Studywell College	**Program Pre-Enrolment Information & Overview** **TAE40110 –** **Certificate IV in** **Training & Assessment**	**VET Quality Framework** **Standard 4 (Clause 4.1)** **Standard 5 (Clause 5.2)**	
		Form No:	**DOC-RTO-24.7**

TAE40110 – Certificate IV in Training and Assessment
Course Information

☑ **QUALIFICATION LEVEL:** Certificate IV (AQF Level 4)
☑ **TRAINING PACKAGE:** TAE10 – Training and Education
☑ **COURSE DURATION**: 6 Months
☑ **PRE-REQUISITES**: Nil (Direct Entry)

The **Certificate IV in Training and Assessment (TAE40110)** is a nationally-recognised qualification that 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 Standards of the VET Quality Framework / Australian Quality Training Framework. 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 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; and vocational education teacher.

ENTRY REQUIREMENTS

Prerequisite requirements

There are no prerequisite requirements for individual units of competency.
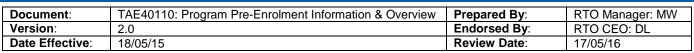
LEARNER ENROLMENT REQUIREMENTS

To successfully complete this Certificate IV program, you MUST:

- Have access to a training and assessment environment in vocational education and training contexts;
- Facilitate group-based learning to a learner group;
- Have access to a fully-functional computer / smart device loaded with a web browser (e.g. Internet Explorer, Firefox) and appropriate software applications to read PDF files (e.g. Adobe), produce documents (e.g. Microsoft Word, PowerPoint), and analyse information and data (e.g. Excel); and
- Have access to a computer / smart device with reliable Internet Access; and
- Have a camera on your internet-enabled device; and
- Have a Skype account; and
- Have a current valid email account for online communication and support; and
- Have a telephone and current valid telephone number for learning and assessment communication, support and interviews; and
- Successfully complete all assessment tasks to the required published standard.

This program requires a significant amount of reading and writing.

You will need:

- **Language skills** at a level that enables you to: consult, collaborate, cooperate and negotiate with a range of individuals and groups (including learners, peers, clients, organisational representatives) on a range of issues, tasks and projects; participate in and lead discussions; elicit information (e.g. client requirements, learner characteristics and needs); deliver engaging presentations and facilitate training sessions with a range of

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audiences (both group and individual) in a variety of contexts; conduct assessment;

LEARNER ENROLMENT REQUIREMENTS (Continued)

- **Language skills (Continued)** at a level that enables you to: provide clear explanations, options and advice; give clear and precise instructions; provide and seek constructive feedback; build rapport, establish effective working relationships and communicate in a culturally appropriate manner with a range of people from diverse backgrounds and with diverse abilities; share information; engage and motivate learners;
- **Literacy skills** at a level that enables you to: read, interpret, understand and use a range of complex written information and text (including learning programs and plans, assessment plans, enrolment records, pre-training assessments, learning theories, instructional design principles, legislation, organisational policies and procedures, Training Package components, VET Accredited Course information, Australian Core Skills Framework, VET Quality Framework, workplace documentation, and technical standards); develop, complete and maintain documentation (including training and assessment materials [e.g. programs, plans, resources, tools, records]); develop and organise learning content; and produce a range of documents in a variety of formats (e.g. training and assessment records, reports, presentations, learning and assessment plans) for a range of audiences and contexts;
- **Numeracy skills** at a level that enables you to: interpret and compare numerical information and data, including measurements; allocate, monitor and evaluate timeframes (e.g. time allocations in learning programs); and work with technical workplace information (e.g. equipment specifications, productivity standards, performance specifications);
- **Technology skills** at a level that enables you to: conduct online research using a web browser (e.g. Internet Explorer, Firefox); operate equipment; and use a variety of software applications and tools to read files (e.g. Adobe), produce documents (e.g. Microsoft Word, PowerPoint), analyse information and data (e.g. Excel), complete work tasks, design work processes, and communicate effectively with others; and
- **Research skills** at a level that enables you to: access, analyse and use a range of resources for training and assessment purposes (including Units of Competency, assessment tools, training and assessment materials, and policies and procedures (e.g. RPL, assessment)); determine and analyse learner characteristics and needs; and analyse and interpret Training Package and VET Accredited Course content to meet client needs.

COURSE OVERVIEW

This qualification requires completion of **ten (10) units of competency**, comprising seven (7) core units and three (3) elective units, clustered as follows:

Cluster		Unit of Competency
1	**Designing Learning**	- **TAEDES401A**: Design and Develop Learning Programs
		- **TAEDES402A:** Use Training Packages and Accredited Courses to Meet Client Needs
2	**Delivering Training**	- **TAEDEL301A**: Provide Work Skill Instruction
		- **TAEDEL401A**: Plan, Deliver & Organise Group-Based Learning
		- **TAEDEL402A**: Plan, Deliver & Organise Learning in the Workplace
		- **BSBCMM401A**: Make a Presentation
3	**Assessing Competence**	- **TAEASS401B**: Plan Assessment Activities & Processes
		- **TAEASS402B**: Assess Competence
		- **TAEASS403B**: Participate in Assessment Validation
4	**Addressing LLN Skills**	- **TAELLN411**: Address Adult Language Literacy & Numeracy Skills

Full details of the units of competency comprising the **Studywell College** program are tabled at the end of this overview.

MODE OF DELIVERY

This program is **delivered completely online** via access to a dedicated Learning Management System, allowing you total control over the time, timing, place and pace at which you study and complete the assessment tasks and activities. You can enrol in and commence the qualification at any time, with **six (6) months from date of enrolment to complete the qualification**. We envisage that it will take you on average 30 hours to complete a unit of competency, though

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depending on your existing skill and knowledge levels, and/or prior experience, this timeframe may be reduced. As a competency-based program, you may complete the qualification in a shorter period of time.

LEARNING SUPPORT

Whilst you retain full control over your program pace and progress, you always have access to a dedicated Trainer/Assessor and other support personnel (including a specialist Language, Literacy and Numeracy Practitioner) to provide one-on-one tailored support at all stages of your learning journey with **Studywell College** – from program induction through to qualification completion.

Let us know at any stage if you need any learning or language, literacy and numeracy assistance whatsoever to help you complete your program. We are here to support you in succeeding. Please contact us for Language, Literacy & Numeracy, and/or other Learning support by: Phone on 1300 026 163; or Email at info@studywellcollege.edu.au

ASSESSMENT

Upon enrolment, you will negotiate Assessment Plans to gather and submit sufficient original evidence to enable your Trainer/Assessor to make assessment decisions in respect of your enrolled competencies. You will be provided with detailed assessment task specifications and activities specific to the relevant unit of competency. By way of example, you may be required to:

- Complete competency-based projects and/or develop portfolios of evidence;
- Respond to case studies and scenarios;
- Answer knowledge-based questions (in multiple choice and/or short answer formats);
- Provide a report from a person with relevant experience and knowledge of your skills and performance levels (the likes of a Direct Supervisor or Manager);
- Participate in interviews with your assessor.

Typically, you will submit your evidence via the Learning Management System for assessment by your dedicated Trainer/Assessor, who will continue to maintain contact with you during the assessment decision-making process.

RECOGNITION OF PRIOR LEARNING (RPL)

If you believe you have competence in any of the units of competency within the qualification, you can enrol in our Rapid RPL program. Rapid RPL is a product designed for candidates who want their qualifications fast and have current evidence collected over the past three (3) years that demonstrate the required skills and knowledge of each unit of competency within the qualification. Talk to our sales team to enrol in the Rapid RPL program.

If you do not have evidence for a full RPL we can assist with a Rapid RPL Upgrade where you undergo partial RPL assessment and complete the required courseware. Talk to our sales team about upgrading to the Rapid RPL Upgrade program.

CREDIT TRANSFER

Under the Credit Transfer system, you may also be granted exemption for units of competency or modules you have previously completed and can substantiate through production of Australian Qualifications Framework (AQF) Certification Documentation issued by any other Registered Training Organisation (RTO) or AQF authorised issuing organisation. As part of the application process, you must submit:

- Certified copies of the AQF Certification Documentation in respect of which you seek credit or authenticated VET transcript/s issued by the Student Identifiers Registrar; and
- In the case of AQF Certification Documentation issued by an AQF Authorised Issuing Organisation other than an RTO (e.g. University), full specifications of the content and learning outcomes of each unit or module successfully completed; and
- Evidence verifying the currency of competencies for which you seek credit.

EMPLOYABILITY SKILLS

This program contains employability skills. The following table contains a summary of the employability skills required by industry for this Certificate IV qualification:

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Employability Skill	Industry/Enterprise Requirements for this Qualification include:
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.

ENROLMENTS

For further information or enrolment, please contact:

Studywell College
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E-mail: info@studywellcollege.edu.au

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Unit Code	Unit Title	Core / Elective (per Package)	Nominal Hours	Unit Descriptor & Elements
TAEASS401B	Plan Assessment Activities & Processes	CORE	20	This unit describes the skills and knowledge required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency- based assessment system: 1. Determine assessment approach; 2. Prepare the assessment plan; 3. Develop assessment instruments.
TAEASS402B	Assess Competence	CORE	15	This unit describes the skills and knowledge required to develop and maintain an assessment plan and gather quality evidence to assess the competence of a candidate: 1. Prepare for assessment; 2. Gather quality evidence; 3. Support the candidate; 4. Make the assessment decision; 5. Record and report the assessment decision; 6. Review the assessment process.
TAEASS403B	Participate in Assessment Validation	CORE	20	This unit describes the skills and knowledge required to participate in an assessment validation process: 1. Prepare for validation; 2. Contribute to validation process; 3. Contribute to validation outcomes.
TAEDEL401A	Plan, Deliver & Organise Group-Based Learning	CORE	30	This unit describes the skills and knowledge required to plan, organise and deliver training for individuals within a group: 1. Interpret learning environment and delivery requirements; 2. Prepare session plans; 3. Prepare resources for delivery; 4. Deliver and facilitate training sessions; 5. Support and monitor learning.
TAEDEL402A	Plan, Deliver & Organise Learning in the Workplace	CORE	25	This unit describes skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace: 1. Establish effective work environment for learning; 2. Develop a work-based learning pathway; 3. Establish the learning-facilitation relationship; 4. Implement work-based learning pathway; 5. Maintain and develop the learning / facilitation relationship; 6. Close and evaluate the learning / facilitation relationship; 7. Monitor and review the effectiveness of the work-based learning pathway.
TAEDES401A	Design and Develop Learning Programs	CORE	50	This unit describes the 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: 1. Define parameters of the learning program; 2. Work within the VET policy framework; 3. Develop program content; 4. Design structure of the learning program.

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TAEDES402A	Use Training Packages and Accredited Courses to Meet Client Needs	CORE	25	This unit describes the skills and knowledge required to use training packages and accredited courses as tools to support industry, organisation and individual competency development needs: 1. Select appropriate training package or accredited course; 2. Analyse and interpret the qualifications framework; 3. Analyse and interpret units of competency and accredited modules; 4. Contextualise units and modules for client applications; 5. Analyse and interpret assessment information.
TAELLN411	Address Adult Language Literacy and Numeracy Skills	ELECTIVE	30	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: 1. Analyse LLN requirements; 2. Select and use resources and strategies to address LLN skill requirements; 3. Use specialist LLN support where required; 4. Evaluate effectiveness of learning support and assessment strategies in addressing LLN requirements.
TAEDEL301A	Provide Work Skill Instruction	ELECTIVE	40	This unit describes the skills and knowledge required to conduct individual and group instruction, demonstrate work skills and assess the success of training and one's own training performance, using existing learning resources in a safe and comfortable learning environment: 1. Organise instruction and demonstration; 2. Conduct instruction and demonstration; 3. Check training performance; 4. Review personal training performance and finalise documentation.
BSBCMM401A	Make a Presentation	ELECTIVE	30	This unit covers the performance outcomes, skills and knowledge required to prepare, deliver and review a presentation to a target audience: 1. Prepare a presentation; 2. Deliver a presentation; 3. Review the presentation.

Studywell College reserves the right to amend course structure and subject content to meet changing industry demands.

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