Training And Assessment Industry

Implementation and User Guide for the Training and Assessment Training Package (TAA04)
# Table of Contents

**PART 1**
Introduction to the Guide

- Obtaining the TAA04 Training Package
- An Overview of the Training and Assessment Industry
- Overview of the TAA Training Package
- Qualifications and Occupations in the Training and Assessment Industry
- Nominal Duration of Units of Competency and Qualifications

**PART 2**
Transition Arrangements

- How does an RTO get the TAA04 on the scope of delivery?

**PART 3**
Recognition of Prior Learning and Mapping

- Summary of Mapping from TAA04 to BSZ98 and the Unit Descriptors
- Summary of Mapping from TAA04 to BSZ98 and the Unit Descriptors
- Summary of Mapping from TAA04 to BSZ98 and the Unit Descriptors

**PART 4**
Choosing Quality Learning and Assessment Strategies

- Choosing Quality Learning and Assessment Strategies
- Assessment Guidelines in TAA04
- Example Case Study and Skills Sets for the TAA04
- Moderation/Validation of Assessment

**PART 5**
Learning and Assessment Resources

- TAA04 Learning Resources and Assessment Materials
- Examples of Packaging Units in a Training Program

**PART 6**
Appendices

- Appendix (2) Learning/Delivery and Assessment Strategies Template (sample two)
- Appendix (3) Sample Evidence Plan Template for Assessment
- Appendix (4) Evidence plan for Assessment (Reference: National Assessment Resources Guide 2, 2001)
- Appendix (5) Record of Assessment by Observation/Demonstration (Reference: National Assessment Resources Guide 2, 2001)

Acknowledgments
# Table of Contents

## PART 1
Introduction to the Guide  
page 5

- Obtaining the TAA04 Training Package  
  page 6
- An Overview of the Training and Assessment Industry  
  page 7
- Overview of the TAA Training Package  
  page 8
- Qualifications and Occupations in the Training and Assessment Industry  
  page 10
- Nominal Duration of Units of Competency and Qualifications  
  page 12

## PART 2
Transition Arrangements  
page 16

- How does an RTO get the TAA04 on the scope of delivery?  
  page 16

## PART 3
Recognition of Prior Learning and Mapping  
page 18

- Summary of Mapping from TAA04 to BSZ98 and the Unit Descriptors  
  page 19
- Summary of Mapping from TAA04 to BSZ98 and the Unit Descriptors  
  page 20
- Summary of Mapping from TAA04 to BSZ98 and the Unit Descriptors  
  page 22

## PART 4
Choosing Quality Learning and Assessment Strategies  
page 25

- Choosing Quality Learning and Assessment Strategies  
  page 25
- Choosing Quality Learning and Assessment Strategies  
  page 25
- Choosing Quality Learning and Assessment Strategies  
  page 25
- Assessment Guidelines in TAA04  
  page 26
- Example Case Study and Skills Sets for the TAA04  
  page 28
- Moderation/Validation of Assessment  
  page 31

## PART 5
Learning and Assessment Resources  
page 32

- TAA04 Learning Resources and Assessment Materials  
  page 32
- Examples of Packaging Units in a Training Program  
  page 33

## PART 6
Appendices  
page 36

- Appendix (2) Learning/Delivery and Assessment Strategies Template (sample two)  
  page 40
- Appendix (3) Sample Evidence Plan Template for Assessment  
  page 42
- Appendix (3) Evidence plan for Assessment (Reference: National Assessment Resources Guide 2, 2001)  
  page 48
  page 49
- Appendix (5) Record of Assessment by Observation/Demonstration (Reference: National Assessment Resources Guide 2, 2001)  
  page 50

## Acknowledgments  
page 51
This Implementation and User Guide has been generated to assist and enable the stakeholders (particularly Registered Training Organisations and Employers) in the Training and Assessment Industry in Western Australia to participate in the managed implementation of the National Training and Assessment Training Package TAA04.

This guide does not duplicate the Training and Assessment (TAA04) Training Package and should be read in conjunction with the endorsed components of the Training and Assessment Training Package.

Information within this Guide provides guidance on how competency standards may be selected and applied to achieve suitable outcomes and qualifications, for and within an industry.

The Training and Assessment Training Package TAA04 was endorsed by the National Quality Training Quality Council on the 1/11/04 and signed off by Ministers for vocational education and training on 22/11/04.

This Guide provides information that will assist and guide the implementation of the Training and Assessment Training Package (TAA04) in Western Australia.

This Guide is primarily designed to aid Registered Training Organisations (RTOs) to convert from BSZ98 Assessment and Workplace Training Training Package to the new TAA04 Training and Assessment Training Package, within the scope of their training delivery.

This Guide should be read in conjunction with the endorsed components of the Training and Assessment Training Package TAA04.

The Guide provides information on:

- The Training and Assessment industry
- Sample occupations and pathways in Training and Assessment
- Transition arrangements from the BSZ98 Training Package to the Training and Assessment Training Package
- An allocation of nominal hours to units of competency and qualifications
- Putting the TAA04 on your Scope of Delivery
- Vocational competence in Training and Assessment
- Mapping TAA04 to BSZ98 Qualifications and Units of Competency
- Recognition of prior learning
- Advice on simulated assessment, clustering and reasonable adjustment
- Assessor responsibilities
- Choosing quality learning and assessment strategies
- Moderation/validation of assessment
- An indication of availability of supporting materials for delivery of qualifications
- Sample assessment templates
This Guide provides information that will assist and guide the implementation of the Training and Assessment Training Package TAA04 in Western Australia.

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The Training and Assessment Training Package can be purchased from:

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<thead>
<tr>
<th>Innovation and Business Skills Council</th>
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<tbody>
<tr>
<td>Level 2, Building B, 192 Burwood Road</td>
</tr>
<tr>
<td>Hawthorn Victoria 3122</td>
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<tr>
<td>Telephone: (03) 9815 7000</td>
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<tr>
<td>Facsimile: (03) 9815 7001</td>
</tr>
<tr>
<td>Email: <a href="mailto:admin@bsitab.org">admin@bsitab.org</a></td>
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<td>Cost: Ring Bound hard Copy and CD $250.00</td>
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<tbody>
<tr>
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</tr>
<tr>
<td>Melbourne Victoria 3000</td>
</tr>
<tr>
<td>Telephone: (03) 9655 0600</td>
</tr>
<tr>
<td>Facsimile: (03) 9639 4684</td>
</tr>
<tr>
<td>Email: <a href="mailto:sales@atpl.net.au">sales@atpl.net.au</a></td>
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<tr>
<td>Cost: Hard copy only $187.00</td>
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<td>CD Only: $132.00</td>
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Information on National Training Packages is also available through the National Training Information Service (NTIS), which can be located on the internet at: [www.ntis.gov.au](http://www.ntis.gov.au)

Note: full texts of National Training Packages are not published on the NTIS website, merely the names of the qualifications and the units of competency however full texts may be available on the NTIS from mid 2005

All RTOs who have Training Package qualifications on their Scope of Delivery must obtain a copy of the relevant Training Package.

Information provided in this section relates to:

- the industry sector broadly, and then
- how the Training Package relates to the sector, for example the various streams in qualifications to meet the industry sector requirements and career options and pathways

**Training and Assessment Industry**

The vocational and education training sector is responsible for developing the competence of individuals in areas of work required by industry, enterprise and organisations as well as providing general education for the community. It includes vocational education and training undertaken in industries, private registered training organisations and TAFE Colleges, enterprises, government agencies, community and school settings.

The development of this Training Package reflects the outcomes of a comprehensive 3.5 year review process of the BSZ98 Training Package for Assessment and Workplace Training. It was developed in conjunction with contracted consultants, critical friends and thousands of individuals and hundreds of organisations from the VET sector who contributed their time and input in to the development process.

The VET sector may range from the ‘novice’ trainer and/or assessor who will use this Training Package to develop specific competencies to commence training and/or assessment practices to experienced practitioners who will use this Training Package for professional development and career development.

The sector also includes a broad range of organisations and operating contexts in which the Training Package might be used, ranging from an RTO, which might be a public provider, enterprise/organisation, group training, commercial college, community provider or school to an organisation working in partnership with an RTO, or an organisation that delivers non-recognised vocational education and training.

While the majority of people in the VET industry are directly involved in training/learning and/or assessment it is important to note that others not directly involved play an important role in the achievement of VET objectives. This may include employers, Industry Training Advisory Bodies, Industry Skills Councils, Government agencies and VET regularity bodies, program and resource developers and learners themselves.
The Training and Assessment Training Package can be purchased from:

- **Innovation and Business Skills Council**
  Level 2, Building B, 192 Burwood Road
  Hawthorn Victoria 3122
  Telephone: (03) 9815 7000
  Facsimile: (03) 9815 7001
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### An Overview of the Training and Assessment Industry

**Information provided in this section relates to:**

- the industry sector broadly, and then
- how the Training Package relates to the sector, for example the various streams in qualifications to meet the industry sector requirements and career options and pathways

### Training and Assessment Industry

The vocational and education training sector is responsible for developing the competence of individuals in areas of work required by industry, enterprise and organisations as well as providing general education for the community. It includes vocational education and training undertaken in industries, private registered training organisations and TAFE Colleges, enterprises, government agencies, community and school settings.

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Overview of the TAA Training Package

There are two qualifications in TAA04 Training and Assessment Training Package:
TAA40104 Certificate IV in Training and Assessment = 12 CORE UNITS Plus 2 ELECTIVE UNITS
TAA50104 Diploma of Training and Assessment = THE 12 CORE UNITS FROM CERT IV ARE PREREQUISITES Plus 5 CORE UNITS Plus 7 ELECTIVE UNITS

There are 39 (TAA) units of competency in Version 1 of the TAA04 Training and Assessment Training Package and 16 imported units.

The units are grouped into eight Fields of Competence:
- Learning environment – 5 units
- Learning design – 7 units
- Delivery and facilitation – 10 units
- Assessment – 6 units
- Training Advisory Services – 5 units
- Coordination, Management and Quality of Training and/or Assessment – 5 units
- Language, Literacy and Numeracy Practice – 1 unit
- Imported units – 16

Learning Design
TAADES401A Use Training Packages to meet client needs
TAADES402A Design and develop learning programs
TAADES501A Design and develop learning strategies
TAADES502A Design and develop learning resources
TAADES503A Research and design e-learning resources
TAADES504A Develop and evaluate e-learning resources
TAADES505A Research and develop competency standards

Delivery and Facilitation
TAADEL301A Provide training through instruction and demonstration of work skills
TAADEL401A Plan and organise group-based delivery
TAADEL402A Facilitate group-based learning
TAADEL403A Facilitate individual learning
TAADEL404A Facilitate work-based learning
TAADEL405A Coordinate and facilitate distance-based learning
TAADEL501A Facilitate e-learning
TAADEL502A Facilitate action learning projects
TAADEL503A Provide advanced facilitation to support learning
TAADEL504A Lead and coordinate training services

Assessment
TAAASS301A Contribute to assessment
TAAASS401A Plan and organise assessment
TAAASS402A Assess competence
TAAASS403A Develop assessment tools
TAAASS404A Participate in assessment validation
TAAASS501A Lead and coordinate assessment systems and services

Training Advisory Services
TATAAS401A Maintain information requirements of training and/or assessment organisations
TATAAS402A Prepare a tender bid
TATAAS403A Manage contracted work
TATAAS404A Facilitate group processes

Coordination, Management and Quality Competency Standards
TAAACMQ501A Develop training and/or assessment organisational policies and procedures
TAAACMQ502A Coordinate training and/or assessment arrangements for apprenticeships/traineeships
TAAACMQ503A Lead and conduct training and/or assessment evaluations
TAAACMQ504A Determine and manage scope of training and/or assessment services
TAAACMQ505A Lead a team to foster innovation

Language, literacy and numeracy practice
TAAALLN401A Address language, literacy and numeracy issues within learning and assessment practice

Imported Units - Certificate IV Competency Standards
BSBMKG406A Build client relationships
BSBCM405A Analyse and present research information
BSBCM409A Promote products and services
BSBAD402A Participate in a quality audit

Imported Units - Diploma Competency Standards
BSBMKG501A Evaluate marketing opportunities
BSBEBUS508A Build a virtual community
BSBMGT503A Prepare budgets and financial plans
BSBMGT504A Manage budgets and financial plans
BSBMGT506A Recruit, select and induct staff
BSBHR504A Manage industrial relations policies and processes
BSRKG502A Manage and monitor business or records systems
BSBFILM512A Ensure team effectiveness
BSBFILM514A Manage people
CHCCAR501A Provide careers guidance
PSPGOV504B Undertake research and analysis
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TAATAS502A Prepare a tender bid
TAATAS503A Manage contracted work
TAATAS504A Facilitate group processes

Coordination, Management and Quality Competency Standards
TAACMQ501A Develop training and/or assessment organisational policies and procedures
TAACMQ502A Coordinate training and/or assessment arrangements for apprenticeships/traineeships
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TAACMQ504A Determine and manage scope of training and/or assessment services
TAACMQ505A Lead a team to foster innovation

Language, literacy and numeracy practice
TAALLN401A Address language, literacy and numeracy issues within learning and assessment practice

Imported Units - Certificate IV Competency Standards
BSBMKG406A Build client relationships
BSBCM405A Analyse and present research information
BSBCM409A Promote products and services
BSBAUD402A Participate in a quality audit

Imported Units - Diploma Competency Standards
BSBMKG501A Evaluate marketing opportunities
BSBEBUS508A Build a virtual community
BSBMGT503A Prepare budgets and financial plans
BSBMGT504A Manage budgets and financial plans
BSBMGT506A Recruit, select and induct staff
BSBHR504A Manage industrial relations policies and processes
BSBRKG502A Manage and monitor business or records systems
BSBFML512A Ensure team effectiveness
BSBFML514A Manage people
CHCCAR501A Provide careers guidance
PSPGOV504B Undertake research and analysis
Qualifications and Occupations in the Training and Assessment industry

### National Code: TAA401A
### Qualification Title: Certificate IV in Training and Assessment

#### Purpose
The TAA401A Certificate IV in Training and Assessment specifies the competencies required to deliver training in an industry area or area of subject matter expertise, and to conduct competency-based assessment in a range of contexts.

#### Competencies consist of:
- Work effectively in Vocational Education and Training
- Foster and promote an inclusive learning culture
- Ensure a healthy and safe learning environment
- Use Training Packages to meet clients needs
- Design and develop learning programs
- Plan and organise group based delivery
- Facilitate individual learning
- Plan and organise assessment
- Assess competence
- Develop assessment tools
- Participate in assessment validation

There are an additional two elective units of competency that can be chosen depending on the individual’s area of interest e.g. Training Advisory Services, Language, Literacy and Numeracy Practice, Delivery and Facilitation, Learning Environment or choice from 5 imported Business Services related units.

#### Sample Jobs
- Teachers/Lecturers/Trainers in public Vocational Education and Training (e.g. TAFE Colleges) permanent full-time, part-time, casual positions
- Teachers/Lecturers/Trainers in private Vocational Education and Training (e.g. commercial colleges) permanent full-time, part-time, casual positions
- School Teachers teaching VET in High Schools
- Trainers/Assessors in Industry (e.g. mining, construction, hospitality)
- Coaches and Mentors in Industry (e.g. public sector organisations)
- Off-shore VET Trainers and Assessors
- International VET Trainers and Assessors
- Supplier based Trainers
- On-the-job Assessors (e.g. industry enterprise based)
- Human Resource Professional Development Officer
- Community Trainer and Assessor

#### Sample Pathways
Certificate IV in Training and Assessment articulates into Diploma of Training and Assessment

Most Certificate IV qualifications provide a minimum entry point to University Studies
Most Diploma qualifications provide an entry point to University Studies and often some credit allowance depending on the degree program chosen.

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Qualifications and Occupations in the Training and Assessment industry

### National Code: TAA501A
### Qualification Title: Diploma of Training and Assessment

#### Purpose
The Diploma of Training and Assessment specifies the competencies required to engage in advanced training and assessment practice which may also include competence in one or more of the following areas: development of training products, provision of training and consultancy services and leadership and co-ordination of training and assessment services.

#### Competencies consist of:
- Maintain and enhance professional practice
- Design and develop learning strategies
- Provide advanced facilitation to support learning
- Lead and coordinate assessment systems and services
- Lead and conduct training and/or assessment evaluations

There are an additional seven elective units of competency that can be chosen (5 must be in the Training and Assessment area) depending on the individual’s area of interest e.g. Learning Design, Delivery and Facilitation, Training Advisory Services, Coordination, Management and Quality of Training and/or Assessment Services, there are 11 imported units available.

#### Sample Jobs
- Senior Teachers/Lecturers/Trainers/Program Managers in public Vocational Education and Training (e.g. TAFE Colleges) permanent full-time, part-time, casual positions
- Senior Teachers/Lecturers/Trainers/Coordinators/Managers in private Vocational Education and Training (e.g. commercial colleges) permanent full-time, part-time, casual positions
- Registered Training Organisation Manager
- Peer educator
- Lectures in Higher Education for VET
- Trainers/Assessors Coaches and Mentors in Industry (e.g. Qantas Airways, McDonalds Training, Coles Supermarkets)
- Project and Training Manager for Organisational Development
- Lead Trainers/Assessors in Industry (e.g. mining, construction, hospitality)
- Off-shore VET Trainers and Assessors
- International VET Trainers and Assessors
- Supplier based Trainers
- Supervisors of on-the-job Trainers and/or Assessors (e.g. industry enterprise based)
- Human Resource Opportunities
- Community Trainer and Assessor

#### Sample Pathways
Most Diploma qualifications provide an entry point to University Studies and often some credit allowance depending on the degree program chosen.
- Master Degree in Education (Training and Development)
- Doctorate Degree in Education (Training and Development)
Qualifications and Occupations in the Training and Assessment industry

**National Code:** TAA401A  
**Qualification Title:** Certificate IV in Training and Assessment  

**Purpose**  
The TAA401A Certificate IV in Training and Assessment specifies the competencies required to deliver training in an industry area or area of subject matter expertise, and to conduct competency-based assessment in a range of contexts.

**Competencies consist of:**  
- Work effectively in Vocational Education and Training  
- Foster and promote an inclusive learning culture  
- Ensure a healthy and safe learning environment  
- Use Training Packages to meet clients needs  
- Design and develop learning programs  
- Plan and organise group based delivery  
- Facilitate individual learning  
- Plan and organise assessment  
- Assess competence  
- Develop assessment tools  
- Participate in assessment validation  

There are an additional two elective units of competency that can be chosen depending on the individual’s area of interest e.g. Training Advisory Services, Language, Literacy and Numeracy Practice, Delivery and Facilitation, Learning Environment or choice from 5 imported Business Services related units.

**Sample Jobs**  
- Teachers/Lecturers/Trainers in public Vocational Education and Training (e.g. TAFE Colleges) permanent full-time, part-time, casual positions  
- Teachers/Lecturers/Trainers in private Vocational Education and Training (e.g. commercial colleges) permanent full-time, part-time, casual positions  
- School Teachers teaching VET in High Schools  
- Trainers/Assessors in Industry (e.g. mining, construction, hospitality)  
- Coaches and Mentors in Industry (e.g. public sector organisations)  
- Off-shore VET Trainers and Assessors  
- International VET Trainers and Assessors  
- Supplier based Trainers  
- On-the-job Assessors (e.g. industry enterprise based)  
- Human Resource Professional Development Officer  
- Community Trainer and Assessor

**Sample Pathways**  
Certificate IV in Training and Assessment articulates into Diploma of Training and Assessment  

Most Certificate IV qualifications provide a minimum entry point to University Studies  
Most Diploma qualifications provide an entry point to University Studies and often some credit allowance depending on the degree program chosen.

Qualifications and Occupations in the Training and Assessment industry

**National Code:** TAA501A  
**Qualification Title:** Diploma of Training and Assessment  

**Purpose**  
The Diploma of Training and Assessment specifies the competencies required to engage in advanced training and assessment practice which may also include competence in one or more of the following areas: development of training products, provision of training and consultancy services and leadership and co-ordination of training and assessment services.

**Competencies consist of:**  
- Maintain and enhance professional practice  
- Design and develop learning strategies  
- Provide advanced facilitation to support learning  
- Lead and coordinate assessment systems and services  
- Lead and conduct training and/or assessment evaluations  

There are an additional seven elective units of competency that can be chosen (5 must be in the Training and Assessment area) depending on the individual’s area of interest e.g. Learning Design, Delivery and Facilitation, Training Advisory Services, Coordination, Management and Quality of Training and/or Assessment Services, there are 11 imported units available.

**Sample Jobs**  
- Senior Teachers/Lecturers/Trainers/Program Managers in public Vocational Education and Training (e.g. TAFE Colleges) permanent full-time, part-time, casual positions  
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- Registered Training Organisation Manager  
- Peer educator  
- Lectures in Higher Education for VET  
- Trainers/Assessors Coaches and Mentors in Industry (e.g. Qantas Airways, McDonalds Training, Coles Supermarkets)  
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- Lead Trainers/Assessors in Industry (e.g. mining, construction, hospitality)  
- Off-shore VET Trainers and Assessors  
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**Sample Pathways**  
Most Diploma qualifications provide an entry point to University Studies and often some credit allowance depending on the degree program chosen.  
Master Degree in Education (Training and Development)  
Doctorate Degree in Education (Training and Development)
Nominal Duration of Units of Competency and Qualifications

The maximum nominal hours are identified for each Training Package qualification. Nominal hours may vary within a qualification depending on the units of competency selected and the delivery strategies used. Nominal hours are for structured training only and include both delivery and assessment.

Definition of nominal hours (supervised)
The hours of supervised learning or training deemed necessary to cover the educational material in a training program when undertaken in standard classroom delivery mode. (Source: A Glossary of Australian Vocational Education and Training Terms, 2003).

The following table provides a summary of the units of competency, the qualifications and nominal hours in the Training and Assessment Training Package TAA04.

Cert IV in Training & Assessment
12 Core and 2 Electives

<table>
<thead>
<tr>
<th>Core Unit</th>
<th>Hours</th>
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</tr>
<tr>
<td>Total</td>
<td>215</td>
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</table>

<table>
<thead>
<tr>
<th>Elective Unit</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BSBMKG406A</td>
<td>50</td>
</tr>
<tr>
<td>TAADEL301A</td>
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</tr>
<tr>
<td>TAATAS401A</td>
<td>40</td>
</tr>
<tr>
<td>BSBCM405A</td>
<td>40</td>
</tr>
<tr>
<td>BSBUD402A</td>
<td>40</td>
</tr>
<tr>
<td>TAAENV404A</td>
<td>35</td>
</tr>
<tr>
<td>TAADEL405A</td>
<td>30</td>
</tr>
<tr>
<td>TAALLN401A</td>
<td>30</td>
</tr>
<tr>
<td>BSBCM404A</td>
<td>30</td>
</tr>
<tr>
<td>TAADEL402A</td>
<td>20</td>
</tr>
<tr>
<td>BSBCM409A</td>
<td>20</td>
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<tr>
<td>Elective hours</td>
<td>40 - 90</td>
</tr>
<tr>
<td>Total Hours</td>
<td>255 - 305</td>
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</table>
The maximum nominal hours are identified for each Training Package qualification. Nominal hours may vary within a qualification depending on the units of competency selected and the delivery strategies used. Nominal hours are for structured training only and include both delivery and assessment.

Definition of nominal hours (supervised)
The hours of supervised learning or training deemed necessary to cover the educational material in a training program when undertaken in standard classroom delivery mode. (Source: A Glossary of Australian Vocational Education and Training Terms, 2003).

The following table provides a summary of the units of competency, the qualifications and nominal hours in the Training and Assessment Training Package TAA04.

**Cert IV in Training & Assessment**
12 Core and 2 Electives

<table>
<thead>
<tr>
<th>Core Unit</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAADES402A Design and develop learning programs</td>
<td>40</td>
</tr>
<tr>
<td>TAAASS403A Develop assessment tools</td>
<td>30</td>
</tr>
<tr>
<td>TAADEL401A Plan and organise group-based delivery</td>
<td>20</td>
</tr>
<tr>
<td>TAADEL403A Facilitate individual learning</td>
<td>15</td>
</tr>
<tr>
<td>TAADEL404A Facilitate work-based learning</td>
<td>15</td>
</tr>
<tr>
<td>TAAASS402A Assess competence</td>
<td>15</td>
</tr>
<tr>
<td>TAAENV401A Work effectively in vocational education and training</td>
<td>10</td>
</tr>
<tr>
<td>TAAENV403A Foster and promote an inclusive learning culture</td>
<td>10</td>
</tr>
<tr>
<td>TAAENV402A Ensure a healthy and safe learning environment</td>
<td>10</td>
</tr>
<tr>
<td>TAADES401A Use Training Packages to meet client needs</td>
<td>20</td>
</tr>
<tr>
<td>TAADEL401A Plan and organise group-based delivery</td>
<td>20</td>
</tr>
<tr>
<td>TAADEL403A Facilitate individual learning</td>
<td>15</td>
</tr>
<tr>
<td>TAADEL404A Facilitate work-based learning</td>
<td>15</td>
</tr>
<tr>
<td>TAAASS401A Plan and organise assessment</td>
<td>10</td>
</tr>
<tr>
<td>TAAASS402A Assess competence</td>
<td>15</td>
</tr>
<tr>
<td>TAAASS403A Develop assessment tools</td>
<td>30</td>
</tr>
<tr>
<td>TAAASS404A Participate in assessment validation</td>
<td>20</td>
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</tbody>
</table>

**Total Core** 215

<table>
<thead>
<tr>
<th>Elective</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBMK406A Build client relationships</td>
<td>50</td>
</tr>
<tr>
<td>TAATAS401A Maintain information requirements of training and/or assessment organisations</td>
<td>40</td>
</tr>
<tr>
<td>BSBCM405A Analyse and present research information</td>
<td>40</td>
</tr>
<tr>
<td>BSBAUD402A Participate in a quality audit</td>
<td>20</td>
</tr>
<tr>
<td>TAAENV404A Develop innovative ideas at work</td>
<td>35</td>
</tr>
<tr>
<td>TAADEL405A Coordinate and facilitate distance-based learning</td>
<td>30</td>
</tr>
<tr>
<td>TAALLN401A Address language, literacy and numeracy issues within learning and assessment practice</td>
<td>30</td>
</tr>
<tr>
<td>BSBCM404A Develop teams and individuals</td>
<td>30</td>
</tr>
<tr>
<td>TAADEL402A Facilitate group-based learning</td>
<td>20</td>
</tr>
<tr>
<td>BSBCM409A Promote products and services</td>
<td>20</td>
</tr>
</tbody>
</table>

**Elective hours** 40 - 90

**Total Hours** 255 - 305
Diploma of Training & Assessment

5 Core and 7 Electives

NB: Entrants to the Diploma must have the twelve core units from the Certificate IV in Training and Assessment or have equivalent competencies

Some prerequisite units noted in italics

Core (5) Unit Hours
TAADEL503A Provide advanced facilitation to support learning 40
TAADEL402A Facilitate group-based learning 20
TAADEL405A Coordinate and facilitate distance learning 30
TAAASS501A Lead and coordinate assessment systems and services 50
TAAENV501A Maintain and enhance professional practice 40
TAADEL501A Facilitate e-learning 30
TAADES501A Design and develop learning strategies 40
TAAASS501A Lead and coordinate assessment systems and services 50
TAAENV501A Maintain and enhance professional practice 40

Total core 265

Elective (7)

TAADES502A Design and develop learning resources 40
TAADES503A Research and design e-learning resources 40
TAADES504A Develop and evaluate e-learning resources 40
TAADEL501A Facilitate e-learning 30
TAATAS503A Manage contracted work 20
BSBEBUS508A Build a virtual community 30

Grand Total 505

Total hours 435 - 625

Qualification Title: Diploma in Training and Assessment
Qualification Code: TAA50104
Description: Person who is responsible for e-learning in a training organisation
Occupation: Training College Manager/CEO
Unit Code Unit Title Hours
Core
TAAENV501A Maintain and enhance professional practice 40
TAADES501A Design and develop learning strategies 40
TAADEL503A Provide advanced facilitation to support learning 40
TAADEL402A Facilitate group-based learning 20
TAADEL405A Coordinate and facilitate distance learning 30
TAAASS501A Lead and coordinate assessment systems and services 50
TAACMQ505A Lead and conduct training and/or assessment evaluations 45
Total core 265
Elective
TAADES502A Design and develop learning resources 40
TAADES503A Research and design e-learning resources 40
TAADES504A Develop and evaluate e-learning resources 40
TAADEL501A Facilitate e-learning 30
TAACMQ505A Lead a team to foster innovation 35
TAATAS503A Manage contracted work 20
BSBEBUS508A Build a virtual community 30
Grand Total 505


Qualification Title: Diploma in Training and Assessment
Qualification Code: TAA50104
Description: Person who is responsible for the management of the training function in an organisation
Occupation: Training College Manager/CEO
Unit Code Unit Title Hours
Core
TAAENV501A Maintain and enhance professional practice 40
TAADES501A Design and develop learning strategies 40
TAADEL503A Provide advanced facilitation to support learning 40
TAADEL402A Facilitate group-based learning 20
TAADEL502A Facilitate action learning projects 30
TAAASS501A Lead and coordinate assessment systems and services 50
TAACMQ505A Lead and conduct training and/or assessment evaluations 45
Total core 265
Elective
TAADEL504A Lead and coordinate training services 40
TAATAS501A Undertake organisational training needs analysis 40
TAATAS502A Prepare a tender bid 20
TAATAS503A Manage contracted work 20
TAATAS504A Facilitate group processes 20
TAACMQ501A Develop training and/or assessment organisational policies & procedures 40
TAACMQ504A Determine and manage scope of training and/or assessment services 20
BSBMGT506A Recruit, select and induct staff 60
BSBFLM514A Manage people 60
BSBRKG502A Manage and monitor business and records systems 40
PSPGOV504A Coordinate research and analysis 40
BSBEBUS508A Build a virtual community 30

Grand Total 505

Total hours 170 - 360

435 - 625
Diploma of Training & Assessment

5 Core and 7 Electives

NB: Entrants to the Diploma must have the twelve core units from the Certificate IV in Training and Assessment or have equivalent competencies

Some prerequisite units noted in italics

<table>
<thead>
<tr>
<th>Core (5)</th>
<th>Unit Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>TAADEL503A</td>
<td>Provide advanced facilitation to support learning</td>
<td>40</td>
</tr>
<tr>
<td>TAADEL402A</td>
<td>Facilitate group-based learning</td>
<td>20</td>
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<tr>
<td>TAADEL405A or TAADEL501A</td>
<td>Coordinate and facilitate e-learning</td>
<td>30</td>
</tr>
<tr>
<td>TAAASS501A</td>
<td>Lead and coordinate assessment systems and services</td>
<td>50</td>
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<tr>
<td>TAAENV501A</td>
<td>Lead and conduct training and/or assessment evaluations</td>
<td>45</td>
</tr>
<tr>
<td>TAADES501A</td>
<td>Design and develop learning strategies</td>
<td>40</td>
</tr>
<tr>
<td>TAAENV501A</td>
<td>Maintain and enhance professional practice</td>
<td>40</td>
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Total core 265

<table>
<thead>
<tr>
<th>Elective (7)</th>
<th>Unit Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>TAADES502A</td>
<td>Design and develop learning resources</td>
<td>40</td>
</tr>
<tr>
<td>TAATAS501A</td>
<td>Undertake organisational training needs analysis</td>
<td>40</td>
</tr>
<tr>
<td>TAADES503A</td>
<td>Research and design e-learning resources</td>
<td>40</td>
</tr>
<tr>
<td>TAADES504A</td>
<td>Develop and evaluate e-learning resources</td>
<td>40</td>
</tr>
<tr>
<td>TAADEL502A</td>
<td>Facilitate action learning projects</td>
<td>30</td>
</tr>
<tr>
<td>TAADEL504A</td>
<td>Lead and coordinate training services</td>
<td>40</td>
</tr>
<tr>
<td>TAACMQ501A</td>
<td>Develop training and/or assessment organisational policies &amp; procedures</td>
<td>40</td>
</tr>
<tr>
<td>TAACMQ505A</td>
<td>Lead a team to foster innovation</td>
<td>35</td>
</tr>
<tr>
<td>TAADES505A</td>
<td>Research and develop competency standards</td>
<td>30</td>
</tr>
<tr>
<td>TAADEL501A</td>
<td>Facilitate e-learning</td>
<td>30</td>
</tr>
<tr>
<td>TAATAS504A</td>
<td>Facilitate group processes</td>
<td>30</td>
</tr>
<tr>
<td>TAATAS502A</td>
<td>Prepare a tender bid</td>
<td>20</td>
</tr>
<tr>
<td>TAATAS503A</td>
<td>Manage contracted work</td>
<td>20</td>
</tr>
<tr>
<td>TAACMQ502A</td>
<td>Coordinate training and/or assessment arrangements for apprenticeships/traineeships</td>
<td>20</td>
</tr>
<tr>
<td>TAACMQ504A</td>
<td>Determine and manage scope of training and/or assessment services</td>
<td>20</td>
</tr>
<tr>
<td>CHCCAR501A</td>
<td>Provide careers guidance</td>
<td>90</td>
</tr>
<tr>
<td>BSBMKG501A</td>
<td>Evaluate marketing opportunities</td>
<td>80</td>
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<tr>
<td>BSBHR504A</td>
<td>Manage industrial relations policies and processes</td>
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</tr>
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<td>BSBMGT503A</td>
<td>Prepare budgets and financial plans</td>
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<tr>
<td>BSBMGT504A</td>
<td>Manage budgets and financial plans</td>
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</tr>
<tr>
<td>BSBMGT506A</td>
<td>Recruit, select and induct staff</td>
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</tr>
<tr>
<td>BSFLM512A</td>
<td>Ensure team effectiveness</td>
<td>60</td>
</tr>
<tr>
<td>BSFLM514A</td>
<td>Manage people</td>
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<td>BSBRK502A</td>
<td>Manage and monitor business and records systems</td>
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</tr>
<tr>
<td>PSPGOV504A</td>
<td>Coordinate research and analysis</td>
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<tr>
<td>BSBEBS505A</td>
<td>Build a virtual community</td>
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Total Elective hours 170 - 360

Total hours 435 - 625
Transition Arrangements

Registered Training Organisations (RTOs) are required to deliver Training Package qualifications within 12 months of endorsement of the Training Package by the National Training Quality Council (NTQC). The Training and Assessment Training Package was endorsed on the 1 November 2004.

Transition to New Qualifications
Students currently enrolled in a BSZ40198 Certificate IV in Assessment and Workplace Training or a BSZ50198 Diploma of Assessment and Workplace Training should be permitted to complete the program they enrolled in initially, unless the move to the related qualification from a Training Package can be made without disadvantage to a student.

How does an RTO get the TAA04 on the scope of delivery?
Registered Training Organisations (RTOs) that are providers of the current BSZ98 qualifications and who wish to deliver the new TAA04 qualifications will need to apply to the Western Australian Training Accreditation Council for an extension to scope of registration. RTOs can apply to add the new TAA04 qualifications/units to their scope once the new qualifications appear on the NTIS and the RTO has purchased a copy of the Training Package.

An extension to scope of registration process has been designed for the TAA04 qualifications/units which will give the Training Accreditation Council confidence that the RTO has capacity to deliver and assess the qualifications. The requirements of this application are based on the processes and the resources that the RTO will develop in order to deliver and assess the new qualifications.

What does an RTO need to apply for extension to scope?
RTOs that are providers of the current BSZ qualifications will need to apply for an extension to scope for the new TAA qualification/s. To deliver the TAA qualifications the RTO must have the assessment personnel who meet the assessment guidelines of the TAA Training Package.

The TAA04 can only be delivered and assessed by personnel who hold formal recognition of competence or have equivalent competence. The RTO must demonstrate that it has the capacity to deliver and assess the TAA qualifications.

The requirements are based on the processes and resources that the RTO must develop anyway, in order to offer the new qualifications.

The application for extension to scope follows the normal TAC process with the addition of a submission (portfolio of evidence) to support the application.

The RTO is required to nominate one or two qualified and experienced assessors who are considered capable of meeting the requirements of the assessment guidelines from the TAA Training Package.

Initially, the nominated assessors will be the only personnel in the RTO that can assess the competencies from the new qualifications.

What supporting evidence will the RTO need to submit?
The RTO must complete and submit TAC form “RTO2 – Application for Amendment to Registration” along with the specified supporting evidence.

Supporting evidence includes;
- Submission by nominated assessor
- Personal details and supervisor verification
- Employment, life experience and educational achievement
- Self assessment to demonstrate competence against TAA units
- Learning and assessment strategy
- Assessment plan
- Assessment activities
- Proposed RPL/RCC process for TAA
- Training materials

Assessment of RTO application

What happens when the RTO submits the application?
- Desktop review by Office of the Training Accreditation Council
- Assigned to a panel of two auditors who will undertake a desktop audit and may include a follow up interview
- The normal TAC audit process for extension to scope applies
- RTO will only be able to deliver the new qualification from the date that the Council approves the extension to scope of registration application

Where can an RTO get the forms?
The application forms and process if available from the Western Australian Office of the Training Accreditation Council.

Download forms from website.

Office of the Training Accreditation Council (TAC)
Registration
Scope and Delivery
Audit
22 Hasler Road
Osborne Park WA 6017
Ph: (08) 9441 1910
Fax: (08) 9441 1932
Email: tac@det.wa.edu.au
Website: www.tac.wa.gov.au
Transition Arrangements

Registered Training Organisations (RTOs) are required to deliver Training Package qualifications within 12 months of endorsement of the Training Package by the National Training Quality Council (NTQC). The Training and Assessment Training Package was endorsed on the 1 November 2004.

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Registered Training Organisations (RTOs) that are providers of the current BSZ98 qualifications and who wish to deliver the new TAA04 qualifications will need to apply to the Western Australian Training Accreditation Council for an extension to scope of registration. RTOs can apply to add the new TAA04 qualifications/units to their scope once the new qualifications appear on the NTIS and the RTO has purchased a copy of the Training Package.

An extension to scope of registration process has been designed for the TAA04 qualifications/units which will give the Training Accreditation Council confidence that the RTO has capacity to deliver and assess the qualifications. The requirements of this application are based on the processes and the resources that the RTO will develop in order to deliver and assess the new qualifications.

As part of the application, the RTO must nominate one or two qualified and experienced assessors who are considered capable of meeting the requirements of the Training Package.

What does an RTO need to apply for extension to scope?

RTOs that are providers of the current BSZ qualifications will need to apply for an extension to scope for the new TAA qualification/s. To deliver the TAA qualifications the RTO must have the assessment personnel who meet the assessment guidelines of the TAA Training Package.

The TAA04 can only be delivered and assessed by personnel who hold formal recognition of competence or have equivalent competence. The RTO must demonstrate that it has the capacity to deliver and assess the TAA qualifications.

The requirements are based on the processes and resources that the RTO must develop anyway, in order to offer the new qualifications.

The application for extension to scope follows the normal TAC process with the addition of a submission (portfolio of evidence) to support the application.

The RTO is required to nominate one or two qualified and experienced assessors who are considered capable of meeting the requirements of the assessment guidelines from the TAA Training Package.

Initially, the nominated assessors will be the only personnel in the RTO that can assess the competencies from the new qualifications.

What supporting evidence will the RTO need to submit?

The RTO must complete and submit TAC form “RTO2 – Application for Amendment to Registration” along with the specified supporting evidence.

Supporting evidence includes:

- Submission by nominated assessor
  - Personal details and supervisor verification
  - Employment, life experience and educational achievement
  - Self assessment to demonstrate competence against TAA units
- Learning and assessment strategy
- Assessment plan
- Assessment activities
- Proposed RPL/RCC process for TAA
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Assessment of RTO application

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Recognition of Prior Learning (RPL)

Recognition of prior learning (RPL) may be defined in a number of ways, some more expansive than others. All definitions, however, include the key notion that RPL involves the assessment of previously unrecognised skills and knowledge that an individual has achieved outside the formal education and training system (Australian Qualifications Framework, National Principles for RPL, 2004 p.1).

RPL is an assessment process that assesses the individual’s non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes or standards for entry to, and/or partial completion of a qualification (Australian Qualifications Framework, National Principles for RPL, 2004 p.2).

Credit transfer assesses the initial course or subject that the individual is using to claim access to or the award of credit in the destination course to determine the extent to which it is equivalent to the required learning outcomes, competency or standards in a qualification. This may include credit transfer based on formal learning that is outside the AQF. (Australian Qualifications Framework, National Principles for RPL, 2004 p.2).

The Training and Assessment (TAA) Training Package uses the term “Assessment only” to describe assessment conducted through RPL. It states “Where the focus of the TAA candidate is on gaining recognition for existing competencies, the assessment only will be the most relevant. TAA candidates with prior training and/or assessment experience and/or other training and educational qualifications will be best placed to use this pathway” (p.33).

As with all assessments, the TAA assessor must be confident that the evidence presented indicates that the TAA candidates using this pathway are currently competent against all components of the endorsed Training and Assessment Training Package (TAA04) units of competency and that the evidence provided by TAA candidates meet all the rules of evidence (For the rules of evidence see page 30 of the endorsed Training and Assessment Training Package).

TAA assessors have a significant responsibility. “In making the judgement of competency against the TAA units of competency, TAA assessors must evaluate the evidence and assess the risks. Constraints and pressures are widespread - time, cost, the demand for a quick response but compromise and diminution of the Training and Assessment Training Package (TAA04) unit requirements are not viable options” (p.35).

Mapping and RPL, the endorsed Training and Assessment Training Package has a full mapping to the BSZ98 of the competencies to element level in each unit of competency in the Certificate IV in Assessment and Training and the Diploma in Assessment and Training (Refer to Appendix Section of the Training Package page 739 to 754) and the Diploma in Assessment and Training (Refer to Appendix Section of the Training Package page 755 to 776).

Gap Training The information (pages 739 – 776) would be very useful to support RTOs developing their RPL documentation for both qualifications but also in developing gap training for practitioners to move from the BSZ98 qualifications to the new TAA04 qualifications.

Below is a summary/overview of the mapping at qualification level which includes the unit of competency descriptors.

SUMMARY OF MAPPING FROM TAA04 TO BSZ98 AND THE UNIT DESCRIPTORS

QUALIFICATION: TAA40104 CERTIFICATE IV IN TRAINING AND ASSESSMENT

The mapping determines which BSZ unit, or BSZ units in combination, have equivalence to a TAA unit, which unit/s have partial equivalence and which unit/s have no equivalence.

In undertaking the mapping some critical points need to be clarified.

In this context, the term ‘equivalence’ is used to mean that a BSZ unit or combination of units has the same outcome as the TAA unit. Any gaps that are identified are classified as being of such insignificance that overall competency is not compromised.

Partial equivalence indicates that a BSZ unit or combination of units exists that has some similarity in focus, scope and specifications but the identified gaps are of significance, for example coverage may address a couple of elements. No equivalence is determined when it is clear that no BSZ units exist that have a similar focus, scope or specifications to the TAA unit or where the similarity between the units is so limited that no elements are addressed.
Recognition of Prior Learning (RPL)

Recognition of prior learning (RPL) may be defined in a number of ways, some more expansive than others. All definitions, however, include the key notion that RPL involves the assessment of previously unrecognised skills and knowledge that an individual has achieved outside the formal education and training system (Australian Qualifications Framework, National Principles for RPL, 2004 p.1).

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As with all assessments, the TAA assessor must be confident that the evidence presented indicates that the TAA candidates using this pathway are currently competent against all components of the endorsed Training and Assessment Training Package (TAA04) units of competency and that the evidence provided by TAA candidates meet all the rules of evidence (For the rules of evidence see page 30 of the endorsed Training and Assessment Training Package).

TAA assessors have a significant responsibility. “In making the judgement of competency against the TAA units of competency, TAA assessors must evaluate the evidence and assess the risks. Constraints and pressures are widespread - time, cost, the demand for a quick response but compromise and diminution of the Training and Assessment Training Package (TAA04) unit requirements are not viable options” (p.35)

Mapping and RPL, the endorsed Training and Assessment Training Package has a full mapping to the BSZ98 of the competencies to element level in each unit of competency in the Certificate IV in Assessment and Training and the Diploma in Assessment and Training (Refer to Appendix Section of the Training Package page 739 to 754) and the Diploma in Assessment and Training (Refer to Appendix Section of the Training Package page 755 to 776).

Gap Training The information (pages 739 – 776) would be very useful to support RTOs developing their RPL documentation for both qualifications but also in developing gap training for practitioners to move from the BSZ98 qualifications to the new TAA04 qualifications. Below is a summary/overview of the mapping at qualification level which includes the unit of competency descriptors.

QUALIFICATION: TAA40104
CERTIFICATE IV in TRAINING AND ASSESSMENT

The mapping determines which BSZ unit, or BSZ units in combination, have equivalence to a TAA unit, which unit/s have partial equivalence and which unit/s have no equivalence.

In undertaking the mapping some critical points need to be clarified.

In this context, the term ‘equivalence’ is used to mean that a BSZ unit or combination of units has the same outcome as the TAA unit. Any gaps that are identified are classified as being of such insignificance that overall competency is not compromised.

Partial equivalence indicates that a BSZ unit or combination of units exists that has some similarity in focus, scope and specifications but the identified gaps are of significance, for example coverage may address a couple of elements. No equivalence is determined when it is clear that no BSZ units exist that have a similar focus, scope or specifications to the TAA unit or where the similarity between the units is so limited that no elements are addressed.
### Summary of Mapping from TAA04 to BSZ98 and the Unit Descriptors

<table>
<thead>
<tr>
<th>QUALIFICATION: CERTIFICATE IV</th>
<th>TAA04104 Certificate IV</th>
<th>TAA UNIT DESCRIPTOR</th>
<th>UNIT EQUIVALENCE</th>
<th>BSZ98 Certificate IV</th>
<th>UNIT EQUIVALENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVIRONMENT FIELD</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>TAAENV401A</td>
<td>Work effectively in vocational education and training</td>
<td>This unit specifies the competency required to work effectively in the policy and operating environment of the vocational education and training sector</td>
<td>There is no equivalent unit or units in BSZ98</td>
<td>BSZ40198 Certificate IV</td>
<td></td>
</tr>
<tr>
<td>TAAENV402A</td>
<td>Foster and promote an inclusive learning culture</td>
<td>This unit specifies the competency required to foster and promote environment which supports inclusive work practices and learning culture</td>
<td>There is no equivalent unit or units in BSZ98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAAENV403A</td>
<td>Ensure a healthy and safe learning environment</td>
<td>This unit specifies the competency required to ensure the health, safety and welfare of learners and candidates</td>
<td>There is no equivalent unit or units in BSZ98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAAENV404A</td>
<td>Develop innovative ideas at work</td>
<td>This unit specifies the competency required to develop innovative ideas in the workplace. This unit is based on the generic guidelines unit ICS3 Develop innovative ideas at work, and has been contextualised to reflect the TAA04 Training and Assessment environment</td>
<td>There is no equivalent unit or units in BSZ98</td>
<td></td>
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<tr>
<td>DESIGN FIELD</td>
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<tr>
<td>TAADES401A</td>
<td>Use Training Packages to meet clients needs</td>
<td>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</td>
<td>There is no equivalent unit or units in BSZ98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAADES402A</td>
<td>Design and develop learning programs</td>
<td>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.</td>
<td>BSZ405A Plan and promote a training program is equivalent to TAADES402A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DELIVERY FIELD</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>TAADEL301A</td>
<td>Provide training through instruction and demonstration of work skills</td>
<td>This unit specifies the competency required to conduct individual and group instruction and demonstration of work skills</td>
<td>BSZ404A Train small groups is equivalent to TAADEL301A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAADEL401A</td>
<td>Plan and organise group based delivery</td>
<td>This unit specifies the competency required to conduct individual and group instruction and demonstration of work skills</td>
<td>BSZ406A Plan a series of training sessions is equivalent to TAADEL401A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAADEL402A</td>
<td>Facilitate group-based learning</td>
<td>This unit specifies the competency required to facilitate learning by individuals within a group</td>
<td>BSZ407A Deliver training sessions is equivalent to TAADEL402A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### TAADELP040A
Facilitate individual learning

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

There is partial equivalence between BSZ404A Train small groups and TAADELP040A, but application would need to be demonstrated to an individual learning relationship applying the relevant techniques for individual facilitation that are specified in TAADELP040A. Individuals holding BSZ404A would need to show evidence of one-to-one approach to gain equivalence.

#### TAADELP040A
Facilitate work-based learning

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

There is partial equivalence between both BSZ404A and BSZ407A with TAADELP040A. It would be possible for an individual holding BSZ404A and/or BSZ407A to demonstrate evidence of having applied these units in a work context. In that case the units would be equivalent.

#### TAADELP040A
Coordinate and facilitate distance-based learning

This unit specifies the competency required to coordinate, organise and facilitate a distance based learning process

BSZ407A Deliver training sessions is equivalent to TAADELP040A.

#### ASSESSMENT FIELD

<table>
<thead>
<tr>
<th>TAAASS0401A</th>
<th>Plan and organise assessment</th>
<th>This unit specifies the competency required to plan and organise the assessment process in a competency based assessment system</th>
<th>BSZ401A Plan assessment is equivalent to TAAASS0401A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAAASS0402A</td>
<td>Assess competence</td>
<td>This unit specifies the competency required to assess the competence of a candidate</td>
<td>BSZ402A Conduct assessment is equivalent to each of TAAASS0402A and TAAASS0301A.</td>
</tr>
<tr>
<td>TAAASS0403A</td>
<td>Develop assessment tools</td>
<td>This unit specifies the competency required to develop assessment tools</td>
<td>BSZ506A and BSZ507A are each equivalent to TAAASS0403A and BSZ401A has partial equivalence. Application of Element 3 would need to be demonstrated against all the specifications of TAAASS0403A.</td>
</tr>
<tr>
<td>TAAASS0404A</td>
<td>Participate in assessment validation</td>
<td>This unit specifies the competency required to participate in the assessment validation process</td>
<td>BSZ403A has partial equivalence with TAAASS0404A.</td>
</tr>
</tbody>
</table>

#### TRAINING ADVISORY FIELD

| TAATAS0401A | Maintain information requirements of training and/or assessment organisations | This unit specifies the competency required to maintain training and/or assessment organisations | There is no single BSZ unit that addresses TAATAS0401A. When held together BSZ402A, BSZ405A and BSZ408A would make up equivalence to TAATAS0401A. |

The full mapping for Certificate IV in Training and Assessment at Individual Unit and Element level is provided in the TAA04 Training Package pages 742 - 754.
## Summary of Mapping from TAA04 to BSZ98 and the Unit Descriptors

### Environment Field

<table>
<thead>
<tr>
<th>TAA UNIT TITLE</th>
<th>TAA UNIT DESCRIPTOR</th>
<th>BSZ UNIT TITLE</th>
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<td>TAAENV404A</td>
<td>Develop innovative ideas at work</td>
<td>This unit specifies the competency required to develop innovative ideas in the workplace.</td>
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### Design Field

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<tr>
<th>TAA UNIT TITLE</th>
<th>TAA UNIT DESCRIPTOR</th>
<th>BSZ UNIT TITLE</th>
<th>BSZ UNIT DESCRIPTION</th>
<th>TAA UNIT EQUIVALENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAADES401A</td>
<td>Use Training Packages to meet clients needs</td>
<td>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</td>
<td>There is no equivalent unit or units in BSZ98</td>
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</tr>
<tr>
<td>TAADES402A</td>
<td>Design and develop learning programs</td>
<td>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 criteria.</td>
<td>BSZ405A Plan and promote a training program is equivalent to TAADES402A</td>
<td></td>
</tr>
<tr>
<td>TAADES403A</td>
<td>Facilitate group-based learning</td>
<td>This unit specifies the competency required to facilitate learning by individuals within a group</td>
<td>There is no equivalent unit or units in BSZ98</td>
<td></td>
</tr>
</tbody>
</table>

### Delivery Field

<table>
<thead>
<tr>
<th>TAA UNIT TITLE</th>
<th>TAA UNIT DESCRIPTOR</th>
<th>BSZ UNIT TITLE</th>
<th>BSZ UNIT DESCRIPTION</th>
<th>TAA UNIT EQUIVALENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAADEL301A</td>
<td>Provide training through instruction and demonstration of work skills</td>
<td>This unit specifies the competency required to conduct individual and group instruction and demonstration of work skills</td>
<td>BSZ404A Train small groups is equivalent to TAADEL301A</td>
<td></td>
</tr>
<tr>
<td>TAADEL401A</td>
<td>Plan and organise group based delivery</td>
<td>This unit specifies the competency required to conduct individual and group instruction and demonstration of work skills</td>
<td>BSZ406A Plan a series of training sessions is equivalent to TAADEL401A</td>
<td></td>
</tr>
<tr>
<td>TAADEL402A</td>
<td>Facilitate group-based learning</td>
<td>This unit specifies the competency required to facilitate learning by individuals within a group</td>
<td>BSZ407A Deliver training sessions is equivalent to TAADEL402A</td>
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</tr>
</tbody>
</table>

### Assessment Field

<table>
<thead>
<tr>
<th>TAA UNIT TITLE</th>
<th>TAA UNIT DESCRIPTOR</th>
<th>BSZ UNIT TITLE</th>
<th>BSZ UNIT DESCRIPTION</th>
<th>TAA UNIT EQUIVALENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAAASS401A</td>
<td>Coordinate and facilitate distance-based learning</td>
<td>This unit specifies the competency required to coordinate, organise and facilitate a distance based learning process</td>
<td>BSZ407A Deliver training sessions is equivalent to TAADEL405A</td>
<td></td>
</tr>
<tr>
<td>TAAASS402A</td>
<td>Assess competence</td>
<td>This unit specifies the competency required to assess the competence of a candidate</td>
<td>BSZ402A Conduct assessment is equivalent to each of TAAASS402A and TAAASS301A.</td>
<td></td>
</tr>
<tr>
<td>TAAASS403A</td>
<td>Develop assessment tools</td>
<td>This unit specifies the competency required to develop assessment tools</td>
<td>BSZ506A and BSZ507A are each equivalent to TAAASS403A and BSZ407A has partial equivalence. Application of Element 3 would need to be demonstrated against all the specifications of TAAASS403A.</td>
<td></td>
</tr>
<tr>
<td>TAAASS404A</td>
<td>Participate in assessment validation</td>
<td>This unit specifies the competency required to participate in the assessment validation process</td>
<td>BSZ403A has partial equivalence with TAAASS404A</td>
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</tr>
</tbody>
</table>

### Training Advisory Field

<table>
<thead>
<tr>
<th>TAA UNIT TITLE</th>
<th>TAA UNIT DESCRIPTOR</th>
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<th>BSZ UNIT DESCRIPTION</th>
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</tr>
</thead>
<tbody>
<tr>
<td>TAAATAS401A</td>
<td>Maintain information requirements of training and/or assessment organisations</td>
<td>This unit specifies the competency required to maintain training and/or assessment organisations</td>
<td>There is no single BSZ unit that addresses TAAATAS401A. When held together BSZ402A, BSZ405A and BSZ408A would make up equivalence to TAAATAS401A.</td>
<td></td>
</tr>
</tbody>
</table>
### Summary of Mapping from TAA04 to BSZ98 and the Unit Descriptors

**QUALIFICATION: TAA50104 DIPLOMA OF TRAINING AND ASSESSMENT**

The mapping determines which BSZ unit, or BSZ units in combination, have equivalence to a TAA unit, which units have partial equivalence and which units have no equivalence.

In undertaking the mapping some critical points (same as at Certificate IV level) need to be clarified.

In this context, the term ‘equivalence’ is used to mean that a BSZ unit or combination of units has the same outcome as the TAA unit. Any gaps that are identified are classified as being of such insignificance that overall competency is not compromised.

Partial equivalence indicates that a BSZ unit or combination of units exist that has some similarity in focus, scope and specifications but the identified gaps are of significance, for example coverage may address a couple of elements. No equivalence is determined when it is clear that no BSZ units exist that have a similar focus, scope or specifications to the TAA unit or where the similarity between the units is so limited that no elements are addressed.

#### QUALIFICATION: CERTIFICATE IV

<table>
<thead>
<tr>
<th>TAA0104 Diploma of Training and Assessment</th>
<th>TAA UNIT DESCRIPTOR</th>
<th>BSZ40198 Certificate IV UNIT EQUIVALENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENVIROMENT FIELD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAAENV501A Maintain and enhance professional practice</td>
<td>This unit specifies the competency required for individuals to manage their personal professional performance to take responsibility for their professional development in relation to the provision of training and/or assessment services</td>
<td>No equivalent or partially equivalent unit in BSZ98</td>
</tr>
<tr>
<td><strong>DESIGN FIELD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAADES501A Design and develop learning strategies</td>
<td>This unit specifies the competency required to design, develop and evaluate learning strategies</td>
<td>BSZ508A Design training courses is equivalent</td>
</tr>
<tr>
<td>TAADES502A Design and develop learning resources</td>
<td>This unit specifies the competency required to design and develop resources to support learning</td>
<td>No equivalent or partially equivalent unit in BSZ98</td>
</tr>
<tr>
<td>TAADES503A Research and design e-learning learning resources</td>
<td>This unit specifies the competency required to design and develop resources to support learning</td>
<td>No equivalent or partially equivalent unit in BSZ98</td>
</tr>
<tr>
<td>TAADES504A Develop and evaluate e-learning learning resources</td>
<td>This unit specifies the competency required to research and design learning resources based on that research</td>
<td>No equivalent or partially equivalent unit in BSZ98</td>
</tr>
<tr>
<td>TAADES505A Research and develop competency standards</td>
<td>This unit specifies the competency required to research and develop competency standards for particular work functions, work processes, work roles and work related vocational outcomes</td>
<td>No equivalent or partially equivalent unit in BSZ98</td>
</tr>
<tr>
<td><strong>DELIVERY FIELD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAADEL501A Facilitate e-learning</td>
<td>This unit specifies the competency required to facilitate learning delivery via electronic media</td>
<td>No equivalent or partially equivalent unit in BSZ98</td>
</tr>
<tr>
<td>TAADEL502A Facilitate action learning projects</td>
<td>This unit specifies the competency required to facilitate a group to engage in action learning projects</td>
<td>No equivalent or partially equivalent unit in BSZ98</td>
</tr>
<tr>
<td>TAADEL503A Provide advanced facilitation to support learning</td>
<td>This unit specifies the competency required to integrate and extend delivery and facilitation practices to support learning of a diverse client base operating in a range of contexts within the vocational education and training sector</td>
<td>No equivalent or partially equivalent unit in BSZ98</td>
</tr>
<tr>
<td>TAADEL504A Lead and coordinate training services</td>
<td>This unit specifies the competency required to lead and coordinate the provision of training services within a training and assessment organisation</td>
<td>BSZ504A is equivalent</td>
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</tbody>
</table>
**Summary of Mapping from TAA04 to BSZ98 and the Unit Descriptors**

**QUALIFICATION: TAA50104 DIPLOMA OF TRAINING AND ASSESSMENT**

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Choosing Quality Learning and Assessment Strategies

What are delivery/learning and assessment strategies?
All RTOs are required under the AQTF standards for Registered Training Organisations (RTO) to “develop and implement strategies for training delivery and assessment for each Training Package qualification and accredited course within the RTOs’ scope of registration” (Standard 9.1a)

These strategies give an overview/big picture of how the RTO operates. It describes the RTO approach to delivery and assessment activities that their specific clients/learners must undertake to achieve a relevant qualification or statement of attainment. The RTO must ensure it has access to the appropriate competent staff, documentation and resources (including a current copy of the relevant Training Package or Accredited Curriculum Document) and the necessary delivery and assessment infrastructure.

In establishing the delivery and assessment strategies for each qualification within its scope of registration the RTO should identify “proposed target groups, delivery and assessment modes and strategies, assessment validation and pathways” (Standard 9.1c) but also

To ensure that the outcomes meet the needs and requirements of the industry the strategies “must be developed in consultation with enterprise/industry” (Standard 9.1b)

What should be included in delivery/learning and assessment strategies?
The delivery/learning and assessment strategies depend on the RTO’s scale and scope of operation. It will vary depending on things like the structure/core business of the RTO, who the client/learners are, environmental and industry specific factors.

At a minimum it should include:

- National codes & titles of qualifications and/or Units of Competency
- Description of the clients/learners and their specific needs
- How enterprise/industry were consulted
- Modes and strategies for delivery and assessment organisation
- Assessment moderation/validation strategy
- Delivery and assessment staff with appropriate competency
- Pathways and articulation options for the client/learner when they have completed the program

See appendices for sample delivery/learning and assessment strategy templates from the national resource “Learning and Assessment Strategies” (2002)
### TRAINING ADVISORY SERVICES

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<tr>
<th>TAA50104 Diploma of Training and Assessment</th>
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<th>BSZ40198 Certificate IV UNIT EQUIVALENCE</th>
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</thead>
<tbody>
<tr>
<td>TAAATAS501A Undertake organisational training needs analysis</td>
<td>This unit specifies the competency required to undertake a training needs analysis (TNA) to identify the training and assessment needs of the organisation</td>
<td>BSZ501A is equivalent</td>
</tr>
<tr>
<td>TAAATAS502A Prepare a tender bid</td>
<td>This unit specifies the competency required to bid for the provision of goods or services through the tender process</td>
<td>No equivalent or partially equivalent unit in BSZ</td>
</tr>
<tr>
<td>TAAATAS503A Manage contracted work</td>
<td>This unit specifies the competency required to manage work undertaken under contract</td>
<td>No equivalent or partially equivalent unit in BSZ</td>
</tr>
<tr>
<td>TAAATAS504A Facilitate group processes</td>
<td>This unit specifies the competency required to lead or facilitate group processes to achieve an agreed outcome</td>
<td>No equivalent or partially equivalent unit in BSZ</td>
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</tbody>
</table>

### COORDINATION, MANAGEMENT AND QUALITY FIELD

| TAAACMQS501A Develop training and/or assessment organisational policies and procedures | This unit specifies the competency required to develop or revise organisational policies and procedures relating to the provision of training and/or assessment services | BSZ502A, BSZ503A and BSZ504A together provide equivalence |
| TAAACMQS502A Coordinate training and/or assessment arrangements for apprenticeships/traineeships | This unit specifies the competency required to plan and coordinate the training and assessment requirements of apprenticeships/traineeships | No equivalent or partially equivalent unit in BSZ98 |
| TAAACMQS503A Lead and conduct training and/or assessment evaluations | This unit specifies the competency required to lead and conduct training and/or assessment evaluations | BSZ505A Evaluate the training and assessment system is equivalent |
| TAAACMQS504A Determine and manage scope of training and/or assessment services | This unit specifies the competency required to investigate, determine and manage the scope of training and services provided by a training and/or assessment organisation | No equivalent or partially equivalent unit in BSZ98 |
| TAAACMQS505A Lead a team to foster innovation | This unit specifies the competency required to lead a workplace team in ways that foster innovative work practices. NB This unit is based on the ISC5 Lead a team to foster innovation, and has been contextualised to reflect the TAA04 Training and Assessment Training Package context | No equivalent or partially equivalent unit in BSZ98 |

What are delivery/learning and assessment strategies?

All RTOs are required under the AQTF standards for Registered Training Organisations (RTO) to “develop and implement strategies for training delivery and assessment for each Training Package qualification and accredited course within the RTOs’ scope of registration” (Standard 9.1a)

These strategies give an overview/big picture of how the RTO operates. It describes the RTO approach to delivery and assessment activities that their specific clients/learners must undertake to achieve a relevant qualification or statement of attainment. The RTO must ensure it has access to the appropriate competent staff, documentation and resources (including a current copy of the relevant Training Package or Accredited Curriculum Document) and the necessary delivery and assessment infrastructure.

In establishing the delivery and assessment strategies for each qualification within its scope of registration the RTO should identify “proposed target groups, delivery and assessment modes and strategies, assessment validation and pathways” (Standard 9.1c) but also

To ensure that the outcomes meet the needs and requirements of the industry the strategies “must be developed in consultation with enterprise/industry” (Standard 9.1b)

What should be included in delivery/learning and assessment strategies?

The delivery/learning and assessment strategies depend on the RTO’s scale and scope of operation. It will vary depending on things like the structure/core business of the RTO, who the client/learners are, environmental and industry specific factors. At a minimum it should include:

- National codes & titles of qualifications and/or Units of Competency
- Description of the clients/learners and their specific needs
- How enterprise/industry were consulted
- Modes and strategies for delivery and assessment organisation
- Assessment moderation/validation strategy
- Delivery and assessment staff with appropriate competency
- Pathways and articulation options for the client/learner when they have completed the program

See appendices for sample delivery/learning and assessment strategy templates from the national resource “Learning and Assessment Strategies” (2002)
Assessment Guidelines in TAA04

Assessment Guidelines are one of the endorsed components of the Training and Assessment Training Package. The assessment guidelines must be read in conjunction with the units of competency and because this Training Package addresses assessment as an area of vocational competence, the Training and Assessment Training Package (TAA04) Assessment Guidelines are unique.

The Assessment Guidelines provide clear and comprehensive advice for assessors of this Training Package about the requirements to be a TAA assessor, responsibilities in determining competence, conducting assessments, assessment pathways, maintaining currency and other considerations in assessment which need to be addressed.

See pages 27 to 45 of the TAA04 Training Package which includes:

- Assessment system overview pages 27 – 31
- Assessment pathways in the TAA pages 32 – 33
- TAA assessors – Requirements and Responsibilities pages 34 – 36
- Advice to TAA assessors on conducting assessment pages 36 – 43
- Assessment guidelines pages 44 – 45

Pages 36 – 45 provide specific advice on a practice environment and what constitutes a simulated assessment environment in Training and Assessment.

It provides specific advice applying reasonable adjustment and online assessment (the qualifications in this Training Package can not be delivered and assessed through on-line alone).

Code of practice for assessors

See page 35 for the code of practice that anyone delivering/assessing/learning in the TAA04 Training Package should follow as their code of practice in the Training and Assessment industry.

What’s different in the TAA04

In summary, some of the key features of the TAA unit design include:

- an application statement which provides a front-end overview of the unit’s focus, content, parameters, potential audience and relationship to other units
- clear and detailed definition of Performance Criteria including emphasis on relevant areas of knowledge and skill
- a detailed Range Statement that defines critical or significant aspects of the Performance Criteria and defines the possible meanings of various words, terms and phrases that are used in the Performance Criteria – if it is written in italics then it is explained further in the range statement
- a detailed Evidence Guide with:
  - depth of definition in knowledge and skills identified as relevant to competent performance
  - definition and guidance on how the Key Competencies are applied as part of competence
  - identification of critical products and processes that can be used as evidence
  - generic guidance on assessment
  - specific guidance on the collection of evidence to support valid and sufficient assessment.

TAA Vocational Competence

The following vocational competence requirements apply to persons delivering training services for the Training and Assessment Training Package (TAA04) includes training services relating to the delivery of qualifications and the delivery of individual endorsed units of competency.

1 Persons who deliver training for the Certificate IV in Training and Assessment (TAA40104) must hold formal recognition of competence in the Certificate IV in Training and Assessment (TAA40104) or have equivalent competence.

2 Persons who deliver training for the Diploma of Training and Assessment must hold formal recognition of competence in the TAA50104 Diploma of Training and Assessment or have equivalent competence.

3 Persons who deliver training in any unit in the Training and Assessment Training Package (TAA04) must hold formal recognition of competence in that unit which they wish to deliver or demonstrate equivalent competence.

4 All persons delivering training in the Training and Assessment Training Package (TAA04) must:

   a) demonstrate current knowledge and skill in training delivery. This could be met by a combination of evidence including:
     - relevant work history
     - attendance at professional development activities focusing on best practice in assessment and/or workplace training
     - colleague/peer support
     - participation in networks/communities of practice

   b) have current knowledge of the industry and workplace of the TAA04 learners/candidates. This would include:
     - familiarity with the industry/enterprise competency standards to be used by the learner/candidate as the basis of assessment and/or training
     - an understanding, where applicable of the training and/or assessment system in which the learner/candidate operates
     - knowledge of the requisite assessor qualifications for the industry or enterprise.

NB: The requirement specified for vocational assessment competence is similar but expanded in the TAA04 Training Package on pages 35-43.

Principles of assessment

All assessments carried out by RTOs are required to demonstrate compliance with the four principles of assessment:

- validity
- reliability
- fairness
- flexibility

These principles of assessment must be addressed in the:

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- development of assessment tools and the conduct of assessment.
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Example Case Study and Skills Sets for the TAA04

The Training and Assessment Training Package (TAA04) provides significant choice and flexibility to suit a diverse audience with multiple competency development needs operating in a wide range of environments. The Training and Assessment Training Package has been designed to be delivered in numerous ways from a full qualification to a single unit of competency (most units can stand alone) to a cluster of units of competency that reflects the needs of the target audience or identified learner/s.

In linking each unit component, users may note some overlap in content particularly between the Range Statement and the knowledge and skills requirements of the Evidence Guide. This overlap provides a cross reference to ensure these aspects of competent performance are addressed in learning and/or assessment. Because many areas of knowledge and skills are common to and applied as part of competent performance in different units, users will also see some overlap in the definitions used across units.

Clustering units to create specific learning programs and/or integrated assessment may occur within the parameters of a defined Training and Assessment Training Package (TAA04) qualification or involve combinations of units that cut across a Training and Assessment Training Package (TAA04) qualification.

Before making decisions on what training and assessment options the RTO could offer to meet the diversity of clients it is helpful to visualise competence i.e. to describe how a competent worker would perform the work activities.

Visualising competence (steps)
A simple example of putting the pieces of the puzzle together

- Describe your learner/s – What is the work activity? What skills and knowledge are needed to perform effectively?

  Hint: Talk with industry (Industry/Skills Training Councils, representative bodies, employers and potential employers)

  Review workplace documents such as job descriptions, HR policies & procedures, talk with the learner

- Work out what Australian Qualification Framework (AQF) description fits best to the level of performance expected of the competent person

  To view the most recent copy of the AQF go to: http://www.aqf.edu.au/implem.htm

- Review the Training Package TAA04 and consider/negotiate if the learner wants/needs a full qualification, a cluster/group of units of competency that reflects the job, or a unit or two of competency – read the critical aspects of evidence for competence, the required knowledge and the context of assessment at the end of each unit of competency to help you decide how to plan assessment (it is important to also read the assessment guidelines in the front part of the TAA04)

- See appendix for samples of evidence gathering plans and tools for assessment

- Work out what would the individual task skills be to do the job? What would be typical real work environment skills? What set/s of tasks would need to be drawn together and managed? What would be real contingencies the competent person is likely to face in the work environment? What skills and knowledge need to be transferred to others? - Now you have worked out the dimensions of competencies

- Check out the levels of the key competencies in the unit/s of competency from the TAA04 Training Package

- Consider if you can access the physical resources, written resources and competent staff needed to deliver and assess – do you have access to a real or very real simulated Training Environment? – do you have access to learners/clients relevant Training Package or Accredited Curriculum.
Choosing quality learning and assessment strategies

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The Australian Quality Training Framework (AQTF) Standard 9.2 states the RTO must validate its assessment strategies by:

(i) reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgments made by a range of assessors against the same competency standards at least annually;

(ii) documenting any action taken to improve the quality of consistency of assessment.

Moderation refers to a process of comparing the assessment judgments in relation to the same competency by different assessors in a variety of what might be quite different contexts to achieve consistency and continuous improvement.

Validation of assessment refers to the outcome of the moderation process.

The purpose of moderation is to ensure comparability of assessment and continuous improvement enabling validation. It is therefore, a process that can actively address the important issues of consistency of interpretation and consistency of implementation of competency standards in the VET system.

The international Polytechnics and Colleges defined two stages of moderation/validation of assessment:

- Pre-assessment - e.g. Strategy, process, plans, tools etc assessors plan to use to assess competency
- Post-assessment - e.g. implementation of the process/resources, if the judgments made are fair, valid, reliable, sufficient, current etc samples of completed student work & recording docs...

Different contexts for the TAA04 Training Package

The Training and Assessment audience may range from the ‘novice’ trainer or assessor who will be using this Training Package to develop specific competencies to commence training and/or assessment practices to experienced practitioners using the Training Package for ongoing professional development and career development.

The competency development needs of the audience may range from the competence required to deliver on-the-job instruction in a specific work area or for a piece of equipment, to the breadth of competence required of training and assessment staff employed in an RTO, to competence in learning product development, consultancy or coordination functions.

The audience also includes the range of organisations and operating contexts in which the Training Package might be used, ranging from an RTO, which might be a public provider, enterprise/organisation, commercial college, community provider, or school, to an organisation working in a partnership arrangement with an RTO, or an organisation that delivers non-recognised vocational education and training. The RTO audience is also diverse and includes TAFE institutes, private commercial colleges, enterprises, community organisations, group training companies and schools.

Case Study Question?

Brenda is a teacher in the Saint Angus Senior High School in Perth, WA. The School is implementing their VET in School policy and wants Brenda to take on the role of Vocational Education and Training (VET) coordinator. The School has a number of partnership agreements with two local Registered Training Organisations to enable them to offer a Certificate II in Hospitality, a Certificate II in Tourism and four units of competency from the Certificate II in Automotive.

Brenda will not be doing any delivery or assessment but there are three teachers that Brenda is responsible for (Peter, Michelle and Romana) who have experience in the industry areas mentioned above that will be responsible for most of the delivery and assessment.

VET is new to the Saint Angus High School and Brenda has come to your RTO for advice on training to bring her and the 3 staff up to speed.

Do you think Brenda would need a Certificate IV in Training and Assessment, a Diploma of Training and Assessment or would it better meet Brenda’s needs for to pick up units such as: TAE40101A Work effectively in vocational education and training and TAAENV402A Foster and promote an inclusive learning culture. Another set of skills and knowledge might include TADEL504A Lead and coordinate training services, TATA55303A Manage contracted work, and TAAASS510A Lead and coordinate assessment systems and services (check Training Package for prerequisite units)

What skill sets do you think are required?

The other three staff (doing all the training and assessment) need a Certificate IV in Training and Assessment? If so what units might suit to build into a learning and assessment strategy?

What knowledge is needed?

What units might suit to build into a learning and assessment strategy?
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In Western Australia there are several opportunities for Registered Training Organisations to become actively involved in moderation/validation networks/groups for the Training and Assessment Training Package for example.

Curriculum Support Services Network (CSSN) for information on your nearest CSSN or your own professional development in moderation/validation of assessment contact the Western Australian Department of Education and Training VET Teaching and Learning or http://www.cssn.training.wa.gov.au/

There is also the Western Australian Assessment and Workplace Training Network http://www.training.wa.gov.au/resources/content-assess-default.asp

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What skill sets do you think are required?
Do the other three staff (doing all the training and assessment) need a Certificate IV in Training and Assessment? If so what units might suit to build into a learning and assessment strategy?

What knowledge is needed?
What units might suit to build into a learning and assessment strategy?
Learning resources and/or assessment materials make up the non-endorsed components of the Training Package. There is a range of learning resources for the TAA04 Training Package currently available and under development:

1. TAA04 Paper Based Training Resources for both the Certificate IV in and Diploma of Training and Assessment (only core units and a few electives are fully developed)

2. National Toolbox (only 14 Units of competency from the Certificate IV in Training and Assessment are developed)

A number of assessment related resources are also available from:
- The VET Teaching and Learning Branch of the Department of Education and Training;
- Australian Training Products (Training Package and Paper Based Support Resources)
- WestOne developed National TAA04 Toolbox [housdl@joondalup.training.wa.gov.au](mailto:housdl@joondalup.training.wa.gov.au)

Trainers should consider the use of existing resources and/or resources sourced from a third party carefully, as some may need to be modified to suit the learning and assessment strategy developed by the RTO. In particular, resources previously used for training and assessment against accredited modules may not be suitable for the Units of competency without modification.

Units of competency may be customised so that the tasks involved in demonstrating competence are designed to meet the requirements of an individual enterprise or to satisfy regulations in a particular state or territory.

Each qualification in the TAA04 Training Package may be customised to meet the context in which the training is taking place.

A qualification can also be customised to accommodate a learner’s chosen career pathway.

The following are examples of suitable training programs for TAA 04 Training Package. The models are not intended to be prescriptive but illustrate ways that qualifications can be achieved/packaged together.

### Sample Packaging for a Training Program – Single Unit of Competency

<table>
<thead>
<tr>
<th>Statement of Attainment</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAADEL404A</td>
<td>Facilitate work-based learning</td>
<td>15</td>
<td></td>
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<tbody>
<tr>
<td>Plan and organise assessment</td>
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<td>10</td>
<td></td>
</tr>
<tr>
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<td>15</td>
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<tr>
<td>Participate in assessment validation</td>
<td>TAAASS404A</td>
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Examples of Packaging Units in a Training Program

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Certificate IV in Training and Assessment

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<tr>
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</tr>
</thead>
<tbody>
<tr>
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<td>TAA40104</td>
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</table>

**Qualification Summary**
Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills.

Applications involve responsibility for, and limited organisation of, others.

**Further Study Options**
TAFEWA and other RTOs and some Universities in Western Australia offer a broad range of articulation pathways and further study units
- Diploma in Training and Assessment – Diploma in Business (Quality Systems)
- Associate Degree In Training and Development – Degree in Training and Development
- Masters Degree In Training and Development
- Doctorate Degree In Education (Training and Development)

**Qualification Packaging Rules**
No prerequisite units of competency
12 core units plus 2 elective units

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<td>TAAENV401A</td>
<td>Work effectively in vocational education and training</td>
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</tr>
<tr>
<td>TAAENV402A</td>
<td>Foster and promote an inclusive learning culture</td>
<td>10</td>
</tr>
<tr>
<td>TAAENV403A</td>
<td>Ensure a healthy and safe learning environment</td>
<td>10</td>
</tr>
<tr>
<td>TAADES401A</td>
<td>Use Training Packages to meet client needs</td>
<td>20</td>
</tr>
<tr>
<td>TAADES402A</td>
<td>Design and develop learning programs</td>
<td>40</td>
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<td>Develop assessment tools</td>
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<tr>
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<td>215 hrs</td>
</tr>
</tbody>
</table>

Any two elective units of competency can be chosen from a possible 11 elective units depending on the client/learners.

Alternatively 1 of the 2 elective units can be selected from the TAA50104 Diploma of Training and Assessment units

Eg TAADEL402A Facilitate group-based learning 20 hours Plus TAALLN401A Address language, literacy and numeracy issues within learning and assessment practice 30 hours

**Sample Packaging for a Training Program**
Diploma of Training and Assessment

<table>
<thead>
<tr>
<th>Qualification Title</th>
<th>TAA50104 Diploma of Training and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification Code</td>
<td>TAA50104</td>
</tr>
</tbody>
</table>

**Qualification Summary**
The TAA50104 Diploma of Training and Assessment specifies the competencies required to engage in advanced training and assessment practice which may also include competence in one or more of the following areas: development of training products, provision of training advisory and consultancy services and leadership and co-ordination of training and assessment services.

**Further Study Options**
TAFEWA and other RTOs and some Universities in Western Australia offer a broad range of articulation pathways and further study units
- Diploma in Business (Quality Systems)
- Associate Degree In Training and Development – Degree in Training and Development
- Masters Degree In Training and Development
- Doctorate Degree In Education (Training and Development)

**Packaging Rules**
Entrants to the Diploma must have the core units of the TAA40104 Certificate IV in Training and Assessment or be able to demonstrate equivalent competence – The Diploma then has 12 units, 5 core and 7 electives

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAAENV501A</td>
<td>Maintain and enhance professional practice</td>
<td>40</td>
</tr>
<tr>
<td>TAADES501A</td>
<td>Design and develop learning strategies</td>
<td>40</td>
</tr>
<tr>
<td>TAADEL503A</td>
<td>Provide advanced facilitation to support learning</td>
<td>40</td>
</tr>
<tr>
<td>TAAASS501A</td>
<td>Lead and coordinate assessment systems and services</td>
<td>50</td>
</tr>
<tr>
<td>TAACMQ503A</td>
<td>Lead and conduct training and/or assessment evaluations</td>
<td>45</td>
</tr>
</tbody>
</table>

**Elective Units**
Select 7 electives. A minimum of 5 units must be TAA coded units packaged within the Diploma.

Up to 2 of the 7 elective units may be selected from the identified imported units or from any other Diploma qualification.

1 of the 2 elective units may be selected from TAA40104 Certificate IV in Training and Assessment electives or from any other Certificate IV.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAADEL504A</td>
<td>Lead and coordinate training services</td>
<td>40</td>
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<tr>
<td>TAAATAS501A</td>
<td>Undertake organisational training needs analysis</td>
<td>40</td>
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<tr>
<td>TAAATAS502A</td>
<td>Prepare a tender bid</td>
<td>20</td>
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<tr>
<td>TAAATAS503A</td>
<td>Manage contracted work</td>
<td>20</td>
</tr>
<tr>
<td>TAACMQ501A</td>
<td>Develop training and/or assessment organisational policies &amp; procedures</td>
<td>40</td>
</tr>
<tr>
<td>TAACMQ504A</td>
<td>Determine and manage scope of training and/or assessment services</td>
<td>20</td>
</tr>
<tr>
<td>BBMGT508A</td>
<td>Recruit, select and induct staff</td>
<td>60</td>
</tr>
</tbody>
</table>

**Grand Total**

505
**Sample Packaging for a Training Program**
**Certificate IV in Training and Assessment**

<table>
<thead>
<tr>
<th>Qualification Title</th>
<th>Qualification Code</th>
<th>Qualification Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAA40104 Certificate IV in Training and Assessment</td>
<td>TAA40104</td>
<td>Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature. Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.</td>
</tr>
</tbody>
</table>

**Further Study Options**

TAFEWA and other RTOs and some Universities in Western Australia offer a broad range of articulation pathways and further study units.

- Diploma in Training and Assessment – Diploma in Business (Quality Systems)
- Associate Degree In Training and Development – Degree in Training and Development
- Masters Degree In Training and Development
- Doctorate Degree In Education (Training and Development)

**Packaging Rules**

No prerequisite units of competency. 12 core units plus 2 elective units.

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<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Nominal Hours</th>
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<tbody>
<tr>
<td>TAAENV401A</td>
<td>Work effectively in vocational education and training</td>
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<tr>
<td>TAAENV402A</td>
<td>Foster and promote an inclusive learning culture</td>
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<tr>
<td>TAAENV403A</td>
<td>Ensure a healthy and safe learning environment</td>
<td>10</td>
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<tr>
<td>TAADES401A</td>
<td>Use Training Packages to meet client needs</td>
<td>20</td>
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<tr>
<td>TAADES402A</td>
<td>Design and develop learning programs</td>
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<tr>
<td>TAADEL401A</td>
<td>Plan and organise group-based delivery</td>
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<tr>
<td>TAADEL404A</td>
<td>Facilitate work-based learning</td>
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<tr>
<td>TAADEL403A</td>
<td>Facilitate individual learning</td>
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<tr>
<td>TAAASS401A</td>
<td>Plan and organise assessment</td>
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<tr>
<td>TAAASS402A</td>
<td>Assess competence</td>
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<td>TAAASS403A</td>
<td>Develop assessment tools</td>
<td>30</td>
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<tr>
<td>TAAASS404A</td>
<td>Participate in assessment validation</td>
<td>20</td>
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</table>

**PLUS Elective Units**

215 hrs

Any two elective units of competency can be chosen from a possible 11 elective units depending on the client/learners. Alternatively, 1 of the 2 elective units can be selected from the TAA50104 Diploma of Training and Assessment units.

Eg TAADEL402A Facilitate group-based learning 20 hours

**Total**

265 hrs

---

**Sample packaging for a Training Program**
**Diploma of Training and Assessment**

<table>
<thead>
<tr>
<th>Qualification Title</th>
<th>Qualification Code</th>
<th>Qualification Summary</th>
</tr>
</thead>
</table>
| TAA50104 Diploma of Training and Assessment | TAA50104          | The TAA50104 Diploma of Training and Assessment specifies the competencies required to engage in advanced training and assessment practice which may also include competence in one or more of the following areas: development of training products, provision of training advisory and consultancy services and leadership and co-ordination of training and assessment services. Further Study Options

TAFEWA and other RTOs and some Universities in Western Australia offer a broad range of articulation pathways and further study units.

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<th>Unit Title</th>
<th>Nominal Hours</th>
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</thead>
<tbody>
<tr>
<td>TAAENV501A</td>
<td>Maintain and enhance professional practice</td>
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<td>TAADES501A</td>
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<td>40</td>
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<tr>
<td>TAADEL503A</td>
<td>Provide advanced facilitation to support learning</td>
<td>40</td>
</tr>
<tr>
<td>TAAASS501A</td>
<td>Lead and coordinate assessment systems and services</td>
<td>50</td>
</tr>
<tr>
<td>TAAACM0503A</td>
<td>Lead and conduct training and/or assessment evaluations</td>
<td>45</td>
</tr>
</tbody>
</table>

**Elective Units**

Select 7 electives. A minimum of 5 units must be TAA coded units packaged within the Diploma. Up to 2 of the 7 elective units may be selected from the identified imported units or from any other Diploma qualification.

1 of the 2 elective units may be selected from TAA40104 Certificate IV in Training and Assessment electives or from any other Certificate IV.

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<th>Nominal Hours</th>
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<td>TAADEL504A</td>
<td>Lead and coordinate training services</td>
<td>40</td>
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<tr>
<td>TAAATAS01A</td>
<td>Undertake organisational training needs analysis</td>
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</tr>
<tr>
<td>TAAATAS02A</td>
<td>Prepare a tender bid</td>
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<tr>
<td>TAAATAS03A</td>
<td>Manage contracted work</td>
<td>20</td>
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<tr>
<td>TAACM0501A</td>
<td>Develop training and/or assessment organisational policies &amp; procedures</td>
<td>40</td>
</tr>
<tr>
<td>TAACM0504A</td>
<td>Determine and manage scope of training and/or assessment services</td>
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</tr>
<tr>
<td>BSBMG506A</td>
<td>Recruit, select and induct staff</td>
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</table>

**Grand Total**

505
### Program area Unit(s) of competency

<table>
<thead>
<tr>
<th>Program area</th>
<th>Unit(s) of competency</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

### Delivery modes

- [ ]
- [ ]
- [ ]
- [ ]

### Evidence-gathering techniques

- [ ]
- [ ]
- [ ]
- [ ]

#### Programme area

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
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</tbody>
</table>

#### KEY

- A: Demonstration
- B: Questioning
- C: Interview
- D: Scenario – problem solving
- E: Role play
- F: Case study – fault finding
- G: Written test
- H: Critical incident report

---

**Name of RTO**

**Delivery period**

**Code and title of qualification**

**Units of competency**

#### Code

#### Title

#### Core/Elective

**Client(s)**

**Duration**

The program is delivered over a period of ……

**Organisation**

---

**Delivery and assessment arrangements**

---

**Appendices**

Appendices (1) Learning/Delivery and Assessment Strategies template (sample one)
## Appendices (1) Learning/Delivery and Assessment Strategies template (sample one)

### Delivery and assessment strategy template 1 (Reference: Learning and Assessment Strategy Guide 2002)

<table>
<thead>
<tr>
<th>Name of RTO</th>
<th>Delivery period</th>
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</table>

<table>
<thead>
<tr>
<th>Code and title of qualification</th>
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</table>

<table>
<thead>
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<th>Units of competency</th>
<th>Code</th>
<th>Title</th>
<th>Core/Elective</th>
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</thead>
<tbody>
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### Client(s)

<table>
<thead>
<tr>
<th>Delivery and assessment arrangements</th>
<th>Duration</th>
<th>Organisation</th>
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<tbody>
<tr>
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</tbody>
</table>

### Delivery and assessment arrangements (continued)

<table>
<thead>
<tr>
<th>Alignment with units of competency</th>
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<tbody>
<tr>
<td>Program area</td>
</tr>
<tr>
<td>-------------</td>
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<tr>
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</table>

### Delivery modes

<table>
<thead>
<tr>
<th>Evidence-gathering techniques</th>
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<tbody>
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### Program area

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
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</tbody>
</table>

**KEY**

- A: Demonstration
- B: Questioning
- C: Interview
- D: Scenario – problem solving
- E: Role play
- F: Case study – fault finding
- G: Written test
- H: Critical incident report
### Name of RTO

#### Delivery period

**Delivery and assessment arrangements (continued)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Program structure</th>
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<tbody>
<tr>
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</table>

#### Program manager’s endorsement:

- **Date:**

### Name of RTO

#### Delivery and assessment staff

<table>
<thead>
<tr>
<th>Program area</th>
<th>Staff</th>
<th>Delivery/Assessment</th>
<th>Competencies of staff</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Assessment validation process program are:**

- The processes used to validate assessment activity in this
- ...
- ...
- ...
- ...
- ...

**Infrastructure requirements**

- (A tick indicates that the RTO has the required infrastructure.)
- ☐
- ☐
- ☐
- ☐
- ☐

**Pathways**

- Program manager’s endorsement:
  - **Date:**
### Delivery and assessment arrangements (continued)

<table>
<thead>
<tr>
<th>Week</th>
<th>Program structure</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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</table>

(A tick indicates that the RTO has the required infrastructure.)

### Delivery and assessment staff

<table>
<thead>
<tr>
<th>Program area</th>
<th>Staff</th>
<th>Delivery/Assessment</th>
<th>Competencies of staff</th>
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</tr>
</tbody>
</table>

**Assessment validation process program are:**

The processes used to validate assessment activity in this:

- ...
- ...
- ...
- ...
- ...
- ...

**Infrastructure requirements**

(A tick indicates that the RTO has the required infrastructure.)

- [ ] ...
- [ ] ...
- [ ] ...

**Pathways**

Program manager’s endorsement:

Date:
Training and Assessment Delivery & Assessment Strategy
School/Centre of Learning:

Qualification Title: Certificate IV in Training and Assessment
National Code: TAA40104
Training Package: TAA04

Delivery Period: February 2005 – November 2005
Duration: 265 Nominal Hours over two semesters

UNITS OF COMPETENCY

Semester One

FIELD (CLUSTER Learning Environment 3 Units of Competency): Learning Environment - Semester 1

Code | Title | Core / Elective | Nominal Hours
--- | --- | --- | ---
TAAENV401A | Work Effectively in vocational education and training | Core | 65
TAAENV402A | Foster and promote an inclusive learning culture | Core |
TAAENV403A | Ensure a healthy and safe learning environment | Core 65 nominal hours for cluster |

FIELD (CLUSTER Learning Design 3 Units of Competency): Learning Design - Semester 2

Code | Title | Core / Elective | Nominal Hours
--- | --- | --- | ---
TAADES401A | Use Training Packages to meet Client Needs | Core |
TAA402402A | Design and develop learning programs | Core |
Elective Choice here perhaps BSBAUD402A Participate in a quality audit | Elective 60 nominal hours for cluster |

Semester Two

FIELD (CLUSTER Delivery & Facilitation / Assessment 5 Units of Competency): Delivery & Facilitation / Assessment - Semester 2

Code | Title | Core / Elective
--- | --- | ---
TAADEL401A | Plan and organise group-based delivery | Core |
TAADEL402A | Facilitate group-based learning | Core |
TAASS401A | Plan and organise Assessment | Core |
TAASS403A | Develop Assessment tools | Core |
TAASS402A | Assess Competence | Core |

FIELD (CLUSTER 3 Units of Competency): Delivery & Facilitation / Assessment

Code | Title | Core / Elective
--- | --- | ---
TAADEL403A | Facilitate individual learning | Core |
TAADEL404A | Facilitate work-based delivery | Core |
TAASS404A | Participate in assessment validation | Core 105 nominal hours for cluster |

Appendix (2) Learning/Delivery and Assessment Strategies Template (sample two)

Training and Assessment Delivery & Assessment Strategy
School/Centre of Learning:

Qualification Title: Certificate IV in Training and Assessment
National Code: TAA40104
Training Package: TAA04

Delivery Period: February 2005 – November 2005
Duration: 265 Nominal Hours over two semesters

CLIENT(S)

E.g. The key clients for this qualification are existing employees and potential new entrants to the vocational education and training industry for example:

- Individuals or organisations wishing to provide nationally recognised training and/or assessment
- Registered Training Organisations wanting staff to hold formal training and assessment qualifications to support quality delivery of Vocational Education and Training programs in other industry/enterprise areas
- Individuals or organisations wanting to train others in the Training and Assessment Field
- Individuals providing training or assessment services for enterprise based organisations
- Individuals providing adult education programs through a variety of mediums such as ACE, Accredited Curriculum, Vocational Entry Programs, University Programs, VET in Schools
- Individuals wishing to enter a different industry
- VET in School providers and or teachers
- Trainers in a Commercial Organisations
- Individuals wishing to provide International Training and Assessment

DELIVERY AND ASSESSMENT ARRANGEMENTS

The course is structured for delivery to students through a combination of face to face workshops; some self paced work online and on the job and simulated training environment.

On the job will be in at least four training and assessment environments of different context – ideally negotiate with clients in their own training and assessment environment.

This Registered Training Organisation negotiates with several other Registered Training Organisations to provide work experience and delivery and assessment opportunities:

- Super Dooper RTO (Armadale) Ph: 9324 9843 – Hospitality and Tourism Industry RTO – Best times are week 7th March – 16 April and/or 5th September – 22nd October
- Cowboys & CO RTO (Hillarys) Ph: 965 3907 – Security Industry- Best times are week 7th March – 16 April and/or 5th September – 22nd October
- BHP Billiton RTO (Pilbara) Ph: 098 7890 – Mining, Business and Asset Management – Best times are week 4th April – 11 June and 3rd – 29 October
**CLIENT(S)**
E.g. The key clients for this qualification are existing employees and potential new entrants to the vocational education and training industry for example:

- Individuals or organisations wishing to provide nationally recognised training and/or assessment
- Registered Training Organisations wanting staff to hold formal training and assessment qualifications to support quality delivery of Vocational Education and Training programs in other industry/enterprise areas
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- Individuals wishing to enter a different industry
- VET in School providers and or teachers
- Trainers in a Commercial Organisations
- Individuals wishing to provide International Training and Assessment

**DELIVERY AND ASSESSMENT ARRANGEMENTS**
The course is structured for delivery to students through a combination of face to face workshops; some self paced work online and on the job and simulated training environment. On the job will be at least four training and assessment environments of different context – ideally negotiate with clients in their own training and assessment environment.

This Registered Training Organisation negotiates with several other Registered Training Organisations to provide work experience and delivery and assessment opportunities:

- Super Dooper RTO (Armadale) Ph: 9324 9843 – Hospitality and Tourism Industry RTO – Best times are week 7th March – 16 April and/or 5th September – 22nd October
- Cowboys & CO RTO (Hillarys) Ph: 965 3907 – Security Industry – Best times are week 7th March – 16 April and/or 5th September – 22nd October
- BHP Billiton RTO (Pilbara) Ph: 098 7890 – Mining, Business and Asset Management – Best times are week 4th April – 11 June and/or 5th September – 22nd October
- Beauty Ltd RTO (Mandurah) Ph: 098 7890 – Beauty Therapy and Hairdressing – Best times are week 4th April – 11 June and 3rd – 29 October

---

### Training and Assessment Delivery & Assessment Strategy

**School/Centre of Learning:**

<table>
<thead>
<tr>
<th>Qualification Title:</th>
<th>Certificate IV in Training and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Code:</td>
<td>TAA40104</td>
</tr>
<tr>
<td>Training Package:</td>
<td>TAA04</td>
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**Delivery Period:**
February 2005 – November 2005
Duration: 265 Nominal Hours over two semesters

#### UNITS OF COMPETENCY

**Semester One**

**FIELD (CLUSTER) Learning Environment 3 Units of Competency:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Core / Elective</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAAENV401A</td>
<td>Work Effectively in vocational education and training</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>TAAENV402A</td>
<td>Foster and promote an inclusive learning culture</td>
<td>Core</td>
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<tr>
<td>TAAENV403A</td>
<td>Ensure a healthy and safe learning environment</td>
<td>Core 65</td>
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**FIELD (CLUSTER) Learning Design 3 Units of Competency:**

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<th>Core / Elective</th>
<th>Nominal Hours</th>
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<tbody>
<tr>
<td>TAADES401A</td>
<td>Use Training Packages to meet Client Needs</td>
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<td>TAA402402A</td>
<td>Design and develop learning programs</td>
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<tr>
<td>Elective</td>
<td>BSPAN402A Participate in a quality audit</td>
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**Semester Two**

**FIELD (CLUSTER) Delivery & Facilitation / Assessment 5 Units of Competency:**

<table>
<thead>
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<tbody>
<tr>
<td>TAADEL401A</td>
<td>Plan and organise group-based delivery</td>
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<tr>
<td>TAADEL402A</td>
<td>Facilitate group-based learning</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>TAAASS401A</td>
<td>Plan and organise Assessment</td>
<td>Core</td>
<td></td>
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<tr>
<td>TAAASS403A</td>
<td>Develop Assessment tools</td>
<td>Core</td>
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<td>TAAASS402A</td>
<td>Assess Competence</td>
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**FIELD (CLUSTER) 3 Units of Competency:**

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<th>Nominal Hours</th>
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<tbody>
<tr>
<td>TAADEL403A</td>
<td>Facilitate individual learning</td>
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<tr>
<td>TAADEL404A</td>
<td>Facilitate work-based delivery</td>
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</tr>
<tr>
<td>TAAASS404A</td>
<td>Participate in assessment validation</td>
<td>Core 105</td>
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</table>
### Training and Assessment Delivery & Assessment Strategy

#### School/Centre of Learning:
- **Qualification Title:** Certificate IV in Training and Assessment
- **National Code:** TAA40104
- **Package:** TAA04
- **Delivery Period:** February 2005 – November 2005
- **Duration:** 265 Nominal Hours over two semesters

#### Industry Endorsement:
- Possible strategies may include Training Package endorsement, Employer consultation, moderation, Industry casual lecturers, CAG, ITAB, ISC, Industry forums.
- Delivery & assessment has been confirmed through: -.

#### Schedule of Delivery and Assessment Timetable
- Shade the area to show the week when particular units are to be assessed.
- Use a letter to indicate which assessment method is being used from the key (on previous page)
- This file will be updated on a regular basis; every effort is made to keep it current however due to unforeseen changes during the semester the actual schedule might differ from current Delivery and Assessment Plans at any stage during the delivery period.

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit/Cluster Structure</th>
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<tr>
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<td>Learning Environment</td>
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<tr>
<td>1</td>
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<td>2</td>
<td>Training &amp; Assessment Organisations Prep Experience</td>
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<tr>
<td>3</td>
<td>Orientation</td>
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<tr>
<td>4</td>
<td>F</td>
</tr>
<tr>
<td>5</td>
<td>Orientation</td>
</tr>
<tr>
<td>6</td>
<td>Mid – term Easter Break</td>
</tr>
<tr>
<td>7</td>
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<tr>
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<td>19</td>
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<td>20</td>
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</tr>
</tbody>
</table>

#### Results Recording
- Trainer/Assessor must record all results on electronic system so they are available to students within 2 weeks of roll end date or week 20 of each semester.

### Assessment Evidence Gathering:

The letters on this chart refer to the documented evidence gathering technique. (Include number if more than one use of a particular method)

<table>
<thead>
<tr>
<th>Cluster</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
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<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
<th>N</th>
<th>O</th>
<th>P</th>
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</tbody>
</table>

#### Key to Evidence gathering for Assessment
- A Knowledge based test
- B Portfolio
- C Teaching and Learning Resources Development
- D Role Play
- E Case Study
- F Direct Observation of Practical Demonstration
- G Project
- H Presentation
- I Interview
- J Report
- K Journal (including reflective journal)
- L Research
- M Research File
- N Visual Diary
- O Group Work Participation
- P Produce Policy & Procedure Samples
- Q Training Package analysis assessment
- R
### Assessment Evidence Gathering:

The letters on this chart refer to the documented evidence gathering technique. (Include number if more than one use of a particular method)

<table>
<thead>
<tr>
<th>Unit of Competency/Module/Cluster</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
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</tbody>
</table>

### KEY to Evidence gathering for Assessment

- A: Knowledge based test
- B: Portfolio
- C: Teaching and Learning Resources Development
- D: Role Play
- E: Case Study
- F: Direct Observation of Practical Demonstration
- G: Project
- H: Presentation
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- O: Group Work Participation
- P: Produce Policy & Procedure Samples
- Q: Training Package analysis assessment

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### Training and Assessment Delivery & Assessment Strategy

**School/Centre of Learning:**

**Qualification Title:** Certificate IV in Training and Assessment

**National Code:** TAA40104

**Training Package:** TAA04

**Delivery Period:** February 2005 – November 2005

**Duration:** 265 Nominal Hours over two semesters

---

### Industry Endorsement:

(Possible strategies may include Training Package endorsement, Employer consultation, moderation, Industry casual lecturers, CAG, ITAB, ISC, Industry forums)

Delivery & assessment has been confirmed through:

- [ ]

**Schedule of Delivery and Assessment Timetable**

- Shade the area to show the week when particular units are to be assessed.
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<table>
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<th>Week</th>
<th>Unit Cluster</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Venue</th>
<th>Trainer/Assessor</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Learning Environment</td>
<td>Orientation</td>
<td>Training &amp; Assessment</td>
<td>Organisational Prac Experience</td>
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</table>

Mid – term Easter Break

---

**Results Recording:** Trainer/Assessor must record all results on electronic system so they are available to students within 2 weeks of roll end date or week 20 of each semester.
### Additional Information

#### DELIVERY AND ASSESSMENT STAFF

<table>
<thead>
<tr>
<th>Competencies of Staff (Tick Boxes)</th>
<th>Enter Date</th>
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<tbody>
<tr>
<td>Staff Name</td>
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<td>Staff Qualified to Delivery (D)</td>
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<td>Assessment (A)</td>
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<td>Supervisor (S)</td>
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<td>Assessment</td>
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<td>Date Professional Development Plan Completed</td>
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<td>Date Last Performance Management Completed</td>
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<th>Unit of Competency / Module / Cluster</th>
<th>Resources</th>
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**Resources Key**

<table>
<thead>
<tr>
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### Additional Information

#### DELIVERY AND ASSESSMENT STAFF

<table>
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<th>Staff Name</th>
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<th>Vocational</th>
<th>Training Competencies</th>
<th>Assessment</th>
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#### Resources & Facilities

<table>
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<th>Unit of Competency / Module / Cluster</th>
<th>Resources</th>
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<tbody>
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</table>

#### Resources Key

- A
- B
- C
- D
- E
- F
- G
- H
- I
- J
ASSESSMENT MODERATION AND VALIDATION PROCESS

**Moderation:**
1. Pre-assessment moderation/validation and Post-assessment moderation validation
2. The process of establishing consistency of standards in resource development and continuous improvement.

**Validation:**
- Validation is used to describe a holistic process which includes:
  - The initial consultation with assessors and industry to develop the Delivery Schedule and Assessment Plan (including assessment tools), i.e., validity, reliability, fairness and flexibility. All aspects of workplace performance, task skills, task management skills, job role environment skills and contingency skills. (Dimensions of Competency)
  - Relevant industry consultation and endorsement.
  - Internal and/or external moderation of assessment processes, tools and assessment judgements made by different assessors in relation to the same competency at least annually.
  - The provision of opportunities for feedback to assessors from candidates, as to the candidates' perceived effectiveness/fairness of the assessment.
  - The re-validation (if required) based upon the results of moderation and feedback.

Add information on how your Validation and Moderation processes are to be carried out. Enter Unit code and then the timeline for validation eg: pre & post. The cost of validation/moderation process needs to be considered and documented using the resources required column.

**VALIDATION TIMELINE**

<table>
<thead>
<tr>
<th>Validation Strategy</th>
<th>Timing</th>
<th>Resources Required</th>
<th>Moderation Plan</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

**CONTINUOUS IMPROVEMENT**

A review of documentation created with respect to this qualification has been undertaken and improvements made on "[Click here and type the date task completed]".

**INFRASTRUCTURE REQUIREMENTS**

- All staff (including full time, part time and casual staff) involved in the delivery and assessment of the qualification, have direct access to the current version of the relevant Training Package, including the appropriate units of competency, assessment guidelines and qualification structure.
- All staff (including full time, part time and casual staff) involved in delivering the program has access to trainer, assessor and candidate support materials relevant to their areas of delivery and assessment.
- All assessors have access to print and electronic copies of the assessment tools used in this program.
- The RTO has access to staff and training/assessment resources to meet the requirements of candidates with special needs and has an assessment process that incorporates reasonable adjustment procedures.
- The RTO has reviewed the equipment and facility requirements for each unit of competency in the qualification and guarantees it has access to the plant and equipment needed to implement this program.

**PATHWAYS**

Provide information on learning / vocational pathways e.g. further study eg Diploma of Training and Assessment – Job outcomes, University Options etc…
Validation Strategy Timing Resources Required Moderation Plan

Validation of this course will take (indicate the (Describe the resources these (It is intended to moderate place continually and will review timing of activities will need, for example, all units of the qualification over a period of ……years of competency and that all possibly be physical resources) Timeframe / Period

CONTINUOUS IMPROVEMENT

A review of documentation created with respect to this qualification has been undertaken and improvements made on "[Click here and type the date task completed]"

INFRASTRUCTURE REQUIREMENTS

(A tick indicates the RTO has the required infrastructure)

- All staff (including full time, part time and casual staff) involved in the delivery and assessment of the qualification, have direct access to the current version of the relevant Training Package, including the appropriate units of competency, assessment guidelines and qualification structure.
- All staff (including full time, part time and casual staff) involved in delivering the program has access to trainer, assessor and candidate support materials relevant to their areas of delivery and assessment.
- All assessors have access to print and electronic copies of the assessment tools used in this program.
- The RTO has access to staff and training/assessment resources to meet the requirements of candidates with special needs and has an assessment process that incorporates reasonable adjustment procedures.
- The RTO has reviewed the equipment and facility requirements for each unit of competency in the qualification and guarantees it has access to the plant and equipment needed to implement this program.

PATHWAYS

Provide information on learning / vocational pathways e.g. further study eg Diploma of Training and Assessment – Job outcomes, University Options etc…
Following is a list of headings which may be included in an assessment policy. When you develop an assessment policy you will need to consider all of these. If you decide that some are not appropriate for your assessment situation, you may choose to exclude them from your policy.

Assessment policy headings
- Assessment contexts and purposes
- Assessment scope
- Selection and qualifications of assessors
- Roles and responsibilities of assessors, co-assessors and coordinators
- Rights and responsibilities of candidates
- Professional development for assessors
- Documentation of the assessment process
- Assessment information for assessors
- Assessment information for candidates
- Methods of evidence collection
- Requirements for assessment tools and resources development
- Mechanism for appeals and grievances
- Fees and cost structures
- Guidelines for feedback
- Record keeping guidelines
- Confidentiality
- Credentialing requirements in line with the AQTF and AQF
- Transition arrangements including Recognition (RPL/RCC) policy
- Validation processes of assessments
- Quality assurance and continuous improvement mechanisms

Appendices (3) Evidence Plan for Assessment (Reference; National Assessment Resources Guide 2, 2001)

Name of candidate: __________________________
Unit(s): __________________________
Registered Training Organisation: __________________________

Sources of evidence | Agreed evidence | Received
--- | --- | ---
A1 Practical Demonstration | ☐ | ☐
A2 Third Party Reports | ☐ | ☐
A3 Questioning/Interview | ☐ | ☐
B1 Personal Statement/Resume | ☐ | ☐
B2 Workplace Documents (verified) | ☐ | ☐
B3 Training Records | ☐ | ☐
B4 Case Studies | ☐ | ☐
B5 Projects | ☐ | ☐
B6 Journal/Diary | ☐ | ☐
B7 Testimonials/Awards | ☐ | ☐
Skills development activities | ☐ | ☐

Arrangements
- __________________________
- __________________________
- __________________________
- __________________________
- __________________________

Agreement
☑ Evidence to be submitted by: __________________________
☑ Interview date: __________________________
☐ I agree to the evidence plan:
☐ Candidate (name) (signature)
☐ Supervisor (name) (signature)
☐ Assessor (name) (signature)

Appendices (4) Assessment Policy Outline (Reference; National Assessment Resources Guide 10, 2001)
Appendices (3) Evidence Plan for Assessment (Reference; National Assessment Resources Guide 2, 2001)

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<td>Registered Training Organisation:</td>
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<td>B1 Personal Statement/Resume</td>
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<td>B2 Workplace Documents (verified)</td>
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<td>B3 Training Records</td>
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<td>Supervisor (name)  (signature)</td>
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<td>Assessor (name)  (signature)</td>
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Appendices (4) Assessment Policy Outline (Reference; National Assessment Resources Guide 10, 2001)

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### Record of assessment by observation/demonstration

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<th>Unit(s)</th>
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<tr>
<td>Name of assessor/observer</td>
<td></td>
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<tr>
<td>Observation of:</td>
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<tr>
<td>a)</td>
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<td>b)</td>
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<tr>
<td>During __________________, did the candidate:</td>
<td>Yes</td>
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</table>

The candidate’s overall performance met the standard: Yes No

Signed by the assessor/observer: Date: / / 

Feedback to candidate:

---

**Appendices (5) Record of assessment by observation/demonstration (Reference; National Assessment Resources Guide 2, 2001)**

---

### Acknowledgments

The Western Australia Department of Education and Training Implementation and User Guide for the Training and Assessment Training Package was prepared by Assessment Training and Research Consultancy Services – Mairead Dempsey

The Department of Education and Training funded the development of the Guide.

The Department of Education and Training wishes to acknowledge the many individuals and organisations who have contributed willingly and constructively to this Guide.
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### Appendices (5) Record of assessment by observation/demonstration (Reference: National Assessment Resources Guide 2, 2001)

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<td>b)</td>
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<td>During __________________________, did the candidate:</td>
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Training And Assessment Industry

Implementation and User Guide for the Training and Assessment Training Package (04)

Western Australian Department of Education and Training

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www.training.wa.gov.au