



Bedford College

TAE40116 Certificate IV in Training and Assessment		10 Units – Includes 9 Core Units and 1 Elective Unit
The latest TAE40116 requires people entering the program to be able to <i>demonstrate vocational competency in their proposed teaching and assessing area. Vocational competency is defined as broad industry knowledge and experience, and may include, but is not limited to, holding a relevant unit of competency or qualification.</i>		
You will complete the assessments for each unit in the Learner Workbook Provided		
CORE UNITS		REQUIREMENTS FOR THIS UNIT
<u>TAEASS401</u>	Plan assessment activities and processes	<ul style="list-style-type: none"> • Planning and organising the assessment process on a minimum of five separate occasions. • Planning and organising two RPL assessments which may be two of the five.
<u>TAEASS402</u>	Assess competence	<ul style="list-style-type: none"> • Assess five candidates within the VET context. • Real assessment environment.
<u>TAEASS403</u>	Participate in assessment validation	<ul style="list-style-type: none"> • Actively participate in three validation sessions.
<u>TAEASS502</u>	Design and develop assessment tools	<ul style="list-style-type: none"> • Develop three assessment tools to assess at least three units of competency, review these to ensure that they meet the Principles of Assessment and Rules of Evidence.
<u>TAEDEL401</u>	Plan, organise and deliver group-based learning	<ul style="list-style-type: none"> • Facilitate group-based learning by preparing and delivering at least three training sessions, including: <ul style="list-style-type: none"> ▪ At least two consecutive sessions of at least 40 minutes, that follow one of the learning program designs, to a learner group of at least eight individuals ▪ At least one session delivered to a learner group of at least eight individuals, with evidence of how the characteristics and needs of the group were addressed. <p>Learners can be different for each session. Need not be real vocational learners.</p>
<u>TAEDEL402</u>	Plan, organise and facilitate learning in the workplace	<ul style="list-style-type: none"> • Prepare and facilitate work-based learning. • Provide a minimum of two examples of developing work-based learning pathways, that include: <ul style="list-style-type: none"> ▪ identifying needs for learning ▪ analysing work practices, work environment and work activities ▪ organising and allocating work in a way that reflects learning needs, and provides effective learning opportunities through work processes. • Conducting a learning facilitation relationship: <ul style="list-style-type: none"> ▪ with at least two individuals ▪ demonstrating communication skills and flexibility ▪ demonstrating one or more of the processes, or techniques identified.
<u>TAEDES401</u>	Design and develop learning programs	<ul style="list-style-type: none"> • Design, develop and review learning programs within the VET context. • Prepare and develop a minimum of two learning programs: <ul style="list-style-type: none"> ▪ that contain differentiated learning program designs to reflect particular needs, contexts and timelines ▪ at least one of which must be based on competency standards or accredited courses, and must cover at least one entire unit of competency or accredited course module.

TAE40116 Certificate IV in Training and Assessment		REQUIREMENTS FOR THIS UNIT Continued
<u>TAEDES402</u>	Use training packages and accredited courses to meet student needs	<ul style="list-style-type: none"> Analyse a Training Package or accredited course to examine its component parts, identify relevant UOC and contextualize those to meet a specific client need. Demonstrate a minimum of two examples of analysing training specifications, including at least one Training Package: the other may be another Training Package or an accredited course that meets a specific client need.
<u>TAEINN411</u>	Address adult language, literacy and numeracy skills	<ul style="list-style-type: none"> Using real vocational learners. Use various sources to gather information on the current LLN skills of a learner group. Customise and use at least two learning resources to address LLN requirements. Select, use and review at least two instructional strategies that directly address the identified LLN needs of the learner group. Select, use and review at least two assessment strategies that cater for the identified LLN needs of the learner group.
ELECTIVE UNIT 1 Unit		
<u>BSBCMM401</u>	Make a presentation	<ul style="list-style-type: none"> Prepare, deliver and review a presentation using: <ul style="list-style-type: none"> equipment, materials and business software packages for making a presentation business technology interaction with others.

Glossary

Enrolled vocational learner

A learner currently enrolled in an RTO for the purposes of receiving a statement of attainment by completing an endorsed or accredited unit of competency.

A real student currently enrolled in an RTO for the purpose of completing a unit/qualification

Real Vocational Learners

Learners undertaking training required for their employment and directly related to the specific skills needed for that employment

Real assessment environment

Any environment with real candidates in which a valid assessment can take place.

Simulated, online, remote and delayed are still real and valid

VET workplace

Is any workplace where whole or parts of units of competency are delivered or assessed

LLN

Language Literacy and Numeracy

VET

Vocational educational training

UOC

Unit of competency