

Planning Training and Assessment (TAE) completion: a guide for managers

Supporting new trainers and assessors to complete the Certificate IV in Training and Assessment

Part of the AUSMASA Trainer and Assessor VET Career Framework



About this guidance document

This guide is for managers responsible for supporting a new trainer or assessor who does not yet hold the Certificate IV in Training and Assessment (TAE40122). The guide covers when to start, how to choose the right delivery pathway, and what workload support should be in place.

TAE completion is required to deliver and assess accredited training. But how and when it happens can significantly affect whether the new entrant succeeds or struggles.

When should a new entrant start?

A common finding from consultations across automotive and mining Vocational Education and Training (VET) contexts is that commencing the TAE too early is a major cause of early departure. New entrants who begin formal study before they have found their footing in the role face competing pressures that are difficult to manage.

Feedback indicated that allowing a new entrant to settle into the role before commencing TAE study yields better outcomes for both the individual and the organisation. Three to six months is often a reasonable minimum before enrolment, provided the person feels settled and confident in their delivery context.

For many people entering VET from automotive and mining industry backgrounds, completing a formal qualification can feel unfamiliar. They may not have studied for many years, and the transition from being highly experienced and technically confident in their field to becoming a student again can feel confronting. This is a normal part of the transition and is worth acknowledging and discussing openly with new entrants before they commence.

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Signs that a new entrant may be ready to commence TAE study

- They are managing their delivery load without significant stress.
- They have developed familiarity with key systems, compliance expectations and student cohort.
- Their mentor confirms they are settled and coping well.
- They feel confident enough in the role to take on additional study.
- A workload adjustment can be made to support the study.

Signs that commencement should be delayed further

- The person is still finding the role demanding and unpredictable.
- Administrative or compliance pressures are not yet manageable.
- Student support demands are unexpectedly high.
- No workload adjustment is currently possible.
- The person has expressed uncertainty about remaining in the role.

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Your organisation's options

The delivery pathway for TAE completion depends primarily on the type of organisation the new entrant works for. The options available differ between TAFE colleges and other providers.

TAFE colleges

Many TAFE colleges hold the TAE in the scope of registration and deliver it to their own staff. This is often the most practical pathway as delivery can be contextualised to the TAFE environment, timing can be coordinated with teaching loads, and workload relief may be built into enterprise agreement arrangements.

- • Check with your human resources or workforce development team whether your college delivers the TAE to internal staff and what enrolment processes apply.
- • Clarify what workload relief is available for staff completing the TAE internally. This will vary across colleges and enterprise agreements.
- • The new entrant may also have the option to complete the TAE externally if they prefer a different delivery model or timing. This should be discussed with them rather than assumed.

Private RTOs

Most private registered training organisations (RTOs) do not hold the TAE on scope and cannot deliver it to their own staff. A small number do, and it is worth confirming your organisation's position before exploring external options. In most cases, the new entrant will need to enrol with an external provider.

- Your organisation may have preferred providers based on prior experience, graduate outcomes, reputation, or practical considerations such as timing and location. If so, share this with the new entrant before they begin searching independently. Ensure they are satisfied with the RTO and the selected methodology.
- If no preferred provider exists, the decision about which provider to use should be made together, considering the factors in the next section.
- Regardless of provider, confirm what financial support your organisation will provide. Whether that is fee coverage, paid study time, workload reduction or a combination.

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Choosing a delivery pathway

Once your organisation's options are confirmed, the delivery model within that pathway needs to be considered. The right pathway depends on the individual's circumstances, learning preferences and the practical constraints of their role.

Delivery model	How it works	Suits	Considerations
Face-to-face intensive	Concentrated blocks of delivery, typically over several days or weeks. It may be structured as multiple block sessions across a semester.	People who prefer immersive learning, those with limited time for ongoing weekly commitments, and those who benefit from direct interaction with a trainer and peers.	Requires significant time away from work in concentrated periods. Needs careful planning around delivery load. Travel may be required for regional staff.
Scheduled sessions	One or more days per week or fortnight over a semester or longer. Regular contact with a trainer and peer cohort.	People who prefer regular structured learning, those who benefit from ongoing discussion and peer interaction, and those who want to connect TAE concepts to current practice over time.	Requires consistent commitment. Workload needs to be adjusted for study days. Suits those with stable delivery schedules.
Online with scheduled workshops	Primarily online delivery with regular virtual, face-to-face workshop sessions. Combines flexibility with structured interaction.	People who need flexibility around delivery commitments, those in regional or remote locations, and those who are comfortable with online learning.	Requires self-discipline and digital confidence. Quality and frequency of workshops vary across providers. Check what interaction is included before enrolling.
Online self-managed	Fully online and self-paced with minimal scheduled interaction with a trainer. The individual progresses through content at their own pace.	Experienced students who are highly self-directed, those with significant scheduling constraints, and those who have prior experience with the content.	Limited support is available when questions arise. Suits people with prior study experience and high self-direction; requires careful consideration for those new to formal study.

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Factors to consider when choosing

Consider the following factors when choosing a pathway and provider for the new entrant.

- **Timeframe:** Is there a regulatory or organisational deadline by which the TAE must be completed? How does this affect which delivery models are viable?
- **Location and accessibility:** What is available locally? Is travel to a face-to-face provider feasible and funded?
- **Delivery load:** What does the person's teaching schedule look like across the study period? Which model fits around existing commitments?
- **How the person learns:** Does the person prefer structured, regular contact or self-directed, flexible study? Have they studied as an adult before?
- **Support needs:** How much interaction with a trainer and peers does the person need to stay on track? Is a self-managed online model realistic for this individual?
- **Digital confidence:** Is the person comfortable with online platforms? If not, a face-to-face or blended model is likely to be more effective.
- **Provider quality:** What is the organisation's experience with this provider, or what do peer networks say about the quality of the TAE program?

Workload adjustment

Completing the TAE alongside full delivery responsibilities is not realistic without workload adjustment. Feedback from the consultation consistently indicated that when adjustments were not made, TAE completion was slower, more stressful, and more likely to be abandoned.

- Agree the workload adjustment before the new entrant enrolls, not after. A promised adjustment that is not delivered damages trust and creates pressure.
- The adjustment should account for both study time and the time needed to complete assessment tasks, which are often more time-consuming than the formal study periods suggest.
- Review the adjustment at the midpoint of the program. If the person is struggling to manage study alongside delivery, further adjustment may be needed.
- Connect TAE learning explicitly to current practice where possible. The most effective TAE completions are those in which concepts are applied in real teaching contexts, not treated as separate from the job.

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It is also worth ensuring the new entrant has access to an experienced colleague within your organisation whom they can talk to as they work through the TAE. Concepts taught in the abstract often make more sense when discussed in the context of actual delivery and assessment practices. That conversation is best had with someone who knows your organisation, your students and your delivery context.

Learn more about the Trainer and Assessor VET Career Framework

Explore more practical tools, guides and resources supporting VET capability, wellbeing, industry engagement and career development