



# **TAA04 Training and Assessment Training Package Frequently Asked Questions (FAQs)**

**Prepared by Innovation and Business Skills Australia (IBSA)**

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Readers please note: These FAQs are based on a range of questions stakeholders have recently asked us about the newly endorsed TAA04 Training and Assessment Training Package. Our responses are based on the best information available at the time of writing and on policy information from DEEWR. We have taken every care to ensure these FAQs are accurate, but imply no warranty of the accuracy of the advice. You are advised to check our website for regular updates of these FAQs or contact the relevant State or Territory Training Authority.

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# TAA04 Training and Assessment Training Package

## Frequently Asked Questions (FAQs)

### 1 Development and endorsement of the Training Package

#### 1.1 What are the key dates for the Training and Assessment Training Package?

The National Training Quality Council (NTQC) endorsed the *TAA04 Training and Assessment Training Package* on 1 October 2004. On 23 November 2004 Ministers gave approval for the Training Package to be listed on the National Training Information Service website ([www.ntis.gov.au](http://www.ntis.gov.au)).

*TAA04 Training and Assessment Training Package* replaces the *BSZ98 Training Package for Assessment and Workplace Training* and has been progressively implemented under transition arrangements.

Trainers and assessors currently practising within the VET sector and holding the BSZ98 are not required to upgrade to the TAA04 and will be considered as holding the equivalent qualification for the purposes of compliance with Element 1.4 of Standard 1.

#### 1.2 How was the Training Package developed?

The *TAA04 Training and Assessment Training Package* arose from the review of *BSZ98 Training Package for Assessment and Workplace Training*. It was developed under a rigorous consultative process directly involving more than 900 stakeholders in Phase 1 and 700 in Phase 2. These included vocational education and training (VET) professionals, industry associations, employee representatives, government representatives, RTOs, and other interested groups and individuals. Consultations centred on a comprehensive functional analysis involving 32 workshops and 464 participants; there were also 340 responses to drafts and materials placed on the website.

Consultations with training (VET) professionals, industry associations, employee representatives, government representatives, RTOs, and other interested groups and individuals has continued since the Package was endorsed. A discussion paper and proposed enhancements for testing and debate was posted on the IBSA website in November 2006 and a final report on improvements to the TAA04 Training Package is now available on IBSA's website at [www.ibsa.org.au](http://www.ibsa.org.au).

Refer also to Question 9 for more information about improvements to the TAA04 in 2007 and 2008.

#### 1.3 Why was the Training Package changed?

Training Packages are subject to continuous improvement to ensure they continue to meet current and future industry needs. TAA04 was designed to improve the quality and capability of VET personnel—it builds on the foundation provided by its predecessor (*BSZ98 Training Package for Assessment and Workplace Training*) and more accurately reflects current teaching and assessment practices to meet the skill formation needs of trainers and assessors who provide nationally recognised training.

IBSA continues to seek feedback from stakeholders. A summary of the continuous improvement activities associated with the Training and Assessment Training Package is located on the IBSA website – ([www.ibsa.org.au](http://www.ibsa.org.au))

## 2 Transition from BSZ98 to TAA04

### 2.1 Does TAA04 replace BSZ98?

Yes. TAA04 replaces *BSZ98 Training Package for Assessment and Workplace Training* and has been implemented progressively under transition arrangements. No new enrolments in BSZ98 have been allowed since December 31 2005.

### 2.2 Is there a time limit for learners currently enrolled in BSZ98?

Yes. Some RTOs will have learners 'in the pipeline' in the time of transition to TAA04 and they might still be issuing BSZ98 qualifications to these learners even after the transition to TAA04. Given the high proportion of part-time learners in VET, some of those enrolled in BSZ98 will take quite a while to complete their qualification. The principle is that it's in the best interest of learners to have the latest qualification outcome so is useful to move those learners already enrolled in BSZ98 across to the new Training Package—especially if they are going to take some years to complete.

Because this issue essentially relates to registration, contact your State or Territory registering body. You can find their contact details at [www.dest.gov.au/sector/training\\_skills](http://www.dest.gov.au/sector/training_skills)

### 2.3 What impact will the AQTF 2007 have on training and assessment competencies for trainers and assessors?

The Australian Qualifications Training Framework (AQTF) 2007 is the quality framework under which both registered training organisations (RTOs) and registering bodies operate.

For RTOs the framework consists of:

- Essential Standards for registration that each RTO must meet, and also
- Excellence criteria that RTOs may voluntarily apply to be assessed against, under a separate process.

The Essential Standards include an appendix stating the training and assessment competencies to be held by trainers and assessors. A copy of the Essential Standards can be accessed from [www.training.com.au/aqtf2007/](http://www.training.com.au/aqtf2007/)

A summary of the trainer and assessor requirements is as follows:

#### Trainers must

(i) hold the Certificate IV in Training and Assessment (TAA40104) from the Training and Assessment Training Package

OR

(ii) be able to demonstrate equivalent competencies

OR

(iii) hold the Certificate IV in Assessment and Workplace Training from the Training Package for Assessment and Workplace Training (BSZ98)

OR

(iv) be able to demonstrate that prior to 23 November 2005 they had been assessed as holding equivalent competencies to the Certificate IV in Assessment and Workplace Training from the Training Package for Assessment and Workplace Training (BSZ98).

OR

(v) work under the direct supervision\* of a person who has the competencies specified in (i) or (ii) or (iii) or (iv) above.

**\* Note:**

Direct supervision is achieved when a person delivering training on behalf of the RTO has regular guidance, support and direction from a person designated by the RTO who has the trainer competencies above and who monitors and is accountable for the training delivery. It is not necessary for the supervising person to be present during all training delivery.

**Assessors must**

(i) hold the following competencies (3) from the Training and Assessment Training Package (TAA04):

- a) TAAASS401B Plan and organise assessment
- b) TAAASS402B Assess competence
- c) TAAASS404B Participate in assessment validation

OR

(ii) be able to demonstrate equivalent competencies to all three units of competency listed in (i)

OR

(iii) hold the following competencies from the superseded Training Package for Assessment and Workplace Training (BSZ98):

- BSZ401A Plan assessment,
- BSZ402A Conduct assessment, and
- BSZ403A Review assessment

OR

(iv) be able to demonstrate that prior to 23 November 2005 they had been assessed as holding equivalent competencies to all three units of competency listed in (iii) above.

**Note:**

If a person does not meet the requirements of Element 1.4a) and 1.4b), that is they do not have the assessment competencies as defined in (i) (ii), (iii) or (iv) above and do not have the relevant vocational competencies at least to the level being assessed, one person with all the assessment competencies listed in either (i) (ii), (iii) or (iv) above and one or more persons who have the relevant vocational competencies at least to the level being assessed, may work together to conduct the assessments.

**2.4 I have BSZ98 on my scope of registration—does this mean I can now deliver TAA04?**

**No.** RTOs can only deliver nationally recognised qualifications and units of competency that are on their scope of registration. You need to apply to have your scope amended if you wish to offer TAA04. Contact the registering body in the State or Territory in which you were registered—if you are not sure of the contact details check your registration information or locate the contact details at [www.dest.gov.au/sector/training\\_skills](http://www.dest.gov.au/sector/training_skills)

**2.5 I want to change my scope of registration from BSZ98 to TAA04—what do I do?**

RTOs wanting to amend their scope of registration from *BSZ98 Training Package for Assessment and Workplace Training* to the *TAA04 Training and Assessment Training Package* need to apply to the registering body in the State or Territory in which they were registered.

**2.6 I want to offer training and assessment qualifications for the first time—how do I apply to have units on my scope of registration, and do I have to use the new Training Package?**

RTOs wanting to include training and assessment qualifications or units of competency from *TAA04 Training and Assessment Training Package* on their scope of registration should apply to the registering body in the State or Territory in which they have their head office and/or where they will conduct most of their training and assessment activities.

TAA04 is the most recent Training Package and replaces BSZ98. If you are seeking initial registration, or seeking to amend your scope to include training and assessment units or qualifications, you can only apply for TAA04.

### **2.7 Other Training Packages include BSZ98 units of competency—can I just use TAA04 units instead?**

While in principle it is best if all learners have the opportunity to achieve the latest Training Package units of competency, you can only replace BSZ98 units with TAA04 units in a qualification if **all** of the following are satisfied:

- it is within the rules of the Training Package (using the TAA04 units might depend on whether the BSZ98 units are core or electives and how their use is described in the Training Package), and
- you meet the TAA04 assessor and trainer competency requirements (where TAA04 units are being delivered as part of a qualification from another Training Package, you must have attained the unit and be able to demonstrate vocational competence), and
- the TAA04 units are on the RTO's scope of registration (depending on State/Territory arrangements for listing of electives on scope of registration).

Read the Training Package you are using to check the rules, or contact the Industry Skills Council or advisory body with responsibility for the Training Package you are using ([www.dest.gov.au/sector/training\\_skills](http://www.dest.gov.au/sector/training_skills)). Check the Assessment Guidelines of the TAA04 to ensure you are qualified, and check the RTO registration to ensure the units can be offered.

## **3 How TAA04 compares with BSZ98**

### **3.1 Is the new Training Package substantially different from its predecessor?**

Yes. TAA04 provides for the skills development of a wider range of VET professionals such as workplace or RTO based assessors; teachers/trainers; educationalists; support personnel; and middle level technical managers.

Like its predecessor, TAA04 has one Certificate IV qualification and one Diploma qualification. These are *TAA40104 Certificate IV in Training and Assessment* and *TAA50104 Diploma in Training and Assessment*. The award of Certificate IV in TAA04 requires 14 units of competency in total with 12 of these as core units, and the award for the Diploma requires 12 units, with 5 of these as core units. (In BSZ98, 8 units were required for the Certificate IV and 13 were required for the Diploma.)

While a few units of competency in TAA04 are similar to units in BSZ98, others provide for very different skill sets that were identified during the rigorous consultation process. While we understand that the VET system will initially want to know where these similarities and differences lie, in the longer term we need to move away from the notion of equivalence—the new Training Package provides the discrete skill sets required by trainers and assessors and has the capacity to progressively improve VET professionalism.

The tables below summarise the similarities and differences and further details are provided in the comprehensive summary of the Training Package provided at [www.ibsa.org.au/docs/TAAsummary.pdf](http://www.ibsa.org.au/docs/TAAsummary.pdf)

#### **Note when using the tables:**

'Equivalence' means that the BSZ98 unit of competency or combination of units has the same outcome as the TAA04 unit. Any gaps in the unit/s are classified as being of such insignificance that overall competency is not compromised.

In the past when new Training Packages were introduced credit transfers were given based on earlier units that

were listed as “equivalent”. Equivalence does not equate to credit transfer and statements of attainment are not given.

‘Partial equivalence’ means that the BSZ98 unit of competency or combination of units 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’ means that no BSZ98 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.

The process of equivalence would typically involve mapping the candidates experience to the TAA04 units of competency, focusing on whether the outcomes and performance requirements have been demonstrated.

Suitable evidence to be used to demonstrate equivalence should include:

- Evidence of demonstration of that unit of competency within the VET sector within the past 3 years
- Candidates still need to be able to demonstrate the evidence requirements of the units deemed equivalent in their recent practice
- TAA assessor must be confident that the evidence presented indicates that the candidate is currently competent against the units deemed equivalent
- A copy of the self assessment tool used to determine equivalent competency could be maintained for AQTF 2007 compliance purposes

<b>Summary of Mapping Analysis—Certificate IV</b>	
<b>TAA40104 Certificate IV in Training and Assessment</b>	<b>BSZ98 Certificate IV in Assessment and Workplace Training and other BSZ98 units</b>
TAAENV401B Work effectively in vocational education and training	There is no equivalent unit or units in BSZ98.
TAAENV402B Foster and promote an inclusive learning culture	There is no equivalent unit or units in BSZ98.
TAAENV403B Ensure a healthy and safe learning environment	There is no equivalent unit or units in BSZ98.
TAAENV404B Develop innovative ideas at work	There is no equivalent unit or units in BSZ98. This unit is based on the Guideline Competency Standard Innovation at Work ICS03 Develop innovative ideas at work.
TAADES401B Use Training Packages to meet client needs	There is no equivalent unit or units in BSZ98.
TAADES402B Design and develop learning programs	BSZ405A Plan and promote a training program is equivalent to TAADES402A.
TAADEL301B Provide training through instruction and demonstration of work skills	BSZ404A Train small groups is equivalent to TAADEL301A.
TAADEL401B Plan and organise group-based delivery	BSZ406A Plan a series of training sessions is equivalent to TAADEL401A.
TAADEL402B Facilitate group-based learning	BSZ407A Deliver training sessions is equivalent to TAADEL402A.
TAADEL403B 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.

Summary of Mapping Analysis—Certificate IV	
TAADEL404B Facilitate work-based learning	There is partial equivalence between both BSZ404A and BSZ407A with TAADEL404A. It would be possible for an individual holding BSZ404A and/or BSZ407A to demonstrate evidence of having applied those units in a work context. In that case the units would be equivalent.
TAADEL405B Coordinate and facilitate distance-based learning	BSZ407A Deliver training sessions is equivalent to TAADEL405A.
TAAASS401B Plan and organise assessment	BSZ401A Plan assessment is equivalent to TAAASS401A.
TAAASS402B Assess competence	BSZ402A Conduct assessment is equivalent to each of TAAASS402A and TAAASS301A.
TAAASS403B Develop assessment tools	BSZ506A and BSZ507A are each equivalent to TAAASS403A.  BSZ401A has partial equivalence. Application of Element 3 would need to be demonstrated against all the specifications of TAAASS403A.
TAAASS404B Participate in assessment validation	BSZ403A has partial equivalence with TAAASS404A.
TAATAS401B Maintain information requirements of training and/or assessment organisations	There is no single BSZ unit that addresses TAATAS401A. When held together BSZ402A, BSZ405A and BSZ408A would make up the equivalence to TAATAS401A.

Summary of Mapping Analysis—Diploma	
<b>TAA50104 Diploma of Training and Assessment</b>	<b>BSZ98 Diploma of Assessment and Workplace Training</b>
TAAENV501B Maintain and enhance professional practice	No equivalent or partially equivalent unit in BSZ98
TAADES501B Design and develop learning strategies	BSZ508A Design training courses is equivalent
TAADES502B Design and develop learning resources	No equivalent or partially equivalent unit in BSZ98
TAADES503B Research and design e-learning learning resources	No equivalent or partially equivalent unit in BSZ98
TAADES504B Develop and evaluate e-learning resources	No equivalent or partially equivalent unit in BSZ98
TAADES505B Research and develop competency standards	No equivalent or partially equivalent unit in BSZ98
TAADEL501B Facilitate e-learning	No equivalent or partially equivalent unit in BSZ98
TAADEL502B Facilitate action learning projects	No equivalent or partially equivalent unit in BSZ98
TAADEL503B Provide advanced facilitation to support learning	No equivalent or partially equivalent unit in BSZ98
TAADEL504B Lead and coordinate training services	BSZ504A is equivalent
TAAASS501B Lead and coordinate assessment systems and services	No equivalent or partially equivalent units in BSZ98
TAATAS501B Undertake organisational training needs analysis	BSZ501A is equivalent
TAATAS502B Prepare a tender bid	No equivalent or partially equivalent unit in BSZ98
TAATAS503B Manage contracted work	No equivalent or partially equivalent unit in BSZ98

Summary of Mapping Analysis—Diploma	
TAATAS504B Facilitate group processes	No equivalent or partially equivalent unit in BSZ98
TAACMQ501B Develop training and/or assessment organisational policies and procedures	BSZ502A, BSZ503A and BSZ504A together provide equivalence
TAACMQ502B Coordinate training and/or assessment arrangements for apprenticeships/traineeships	No equivalent or partially equivalent unit in BSZ98
TAACMQ503B Lead and conduct training and/or assessment evaluations	BSZ505A Evaluate the training and assessment system is equivalent
TAACMQ504B Determine and manage scope of training and/or assessment services	No equivalent or partially equivalent unit in BSZ98
TAACMQ505B Lead a team to foster innovation	No equivalent or partially equivalent unit in BSZ98

### 3.2 *What are the nominal hours of the new TAA?*

Nominal hours are not described within Training Packages; training is competency based. However, nominal hours are often associated with funded training and sometimes they are provided along with sample training programs in Purchasing Guides or Implementation Guides that States and Territories develop to support funded delivery. Contact your State or Territory training authority for a copy of their Purchasing Guide. If you are not sure of the contact details check your registration information or find the contact details at [www.dest.gov.au/sectors/training\\_skills](http://www.dest.gov.au/sectors/training_skills)

### 3.3 *I want to deliver this qualification to overseas students; however some of the core units are not relevant.*

The Certificate IV in Training and Assessment has been designed for use within the Australian VET sector. Delivery of this qualification must meet the recommended packaging rules for the qualification. The Environment units are core units and must be delivered.

### 3.4 *Is it OK to deliver this qualification in a language other than English?*

*The Entry requirements for the Certificate IV in TAA require an underlying level of English language and literacy required to meet the outcomes of Training and Assessment Training Package (TAA04). If the candidate requires delivery in a language other than English they may have difficulty meeting these requirements.*

Candidates must also be advised that competence will include assessment of the specified language and literacy performance criteria and required skills of individual Training and Assessment Training Package (TAA04) units. This includes effective language, communications and interpersonal skills and the ability to write a range of documentation. For example, TAA candidates are expected to read and interpret Training Packages, develop and document learning programs and assessment tools, present information, facilitate in a number of contexts using a range of skills, and prepare various records and documents.

Contact your State Training Authority for more information as your STA may under certain conditions allow for delivery outside of Australia and delivery in a language other than English (LOTE), with a proviso that the qualification has been delivered in a LOTE.

### 3.5 *Will BSZ98 units that are contained in other Training Packages automatically be replaced by TAA04 units?*

No. Units from the BSZ98 contained in other Training Packages will remain until the Host Training Package is reviewed. You should check the NTIS for the latest information on the replacement of BSZ98 units. Industry Skills

Councils are regularly updating endorsed Training Packages under a continuous review process; and depending on the nature of change being made in the Training Package, only the Version number may change. You should therefore check that you have the latest Version of the Training Package. Refer to the NTIS ([www.ntis.gov.au](http://www.ntis.gov.au)).

### **3.6 Do the specific evidence requirements mean it is evidence I need to sight and keep on file for audit purposes?**

The specific evidence requirements for each unit of competency succinctly list what a competent candidate must present for assessment. However an assessor must also be confident the candidate has met all aspects of the unit of competency when making an assessment decision.

It is the RTO's decision whether they keep complete examples of assessment evidence or a sample for the purpose of audit. There must be sufficient evidence on file for the auditor to make a judgment on the validity, reliability and sufficiency of the evidence to support the assessment decision. For further advice contact your State Training Authority.

## **4 TAA04 competency requirements**

### **4.1 Are the BSZ98 assessor competencies equivalent to TAA04 units?**

Yes, for the purposes of AQTF 2007 compliance.

Element 1.4 of Standard 1 from the AQTF 2007 *Essential Standards for Registration* and Appendix 2 of the AQTF 2007 *Users' Guide to the Essential Standards for Registration* ([www.training.com.au/aqtf2007/](http://www.training.com.au/aqtf2007/)) specify that assessors must have the following competencies:

- TAAASS401B, TAAASS402B and TAAASS404B or demonstrated equivalent competencies and
- relevant vocational competencies at least to the level being assessed.

Equivalence only applies to the BSZ98. Other earlier qualifications such as Category 2 and various other accredited Certificate IVs are not equivalent.

Although TAA04 has been endorsed, assessors holding the three BSZ98 assessor units are still compliant with Element 1.4 of Standard 1 and this will probably continue to be the case for some time.

However, a distinction needs to be made between those assessors who are assessing competency for qualifications within the *TAA04 Training and Assessment Training Package* and those assessors working with other Training Packages in terms of the vocational competency requirements.

Because assessors of TAA04 units of competency are working in the vocational area of training and assessment they must also meet the vocational competencies as spelt out in the Training Package and required under the AQTF 2007. That is, they need to hold vocational competencies in training and assessment at least to the level being assessed. (Just as assessors working with other Training Packages also need to meet the vocational competency requirements specified in the Training Package they are using.)

Assessors who are assessing TAA04 Units must hold:

- The relevant TAA04 unit being assessed
- TAAASS401B; TAAASS402B; TAAASS404B; and
- Current knowledge and skill in assessment practices and current knowledge of the industry and workplace of the TAA04 learners

Vocational competency can be demonstrated by

- current experience assessing workplace trainers, assessors, coaches and mentors
- recent assessment and workplace training activities
- attendance at professional development activities
- participation in networks or communities of practice
- participation in moderation and validation activities
- current experience with the industry or enterprise competency standards that are the basis of assessment and training
- current experience (within the last 3 years), where applicable, of the training and assessment system in which the learner or candidate operates.

#### **4.2 How do we meet the 'vocational' competency requirements for trainers and assessors under TAA04?**

Along with other competency requirements, the Australian Quality Training Framework (AQTF 2007) requires that trainers and assessors who deliver recognised training have relevant *vocational* competencies to the level being delivered or assessed (see the AQTF 2007 *Essential Standards for Registration* and Appendix 2 of the AQTF 2007 *Users' Guide to the Essential Standards for Registration*). The vocational competencies for delivering and assessing units of competency from the *TAA04 Training and Assessment Training Package* are in the vocational area of training and assessment.

This means that trainers and assessors delivering and assessing units of competency from TAA04 must be able to demonstrate their vocational competence in training and assessment. The benchmarks for demonstration of this vocational competence are the relevant competency standards of *TAA04 Training and Assessment Training Package*. (Essentially, this is the same as for any other Training Package—for example, people delivering and assessing units of competency from the Printing Training Package must have relevant printing competencies.)

In summary, the *vocational* competency requirements for trainers and assessors are:

- for training and assessments leading to the award of *TAA40104 Certificate IV in Training and Assessment*, assessors must have TAA40104
- for training and assessments leading to the award of *TAA50104 Diploma of Training and Assessment*, assessors must have TAA50104
- for training and assessments against individual units of competency from TAA04 that appear in other Training Packages, assessors must have attained the unit for which they conduct assessment or be able to demonstrate equivalent competence.

In addition, it is recommended that trainers and assessors working with TAA04 have current practical knowledge and skill both in the area of training and assessment and in the typical industry and workplaces of their learners or candidates for assessment. This could be achieved and demonstrated through activities such as:

- current experience training and assessing workplace trainers, assessors, coaches and mentors
- recent assessment and workplace training activities
- attendance at professional development activities
- participation in networks or communities of practice
- participation in moderation and validation activities
- current experience with the industry or enterprise competency standards that are the basis of assessment and training
- current experience, where applicable, of the training and assessment system in which the learner or candidate operates.

#### **4.3 I am a qualified teacher so why should I need to have a TAA04 qualification?**

As a qualified teacher you should have a diverse range of applicable skills in teaching and learning that will apply to the vocational education and training (VET) sector.

However, VET delivery and assessment involves particular skills sets and knowledge that you might not have covered in your teacher training—the vocational aspects of VET training and assessment. For example:

- competency based training and assessment
- industry, enterprise and workplace-based assessment and learning
- Training Packages, their units of competency and qualification packaging
- assessment tools and validation
- the AQTF 2007 *Essential Standards for Registration* and associated requirements for RTOs.

So... while your skills around teaching and learning are very valuable, the Certificate IV in Training and Assessment will build your skills to meet VET sector requirements. Talk to an RTO about your current qualifications and experience—you might wish to apply for Recognition of Prior Learning (RPL) so that your current learning and competency can be recognised. In this way, the requirements to fulfil the qualification should be less.

#### 4.4 *I have Certificate IV from BSZ98—do I need to update my qualification? If so, how long do I have?*

Holders of the BSZ98 have been deemed equivalent for the purpose of compliance with Element 1.4 of Standard 1 from the AQTF 2007 *Essential Standards for Registration*. Equivalence only applies to the BSZ98. Other earlier qualifications such as Category 2 and various state-based Certificate IVs are not equivalent.

However, a distinction needs to be made between trainers and assessors who are delivering training and assessing competency for qualifications within the *TAA04 Training and Assessment Training Package* and those working with other Training Packages. Because trainers and assessors of units of competency from TAA04 are working in the *vocational* area of training and assessment, they must also meet the vocational competencies as spelt out in the Training Package and required by the AQTF 2007. In this case you will need the new qualification, or its equivalent, to deliver it.

#### 4.5 *Do you have to have a Diploma from TAA04 to deliver Diploma level training from TAA04?*

Yes.

Trainers and assessors of units of competency from TAA04 are working in the *vocational* area of training and assessment and they must meet the vocational competencies as spelt out in the Training Package and required by the AQTF 2007. In this case you will need the new qualification, in order to deliver it.

## 5 TAA04 qualifications

### 5.1 *What units of competency make up TAA40104 Certificate IV in Training and Assessment?*

<b>PURPOSE:</b>		
The TAA40104 Certificate IV in Training and Assessment specifies the competencies required to deliver training in an industry area or area of subject matter expertise, and conduct competency-based assessment in a range of contexts.		
<b>QUALIFICATION REQUIREMENTS:</b>		
The TAA40104 Certificate IV in Training and Assessment comprises fourteen (14) units packaged as: <b>Twelve (12) core units PLUS two (2) elective units</b>		
<b>CORE = TWELVE (12) UNITS</b>		
Field	Code	Unit title
Learning Environment	TAAENV401B	Work effectively in vocational education and training
	TAAENV402B	Foster and promote an inclusive learning culture
	TAAENV403B	Ensure a healthy and safe learning environment

Learning Design	TAADES401B	Use Training Packages to meet client needs
	TAADES402B	Design and develop learning programs
Delivery and Facilitation	TAADEL401B	Plan and organise group-based delivery
	TAADEL403B	Facilitate individual learning
	TAADEL404B	Facilitate work-based learning
Assessment	TAAASS401B	Plan and organise assessment
	TAAASS402B	Assess competence
	TAAASS403B	Develop assessment tools
	TAAASS404B	Participate in assessment validation
<b>ELECTIVES = TWO (2) UNITS</b>		
Select 2 elective units. Both electives can be selected from the list of units below. Alternatively, 1 of the 2 elective units can be selected from TAA50104 Diploma of Training and Assessment, or any other Diploma or any other Certificate IV.		
<b>Field</b>	<b>Code</b>	<b>Unit title</b>
Delivery and Facilitation	TAADEL301B	Provide training through instruction and demonstration of work skills
	TAADEL402B	Facilitate group-based learning
	TAADEL405B	Coordinate and facilitate distance-based learning
Learning Environment	TAAENV404B	Develop innovative ideas at work
Training Advisory and Services	TAATAS401B	Maintain information requirements of training and/or assessment organisations
Language, Literacy and Numeracy Practice	TAALLN401B	Address language, literacy and numeracy issues within learning and assessment practice
Imported units	BSBMGK406B	Build client relationships
	BSBCM404B	Develop teams and individuals
	BSBCM405B	Analyse and present research information
	BSBCM409B	Promote products and services
	BSBAUD402B	Participate in a quality audit

## 5.2 What units of competency make up TAA50104 Diploma of Training and Assessment?

<b>PURPOSE:</b>
The TAA50104 Diploma of Training and Assessment specifies the competencies required to engage in advanced practice in training and assessment; develop training products; provide training advisory and consultancy services; and to lead and co-ordinate training and assessment services.
<b>QUALIFICATION REQUIREMENTS:</b>
Entrants to the Diploma must have the thirteen (13) core units of the TAA40104 Certificate IV in Training and Assessment or be able to demonstrate equivalent competence.
The TAA50104 Diploma of Training and Assessment comprises twelve (12) units packaged as: <b>Five (5) core units PLUS seven (7) elective units</b>
<b>CORE = FIVE (5) UNITS</b>

Field	Code	Unit title
Learning Environment	TAAENV501B	Maintain and enhance professional practice
Learning Design	TAADES501B	Design and develop learning strategies
Delivery & Facilitation	TAADEL503B	Provide advanced facilitation to support learning
Assessment	TAAASS501B	Lead and coordinate assessment systems and services
Coordination, Management and Quality	TAACMQ503B	Lead and conduct training and/or assessment evaluations
<b>ELECTIVES = SEVEN (7) UNITS</b>		
<p>All seven (7) elective units may be selected from the list below, of which:</p> <ul style="list-style-type: none"> <li>♦ up to two (2) of the seven elective units can be selected from the list of imported units below or from units packaged within a Diploma from any other Training Package</li> <li>♦ one (1) of the seven elective units may be selected from the elective units packaged in TAA40104 Certificate IV in Training and Assessment.</li> </ul>		
Field	Code	Unit title
Learning Design	TAADES502B	Design and develop learning resources
	TAADES503B	Research and design e-learning resources
	TAADES504B	Develop and evaluate e-learning resources
	TAADES505B	Research and develop competency standards
Delivery and Facilitation	TAADEL501B	Facilitate e-learning
	TAADEL502B	Facilitate action learning projects
	TAADEL504B	Lead and coordinate training services
Training Advisory Services	TAATAS501B	Undertake organisational training needs analysis
	TAATAS502B	Prepare a tender bid
	TAATAS503B	Manage contracted work
	TAATAS504b	Facilitate group processes
Coordination, Management and Quality	TAACMQ501B	Develop training and/or assessment organisational policies and procedures
	TAACMQ502B	Coordinate training and/or assessment arrangements for apprenticeships/traineeships
	TAACMQ504B	Determine and manage scope of training and/or assessment services
	TAACMQ505B	Lead a team to foster innovation
Imported Units	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
	BSBRGK502A	Manage and monitor business or records systems
	BSBFLM512A	Ensure team effectiveness

	BSBFLM514A	Manage people
	CHCCAR501A	Provide careers guidance
	PSPGOV504A	Coordinate research and analysis

## 6 Purchasing TAA04

### 6.1 *Where can I order a copy of the TAA04 Training and Assessment Training Package?*

You can order the Training Package from the on-line bookshop of Innovation and Business Skills Australia at [www.ibsa.org.au](http://www.ibsa.org.au) or by phoning IBSA on 03 9815 7000. It is available in hard copy and on CD.

You can also order the Training Package from TVET Australia at [www.atpl.net.au](http://www.atpl.net.au).

However, Category 1 changes to the Training Package have converted all of the unit codes to B versions which will only be available through the NTIS. Further, enhancements to the Training Package are currently being completed and the new version of the Training Package including all changes will be available from February 2008.

It is also possible to download the Package from the NTIS.

### 6.2 *As an RTO wishing to have TAA on my scope, can I just download it from the NTIS rather than purchasing it?*

As it is now possible to download the entire package from the NTIS, some STAs will accept this. Please check with your State/Territory Training Authority to determine their requirements if you are seeking to add TAA04 onto your scope of registration.

## 7 Supporting resources for TAA04

### 7.1 *Are there any resources to support delivery and assessment with this Training Package?*

Yes, you are able to purchase print-based resources from IBSA.

There is a complete suite of learner guides for the Certificate IV in Training and Assessment and the Diploma of Training and Assessment. There is also a Facilitator Guide to assist you to design learning and assessment strategies for individual units of competency, clusters of units or the full qualification. All resources are available for purchase from IBSA. Go to [www.ibsa.org.au](http://www.ibsa.org.au) for a full list of the resources available. In addition, the next version of the TAA04 will include a free copy of an implementation guide titled *Employability Skills and the TAA04*. Refer to question 8.3 for more information about this guide.

### 7.2 *Are the Noted support materials all I need to deliver and assess using TAA04?*

No.

Your learners, and the contexts for learning and assessment, will vary greatly. While noted resources provide a very good basis for learning and assessment activities, it is highly likely that you will need to customize and adapt the available resources, or develop supplementary materials to meet individual needs.

### 7.3 *Do I have to use any particular resources?*

No.

Under Training Packages, you have free choice about which resources you use to support delivery and

assessment. You can use resources purchased from IBSA or any other agency, or you can develop your own.

However, you *will* need supporting resources in addition to the endorsed components of the Training Package to provide the delivery and assessment strategies you require.

The AQTF 2007 *Essential Standards for Registration* ([www.training.com.au/aqtf2007/](http://www.training.com.au/aqtf2007/)) specify requirements that must be met by RTOs in relation to delivery and assessment resources.

## 8 Employability Skills

### 8.1 *What are Employability Skills?*

In May 2005, the National Training Quality Council (NTQC) endorsed the approach for incorporating employability skills into Training Packages. Industry Skills Councils (ISCs) have been funded to review all existing Training Packages, and where employability skills are required, to make modifications to competency standards. Modifications will be endorsed and progressively released in reviewed Training Packages.

Employability skills are also sometimes referred to as generic skills, capabilities or key competencies. The Employability Skills build on the Mayer Committee's Key Competencies, which attempted to describe generic competencies for effective participation in work, and were developed in 1992.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the '*Employability Skills for the Future*' report in 2002 in consultation with other peak employer bodies. Funding was provided by the Department of Education, Science and Training (DEST; now the Department of Education, Employment and Workplace Relations) and ANTA, with the report officially released by Dr Nelson, Minister for Education, Science and Training, on 23 May 2002. Copies of the report are available from the Department of Education, Employment and Workplace Relations (DEEWR, formerly DEST) website at [http://www.dest.gov.au/archive/ty/publications/employability\\_skills/index.htm](http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm)

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies framework that was developed in the early 1990s. The report featured an 'Employability Skills Framework' which identified eight employability skills<sup>1</sup>:

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning
- Technology

### 8.2 *How will Employability skills be embedded into the TAA04?*

In 2006 IBSA undertook a large project mapping all units of competency in currently endorsed Training Packages under its responsibility. TAA04 was found to have addressed Employability Skills very well and only three units at the Diploma level required technology to be made more explicit.

Employability Skills summaries have been developed for each qualification and the summary for each qualification will be located immediately following the packaging rules for each qualification. The text making up these summaries was developed directly from the units of competency to ensure the language and essence of the job

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<sup>1</sup> Personal attributes that contribute to employability were also identified in the report but are not Employability Skills.

roles were appropriately reflected. The sample training programs in the Victorian Purchasing Guide were used to determine which combination of units would be mapped for each qualification.

The summaries are designed to help trainers and assessors identify and include in learning and assessment strategies the important industry application of Employability Skills. The revised units of competency will be released in early 2007 as part of the enhanced TAA Training Package.

The changes embedding Employability Skills within the Training Package have been uploaded onto the NTIS. The B versions of all units can be downloaded from the NTIS.

### **8.3 *Is there a resource I can access to assist in understanding how to implement Employability Skills into the delivery and assessment of TAA04?***

An Employability Skills implementation resource titled *Employability Skills and the TAA04* has been developed to support Registered Training Organisations (RTOs) as they consider Employability Skills and associated implications for current delivery and assessment practices and techniques.

The resource has been designed to be read by individual practitioners and to support group presentations and discussions.

It includes:

- information about Employability Skills embedded in the Training Package
- material to support an RTO's review of its current assessment practice in relation to Employability Skills
- a PowerPoint document with notes to support a presentation to a group
- a CDROM containing electronic copies of various useful documents including the PowerPoint presentation.

The resource draws on material from the DEST (now the Department of Education, Employment and Workplace Relations; DEEWR) publication *Employability Skills: From Framework to Practice - An Introductory Guide for Trainers and Assessors*.

This resource may be downloaded from our website until the enhanced version of the Training Package is released (February 2008). The resource will then be sold as part of the enhanced Training Package and will also be made available on the IBSA website ([www.ibsa.org.au](http://www.ibsa.org.au)).

## **9 Continuous Improvement of the TAA Training Package**

### **9.1 *What improvements to the TAA Training Package are being considered 2008?***

In August 2006, Innovation and Business Skills Australia (IBSA) distributed a discussion paper which sought feedback from stakeholders on initial thinking around proposed enhancements to the Training and Assessment Training Package (TAA04) as part of continuous improvement of the Training Package. The paper is available on the IBSA website ([www.ibsa.org.au](http://www.ibsa.org.au)).

The paper suggested that while there are strengths to preserve and protect in TAA04, there are also potential enhancements which could position the TAA04 to better meet the needs of a diverse workforce of teachers and trainers working in different contexts. Market feedback to date was particularly strong in relation to the TAA04 not adequately meeting the skills needs of enterprise and workplace trainers.

The potential enhancements to the Training Package have now been tested and validated at an open forum in Melbourne in November 2006 and further validated at additional forums convened by IBSA's TAA RTO Reference Group members in WA, the Gold Coast and Sydney.

Key themes and enhancements were tested and debated at the forums and the feedback gained has been valuable in forming a basis of a submission to the National Quality Council regarding a package of proposed enhancements as part of the continuous improvement process for the Package.

The **submission to the National Quality Council (NQC)** alerted the Council to the consultation outcomes and the proposed directions which were:

1. Identification of skill sets
2. Units be enhanced to address gaps in presentation skills, coaching and mentoring and training needs analysis
3. In key assessment units making competencies for undertaking RPL more explicit
4. Reviewing packaging rules
5. Evidence requirements - provide a summary of evidence requirements in the Assessment Guidelines as well as clear advice on clustering of requirements.

The NQC did not agree that the packaging rules should be reviewed. Work commenced on the remaining areas in July 2007.

Feedback received through the consultation process showed there was a lack of support for the additional competencies in presentation skills and training needs analysis for individuals. Work on these additional competencies was discontinued.

Enhancements for coaching skills were made to TAADEL301B *Provide training through work instruction and demonstration of work skills*. Following a review of TAADEL403B *Facilitate individual learning*, a decision was made that further enhancements for coaching skills were not required.

Enhancements to improve the learning requirements related to the recognition of prior learning were undertaken within TAAASS401B *Plan and organise assessment* and TAAASS402B *Assess competence*.

Advice on evidence requirements within the Training Package has been included in the Assessment Guidelines.

Three skill sets have been identified:

1. Assessor
2. Enterprise Trainer
3. Enterprise Trainer and Assessor.

These enhancements to the Training Package will go to the Department of Education, Employment and Workplace Relations (DEEWR) in January 2008.

The IBSA website ([www.ibsa.org.au](http://www.ibsa.org.au)) will continue to provide up to date information in respect to ongoing improvements to the TAA Training Package.