provide work skill instruction
	TAEDEL404A	Mentor in the workplace

Employability Skills

The following table contains a summary of employability skills for this qualification. Employability Skills are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions". Employability skills are embedded in units of competency and assessed as part of the unit. The Employability Skills for this qualification are listed below.

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 inclusivity 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

Registration of Interest

TAE40110 Certificate IV in Training and Assessment

Name:	_____				
Address	_____				
Phone	_____	Mobile	_____	Email	_____

Details of other Training Qualifications completed

Study intentions

Study reasons

Employer support

Do you have internet access at work and at home? _____

If yes, what type of internet access do you have? _____

Other information:
