

# HBA Learning Centres

**TAE40122** - Certificate IV in Training and Assessment (R1)

## READ ME FIRST



## Course Overview & Instructions

### **Core Units (6)**

TAEDS411 Use nationally recognised training products to meet vocational training needs (R1)

TAEDS412 Design and develop plans for vocational training (R1)

TAEDL411 Facilitate vocational training (R1)

TAEASS413 Participate in assessment validation (R1)

TAEASS412 Assess competence (R1)

TAEPDD401 Work effectively in the VET sector (R1)

### **Elective Units - Group A (3)**

TAEDL311 Provide work skill instruction (R1)

TAEDL412 Facilitate workplace-based learning (R1)

TAEDL414 Mentor in the workplace (R1)

### **Elective Units - Group B (2)**

TAELN421 Integrate core skills support into training and assessment (R1)

TAELN423 Integrate employability skills support into training and assessment (R1)

### **Elective Units - No Group (1)**

BSBCMM411 Make presentations (R1)

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# Qualification Overview

Welcome to HBA Learning Centres (RTO#31261) and your TAE40122 - *Certificate IV in Training and Assessment* learning pathway. This qualification is undertaken by a diverse range of people from a broad range of industries. HBA Learning Centres has endeavoured to provide you with a flexible pathway to achieve the qualification. The clustered structure of the assessment tasks that address the Units of Competency (UoC) within the qualification allows you to combine some tasks and re-use the same units throughout parts of the course.

We strongly recommend that you read this document thoroughly prior to commencing any of the assessment tasks, gain an understanding of the deliverables and plan your approach carefully.

At AQF level 4, the expectation is that graduates at this level will have:

- Broad factual, technical and some theoretical knowledge of a specific area or a broad field of work and learning.
- A broad range of cognitive, technical & communication skills to select & apply a range of methods, tools, materials & information to:
  - Complete routine & non-routine activities
  - Provide & transmit solutions to a variety of predictable & sometimes unpredictable problems

Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters.

## Qualification Description

This qualification reflects the roles of entry-level vocational education and training (VET) teachers, trainers and assessors who are delivering training services to vocational learners and assessment services to candidates. The roles may be undertaken by those working in registered training organisations (RTOs), enterprises, community organisations, schools and other VET provision contexts. The volume of learning of the Certificate IV in Training and Assessment is typically six months to two years.

## Qualification Packaging Rules

### **Total number of units = 12**

- **6 core units**, plus
- **6 elective units**, of which:
  - at least 3 must be from Group A
  - *of the remaining elective units:*
    - all may be from the elective units listed at [training.gov.au](http://training.gov.au)
    - up to 2 may be from any currently endorsed Certificate III or above training package qualification or accredited course, provided that no more than 1 is selected from a Certificate III

Elective units chosen must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment, not duplicate the outcome of another unit chosen for the qualification, and contribute to a valid vocational outcome for entry-level VET teachers, trainers and assessors.

## HBA Learning Centres - Selected Units of Competency (UoC)

### **Core Units (6)**

TAEDES411 - Use nationally recognised training products to meet vocational training needs (R1)  
TAEDES412 - Design and develop plans for vocational training (R1)  
TAEDEL411 - Facilitate vocational training (R1)  
TAEASS413 - Participate in assessment validation (R1)  
TAEASS412 - Assess competence (R1)  
TAEPPDD401 - Work effectively in the VET sector (R1)

### **Elective Units - Group A (3)**

TAEDEL311 - Provide work skill instruction (R1)  
TAEDEL412 - Facilitate workplace-based learning (R1)  
TAEDEL414 - Mentor in the workplace (R1)

### **Elective Units - Group B (2)**

TAEELN421 - Integrate core skills support into training and assessment (R1)  
TAEELN423 - Integrate employability skills support into training and assessment (R1)

### **Elective Units - No Group (1)**

BSBCMM411 - Make presentations (R1)

**Licensing, legislative, regulatory or certification considerations:** This qualification meets the minimum education requirement for trainers and assessors operating without supervision under applicable VET legislation, frameworks and/or standards. The qualification is a successor to TAE40116 - Certificate IV in Training and Assessment.

**Entry Requirements:** Those entering this qualification must be able to demonstrate vocational competence in their proposed training and assessing area. Vocational competence is defined as broad industry knowledge and experience, and may include, but is not limited to, holding a relevant unit of competency or qualification.

## Foundation Skill Requirements

(Core LLN Skills + Employability Skills)

Foundation skills are fundamental to a person's participation in the workplace, the community and in education and training. They are a combination of language, literacy and numeracy (LLN) skills and employability skills. The following table identifies the Foundation Skills requirements for the TAE40122:

Core Skill	UoC	Description
<b>Reading</b> (ACSF3)	TAEDES411	Sources and interprets information to identify its relevance to learner skills and knowledge needs
	TAEDES412	Interprets information, including nationally recognised training products, organisational procedures and learning resources
	TAELLN421 TAELLN423	Interprets information including nationally recognised training products, organisational procedures, training and assessment strategies, learning resources and assessment resources
	TAEDEL411	Accesses, reads and interprets documentation relevant to the learning context, including planning documents, learning materials, policies and procedures relevant to the context
	TAEDEL311	Sources and interprets processes and procedures, support materials, and information relevant to providing work instruction
	TAEDEL412	Accesses and interprets compliance information, contractual information, WHS information, and documents relevant to learning in the workplace
	TAEDEL414	Sources and interprets texts relevant to mentoring context, including organisational policies and learner information
	BSBCMM411	Reviews and analyses documents to identify information relevant to a specific presentation
	TAEASS413	Accesses and interprets assessment system policies and procedures
	TAEASS412	Accesses and interprets nationally recognised training products, assessment system policies and procedures, and assessment tools
	TAEPDD401	Sources, analyses and interprets information to identify relevance to VET sector work practices
<b>Writing</b> (ACSF3)	TAEDES411	Prepares information using language, format and style appropriate to audience and context
	TAEDES412	Uses required format, accurate spelling and grammar, and terminology specific to purpose and audience when documenting session plans
	TAELLN421	Customises learning materials to integrate core skill support
	TAEDEL411	Develops and maintains documentation in response to required needs
	TAEDEL311	Completes required workplace documentation using appropriate language and format
	TAEDEL412	Maintains documentation relevant to workplace-based learning according to organisational and workplace requirements
	TAEDEL414	Develops content and documents information relevant to mentoring plan
	BSBCMM411	Develops material to convey ideas and information to target audience in an engaging way
TAEPDD401	Completes a clear, sequenced plan to improve own professional practice	
<b>Oral Communications</b> (ACSF3)	TAELLN421 TAELLN423	Uses language and structure appropriate to audience and context to provide clear instructions
	TAEDEL411	Uses communication techniques to build rapport and explore requirements, facilitates training in a style appropriate for both individuals and groups
	TAEDEL311	Uses communication techniques to build rapport, monitor progress and provide feedback to learners
	TAEDEL412	Uses oral communication techniques to identify needs, build rapport, agree on learning, facilitate learning and monitor practice, selects appropriate vocabulary adjusting language, tone and pace to promote effective interactions, and to build learner engagement, asks questions to clarify understanding, and seeks feedback and further information
	TAEDEL414	Uses appropriate communication techniques to build rapport, trust and engagement and provide guidance and feedback
	BSBCMM411	Presents information using words and non-verbal features appropriate to the audience and context, uses listening and questioning techniques to gather information required to develop and modify presentations
	TAEASS413	Confirms approaches, exchanges ideas and information, articulates opinions, and reaches agreement with others

	TAEASS412	Uses techniques appropriate to audience and environment when communicating information and process requirements, obtains information to support the assessment process
	TAEPDD401	Provides and elicits information, confirms understanding and communicates conclusions, uses terminology specific to the VET sector
<b>Numeracy (ACSF2)</b>	TAELLN421	Interprets core skill assessment results
	TAEDEL411 TAEDEL412	Interprets and uses scheduling and sequencing information, and estimates time and risk
	TAEDEL311	Interprets and uses scheduling and sequencing information, and estimates time
	TAEASS412	Estimates assessment timeframes, and prioritises and schedules tasks, communicates and works within time schedules
<b>Digital Literacy (DLSF2)</b>	TAEDES411 BSBCMM411 TAEPDD401	Uses main features and functions of digital tools and electronic applications to access information and complete work tasks
	TAEDES412	Uses main features and functions of digital tools and electronic applications required in own role to conduct research, and develop and document session plans
	TAELLN421 TAELLN423 TAEDEL412 TAEDEL414 TAEASS413 TAEASS412	Uses main features and functions of digital tools and electronic applications required in own role to access and exchange information
	TAEDEL411	Uses main features and functions of digital tools and electronic applications required in own role to access, organise, analyse, exchange and display information

<b>Employability Skill</b>	<b>UoC</b>	<b>Description</b>
<b>Planning &amp; Organising</b>	TAEDES411	Organises work according to specific requirements taking responsibility within scope of own role for decisions regarding nationally recognised training products
	TAEDES412	Organises work according to specific requirements taking responsibility within scope of own role for decisions regarding design of session plans
	TAEDEL311 TAEDEL412	Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes
	BSBCMM411	Demonstrates sophisticated control over oral, visual and written formats, drawing on a range of communication practices to achieve goals
	TAEASS413	Uses analytical processes in non-routine situations gathering information, and identifying and evaluating options against agreed criteria
	TAEASS412	Plans job tasks and organises work to meet organisational requirements
	TAEPDD401	Organises work according to specific requirements relevant to VET sector roles
<b>Problem Solving</b>	TAEDES411 TAEDEL411 TAEDEL414 TAEPDD401	Identifies and responds to problems and opportunities for improvement, and considers options for different approaches
	TAEDEL412	Identifies and responds to problems and opportunities for improvement, considering options for different approaches, uses systematic, analytical processes in complex, routine and non-routine situations, gathering information, and identifying and evaluating options based on organisational needs
	BSBCMM411	Interprets audience reactions and changes words and non-verbal features accordingly
	TAEASS412	Uses systematic, analytical processes to collect and evaluate evidence
	TAEDES412	Designs session plans to support a safe, inclusive and supportive learning experience
<b>Initiative &amp; Enterprise</b>	TAELLN421 TAELLN423	Acts proactively and demonstrates flexibility in responding to learner needs, maintains a safe, positive and supportive learning environment
	TAEDEL411	Proactively uses strategies to maintain safe, productive and engaging learning environment, is proactive and solutions-focused in responding to learner needs during training delivery
	TAEDEL311	Asks questions to clarify understanding, and to provide and seek feedback, identifies and responds to potential risks, problems and opportunities for improvement and considers options for different approaches

	BSBCMM411	Selects and uses appropriate conventions and protocols to encourage interaction and to present information, recognises the need to alter personal communication style in response to the needs and expectations of others
	TAEASS412	Interacts with candidates to build rapport and enable 2-way communication that supports the assessment process
<b>Self-Management</b>	TAEDES412	Identifies and responds to different design and development options
	TAEDEL411	Recognises and follows organisational procedures relevant to own role, organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes
	TAEDEL412	Follows organisational protocols, policies and procedures in the management of records, recognises and responds to contractual and ethical requirements associated with own role
	TAEDEL414	Follows legislative requirements, organisational protocols, policies and procedures in workplace mentoring
	BSBCMM411	Takes responsibility for planning, sequencing and prioritising tasks and own workload to achieve outcomes
	TAEASS413	Follows organisational assessment system policies and procedures relating to assessment validation
	TAEASS412	Takes responsibility for adhering to organisational requirements for conducting assessments, recognises, and follows protocols and meets expectations associated with own role
<b>Teamwork</b>	TAEDEL311	Builds rapport and establishes productive working relationships to achieve learning outcomes
	TAEDEL412	Cooperates and collaborates with others as part of routine activities to achieve team results, and to confirm outcomes meet requirements
	TAEDEL414	Collaborates with mentee to build rapport and achieve joint outcomes and effective interaction, provides mentoring and role modelling to achieve agreed outcomes, cooperates and consults with mentee to clarify understanding and seek feedback
	TAEASS413	Collaborates with others and contributes to activities requiring joint responsibility and accountability

Whilst these foundation skills are not explicitly addressed in assessment, HBA Learning Centres assessment methods, tasks and task structure allows for demonstration of each of the listed foundation skills and skill areas to the levels defined in the performance descriptors above.

Contact HBA Learning Centres for further advice if you have any questions, issues or concerns meeting the Foundation Skills requirements for the course.

## Dimensions of Competency

Dimensions of Competency form part of the broad concept of competency, which includes all aspects of work performance as represented by task skills, task management skills, contingency management skills and job/role environment skills.

Dimension	Definition	How these are addressed in TAE40122
Task Skills	Performing the task/skill to the required standard	- Completion of assessment tasks to required standard, achievement of satisfactory outcomes.
Task Management Skills	Managing and prioritising tasks within scope of own role and sphere of responsibility	- Arranging and managing learning and assessment resources. - Compiling and submitting evidence tasks within expected timeframes, using clear and accurate labelling of evidence. - Managing progression of assessment tasks. - Managing learning pathway. - Addressing identified needs.
Contingency Management Skills	Responding appropriately to irregularities and breakdowns in routine and still achieve the intended task outcome	- Managing technology resources. - Managing training delivery and assessment of candidates. - Managing participant behaviours and training venue irregularities.



Job/role Environment Skills	Able to deal with responsibilities of task scope, expectations of the work environment, managing relationships to achieve the required outcome	<ul style="list-style-type: none"> <li>- Liaising with learning program and assessment stakeholders.</li> <li>- Reviews and validation undertaken with appropriate stakeholders.</li> <li>- Managing audiences, building rapport.</li> </ul>
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## Overview Summary

This qualification and the evidence requirements are more complex and thorough than any previous versions of the Certificate IV in Training and Assessment. All of the structured assessment tasks require candidates to demonstrate competent performance on more than one (1) occasion so that they can be observed consistently applying skill and underpinning knowledge sufficient to satisfy the extensive evidence requirements of the qualification.

The Australian Qualification Framework (AQF) Volume of Learning states that a Certificate IV qualification will take anywhere from six months to two years (600-2400 hours), dependent on a number of factors. We find that very organised & motivated learners can have the qualification completed nearer the lower end of the scale with consistent application.

Most TAE40122 learners are generally very knowledgeable and skilled in their own industry sector, however, for many of these learners, this is their first glimpse of the compliance requirements, terminology, regulatory environment and general complexities of the Nationally Recognised Training (NRT) sector and it can be a little daunting at first. Stay motivated, set small goals and keep moving forward. Get in touch with us if you get stuck, communication channels and contact details are all listed later in this document.

Best wishes on your learning pathway with HBA.

## **Delivery modes**

HBA Learning Centres offers the TAE40122 in the following modes:

### Blended

Three (3) x five (5) day blocks of face-to-face trainer-led facilitation & activities, fifteen (15) days in total.

Participants work in a trainer-led group learning environment for three (3) weeks, focusing on each cluster in depth, and working through learning activities in a collaborative environment.

Participants have the opportunity to deliver / conduct a limited number of practical assessment tasks dependent on individual progress and to meet the requirements of advanced learners.

The remaining assessment tasks are completed by participants in their own time and environment, at their own pace after attending the face-to-face blocks of learning.

### Self-Paced

Learners conduct research, gain underpinning knowledge using the learner guide & complete assessment tasks in their own time and at their own pace.

## Self-Paced Plus

The self-paced plus program includes five (5) days of initial face to face introductory workshop to gain underpinning knowledge necessary to commence the assessment tasks.

## **Further course options**

### ***Self-Paced to Blended***

If you have commenced the course self-paced and feel that you need additional training and want to upgrade to the blended option for one or more clusters, please contact HBA Customer Service on 1300 721 503.

### ***Other Support***

See the 'Support Channels' section for further information about support options.

# Clustered Units of Competency

The TAE40122 Units of Competency are clustered as follows:

## Cluster One

TAEDS411 - Use nationally recognised training products to meet vocational training needs (Core)

TAEDS412 - Design and develop plans for vocational training (Core)

TAELLN421 - Integrate core skills support into training and assessment (Elective, Group B)

TAELLN423 - Integrate employability skills support into training and assessment (Elective, Group B)

## Cluster Two

TAEDEL411 - Facilitate vocational training (Core)

TAEDEL311 - Provide work skill instruction (Elective, Group A)

TAEDEL412 - Facilitate workplace-based learning (Elective, Group A)

TAEDEL414 - Mentor in the workplace (Elective, Group A)

BSBCMM411 - Make presentations (Elective, No Group)

## Cluster Three

TAEASS413 - Participate in assessment validation (Core)

TAEASS412 - Assess competence (Core)

TAEPPD401 - Work effectively in the VET sector (Core)

## Knowledge Question Workbook

The knowledge questions workbook contains clustered underpinning knowledge questions relating to all twelve (12) Units of Competency.

All components of all assessment tasks must be completed to a satisfactory standard to be deemed competent overall in the TAE40122 qualification.

## TAE40122 - Certificate IV in Training and Assessment (R1)

### Assessment Task Structure

#### Cluster One

TAEDS411 Use NRT products to meet vocational training needs  
 TAEDS412 Design and develop plans for vocational training  
 TAELLN421 Integrate core skills support into training and assessment  
 TAELLN423 Integrate employability skills support into training and assessment

**Task 1.1 - Plan Core & Employability Skills (Foundation Skills) Support**  
 Design & develop plans to integrate Core & Employability skills support in 2 training sessions (2.1) and 2 assessment events (3.3)

**Task 1.2 - Learning Program #1**  
 Design & develop 1 Learning Program addressing an entire UoC from a current Qualification. Address Foundation Skills.

**Task 1.4 - Learning Program #2**  
 Design & develop 1 Learning Program addressing an entire UoC from BSB Training Package.

**Task 1.3 - Group Learning Sessions #1**  
 Design & develop 3 consecutive sessions from Learning Program 1. Address Foundation Skills.

**Task 1.5 - Group Learning Sessions #2**  
 Design & develop 3 consecutive sessions from Learning Program 2. 30 mins each session

#### Cluster Two

TAEDL411 Facilitate vocational training  
 TAEDL311 Provide work skill instruction  
 TAEDL412 Facilitate workplace-based learning  
 TAEDL414 Mentor in the workplace  
 BSBCMM411 Make presentations

**\*Task 2.1 - Present & Review Learning Programs**  
 Develop & facilitate 2 presentations to review Tasks 1.2 - 1.5

**\*Task 2.2 - Facilitate Group Learning #1**  
 Facilitate 3 consecutive sessions from Task 1.2 (+Foundation Skills) 30 mins each session, 4 learners F2F.

**Task 2.4 - Develop Work-based Learning Plans**  
 Develop work-based learning plans for 3 different learners

**Task 2.6 - Develop Mentoring Plan**  
 Develop 1 mentoring plan

**\*Task 2.3 - Facilitate Individual Learning #1**  
 Facilitate 2 different individual training sessions, 30 mins each

**\*Task 2.5 - Facilitate Work-based Learning**  
 Facilitate 3 sessions from one plan from

**\*Task 2.7 - Facilitate Mentoring Sessions**  
 Facilitate 3 mentoring sessions,

#### Cluster Three

TAEASS413 Participate in assessment validation  
 TAEASS412 Assess competence  
 TAEPDD401 Work effectively in the VET sector

**Task 3.1 - Pre-Assessment Validation**  
 Participate in validation of 3 assessment tools prior to use

**\*Task 3.3 - Assess Competence T&A**  
 Conduct assessment for two (2) candidates. Each candidate must be assessed in two (2) full Units of Competency each (+Foundation Skills)

**Task 3.5 - Professional Development Plan**  
 Develop a PD Plan to improve professional practice and knowledge

**\*Task 3.2 - Assess Competence RPL**  
 Conduct RPL assessment addressing 2 entire Units of Competency, 1 candidate

**Task 3.4 - Post-Assessment Validation**  
 Participate in validation of 3 assessment tools after they have been used to assess candidates (Assessment tool, practices & decision)

**\* Requires observation by HBA Assessor**

KNOWLEDGE QUESTION WORKBOOK

## HELP! - Where do I start?

This is a complex qualification, with equally complex evidence requirements. Don't let the structure overwhelm you, you have eighteen (18) months to complete. Follow our recommended pathway to get the most out of the learning:

1. Read this document thoroughly, get in touch with HBA if anything is unclear.
2. Read and gain an understanding of key VET structural regulatory requirements and guidelines, including, but not limited to:
  - VET Quality Framework (VQF)
    - o Standards for Registered Training Organisations (RTOs) 2015
    - o ASQA User's Guide to the Standards for RTOs 2015
    - o Australian Qualifications Framework (AQF) & associated policies
    - o ASQA Data Provision Requirements
    - o ASQA Financial Viability Requirements
    - o ASQA Fit & Proper Person Requirements
  - Australian Core Skills Framework (ACSF) + pre-level 1 supplement
  - Digital Literacy Skills Framework (DLSF)
  - Employability Skills Framework
  - Core Skills for Work (CSfW) Developmental Framework
  - National VET Data Policy
  - Standards for Training Packages
  - Standards for VET Accredited Courses
  - IBSA VET Glossary
  - Other regulatory requirements specific to training in your industry
  - Overview of WHS, Copyright, Anti-discrimination & other legal requirements
3. **Commence completing the knowledge question workbook.** These questions relate to all twelve (12) Units of Competency. The associated underpinning knowledge is a requirement to successfully complete the practical tasks to the required standard.
4. If you require further guidance use any of the support channel available to you.
5. Commence the assessment tasks in order from clusters 1 to 3.
6. Submit each cluster of work as it is completed (no partial clusters please).
7. Address any feedback from the assessor and re-submit the revisions.

## HBA Learning Centres commitment

HBA Learning Centres will endeavour to provide you with access to all of the resources and support necessary to assist you in your TAE40122 - Certificate IV in Training & Assessment learning pathway. We will do everything that is reasonably practicable to provide:

- o Training and assessment as specified in the information provided to learners prior to commencement
- o All services within the timeframes agreed prior to commencement
- o Services within the parameters of the HBA Learning Centres Terms and Conditions
- o Fair, flexible and ethical training, recognising particular needs and circumstances including beliefs, cultural background, religious practices etc.
- o Opportunity for feedback on services provided
- o Access to learner's own records on request
- o Access to the HBA Learning Centres complaints process
- o Appropriate AQF certification documentation within prescribed timeframe
- o A safe learning environment free from danger, abuse or harassment

## Access and Equity

HBA Learning Centres engage learners, community groups and industry groups to establish and identify needs through regular interaction, feedback, and other forms of communication. HBA Learning Centres courses are open to all participants regardless of sex, race or any other discriminatory element.

Learners with unique individual needs or requirements are encouraged to advise HBA Learning Centres upon enrolment. Learners with disabilities are encouraged to discuss with HBA Learning Centres any 'reasonable adjustments' to the training and assessment which may be required due to their needs. Careful consideration will be given to each individual situation, and where reasonably practicable, adjustments will be made on a case-by-case basis by a member of the Compliance team.

There may be circumstances where it will not be reasonable or practical for HBA Learning Centres to accommodate an individual's specific situation. In this event, HBA Learning Centres will suggest the learner's alternative learning options.

## Language, Literacy and Numeracy (LLN) Support

HBA Learning Centres is committed to supporting learners with English language, literacy and numeracy (LLN) needs within the scope of HBA Learning Centres expertise. Learners with individual needs or requirements for LLN support services are encouraged to advise HBA Learning Centres upon enrolment.

VET students can get some understanding of their current LLN skills using a tool provided by Australian Apprenticeship Pathways [here](#). (select "General or non-industry based"). More in-depth Aptitude Assessments can be found [here](#).

Learners who experience any LLN difficulty or feel that they require additional support are encouraged to immediately speak to their trainer or contact HBA Learning Centres.

HBA Learning Centres are not specialists in the areas of language, literacy and numeracy and as such can only offer limited support in this area. HBA Learning Centres will endeavour to assist where it can accommodate learners who have difficulties with language, literacy or numeracy. In the event that a learner's needs exceed HBA Learning Centres skill level, we will provide information to the learner on alternative learning options.

## Support Channels

### **Online Discussion Forum:**

Many questions related to the course have already been answered on the learner forum at: [hba.edu.au/support-centre/](http://hba.edu.au/support-centre/), this should be your first point of call. If your question has not been addressed, then post your questions there. An answer to your question will be provided within 24-48 hours.

### **IT Tips:**

Outlines software compatibility for workbooks, how to split pages, zip files etc. [hba.edu.au/support-centre/](http://hba.edu.au/support-centre/)

### **Email:**

You can direct more specific or non-course related questions to [assess@hba.edu.au](mailto:assess@hba.edu.au) (e.g. assessment turnaround times, assistance using the forum, etc.)

### **Telephone support:**

Call 1300 721 503 for short conversations (*less than 10 minutes*) to get quick and direct answers, subject to trainer availability.

### **Face-to-Face, videoconference (MS Teams) or telephone tutorials:**

One (1) hour sessions by request (\$50/hr)

(Face-to-face in Sydney & Melbourne, other locations via video conference)

### **Progression E-mails:**

HBA will contact you every three (3) months via email throughout the duration of your course, reminding you of the remaining enrolment timeframe and the available support options.

## **IT Skills & Software Requirements**

All assessment tasks and associated evidence must be submitted electronically to HBA for assessment. To complete the course successfully learners need to have the following IT skills:

- Navigating a desktop (Windows or Mac)
- Basic file manipulation
- Basic word processing
- Internet search
- Microsoft Office (Word, Excel, PowerPoint)
- Adobe pdf

Your computer must be fully functional. If you are using a company computer make sure that it has not been limited in its functionality. If you're attending a face-to-face course your computer should have wireless internet (Wi-Fi) enabled.

All of HBA's resources are provided in Microsoft Word (.docx) format for editing, or Adobe (.pdf) for printable documents. All work must be submitted in Microsoft Word (.docx or .doc) or Adobe (.pdf) format.

In order to complete your assessments you will need to have Microsoft Office (2007 or later) and Adobe Reader installed on your computer. Installed software must be fully functional copies (not demos, trials or limited editions). It is your responsibility to ensure that all submitted work is in an acceptable, legible format.

Please note: Tablets, such as android / iOS devices do not generally offer the flexibility to complete assessment tasks without overcoming some logistical challenges. We recommend using a personal computer, either Mac or Windows based.

If you have any concerns about the suitability of your computer hardware, software or IT skills, please contact HBA Customer Service on 1300 721 503.

## **Microsoft Teams - Virtual Classroom**

HBA uses Microsoft Teams to facilitate virtual classroom environments. Participants attending virtually can access sessions via internet browser or by [downloading](#) and installing the Microsoft Teams application, which is available for most commercially available operating systems.

## Learner Guide, External Research and Further reading

The TAE40122 Learner Guide contains information relevant to all of the assessment tasks and knowledge questions. The learner guide provides an overview, however it is not the font of all VET knowledge. Use this resource in conjunction with external research to complete tasks and answer questions. Each chapter in the learner guide contains a number of links to external sources of information. These links provide the detail underpinning much of the learner guide content. HBA recommends that learners spend some additional time to follow these links to gain further depth of knowledge.

## HBA Examples & Sample Tasks

HBA Learning Centres provides several completed assessment task examples. These are provided as a guide only. No part of these examples can be used as part of a candidate's evidence portfolio.

## Task Templates

HBA provides templates for all assessment tasks where required. Learners may use external templates; however, any external templates must contain equivalent detail to the HBA supplied templates. Learners wishing to include externally developed assessment tools should consider a Recognition of Prior Learning (RPL) pathway. Externally developed documentation may require supporting evidence to verify authenticity.

## Paraphrasing Answers

Copying and pasting directly relevant information from a source is acceptable in some circumstances. External sources must be referenced. Paraphrasing your responses gives the assessor the ability to see that you understand the information presented. In most circumstances (except where directly referencing legislation) it is always best practice to paraphrase any information provided in your responses.

## Selecting Units of Competency (UoC) to use for Assessment Tasks

There are over 17,000 active Units of Competency listed on the national register. HBA recommends selecting Units of Competency that you are familiar with, or in areas in which you intend to train. Selecting Units packaged at lower Australian Qualification Framework (AQF) levels (less than AQF 4) will generally mean less complex tasks and less complex evidence requirements. Research [training.gov.au](http://training.gov.au) and locate Certificate I or II qualifications (AQF 1 & 2) in your own specialty area or industry. Research the evidence requirements and complexity of units prior to development.

## Methods of Assessment

The assessment tasks for the TAE40122 - Certificate IV in Training and Assessment consist of a combination of:

- Written Questions
- Practical Projects



- Direct Observation
- Self-Reflection
- Portfolio of evidence (RPL)

In some circumstances 3<sup>rd</sup> party feedback and documented competency conversations

## Tasks Requiring Observation by a HBA Assessor

### CLUSTER 2

Task 2.1 - Present & Review Learning Programs #1 & #2 (2 sessions)

Task 2.2 - Facilitate Group Learning - Learning Program #1 (3 sessions)

Task 2.3 - Facilitate Individual Learning (2 sessions)

Task 2.5 - Facilitate Work-Based Learning Plans (3 sessions)

Task 2.7 - Facilitate Mentoring Sessions (3 sessions)

### CLUSTER 3

Task 3.1 - Pre-Assessment Validation (3 validation activities)

Task 3.2 - Assess Competence RPL (1 candidate, 2 Units of Competency)

Task 3.3 - Assess Competence T&A (2 candidates, 2 Units of Competency each)

Task 3.4 - Post-Assessment Validation (3 validation activities)

There are two (2) options for all tasks requiring observation by a HBA Assessor:

**Remote Observation** - Record video and audio of your facilitation and send us a link to the recording. HBA recommends using a cloud service such as Dropbox, Google Drive or similar to share large video files. One of our TAE40122 assessors will view and assess the recording and send an outcome of either 'Satisfactory' or 'Not Satisfactory' for the practical task. You will also be provided with written feedback and a completed observation checklist. Candidates achieving a 'Satisfactory' outcome must retain the observation checklist and submit the checklist with all other tasks. Video must show interaction between the facilitator and all of the learners and must cover all parts of both sessions. Video may be submitted separately for assessment.

**Direct Observation** - If your facilitation is directly observed by a HBA Learning Centres assessor you will be provided with an outcome of either 'Satisfactory' or 'Not Satisfactory' for each practical task. You will also be provided with written feedback and a completed observation checklist. Candidates achieving a 'Satisfactory' outcome must retain the observation checklist and submit the checklist with all other ASSESSMENT cluster tasks. It is your responsibility to retain and submit copies of all relevant documents.

## Assessment Task Deliverables

Each cluster of assessment tasks details the evidence requirements for each set of tasks and includes checklists to assist tracking task completion and submission requirements.

## Submitting Assessment Tasks

- Submit evidence electronically in MS Word (.doc or .docx) or Adobe (.pdf) formats.
- HBA does not assess partial clusters of work for assessment.
- All assessment tasks and associated evidence must be submitted via email to [assess@hba.edu.au](mailto:assess@hba.edu.au) as attachments or accessible links.
- All files must be clearly labelled with the relevant task number.

- It is the learner's responsibility to submit evidence in a clear and logically structured portfolio. Evidence presented in unstructured or unspecified formats will be returned unassessed.
- HBA assesses learner's task management skills through their ability to structure a logical portfolio of evidence.
- Learners are required to complete an authenticity statement when submitting evidence.

## Assessment Feedback

Assessment feedback will be provided by a HBA assessor as soon as possible after submission, HBA endeavours to turn around assessments within ten (10) working days, subject to operational limitations. Contact HBA Customer Service if your feedback exceeds this timeframe.

Any assessment tasks or questions deemed 'Not Satisfactory' will require amendment and/or further work as specified in the assessor feedback.

## Acceptance of Feedback

Learners are required to acknowledge assessment feedback via email within fourteen (14) days of the outcome date. If HBA Learning Centres does not receive acknowledgement of acceptance within fourteen (14) days it will be deemed that learners have accepted the assessment outcome.

## Allowable Attempts

Up to three (3) attempts are allowable for each assessment task cluster. Learners exceeding three (3) attempts may be required to pay an additional charge and/or undertake additional study prior to further re-assessment/s.

## Final Outcome & Certification

Once candidates have been deemed satisfactory in each of the three (3) clusters and the knowledge questions workbook, an overall outcome of 'Competent' will be awarded for the qualification. Candidates will receive an overall outcome and feedback document including postal address details and USI information. Certificates and Statements of Results and/or Statements of Attainment will be posted to the enrolled postal address within approximately twenty-one (21) days of completion.

## Learner Rights & Responsibilities

Learners undertaking nationally recognised training at HBA Learning Centres have defined rights and responsibilities, including:

- Responsibility to follow HBA policies and procedure (detailed in Learner Handbook)
- Responsibility to submit authentic evidence
- Responsibility to articulate needs
- Right to choose to undertake assessment
- Right to fair, ethical and unbiased treatment
- Right to access own learner records
- Privacy & confidentiality (see below)

The HBA Learner Handbook provides further detailed information regarding learner rights and responsibilities.

## Confidentiality and Privacy

HBA will not disclose the personal details of its employees, learners, contractors or associates except as they expressly permit, in writing, or if necessary to meet legislative or compliance standards set by regulatory authorities or other persons empowered under the law as detailed in the National VET Data Policy from 1 January 2021.

## Appeals and Complaints Processes

If you have a complaint, grievance, or if you disagree with an assessment decision you are encouraged to raise the matter in the first instance with the relevant HBA assessor, who will attempt to resolve the issue.

If the issue is not resolved, or if you do not feel comfortable raising the issue directly with the relevant HBA Employee, learners must complete the HBA Learning Centres Complaints and Appeals Application Form and submit the form including relevant documentation to [complaints@hba.edu.au](mailto:complaints@hba.edu.au)

Upon receipt of a written complaint or grievance a senior HBA management representative will review the complaint or grievance and or assign an independent employee to hear the complaint or grievance. See the Learner handbook for further information.

## Recognition of Prior Learning (RPL)

Learners with recent experience and supporting evidence relevant to any of the TAE40122 Units of Competency may wish to consider a Recognition of Prior Learning (RPL) pathway. Contact HBA Customer Service for further information about RPL.

## Credit Transfer

Learners who currently hold any of the component Units of Competency which form part of the TAE40122, or any previous superseded units which have been deemed equivalent, are eligible to apply for Credit Transfer (CT). Contact HBA if you require any further information regarding CT. Any Credit Transfers must be consistent with the qualification packaging rules.

## Enrolment Duration and Extensions

The enrolment period for all HBA TAE40122 - Certificate IV in Training and Assessment courses is eighteen (18) months regardless of the delivery mode. HBA reserves the right to withdraw a learner where the learner has not completed and achieved their Qualification or Unit/s of Competency within the enrolment period. If parts of the Qualification have been satisfactorily completed, a Statement of Attainment will be issued for any full Units of Competency where the learner has been deemed competent.

If you are having difficulties meeting the enrolment deadline, you may be eligible to apply for an extension to the enrolment period under certain circumstances. Eligible learners may apply for a maximum of two (2) extensions. Additional charges apply. Applications for extensions to enrolment can only be accepted during the enrolment period, we are unable to offer extensions after the enrolment period has expired.

The following fees are applicable:

- 1-month extension – \$75
- 3-month extension – \$200

Contact HBA Customer Service for further information or to apply for an extension.

## More Information

The information provided in the document has been summarised in some areas. For all the details, terms and conditions, please read the HBA Learning Centres Learner Handbook, available here. [Learner Handbook](#)

For any further information not listed, please contact HBA Learning Centres on 1300 721 503.