

## Certificate IV in TAA Blended Course Unit Summaries

### **TAAASS401C Plan and organise assessment**

This unit specifies the competence required to plan and organise the assessment process in a competency-based assessment system

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.

1. Determine approach for assessment
2. Prepare the assessment/RPL plan
3. Contextualise and review assessment/RPL plan
4. Organise assessment/RPL arrangements

### **TAAASS402C Assess competence**

This unit specifies the competence required to assess the competence of a candidate.

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.

1. Establish and maintain the assessment environment
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

### **TAAASS403B Develop assessment tools**

This unit specifies the competence required to develop assessment tools 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.

1. Determine the focus of the assessment tool
2. Determine assessment tool needs
3. Design and develop assessment tools
4. Review and trail assessment tools

### **TAAASS404B Participate in assessment validation**

This unit specifies the competence required to participate in an assessment validation process.

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.

1. Prepare for validation
2. Contribution to validation process
3. Contribute to validation outcomes

### **TAADEL401B Plan and organise group based delivery**

This unit specifies the competency required to plan and organise training for individuals within a group.

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.

1. Interpret the learning environment and delivery requirements
2. Prepare session plans
3. Prepare resources needed for delivery

### **TAADEL402B Facilitate group based learning**

This unit specifies the competency required to facilitate learning by individuals within a group.

The competency of delivering training and facilitating learning to a group involves preparing, guiding supporting and managing learners using a range of delivery methods, knowledge, skills and behaviours that enhance learning.

1. Establish an environment conducive to group learning
2. Deliver and facilitate training sessions
3. Demonstrate effective facilitation skills
4. Support and monitor learning
5. Review and evaluate effectiveness of delivery

### **TAADEL403B Facilitate individual learning**

This unit specifies the competency required to facilitate individual learning through a one-on-one relationship between a learner and facilitator.

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.

1. Identify individual learning facilitation requirements
2. Establish the learning/facilitation relationship
3. Maintain and develop the learning/facilitation relationship
4. Close and evaluate the learning/facilitation relationship

### **TAADEL404B Facilitate workbased learning**

This unit specifies the outcomes required to use work effectively as a learning process.

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

1. Establish an effective work environment for learning
2. Develop a work-based learning pathway
3. Implement the work-based learning pathway
4. Monitor learning and address barriers to effective participation
5. Review the effectiveness of the work-based learning pathway

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

This unit specifies the competency required to use Training Packages and accredited courses as a tool to support industry, organisation or individual competency development needs.

Training Packages represent the national industry benchmarks for nationally recognised vocational outcomes in the vocational education and training system. Accredited courses represents 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.

1. Define the basis for using Training Package/s and accredited courses
2. Analyse and interpret the qualifications framework
3. Analyse and interpret competency standards and accredited modules for client application/s
4. Contextualise competency standards and accredited courses for client application/s
5. Analyse and interpret assessment guidance for client application
6. Use Training Package/s and accredited courses as an integrated tool for client application

### **TAADES402B Design and develop learning programs**

This unit specifies the competency required to conceptualise, design, develop and evaluate learning programs to meet an identified need for a group of learners, using appropriate criteria. Criteria may include endorsed competency standards and other specifications such as organisational performance standards, product equipment specifications and workplace procedures.

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.

1. Define the parameters of the learning program in consultation with the client/s
2. Generate options for designing the learning program
3. Develop the learning program content
4. Design the structure of the learning program
5. Review the learning program

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

This unit specifies the competency required to work effectively in the policy and operating environment of the vocational education and training sector.

1. Work within the vocational education and training policy framework
2. Work within the training and/or assessment organisation's quality framework
3. Manage work and work relationships
4. Demonstrate a client-focused approach to work

### **TAAENV402B Foster and promote an inclusive learning environment**

This unit specifies the competency required to foster and promote an environment which supports inclusive work practices and 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.

1. Practise inclusivity
2. Promote and respond to diversity
3. Develop and implement work strategies to support inclusivity
4. Promote a culture of learning
5. Monitor and improve work practices

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

This unit specifies the competency required to ensure the health, safety and welfare of learners and candidates. It 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.

1. Identify OHS responsibilities
2. Identify hazards in the learning environment
3. Assess risks in the learning environment
4. Develop and implement actions to ensure the health safety and welfare of learners and/or candidates
5. Provide appropriate OHS requirements to learners and/or candidates
6. Monitor OHS arrangements in the learning environment

### **BSBLED401A Develop teams and individuals**

This unit covers the skills and knowledge required to determine individual and team development needs and facilitate the development of the workgroup.

1. Determine development needs
2. Develop individuals and teams
3. Monitor and evaluate workplace learning