Appendix to Toolkit for Training Volunteers (Part B)

Notes on (TAA40104) Certificate IV in Training and Assessment

Please read this document in conjunction with the Guide for Training Volunteers and the Toolkit for Training Volunteers, both available free on the Volunteering Australia website.

Background

In 2005, TAA40104 *Certificate IV in Training and Assessment* superseded BSZ40198 *Certificate IV in Assessment and Workplace Training.* Under TAA04 the revised AQTF requirements for competence from July 2005 (and effective from 23 November 2005) were:

> **Requirements for current VET training and assessment staff under the revised AQTF Standards for Registered Training Organisations**
> Current assessors with the 3 BSZ98 assessment competencies or equivalent will be accepted for the purposes of the revised AQTF Standard 7.3 (i) and current trainers with BSZ40198 or equivalent will be accepted for the purposes of the revised AQTF Standard 7.4 (i). Demonstrated equivalence to BSZ98 will be accepted for the purposes of the AQTF up to 23 November 2004 [sic]. However, if you are delivering and assessing TAA04 you must meet the vocational competence requirements of the Training Package.
>
> **Requirements for new VET delivery and assessment staff after 23 November 2005**
> After 23 November 2005, all equivalence must be directly benchmarked to TAA04. As there can be no new enrolments into BSZ98 qualifications after that date, on or after that date, all new VET delivery and assessment staff in any industry or vocational area will need to:
> - hold the TAA4014 Certificate IV in Training and Assessment, or demonstrate equivalence to this qualification, or be working under the direct supervision of someone who has the qualification or equivalent (to meet Standard 7.4)
> - hold the TAA04 assessment units TAAASS401A, TAAASS402A and TAAASS404A, or demonstrate equivalence to these units (to met Standard 7.3).
>
> *(Innovation & Business Skills Australia (IBSA)[1] information brochure circulated late 2005)*

Table 1 on pp. 2-3 maps the TAA40104 units of competency against the now superseded BSZ40198 units of competency.

---

[1] IBSA is the Industry Skills Council associated with the TAA04 Training and Assessment Training Package.

Table 1 (TAA40104) Certificate IV in Training and Assessment mapped against (BSZ40198) Certificate IV in Assessment and Workplace Training

TAA40104 unit of competency (The qualification requires 12 core and 2 elective units of competency)	**BSZ40198 equivalence (**Refer TAA04 Training and Assessment Training Package pp. 735 – 754)
Learning Environment	
TAAENV401A *Work effectively in vocational education and training*	No equivalent
TAAENV402A *Foster and promote an inclusive learning culture*	No equivalent
TAAENV403A *Ensure a healthy and safe learning environment*	No equivalent
Learning Design	
TAADES401A *Use Training Packages to meet client needs*	No equivalent
TAADES402A *Design and develop learning programs*	BSZ405A *Plan and promote a training plan* is equivalent to TAADES402A.
Delivery and Facilitation	
TAADEL401A *Plan and organise group-based delivery*	BSZ406A *Plan a series of training sessions* is equivalent to TAADEL401A.
TAADEL404A *Facilitate work-based learning*	There is partial equivalence between both BSZ404A and BSZ407A with TAADEL404A. It would be possible for an individual holding the BSZ4-04A and/or BSZ407A to demonstrate evidence of having applied those units in a work context. In that case the units would be equivalent.
TAADEL403A *Facilitate individual learning*	There is partial equivalence between (BSZ404A) *Train small groups* and TAADEL403A but application would need to be demonstrated to an individual learning relationship applying the relevant techniques for individual facilitation that are specified in TAADEL403A. Individuals holding BSZ404A would need to show evidence of one-to-one approach to gain equivalence.
Assessment	
TAAASS401A *Plan and organise assessment*	BSZ401A *Plan assessment* is equivalent to TAASS401A.
TAAASS402A *Assess competence*	BSZ402A *Conduct assessment* is equivalent to each of TAAASS402A and TAAASS301A.
TAAASS403A *Develop assessment tools*	BSZ506A and BSZ507A are each equivalent to TAAASS403A.
TAAASS404A *Participate in assessment validation*	BSZ401A has partial equivalence. Application of Element 3 would need to be demonstrated against all the specifications of TAAASS403A. BSZ403A has partial equivalence with TAAASS404A.

Electives	
TAADEL301A *Provide training through instruction and demonstration of work skills*	BSZ404A *Train small groups* is equivalent to TAADEL301A.
TAADEL402A *Facilitate group-based learning*	BSZ407A *Deliver training sessions* is equivalent to TAADEL402A.
TAADEL405A *Coordinate and facilitate distance-based learning*	BSZ407A *Deliver training sessions* is equivalent to TAADEL405A.
TAAENV404A *Develop innovative ideas at work*	There is no equivalent unit or units in BSZ. This unit is based on the Guideline Competency Standard Innovation at Work ICS03 *Develop innovative ideas at work*.
TAATAS401A *Maintain information requirements of training and/or assessment organisations*	There is no single unit that addresses TAATS401A. When held together BSZ402A, BSZ405A and BSZ408A would make up equivalence to TAATAS401A.
TAALLN401A *Address language, literacy and numeracy issues within learning and assessment practice*	No BSZ equivalent
BSBMKG406A *Build client relationships*	No BSZ equivalent
BSBCMN404A *Develop teams and individuals*	No BSZ equivalent
BSBCMN405A *Analyse and present research information*	No BSZ equivalent
BSBCMN409A *Promote products and services*	No BSZ equivalent
BSBAUD402A *Participate in a quality audit*	No BSZ equivalent
STAND ALONE UNIT	
TAAASS301 *Contribute to assessment* (Note: Stand alone unit – not in qualification)	Contained within BSZ402A
Note: Of the two elective units to be included in the qualification, both can be selected from the above list. Alternatively, one of the two elective units can be selected from the TAA50104 Diploma of Training and Assessment, or any other Diploma or any other Certificate IV. (See TAA04 Training and Assessment Training Package p. 19.)	

Relevance to the Toolkit for Training Volunteers (Part B)

Throughout the Toolkit for Training Volunteers, the (TAA40104) *Certificate IV in Training and assessment* competency standards are referred to for two main reasons. Firstly, these competencies provide bench-marks for your professional practice as a trainer or for that of another person contributing to the design and delivery of volunteer learning. Secondly, as for volunteers who can draw on their volunteering experience to claim recognition of prior learning (RPL), you have the opportunity to seek RPL in respect of TAA40104 competencies – as illustrated in the story below.

Sophie has five years' experience as a trainer actively engaged in identifying training needs, designing and delivering training, and assessing trainees. As she thought she would continue to be professionally involved as a trainer, Sophie completed the (BSZ40198) *Certificate IV in Assessment and Workplace Training* (now superseded by TAA40104). However, Sophie now feels that it would be a good idea to upgrade her qualification to the new TAA40104 *Certificate IV* – especially as she has an ambition to train trainers at the *Certificate IV* level and she will need the new qualification to do this.

Sophie was familiar with the assessment options available to her within the Australian Quality Training Framework (AQTF) and had been encouraging and supporting volunteers to take advantage of these options in respect of their own interests. It occurred to Sophie that she too could draw upon a mix of assessment only and formal training pathways.

By referring to the TAA04 Training and Assessment Training Package (pp. 735 – 754), Sophie found that of the 14 units of competency required for the new Certificate IV (TAA40104) her current qualification (BSZ 40198) gave her six full exemptions and four partial exemptions – as shown in Table 1. Sophie found that where she had partial equivalence, gaining full Recognition of Prior Learning (for each unit of competency) would not be difficult. Her recent work as a trainer gave her an opportunity to assemble evidence that she had worked in a way that bridged the equivalence gaps; and she could provide evidence that her performance was competent when assessed against the performance criteria and other aspects of the standards.

The four remaining TAA40104 units of competency were –

      (TAAENV401A) *Work effectively in vocational education and training*
      (TAAENV402A) *Foster and promote an inclusive learning culture*
      (TAAENV403A) *Ensure a healthy and safe learning environment*
      (TAADES401A) *Use Training Packages to meet client needs*

While Sophie believed that she was competent to 'ensure a health and safe learning environment' and to 'foster and promote an inclusive learning structure', she really couldn't see how she could provide evidence of this – based on past experience. So she decided to do her work, over the next few months, in a way that would allow her to assemble a portfolio of evidence of competency that would gain RPL acceptance when assessed against the standards for these two units of competency (TAAENV 402A & 403A).

Sophie then enrolled in courses for TAAENV401A and TAADES401A with a Registered Training Organisation (RTO). Although she felt that she could have undertaken self-directed learning (including structuring projects that would be very much in keeping with her volunteering organisation's goals) leading to a successful RPL application, she decided it would be better to study these two units of competency formally as they were such new fields for her.

Sophie significantly reduced what had started out looking like a large gap to bridge, although some innovative thinking and effort were required to assemble an evidence portfolio that would prove her competency in respect of her RPL claim.

Sophie followed a combination of assessment pathways to reach her TAA40104 qualification goal. You will find an explanation of the assessment pathway options on pages 32 and 33 of the TAA04 Training and assessment Training Package, including a representation similar to Figure 1.
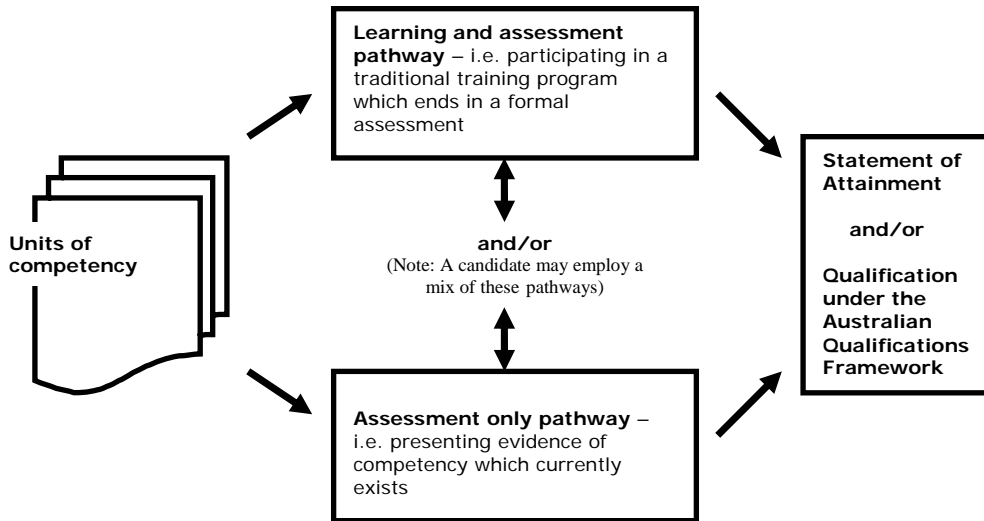

Figure 1 Assessment pathway options

In Sophie's case, she chose a self-directed approach because she was familiar with the assessment pathway options available to her. And she also knew that assembling a portfolio of evidence – as required for the RPL component – was going to require significant effort since the evidence of her competency had to be of high quality.

Volunteering Australia has developed an RPL guide which can be downloaded free from www.volunteeringaustralia.org > Publications and which it would useful to refer to when you are considering this topic.

Taking a strategic approach to self-directed learning

Figure 2 shows the situation an experienced trainer is likely to be facing in achieving the (TAA40104) *Certificate IV in Training and Assessment* qualification.
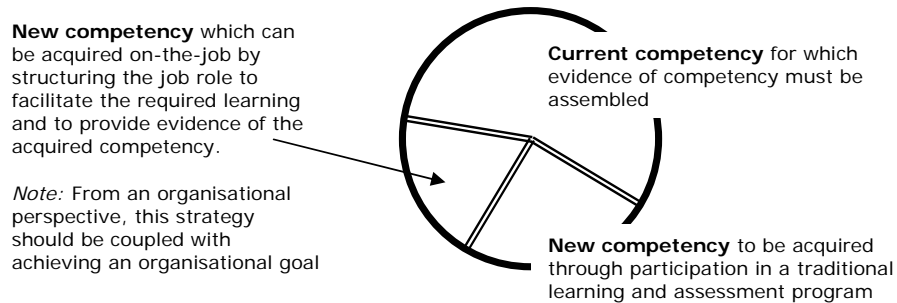
New competency which can be acquired on-the-job by structuring the job role to facilitate the required learning and to provide evidence of the acquired competency.

Note: From an organisational perspective, this strategy should be coupled with achieving an organisational goal

Current competency for which evidence of competency must be assembled

New competency to be acquired through participation in a traditional learning and assessment program

Figure 2 Probable mix of competencies for an experienced trainer

A process which you may find helpful is illustrated in Figure 3. This process can be applied across the range of Training Package competencies and qualifications.
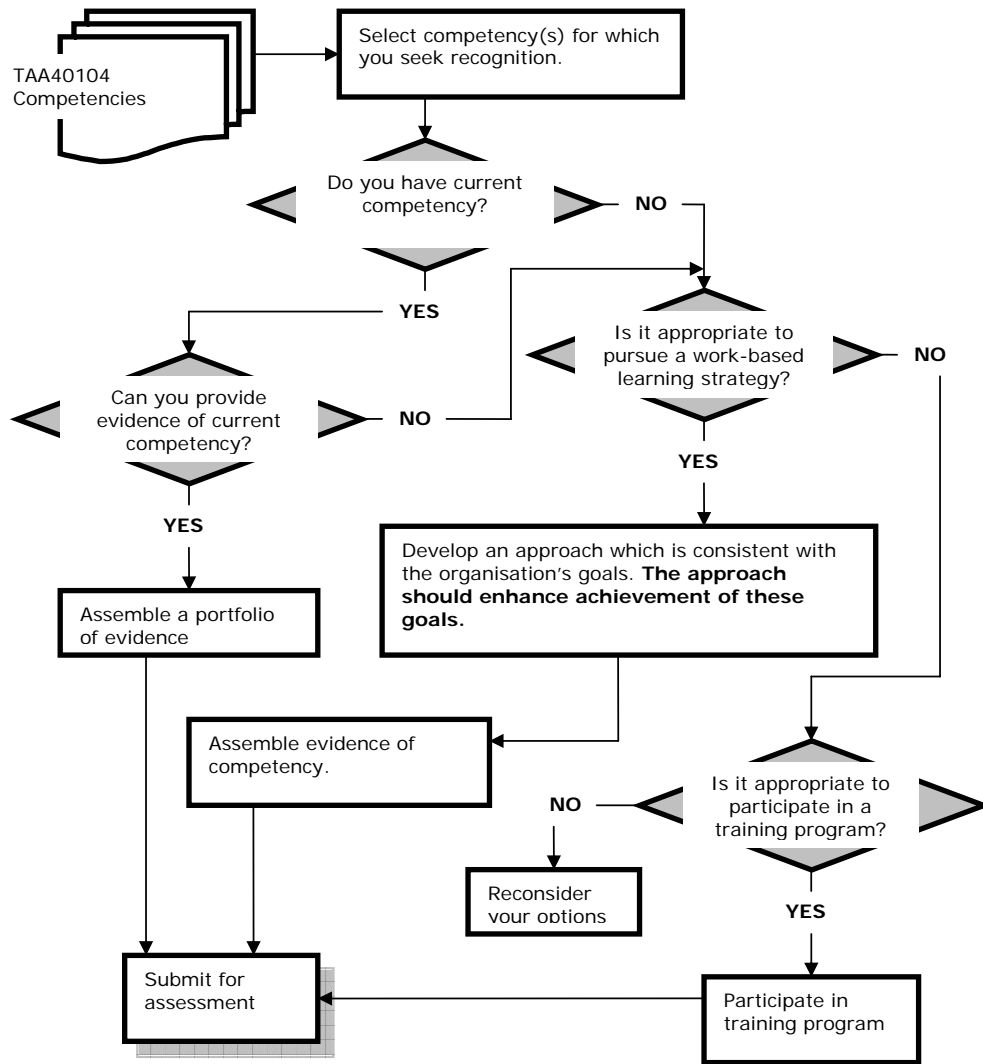
Figure 3 A process for choosing and acting on learning and assessment options

Concluding thought

The TAA40104 qualification is not the only possibility for you – there will be other ways to upgrade your qualifications through the learning/assessment options available to you through Training Packages. As a trainer you are in a position to be well informed about self-directed learning. If you can support volunteers in taking advantage of what they bring to volunteering and what they learn through it, why not consider doing this for yourself?