

Minimum Requirements for ALL CIV in Training and Assessment Qualifications

The following are the MINIMUM requirements that ALL Registered Training Organisations are required to adhere to under the rules of the Training and Assessment Training Package (TAA).

To ensure the quality and thoroughness of the TAA program you select – ensure you ask how the RTO is ensuring these minimum requirements are being met.

UNIT	ELEMENT	MIN. REQUIREMENTS	COLLEGE COVERAGE
TAAASS401A Plan and Organise Assessment	Determine focus of assessment	<ul style="list-style-type: none"> • Develop plans for 2 Assessments • Organise 2 assessments on separate occasions • Relate to 2 different units or curricula 	<ul style="list-style-type: none"> ✓ 2 Assessment Plans developed ✓ Assessment Plans relate to different units of competency ✓ Organise and conduct 2 different assessments according to the plan
	Prepare the assessment plan		
	Contextualise and review assessment plan		
	Organise assessment arrangements		
TAAASS402A Assess Competence	Establish and maintain the assessment environment	<ul style="list-style-type: none"> • 2 assessments conducted • different units assessed against • use assessment plans • one assessment via assessment only (RPL) • one reasonable adjustment 	<ul style="list-style-type: none"> ✓ Address the need for contextualisation and reasonable adjustments ✓ Develop 1 RPL Assessment Plan / Tools ✓ Conduct 1 RPL Assessment
	Gather quality evidence		
	Support the candidate		
	Make the assessment decision		
	Record and report the assessment decision		
	Review the assessment process		
<p>NOTE: For participants with CIV in Assessment and Workplace Training, the bridging course requirements require evidence of currency of the minimum requirements.</p>			

UNIT	ELEMENT	REQUIREMENT	COLLEGE COVERAGE
TAADES402A Design and develop learning programs	Define the parameters of the learning program in consultation with the client/s	<ul style="list-style-type: none"> • 2 learning programs designed and developed • different designs to reflect different needs • 1 must be a competency standard (unit/s) 	<ul style="list-style-type: none"> ✓ Design 2 Learning programs of different content ✓ Utilises 2 different needs and units of competency ✓ Addresses learning needs ✓ Addresses both skills and knowledge training
	Generate options for designing the learning program		
	Develop the learning program content		
	Design the structure of the learning program		
	Review the learning program		
TAAENV402A Foster and promote an inclusive learning culture	Practise inclusivity	<ul style="list-style-type: none"> • implemented work strategies that promote learning 	
	Promote and respond to diversity		
	Develop and implement work strategies to support inclusivity		
	Promote a culture of learning		
	Monitor and improve work practices		

UNIT	ELEMENT	REQUIREMENT	COLLEGE COVERAGE
TAAASS403A Develop assessment tools	Determine the focus of the assessment tool	<ul style="list-style-type: none"> • tools for 3 units of competency • trialled • range of assessment methods 	<ul style="list-style-type: none"> ✓ Develop 3 sets of assessment tools ✓ Develop an RPL assessment tool (in Plan and Conduct Assessments Module)
	Determine assessment tool needs		
	Design and develop assessment tools		
	Review and trial assessment tools		
TAAASS404A Participate in assessment validation	Prepare for validation	<ul style="list-style-type: none"> • 2 validation session • different approaches and activities 	<ul style="list-style-type: none"> ✓ Trial sets of tools ✓ 2 Moderation sessions ✓ 2 other types of validation activities conducted
	Contribute to validation process		
	Contribute to validation outcomes		

UNIT	ELEMENT	REQUIREMENT	COLLEGE COVERAGE
TAAENV403A Ensure a healthy and safe learning environment	Identify OHS responsibilities	<ul style="list-style-type: none"> • Hazard identification is training environment • Safety risk assessment • Emergency procedures • Implement solutions to hazards • Provide learners with necessary OHS information 	<ul style="list-style-type: none"> ✓ 2 Safety audits conducted – 1 workplace environment and 1 training environment ✓ Risk Assessment conducted ✓ Emergency procedures identified ✓ Research OHS needs of a specific industry training site ✓ Provide learner OHS information
	Identify hazards in the learning environment		
	Assess risks in the learning environment		
	Develop and implement actions to ensure the health safety and welfare of learners and/or candidates		
	Provide appropriate OHS requirements to learners and/or candidates		
Monitor OHS arrangements in the learning environment			

UNIT	ELEMENT	REQUIREMENT	COLLEGE COVERAGE
TAADEL401A Plan and organise group-based delivery	Interpret the learning environment and delivery requirements	<ul style="list-style-type: none"> • 2 individual learning session plans • individual learners • one must cover competency standards (units) • one must contain multiple sessions 	<ul style="list-style-type: none"> ✓ Develop a training plan for a full day course with multiple sessions for group based delivery; based on units of competency ✓ Develop a training plan for a half day course with multiple sessions for group based delivery; based on units of competency ✓ Develop Training Plan for 1 hour one-on-one coaching session ✓ Observation of a 60 minute section of a group presentation ✓ Observation of a 15 minute section of a “theory” based presentation ✓ Observation of a 15 minute section of a “skills” based presentation
	Prepare session plans		
	Prepare resources needed for delivery		
TAADEL402A Facilitate group-based learning	Establish an environment conducive to group learning	<ul style="list-style-type: none"> • delivery, facilitation and review 2 consecutive sessions • cover learning program design • one must cover competency standard (unit) • one must cover outcome from another source • one must cover different learner group • one training session must be at least 1 hr in duration 	
	Deliver and facilitate training sessions		
	Demonstrate effective facilitation skills		
	Support and monitor learning		
	Review and evaluate effectiveness of delivery		

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TAADEL403A Facilitate individual learning	Identify individual learning facilitation requirements	<ul style="list-style-type: none"> • 2 examples of facilitation of individual learning sessions • different individuals • demonstration of one or more techniques 	<ul style="list-style-type: none"> ✓ Observation of 1 x 60minute section of a coaching session ✓ Observation of 2 x 15 minute section of one-the-job coaching sessions with different participants ✓ Identify and implement traineeship and apprenticeship pathways (in Work in VET module)
	Establish the learning / facilitation relationship		
	Maintain and develop the learning / facilitation relationship		
	Close and evaluate the learning / facilitation relationship		
TAADEL404A Facilitate work-based learning	Establish an effective work environment for learning	<ul style="list-style-type: none"> • 2 work-based learning sessions • Identifying different needs • analysing work practices 	
	Develop a work-based learning pathway		
	Implement the work-based learning pathway		
	Monitor learning and address barriers to effective participation		
	Review the effectiveness of the work-based learning pathway		
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TAADES401A Use Training Packages to meet client needs	Define the basis for using Training Package/s and accredited courses	<ul style="list-style-type: none"> • 2 examples of unpacking training specifications • one example must be Training Package • Interpret and implement Qualification structures • Interpret and implement Assessment Guidelines • Work with Training Packages outside your industry specialisation • Understand AQF levels • Understand and interpret competency standards 	<ul style="list-style-type: none"> ✓ 3 examples of creating a Qualification structure including a specific adjustment to meet client requests ✓ 3 examples of interpreting a competency standard ✓ 2 examples of Assessment Guidelines reviewed ✓ Differentiate between AQF levels
	Analyse and interpret the qualifications framework		
	Analyse and interpret competency standards and accredited modules for client application/s		
	Contextualise competency standards and accredited courses for client application/s		
	Analyse and interpret assessment guidance for client application		
	Use Training Package/s and accredited courses as an integrated tool for client application		

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TAAENV401A Work effectively in vocational education and training	Work within the vocational education and training policy framework	<ul style="list-style-type: none"> • knowledge of key VTE legislation • knowledge of Organisations and roles within the VTE sector • Key VTE terminology and sources of information 	<ul style="list-style-type: none"> ✓ VTE Policy ✓ VTE legislation ✓ Traineeship and Apprenticeships ✓ Client needs ✓ Personal work practices
	Work within the training and/or assessment organisation's quality framework		
	Manage work and work relationships		
	Demonstrate a client-focused approach to work		
BSBCM402A Develop Work Priorities	Plan and complete own work schedule	<ul style="list-style-type: none"> • Manage work relationships with colleagues and clients • Manage time • Prioritise work 	
	Monitor own work performance		
	Coordinate professional development		