



Audit report – VET Quality Framework Standards for Registered Training Organisations 2015

ORGANISATION DETAILS

| | |
|----------------------------|------------------------------|
| Organisation's legal name: | South West Institute of TAFE |
| Trading name/s: | South West Institute of TAFE |
| RTO number: | 3120 |
| CRICOS number: | n/a |

AUDIT TEAM

| | |
|----------------------|--------------|
| Lead auditor: | David Scott |
| Assistant/s: | Roslyn Braid |
| Technical advisor/s: | n/a |

AUDIT DETAILS

| | |
|-----------------------------------|---|
| Application number/s: | 1072412 |
| Audit number/s: | 1007935 |
| Audit reason 1: | Application - renewal |
| Audit reason 2: | n/a |
| Audit reason 3: | n/a |
| Activity type: | Site visit |
| Address of site/s visited: | Warrnambool Campus, Timor Street WARRNAMBOOL VIC 3280 Sherwood Park Training Facility, Princes Highway WARRNAMBOOL VIC 3280 |
| Date/s of audit: | 1 to 3 September 2015 |
| Organisation's contact for audit: | Ms Janene O'Connor Manager janene.oconnor@swtafe.vic.edu.au (03) 5564 8743 |
| Clauses audited: | 1.1 - 1.21, 1.26, 1.27, 2, 3, 4, 5, 6, 7.3, 8.2 & 8.6 |

BACKGROUND

South West Institute of TAFE has been operating for approximately 27 years. The current CEO, Mr Mark Fidge, was appointed as CEO in January 2015, and prior to this in the Acting role from November 2014. The RTO is a Technical and Further Education Institute.

The Institute has a large scope of registration with 205 qualifications ranging from Business, Beauty, Carpentry, Plumbing, Construction, Automotive, Horticulture, Health, Arts and Food Processing. For the purpose of this audit, the audit team reviewed 10 qualifications and one standalone unit of competency as listed below.



RTO Management structure

The RTO has a board of management and a management team that consists of:

| | |
|------------------|--|
| Mark Fidge | CEO |
| Robert Duynhoven | Executive Manager, Corporate Services (CFO) |
| Jenny Madden | Executive Manager, Student and Industry Engagement |
| Madelyn Lettieri | Executive Manager, Education and Teacher Support |

Other strategic & operational groups that assist the RTO

The RTO also utilises Industry associations to assist them with developing and validating training and assessment.

General description of RTO location & facilities

The RTO has head office and training facilities in Warrnambool and has additional delivery sites in Sherwood Park Warrnambool, Portland and Hamilton.

In addition, the RTO uses some client venues and facilities for the delivery of training and the conduct of assessment.

General description of training modes used by the RTO

The RTO provides training using

- classroom based delivery
- workplace based delivery
- by distance
- mixed/blended learning modes
- Apprenticeship
- Online
- Traineeship

The RTO is delivering interstate and delivers training and assessment in China.

RTO's fee or funding information

The RTO offers its training and services both as a fee for service and government funded provider

Total number of current enrolments in RTO as at audit date:

- 4,419

AUDIT SAMPLE

| Code | Training products | Mode/s of delivery / assessment* | Current enrolments (If not yet on scope, record N/A) |
|-----------------|---|---|---|
| MTM20111 | Certificate II in Meat Processing (Abattoirs) | Face to face | 0 |
| CHC30212 | Certificate III in Aged Care | Mixed | 49 |
| CHC30312 | Certificate III in Home and Community Care | Mixed | 37 |
| CHC30113 | Certificate III in Early Childhood | Mixed | 52 |



| | | | |
|--------------------|--|--------------|----|
| CHC50113 | Education and Care Diploma of Early Childhood Education and Care | Mixed | 42 |
| SIB30110 | Certificate III in Beauty Services | Face to face | 45 |
| CPC30211 | Certificate III in Carpentry | Mixed | 79 |
| AHC30810 | Certificate III in Arboriculture | Mixed | 34 |
| TAE40110 | Certificate IV in Training and Assessment | Mixed | 51 |
| SIT31013 | Certificate III in Catering Operations | Face to face | 17 |
| TLILIC4011A | Licence to operate a slewing mobile crane (over 100 tonnes) | Face to face | 0 |

*Apprenticeship, Traineeship, Face to face, Distance, Online, Workplace, Mixed, Other (specify)

INTERVIEWEES

| Name | Position | Training products |
|---------------------|--|-------------------|
| Mr Mark Fidge | Chief Executive Officer | n/a |
| Ms Madelyn Lettieri | Executive Manager Education | n/a |
| Ms Jenny Madden | Executive Manager Student and Industry Engagement | n/a |
| Mr Josh Hill | A/Executive Manager Corporate Services | n/a |
| Ms Janene O'Connor | Manager Quality and Compliance | n/a |
| Ms Melissa Harrop | Senior Educator | n/a |
| Ms Shannyn Carter | Audit and Compliance Officer | n/a |

ORIGINAL FINDING AT TIME OF AUDIT

Audit finding as at 03/09/2015: Critical non-compliance

- The level of non-compliance considers the potential for an adverse impact on the quality of training and assessment outcomes for students.
- If non-compliance has been identified, this audit report describes evidence of the non-compliance.
- Refer to notification of non-compliance for information on providing further evidence of compliance.

AUDIT FINDING FOLLOWING ANALYSIS OF RECTIFICATION EVIDENCE

Audit finding following analysis of additional evidence provided on dd/mm/yyyy: n/a

AUDIT FINDING BY STANDARD

| Standard | Original finding | Finding following rectification |
|------------|------------------|---------------------------------|
| Standard 1 | Not compliant | n/a |
| Standard 2 | Not compliant | n/a |
| Standard 3 | Compliant | n/a |
| Standard 4 | Compliant | n/a |



| | | |
|------------|-----------|-----|
| Standard 5 | Compliant | n/a |
| Standard 6 | Compliant | n/a |
| Standard 7 | Compliant | n/a |
| Standard 8 | Compliant | n/a |

ABOUT THIS REPORT

This report details findings against the *Standards for Registered Training Organisations 2015*.

The evidence guidance included against each clause is designed to guide the auditor and RTO on the requirements of the clause. The evidence guidance is not designed to limit the audit findings and there may be other factors an auditor takes into consideration when determining whether compliance has been demonstrated.

Where evidence of non-compliance is identified, the '*Reasons for finding of non-compliance*' section of the report will document the issues that were considered in the formulation of a finding of non-compliance.



STANDARD 1 The RTO’s training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.
 To be compliant with Standard 1 the RTO must meet the following:

Clause 1.1
 The RTO’s training and assessment strategies and practices, including the amount of training they provide, are consistent with the requirements of training packages and VET accredited courses and enable each learner to meet the requirements for each unit of competency or module in which they are enrolled.

| Evidence guidance | Y | N | N/A |
|---|-------------------------------------|-------------------------------------|--------------------------|
| A training and assessment strategy (or strategies) was provided for each training product sampled | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Each strategy is consistent with the requirements of the training product | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Each strategy provides a framework to guide the learning requirements and the training and assessment arrangements of each training product – the macro level requirements of the learning and assessment process | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Each strategy identifies an amount of training to be provided to learners that is consistent with the requirements of the training product | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Each strategy has been consistently implemented | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Reasons for finding of non-compliance:

- The following Training and assessment Strategies were sighted at audit:
 - MTM20111 Certificate II in Meat Processing (Abattoirs) Training and Assessment Strategy
 - CHC30212 Certificate III in Aged Care Training and Assessment Strategy
 - CHC30312 Certificate III in Home and Community Care Training and Assessment Strategy
 - CHC30113 Certificate III in Early Childhood Education and Care Training and Assessment Strategy
 - CHC50113 Diploma of Early Childhood Education and Care Training and Assessment Strategy
 - SIB30110 Certificate III in Beauty Services Training and Assessment Strategy
 - CPC30211 Certificate III in Carpentry Training and Assessment Strategy
 - AHC30810 Certificate III in Arboriculture Training and Assessment Strategy
 - SIT31013 Certificate III in Catering Operations Training and Assessment Strategy
 - TAE40110 Certificate IV in Training and Assessment Training and Assessment Strategy
 - TLILIC4011A Licence to operate a slewing mobile crane (over 100 tonnes) Training and Assessment Strategy
- The aforementioned Training and Assessment Strategies were not consistent with the requirements of the Training Package and did not provide the framework for the learning (delivery) process. For example:
 - SIB30110 Certificate III in Beauty Services Training and Assessment Strategy has exceeded the packaging rules and had 18 electives when only 11 are required. The strategy had no justification for this deviation from the packaging rules.
 - None of the strategies provided a delivery sequence of training. Some qualifications such as the SIT31013 Certificate III in Catering Operations have a pre-requisite unit of competency that must be delivered prior to the delivery of other units of competency. It was unclear if these pre-requisites are delivered as required by the training package



- AHC30810 Certificate III in Arboriculture Training and Assessment Strategy has listed eight imported units but does not distinguish the requirement that the learner cohort can only do two of the eight electives as required by the training package.
- The identified amount of training that was to be provided was not consistent with the requirements of the training package. For further detail see clause 1.2.
- The RTO was given the opportunity to rectify these non-compliances at audit; however, the RTO still remains non-complaint.

In order to become compliant, the organisation is required to:

- Provide evidence for each of the aforementioned Training and Assessment Strategies which demonstrates that they:
 - are consistent with the requirements of the training package
 - provide the framework to guide the learning requirements at the macro level.
- The RTO will become complaint for the remainder of this non-compliance when it addresses the non-compliance identified at clause 1.2.

Analysis of rectification evidence:

- Evidence yet to be supplied

Clause 1.2

For the purposes of [Clause 1.1](#), the RTO determines the amount of training they provide to each learner with regard to:

- a) the existing skills, knowledge and the experience of the learner;
- b) the mode of delivery; and
- c) where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.

Original finding: Not compliant

Following rectification: n/a

| Evidence guidance | Y | N |
|-------------------|---|---|
|-------------------|---|---|

For each training product sampled, the amount of training to be provided identified in each strategy is consistent with:

| | | |
|---|-------------------------------------|-------------------------------------|
| • the existing skills, knowledge and experience of learners | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • the mode/s of delivery | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • the number of units and/or modules being delivered | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Reasons for finding of non-compliance:

- The following Training and assessment Strategies were sighted at audit:
 - MTM20111 Certificate II in Meat Processing (Abattoirs) Training and Assessment Strategy
 - CHC30212 Certificate III in Aged Care Training and Assessment Strategy
 - CHC30312 Certificate III in Home and Community Care Training and Assessment Strategy
 - CHC30113 Certificate III in Early Childhood Education and Care Training and Assessment Strategy
 - CHC50113 Diploma of Early Childhood Education and Care Training and Assessment Strategy
 - SIB30110 Certificate III in Beauty Services Training and Assessment Strategy
 - CPC30211 Certificate III in Carpentry Training and Assessment Strategy
 - AHC30810 Certificate III in Arboriculture Training and Assessment Strategy



- SIT31013 Certificate III in Catering Operations Training and Assessment Strategy
- TAE40110 Certificate IV in Training and Assessment Training and Assessment Strategy
- The aforementioned training and assessment strategies identified amount of training that was not consistent with the existing skills, knowledge and experience of neither the learners or for the number of units being delivered. For example, but limited to:
 - MTM20111 Certificate II in Meat Processing (Abattoirs) Training and Assessment Strategy Course duration times were different “Course duration” states 12 or 24 months whereas “Delivery and assessment arrangements” states 12 or 36 months. It was unclear what timeframe was used to deliver this training and assessment.
 - CHC30312 Certificate III in Home and Community Care Training and Assessment Strategy states the course will be completed in six months and has not described what existing skills, knowledge and experience the learner cohort would have to shorten the course duration.
 - SIB30110 Certificate III in Beauty Services Training and Assessment Strategy has exceeded the packaging rules and has 18 elective units rather than 11. It does not provide detail of why these additional units of competency are included and identify what a suitable timeframe would be to include these additional units of competency.
 - CPC30211 Certificate III in Carpentry Training and Assessment Strategy has exceeded the packaging rules and has 11 elective units rather than 8. It does not provide detail of why these additional units of competency are included.
- The RTO was given the opportunity to rectify these non-compliances at audit; however, the RTO still remains non-complaint.

In order to become compliant, the organisation is required to:

- The RTO is to provide evidence that the aforementioned training and assessment strategies each identify an amount of training that is consistent with existing skills, knowledge and experience of the learners and considers this amount of training for the number of units being delivered.

Analysis of rectification evidence:

- Evidence yet to be supplied

Clause 1.3

The RTO has, for all of its scope of registration, and consistent with its training and assessment strategies, sufficient:

- a) trainers and assessors to deliver the training and assessment;
- b) educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment;
- c) learning resources to enable learners to meet the requirements for each unit of competency, and which are accessible to the learner regardless of location or mode of delivery; and
- d) facilities, whether physical or virtual, and equipment to accommodate and support the number of learners undertaking the training and assessment.

Original finding: Compliant

Following rectification: n/a

Evidence guidance

Y N

For all training products sampled, there are sufficient:

- | | | |
|---|-------------------------------------|--------------------------|
| • trainers and assessors | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • educational and support services to meet the needs of learners | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • learning resources that address the requirements of all components of the | <input checked="" type="checkbox"/> | <input type="checkbox"/> |



relevant training product and are accessible to all learners

- facilities and equipment to accommodate the number of learners

Consistency is evident between each strategy and the above resources

Clause 1.4

The RTO meets all requirements specified in the relevant training package or VET accredited course.

Original finding: Compliant

Following rectification: n/a

| Evidence guidance | Y | N | N/A |
|-------------------|---|---|-----|
|-------------------|---|---|-----|

| | | | |
|--|-------------------------------------|--------------------------|--|
| Training and assessment strategies and resources are consistent with the requirements of each training product sampled | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
|--|-------------------------------------|--------------------------|--|

| | | | |
|---|--------------------------|-------------------------------------|--------------------------|
| Training and assessment practices are consistent with the requirements of each training product sampled | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|-------------------------------------|--------------------------|

Reasons for finding of non-compliance:

- The RTO's assessment practices are not consistent with the requirements of each training product sampled. For further detail see clauses 1.1 and 1.8.

In order to become compliant, the organisation is required to:

- The RTO is to provide evidence to demonstrate that there is consistency between its assessment practices and the training products. The RTO will rectify this non-compliance when it rectifies the non-compliance identified at clauses 1.1 and 1.8.

Analysis of rectification evidence:

- Evidence yet to be supplied

Clause 1.5

The RTO's training and assessment practices are relevant to the needs of industry and informed by industry engagement.

Original finding: Not compliant

Following rectification: n/a

| Evidence guidance | Y | N |
|-------------------|---|---|
|-------------------|---|---|

| | | |
|--|--------------------------|-------------------------------------|
| Training and assessment practices are informed by and consistent with the outcomes from industry engagement strategies | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
|--|--------------------------|-------------------------------------|

Reasons for finding of non-compliance:

- The RTO did not provide any evidence to demonstrate that its training and assessment practices are informed by and consistent with the outcomes from industry engagement strategies.
- The RTO has no industry engagement strategies to detail how it would meet the requirements of this clause. For further detail see clause 1.6.

In order to become compliant, the organisation is required to:

- Provide evidence which demonstrates that its training and assessment practices are informed by and consistent with the outcomes of industry engagement strategies.

Analysis of rectification evidence:



- Evidence yet to be supplied

Clause 1.6
The RTO implements a range of strategies for industry engagement and systematically uses the outcome of that industry engagement to ensure the industry relevance of:
a) its training and assessment strategies, practices and resources; and
b) the current industry skills of its trainers and assessors.

Original finding: Not compliant

Following rectification: n/a

| Evidence guidance | Y | N | N/A |
|---|--------------------------|-------------------------------------|--------------------------|
| A range of industry engagement strategies have been developed | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Industry engagement strategies have been implemented | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Outcomes from industry engagement strategies have been systematically used to inform: | | | |
| • training and assessment strategies | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| • training and assessment practices | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • resources, including facilities and equipment | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| • current industry skills required to be held by trainers and assessors | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |

Reasons for finding of non-compliance:

- The RTO did not provide evidence which demonstrated that it has developed and implemented a range of strategies for engaging with industry. The RTO provided emails as evidence for this clause; however, these emails covered more detail regarding discussions between trainers/assessors and employers about commencing training and dates for training. This was not appropriate as evidence to address the requirements of this clause.

In order to become compliant, the organisation is required to:

- Provide evidence which demonstrates that it has developed a range of industry engagement strategies and how these will be used to systematically inform the training and assessment strategies, training and assessment practices, resources, including facilities and equipment and the current industry skills required to be held by trainers and assessors.

Analysis of rectification evidence:

- Evidence yet to be supplied

Clause 1.7
The RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses.

Original finding: Compliant

Following rectification: n/a

| Evidence guidance | Y | N |
|---|-------------------------------------|--------------------------|
| Support needs of learners have been identified | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Learners have access to educational and support services necessary for them to meet the requirements of the relevant training product | <input checked="" type="checkbox"/> | <input type="checkbox"/> |



Clause 1.8

The RTO implements an assessment system that ensures that assessment (including recognition of prior learning):

- a) complies with the assessment requirements of the relevant training package or VET accredited course; and
- b) is conducted in accordance with the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

Original finding: Not compliant

Following rectification: n/a

| Evidence guidance | Y | N | N/A |
|-------------------|---|---|-----|
|-------------------|---|---|-----|

MTM20111 Certificate II in Meat Processing (Abattoirs)

Assessment meets the assessment requirements of the training package or course. Y N N/A

Assessment appropriately simulates workplace conditions (refer assessment conditions/assessment guidelines) Y N N/A

MTMP2065C Label and stamp carcase

Assessment tools consist of:

- Assessment task 1 Written question and answers
- Assessment task 2 Practical observation

MTMPSR203A Sharpen knives

Assessment tools consist of:

- Assessment task 1 Written question and answers
- Assessment task 2 Practical observation

Principles of Assessment – fairness, flexibility, validity, reliability:

| MTMP2065C | | MTMPSR20 3A | | Evidence guidance: |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| Y | N | Y | N | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Elements addressed (to levels as defined in performance criteria) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Knowledge evidence/required knowledge addressed |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Performance evidence/required skills addressed |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment conditions/critical aspects of evidence addressed |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Context and consistency of assessment addressed to appropriate AQF level |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment of knowledge and skills is integrated with their practical application |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment uses a range of assessment methods |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Criteria defining acceptable performance are outlined for all instruments |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Clear information about assessment requirements is provided (for assessors and students) |



| | | | | |
|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Allows for reasonable adjustment and provides for objective feedback |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Considers dimensions of competency and transferability |

Rules of Evidence – validity, sufficiency, authenticity, currency:

| MTMP2065C | | MTMPSR20 3A | | |
|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--|
| Y | N | Y | N | Evidence guidance: |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Validity: Assessment evidence considered has direct relevance to the unit or module's specifications |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Sufficiency: Sufficient assessment evidence is considered to substantiate a competency judgement |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Authenticity: Assessment evidence gathered is the learner's own work |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Currency: Competency judgements include consideration of evidence from the present or the very recent past |

| Evidence guidance | Y | N | N/A |
|-------------------|---|---|-----|
|-------------------|---|---|-----|

CHC30212 Certificate III in Aged Care

| | | | |
|---|--------------------------|-------------------------------------|--------------------------|
| Assessment meets the assessment requirements of the training package or course. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Assessment appropriately simulates workplace conditions (refer assessment conditions/assessment guidelines) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

CHCICS301B Provide support to meet personal care needs

- Assessment tools consist of:
- Assessment task 1 Witten report
 - Assessment task 2 Practical observation
 - Assessment task 3 Written project
 - Assessment task 4 log book.

HLTFS207C Follow basic food safety practices

- Assessment tools consist of:
- briefly list assessment tools

Principles of Assessment – fairness, flexibility, validity, reliability:

| CHCICS301 B | | HLTFS207C | | |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| Y | N | Y | N | Evidence guidance: |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Elements addressed (to levels as defined in performance criteria) |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Knowledge evidence/required knowledge addressed |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Performance evidence/required skills addressed |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Assessment conditions/critical aspects of evidence addressed |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Context and consistency of assessment addressed to appropriate AQF level |



| | | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment of knowledge and skills is integrated with their practical application |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment uses a range of assessment methods |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Criteria defining acceptable performance are outlined for all instruments |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Clear information about assessment requirements is provided (for assessors and students) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Allows for reasonable adjustment and provides for objective feedback |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Considers dimensions of competency and transferability |

Rules of Evidence – validity, sufficiency, authenticity, currency:

| CHCICS301 B | | HLTFS207C | | |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| Y | N | Y | N | Evidence guidance: |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Validity: Assessment evidence considered has direct relevance to the unit or module's specifications |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Sufficiency: Sufficient assessment evidence is considered to substantiate a competency judgement |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Authenticity: Assessment evidence gathered is the learner's own work |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Currency: Competency judgements include consideration of evidence from the present or the very recent past |

Evidence guidance Y N N/A

CHC30312 Certificate III in Home and Community Care

| | | | |
|---|--------------------------|-------------------------------------|--------------------------|
| Assessment meets the assessment requirements of the training package or course. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Assessment appropriately simulates workplace conditions (refer assessment conditions/assessment guidelines) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

CHCCS305C Assist clients with medication (Note pre-requisite HLTAP301A)

Assessment tools consist of:

- Assessment task 1 Written report
- Assessment task 2 Practical observation
- Assessment task 3 written project
- Assessment task 4 log book.

CHCICS301B Provide support to meet personal care needs

Assessment tools consist of:

- (common unit see CHC30212 Certificate III in Aged Care)

Principles of Assessment – fairness, flexibility, validity, reliability:

| CHCCS305 C | | CHCICS301 B | | |
|-------------------------------------|--------------------------|-------------------------------------|--------------------------|---|
| Y | N | Y | N | Evidence guidance: |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Elements addressed (to levels as defined in performance criteria) |



| | | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Knowledge evidence/required knowledge addressed |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Performance evidence/required skills addressed |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Assessment conditions/critical aspects of evidence addressed |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Context and consistency of assessment addressed to appropriate AQF level |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment of knowledge and skills is integrated with their practical application |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment uses a range of assessment methods |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Criteria defining acceptable performance are outlined for all instruments |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Clear information about assessment requirements is provided (for assessors and students) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Allows for reasonable adjustment and provides for objective feedback |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Considers dimensions of competency and transferability |

Rules of Evidence – validity, sufficiency, authenticity, currency:

| CHCCS305 C | | CHCICS301 B | | |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| Y | N | Y | N | Evidence guidance: |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Validity: Assessment evidence considered has direct relevance to the unit or module's specifications |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Sufficiency: Sufficient assessment evidence is considered to substantiate a competency judgement |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Authenticity: Assessment evidence gathered is the learner's own work |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Currency: Competency judgements include consideration of evidence from the present or the very recent past |

| Evidence guidance | Y | N | N/A |
|-------------------|---|---|-----|
|-------------------|---|---|-----|

CHC30113 Certificate III in Early Childhood Education and Care

Assessment meets the assessment requirements of the training package or course.

Assessment appropriately simulates workplace conditions (refer assessment conditions/assessment guidelines)

CHCECE005 Provide care for babies & toddlers

Assessment tools consist of:

- Assessment task 1 Log book
- Assessment task 2 written assessment
- Assessment task 3 written project

CHCECE006 Support the behaviour of children and young people

Assessment tools consist of:

- Assessment task 1 Log book
- Assessment task 2 written assessment



- Assessment task 3 written project

Principles of Assessment – fairness, flexibility, validity, reliability:

| CHCECE005 | | CHCECE006 | | Evidence guidance: |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| Y | N | Y | N | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Elements addressed (to levels as defined in performance criteria) |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Knowledge evidence/required knowledge addressed |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Performance evidence/required skills addressed |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Assessment conditions/critical aspects of evidence addressed |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Context and consistency of assessment addressed to appropriate AQF level |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment of knowledge and skills is integrated with their practical application |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment uses a range of assessment methods |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Criteria defining acceptable performance are outlined for all instruments |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Clear information about assessment requirements is provided (for assessors and students) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Allows for reasonable adjustment and provides for objective feedback |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Considers dimensions of competency and transferability |

Rules of Evidence – validity, sufficiency, authenticity, currency:

| CHCECE005 | | CHCECE006 | | Evidence guidance: |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| Y | N | Y | N | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Validity: Assessment evidence considered has direct relevance to the unit or module's specifications |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Sufficiency: Sufficient assessment evidence is considered to substantiate a competency judgement |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Authenticity: Assessment evidence gathered is the learner's own work |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Currency: Competency judgements include consideration of evidence from the present or the very recent past |

Evidence guidance Y N N/A

CHC50113 Diploma of Early Childhood Education and Care

| | | | |
|---|--------------------------|-------------------------------------|--------------------------|
| Assessment meets the assessment requirements of the training package or course. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Assessment appropriately simulates workplace conditions (refer assessment conditions/assessment guidelines) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

CHCECE003 Provide care for children

Assessment tools consist of:

- Assessment task 1 Log book



- Assessment task 2 written assessment
- Assessment task 3 written project

CHCECE005 Provide care for babies & toddlers

Assessment tools consist of:

- (common unit see CHC30113 Certificate III in Early Childhood Education and Care)

Principles of Assessment – fairness, flexibility, validity, reliability:

| CHCECE003 | | CHCECE005 | | Evidence guidance: |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| Y | N | Y | N | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Elements addressed (to levels as defined in performance criteria) |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Knowledge evidence/required knowledge addressed |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Performance evidence/required skills addressed |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Assessment conditions/critical aspects of evidence addressed |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Context and consistency of assessment addressed to appropriate AQF level |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment of knowledge and skills is integrated with their practical application |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment uses a range of assessment methods |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Criteria defining acceptable performance are outlined for all instruments |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Clear information about assessment requirements is provided (for assessors and students) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Allows for reasonable adjustment and provides for objective feedback |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Considers dimensions of competency and transferability |

Rules of Evidence – validity, sufficiency, authenticity, currency:

| CHCECE003 | | CHCECE005 | | Evidence guidance: |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| Y | N | Y | N | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Validity: Assessment evidence considered has direct relevance to the unit or module's specifications |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Sufficiency: Sufficient assessment evidence is considered to substantiate a competency judgement |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Authenticity: Assessment evidence gathered is the learner's own work |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Currency: Competency judgements include consideration of evidence from the present or the very recent past |

| Evidence guidance | Y | N | N/A |
|-------------------|---|---|-----|
|-------------------|---|---|-----|

SIB30110 Certificate III in Beauty Services

| | | | |
|---|-------------------------------------|-------------------------------------|--------------------------|
| Assessment meets the assessment requirements of the training package or course. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Assessment appropriately simulates workplace conditions (refer assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



conditions/assessment guidelines)

SIHHHCS308A Design and maintain beards and moustaches

Assessment tools consist of:

- Assessment task 1 Practical demonstration - choose a moustache style for face shape
- Assessment task 2 Practical demonstration - design and create a beard and moustache style
- Assessment task 3 Practical demonstration - perform face and head shave

SIBBFAS201A Demonstrate retail skincare products

Assessment tools consist of:

- Assessment task 1 Develop a portfolio
- Assessment task 2 Practical demonstration - apply skincare products on a client

Principles of Assessment – fairness, flexibility, validity, reliability:

| SIHHHCS30 8A | | SIBBFAS201 A | | Evidence guidance: |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| Y | N | Y | N | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Elements addressed (to levels as defined in performance criteria) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Knowledge evidence/required knowledge addressed |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Performance evidence/required skills addressed |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment conditions/critical aspects of evidence addressed |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Context and consistency of assessment addressed to appropriate AQF level |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment of knowledge and skills is integrated with their practical application |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment uses a range of assessment methods |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Criteria defining acceptable performance are outlined for all instruments |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Clear information about assessment requirements is provided (for assessors and students) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Allows for reasonable adjustment and provides for objective feedback |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Considers dimensions of competency and transferability |

Rules of Evidence – validity, sufficiency, authenticity, currency:

| SIHHHCS30 8A | | SIBBFAS201 A | | Evidence guidance: |
|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--|
| Y | N | Y | N | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Validity: Assessment evidence considered has direct relevance to the unit or module's specifications |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Sufficiency: Sufficient assessment evidence is considered to substantiate a competency judgement |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Authenticity: Assessment evidence gathered is the learner's own work |



| | | | | |
|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Currency: Competency judgements include consideration of evidence from the present or the very recent past |
|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--|

| | | | |
|--------------------------|----------|----------|------------|
| Evidence guidance | Y | N | N/A |
|--------------------------|----------|----------|------------|

CPC30211 Certificate III in Carpentry

Assessment meets the assessment requirements of the training package or course.

Assessment appropriately simulates workplace conditions (refer assessment conditions/assessment guidelines)

CPCCOHS1001A Work safely in the construction industry

Assessment tools consist of:

- Assessment task Question and answers

CPCCCA3004A Construct wall frames

Assessment tools consist of:

- Assessment task 1 Question and answers
- Assessment task 2 Practical demonstration

Principles of Assessment – fairness, flexibility, validity, reliability:

| CPCCOHS1 001A | | CPCCCA300 4A | | Evidence guidance: |
|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|--|
| Y | N | Y | N | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Elements addressed (to levels as defined in performance criteria) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Knowledge evidence/required knowledge addressed |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Performance evidence/required skills addressed |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment conditions/critical aspects of evidence addressed |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Context and consistency of assessment addressed to appropriate AQF level |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment of knowledge and skills is integrated with their practical application |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment uses a range of assessment methods |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Criteria defining acceptable performance are outlined for all instruments |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Clear information about assessment requirements is provided (for assessors and students) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Allows for reasonable adjustment and provides for objective feedback |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Considers dimensions of competency and transferability |

Rules of Evidence – validity, sufficiency, authenticity, currency:

| CPCCOHS1 001A | | CPCCCA300 4A | | Evidence guidance: |
|-------------------------------------|--------------------------|-------------------------------------|--------------------------|---|
| Y | N | Y | N | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Validity: Assessment evidence considered has direct relevance |



to the unit or module's specifications

| | | | | | |
|-------------------------------------|--------------------------|-------------------------------------|--------------------------|---------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Sufficiency: | Sufficient assessment evidence is considered to substantiate a competency judgement |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Authenticity: | Assessment evidence gathered is the learner's own work |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Currency: | Competency judgements include consideration of evidence from the present or the very recent past |

| | | | | | | |
|--------------------------|--|--|--|----------|----------|------------|
| Evidence guidance | | | | Y | N | N/A |
|--------------------------|--|--|--|----------|----------|------------|

AHC30810 Certificate III in Arboriculture

| | | | |
|---|-------------------------------------|-------------------------------------|--------------------------|
| Assessment meets the assessment requirements of the training package or course. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Assessment appropriately simulates workplace conditions (refer assessment conditions/assessment guidelines) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AHCARB304A Fell trees with advanced techniques

- Assessment tools consist of:
- Assessment task 1 Question and answers
 - Assessment task 2 Practical demonstration

AHCARB205A Operate and maintain chainsaws

- Assessment tools consist of:
- Assessment task 1 written questions
 - Assessment task 2 Practical demonstration

Principles of Assessment – fairness, flexibility, validity, reliability:

| AHCARB30 4A | | AHCARB20 5A | | Evidence guidance: |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| Y | N | Y | N | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Elements addressed (to levels as defined in performance criteria) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Knowledge evidence/required knowledge addressed |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Performance evidence/required skills addressed |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment conditions/critical aspects of evidence addressed |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Context and consistency of assessment addressed to appropriate AQF level |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment of knowledge and skills is integrated with their practical application |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment uses a range of assessment methods |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Criteria defining acceptable performance are outlined for all instruments |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Clear information about assessment requirements is provided (for assessors and students) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Allows for reasonable adjustment and provides for objective feedback |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Considers dimensions of competency and transferability |



Rules of Evidence – validity, sufficiency, authenticity, currency:

| AHCARB30 4A | | AHCARB20 5A | | | |
|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------|--|
| Y | N | Y | N | Evidence guidance: | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Validity: | Assessment evidence considered has direct relevance to the unit or module's specifications |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Sufficiency: | Sufficient assessment evidence is considered to substantiate a competency judgement |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Authenticity: | Assessment evidence gathered is the learner's own work |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Currency: | Competency judgements include consideration of evidence from the present or the very recent past |

| Evidence guidance | Y | N | N/A |
|-------------------|---|---|-----|
|-------------------|---|---|-----|

SIT31013 Certificate III in Catering Operations

| | | | |
|---|-------------------------------------|-------------------------------------|--------------------------|
| Assessment meets the assessment requirements of the training package or course. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Assessment appropriately simulates workplace conditions (refer assessment conditions/assessment guidelines) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SITXFSA101 Use hygienic practices for food safety

- Assessment tools consist of:
- Assessment task 1 Practical demonstration
 - Assessment task 2 Practical demonstration

SITHFAB201 Provide responsible service of alcohol

- Assessment tools consist of:
- Assessment task 1 Practical demonstration
 - Assessment task 2 Multiple choice questions
 - Assessment task 3 Question and answers

Principles of Assessment – fairness, flexibility, validity, reliability:

| SITXFSA101 | | SITHFAB20 1 | | | |
|-------------------------------------|--------------------------|-------------------------------------|--------------------------|---|--|
| Y | N | Y | N | Evidence guidance: | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Elements addressed (to levels as defined in performance criteria) | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Knowledge evidence/required knowledge addressed | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Performance evidence/required skills addressed | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment conditions/critical aspects of evidence addressed | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Context and consistency of assessment addressed to appropriate AQF level | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment of knowledge and skills is integrated with their practical application | |



| | | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment uses a range of assessment methods |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Criteria defining acceptable performance are outlined for all instruments |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Clear information about assessment requirements is provided (for assessors and students) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Allows for reasonable adjustment and provides for objective feedback |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Considers dimensions of competency and transferability |

Rules of Evidence – validity, sufficiency, authenticity, currency:

| SITXFSA101 | | SITHFAB20 1 | | | | |
|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------|--|------------|
| Y | N | Y | N | Evidence guidance: | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Validity: | Assessment evidence considered has direct relevance to the unit or module's specifications | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Sufficiency: | Sufficient assessment evidence is considered to substantiate a competency judgement | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Authenticity: | Assessment evidence gathered is the learner's own work | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Currency: | Competency judgements include consideration of evidence from the present or the very recent past | |
| Evidence guidance | | | | Y | N | N/A |

TAE40110 Certificate IV in Training and Assessment

Assessment meets the assessment requirements of the training package or course.

Assessment appropriately simulates workplace conditions (refer assessment conditions/assessment guidelines)

TAEDEL401A Plan, organise and deliver group based learning

Assessment tools consist of:

- Assessment task 1 create a session plan
- Assessment task 2 deliver 2 training sessions
- Assessment task 3 deliver a training session

TAELLN411 Address adult language, literacy numeracy skills

Assessment tools consist of:

- Assessment task 1 Theory assessment
- Assessment task 2 Practical demonstration

Principles of Assessment – fairness, flexibility, validity, reliability:

| TAEDEL401 A | | TAELLN411 | | | | |
|-------------------------------------|--------------------------|-------------------------------------|--------------------------|---|--|--|
| Y | N | Y | N | Evidence guidance: | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Elements addressed (to levels as defined in performance criteria) | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Knowledge evidence/required knowledge addressed | | |



| | | | | |
|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Performance evidence/required skills addressed |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment conditions/critical aspects of evidence addressed |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Context and consistency of assessment addressed to appropriate AQF level |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment of knowledge and skills is integrated with their practical application |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Assessment uses a range of assessment methods |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Criteria defining acceptable performance are outlined for all instruments |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Clear information about assessment requirements is provided (for assessors and students) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Allows for reasonable adjustment and provides for objective feedback |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Considers dimensions of competency and transferability |

Rules of Evidence – validity, sufficiency, authenticity, currency:

| TAEDEL401 A | | TAELLN411 | | | |
|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------|--|
| Y | N | Y | N | Evidence guidance: | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Validity: | Assessment evidence considered has direct relevance to the unit or module's specifications |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Sufficiency: | Sufficient assessment evidence is considered to substantiate a competency judgement |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Authenticity: | Assessment evidence gathered is the learner's own work |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Currency: | Competency judgements include consideration of evidence from the present or the very recent past |

| Evidence guidance | Y | N | N/A |
|-------------------|---|---|-----|
|-------------------|---|---|-----|

Units of Competency

Assessment meets the assessment requirements of the training package or course.

Assessment appropriately simulates workplace conditions (refer assessment conditions/assessment guidelines)

TLILIC4011A Licence to operate a slewing mobile crane (over 100 tonnes)

Assessment tools consist of:

- Three course module booklets
- Assessment task 1 written questions
- Assessment task 2 Practical observation

N/A

Assessment tools consist of:

- briefly list assessment tools

Principles of Assessment – fairness, flexibility, validity, reliability:



| TLILIC4011A | | N/A | | |
|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--|
| Y | N | Y | N | Evidence guidance: |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Elements addressed (to levels as defined in performance criteria) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Knowledge evidence/required knowledge addressed |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Performance evidence/required skills addressed |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assessment conditions/critical aspects of evidence addressed |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Context and consistency of assessment addressed to appropriate AQF level |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assessment of knowledge and skills is integrated with their practical application |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assessment uses a range of assessment methods |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Criteria defining acceptable performance are outlined for all instruments |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Clear information about assessment requirements is provided (for assessors and students) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Allows for reasonable adjustment and provides for objective feedback |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Considers dimensions of competency and transferability |

Rules of Evidence – validity, sufficiency, authenticity, currency:

| TLILIC4011A | | N/A | | |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--|
| Y | N | Y | N | Evidence guidance: |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Validity: Assessment evidence considered has direct relevance to the unit or module's specifications |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Sufficiency: Sufficient assessment evidence is considered to substantiate a competency judgement |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Authenticity: Assessment evidence gathered is the learner's own work |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Currency: Competency judgements include consideration of evidence from the present or the very recent past |

Reasons for finding of non-compliance:

- Assessments tools for the following units of competency did not meet the principles of assessment or rules of evidence:
 - *CHCICS301B Provide support to meet personal care needs*
 - *CHCCS305C Assist clients with medication*
 - *CHCECE005 Provide care for babies & toddlers*
 - *CHCECE006 Support the behaviour of children and young people*
 - *CHCECE003 Provide care for children*
- For example:
 - The assessments did not meet the principles of assessment for fairness, validity or reliability. For validity, there was no evidence provided to demonstrate that the assessments assessed the knowledge evidence, performance evidence and assessment conditions/critical aspects as per the training package requirements. For fairness, the



assessments did not provide a context for the assessment or a criteria for defining acceptable performance. For reliability, the assessments did not provide clear information about the the assessment requirements to either the assessor or the student; therefore, there was no evidence to demonstrarte consistency in the assessments conducted. This was evident in completed student assessments with the inconsistency of acceptable performance and responses to questions.

- The assessments did not meet the rules of evidence for sufficiency in that the limited amount of assessment materials sighted which is gathered was insufficient to demonstrate how the determination of competency was made.
- Assessment tools for the following units of competency did not meet the principles of assessment:
 - TLILIC4011A Licence to operate a slewing mobile crane (over 100 tonnes)
 - MTMPSR203A Sharpen knives
 - MTMP2065C Label and stamp carcass
 - SIHHHCS308A Design and maintain beards and moustaches
 - SIBBFAS201A Demonstrate retail skincare products
 - CPCCCA3004A Construct wall frames
 - AHCARB304A Fell trees with advanced techniques
 - AHCARB205A Operate and maintain chainsaws
- For example:
 - For fairness, the assessments did not provide criteria for defining acceptable performance. For reliability, the assessments did not provide clear information about the assessment requirements to either the assessor or the student.
 - The practical demonstration assessment task for unit of competency CPCCCA3004A Construct wall frames did not include an observation checklist in which to record the practical demonstration and to assist with determining an outcome.

In order to become compliant, the organisation is required to:

- Provide evidence which demonstrates that all the aforementioned units of competency meet the principles of assessment for fairness, validity and reliability and rules of evidence for sufficiency.

Analysis of rectification evidence:

- Evidence yet to be supplied

Clause 1.9

The RTO implements a plan for ongoing systematic validation of assessment practices and judgements that includes for each training product on the RTO's scope of registration:

- a) when assessment validation will occur;**
- b) which training products will be the focus of the validation;**
- c) who will lead and participate in validation activities; and**
- d) how the outcomes of these activities will be documented and acted upon.**

Original finding: Compliant

Following rectification: n/a

Evidence guidance

Y N N/A

A plan for ongoing systematic validation of assessment has been developed that identifies:

- when assessment validation will occur for each training product on the RTO's scope of registration
- who will lead and participate in validation activities



| | | | |
|---|-------------------------------------|--------------------------|--------------------------|
| <ul style="list-style-type: none"> how the validation outcomes will be documented and acted upon | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| The plan for validation has been implemented | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Clause 1.10

For the purposes of [Clause 1.9](#), each training product is validated at least once every five years, with at least 50% of products validated within the first three years of each five year cycle, taking into account the relative risks of all of the training products on the RTO's scope of registration, including those risks identified by the VET Regulator.

Original finding: Compliant

Following rectification: n/a

| Evidence guidance | Y | N | N/A |
|---|-------------------------------------|--------------------------|--------------------------|
| The plan for validation of assessment ensures: | | | |
| <ul style="list-style-type: none"> all training products will be validated at least once every five years | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none"> at least 50% of training products will be validated in the first three years of the above cycle | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none"> relative risk of all training products are taken into account in scheduling validation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none"> training products identified as high risk by ASQA are taken into account in scheduling validation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The above have been achieved in implementing the plan for validation of assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Clause 1.11

For the purposes of [Clause 1.9](#), systematic validation of an RTO's assessment practices and judgements is undertaken by one or more persons who are not directly involved in the particular instance of delivery and assessment of the training product being validated, and who collectively have:

- a) vocational competencies and current industry skills relevant to the assessment being validated;
- b) current knowledge and skills in vocational teaching and learning; and
- c) the training and assessment qualification or assessor skill set referred to in Item 1 or 3 of Schedule 1.

Industry experts may be involved in validation to ensure there is the combination of expertise set out in (a) to (c) above.

Original finding: Compliant

Following rectification: n/a

| Evidence guidance | Y | N |
|---|-------------------------------------|--------------------------|
| Validation of assessment has been completed for at least one training product. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| If no, clause is not audited. If yes: | | |
| Validation of assessment has been undertaken by one or more persons who, collectively, hold: | | |
| <ul style="list-style-type: none"> relevant vocational competencies and current industry skills | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> current knowledge and skills in VET teaching and learning | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> TAE40110 Certificate IV in Training and Assessment (or its successor) or TAESS00001 Assessor skill set (or its successor) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |



Final validation decisions are made by a person who was not directly involved with the delivery and assessment of the training product being validated

Clause 1.12
The RTO offers recognition of prior learning to individual learners.

Original finding: Compliant Following rectification: n/a

| Evidence guidance | Y | N |
|---|-------------------------------------|--------------------------|
| RPL has been offered to individual learners | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Clause 1.13
In addition to the requirements specified in [Clause 1.14](#) and [Clause 1.15](#), the RTO's training and assessment is delivered only by persons who have:

- a) vocational competencies at least to the level being delivered and assessed;
- b) current industry skills directly relevant to the training and assessment being provided; and
- c) current knowledge and skills in vocational training and learning that informs their training and assessment.

Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.

Original finding: Compliant Following rectification: n/a

Evidence guidance

Each trainer / assessor **must meet all** requirements for each training product being delivered:

| Trainer / Assessor name | Training product code/s delivered | 1.13 (a) | | 1.13 (b) | | 1.13 (c) | |
|-------------------------|--|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | Y | N | Y | N | Y | N |
| Lilly Hope | MTM20111 Certificate II in Meat Processing (Abattoirs) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Michael McCartney | MTM20111 Certificate II in Meat Processing (Abattoirs) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Shelly Crimmin | CHC30212 Certificate III in Aged Care CHC30312 Certificate III in Home and Community Care | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Heather Kanvangah | CHC30212 Certificate III in Aged Care CHC30312 Certificate III in Home and Community Care | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |



| | | | | | | | |
|--------------------------|--|-------------------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|
| Sharyn Trewin | CHC30113 Certificate III in Early Childhood Education and Care CHC50113 Diploma of Early Childhood Education and Care | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kate Williams | CHC30113 Certificate III in Early Childhood Education and Care CHC50113 Diploma of Early Childhood Education and Care | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Troy Stone | TLILIC4011A Licence to operate a slewing mobile crane (over 100 tonnes) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kathy Hall | SIB30110 Certificate III in Beauty Services | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Chris Holloway | CPC30211 Certificate III in Carpentry | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| David Uebergang | CPC30211 Certificate III in Carpentry | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| David Smurthwaite | AHC30810 Certificate III in Arboriculture | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Neil Dyson | AHC30810 Certificate III in Arboriculture | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Sheryl Duncan | SIT31013 Certificate III in Catering Operations | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Janelle Baker | TAE40110 Certificate IV in Training and Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |



Clause 1.14

The RTO's training and assessment is delivered only by persons who have:
 a) prior to 1 January 2016, the training and assessment qualification specified in Item 1 or Item 2 of Schedule 1, or demonstrated equivalence of competencies; and
 b) from 1 January 2016, the training and assessment qualification specified in Item 1 or Item 2 of Schedule 1.

Original finding: Not compliant

Following rectification: n/a

Evidence guidance

Y N

VET qualifications of trainers and assessors have been verified

Each trainer / assessor **must meet at least one** of the following requirements:

| Trainer / Assessor name | Schedule 1 Item 1 | | Schedule 1 Item 2 | | Demonstrated equivalence | |
|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Y | N | Y | N | Y | N |
| Lilly Hope | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michael McCartney | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Shelly Crimmin | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Heather Kanvangah | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sharyn Trewin | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kate Williams | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Troy Stone | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kathy Hall | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Chris Holloway | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| David Uebergang | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| David Smurthwaite | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Neil Dyson | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



| | | | | | | |
|----------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Sheryl Duncan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Janelle Baker | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Schedule 1, Item 1: TAE40110 Certificate IV in Training and Assessment or its successor
 Schedule 1, Item 2: A Diploma or higher level qualification in adult education

Reasons for finding of non-compliance:

- The RTO did not provide evidence to demonstrate that it verifies the VET qualifications of its trainers and assessors.

In order to become compliant, the organisation is required to:

- Provide evidence which demonstrates how it will verify the VET qualifications of its trainers and assessors.

Analysis of rectification evidence:

- Evidence yet to be supplied

Clause 1.15
 Where a person conducts assessment only, the RTO ensures that the person has:
 a) prior to 1 January 2016, the training and assessment qualification specified in Item 1 or Item 2 or Item 3 of Schedule 1, or demonstrated equivalence of competencies; and
 b) from 1 January 2016, Item 1 or Item 2 or Item 3 of Schedule 1.

Original finding: Not audited

Following rectification: n/a

| Evidence guidance | Y | N |
|---|--------------------------|--------------------------|
| The RTO uses assessors that conduct assessment only. If no, clause is not audited. If yes: | <input type="checkbox"/> | <input type="checkbox"/> |

Assessor name

Training product code/s delivered

Each assessor (who conducts assessment only) must meet at least one of the following requirements:

- | | | |
|---|--------------------------|--------------------------|
| • TAE40110 Certificate IV in Training and Assessment or its successor | <input type="checkbox"/> | <input type="checkbox"/> |
| • equivalent competencies to TAE40110 (TAA40104 is equivalent) | <input type="checkbox"/> | <input type="checkbox"/> |
| • diploma or higher qualification in adult education | <input type="checkbox"/> | <input type="checkbox"/> |
| • equivalent competencies to diploma or higher qualification in adult education | <input type="checkbox"/> | <input type="checkbox"/> |
| • TAESS00001 Assessor skill set or its successor | <input type="checkbox"/> | <input type="checkbox"/> |
| • equivalent competencies to TAESS00001 Assessor skill set | <input type="checkbox"/> | <input type="checkbox"/> |

Each assessor (who conducts assessment only) must meet all of the following requirements:



| | | |
|--|--------------------------|--------------------------|
| • vocational competencies at least to the level being delivered (actual qualification/unit not required) | <input type="checkbox"/> | <input type="checkbox"/> |
| • current relevant industry skills | <input type="checkbox"/> | <input type="checkbox"/> |
| • current vocational training and learning knowledge and skills | <input type="checkbox"/> | <input type="checkbox"/> |

Clause 1.16
The RTO ensures that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment.

Original finding: Compliant **Following rectification:** n/a

| Evidence guidance | Y | N |
|---|-------------------------------------|--------------------------|
| Trainers and assessors undertake professional development in the knowledge and practice of vocational training, learning and assessment, including competency based training and assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Clause 1.17
Where the RTO, in delivering training and assessment, engages an individual who is not a trainer or assessor, the individual works under the supervision of a trainer and does not determine assessment outcomes.

Original finding: Not audited **Following rectification:** n/a

| Evidence guidance | Y | N |
|---|--------------------------|-------------------------------------|
| People delivering training under supervision are utilised | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| If no, clauses 1.17 – 1.20 are not audited, go to Clause 1.21 . If yes: | | |
| Supervision is provided by a trainer that meets the requirements of clauses 1.13 and 1.14 | <input type="checkbox"/> | <input type="checkbox"/> |
| People under supervision do not determine assessment outcomes | <input type="checkbox"/> | <input type="checkbox"/> |

Clause 1.18
The RTO ensures that any individual working under the supervision of a trainer under Clause 1.17:

- a) holds the skill set defined in Item 4 of Schedule 1 or, prior to 1 January 2016, is able to demonstrate equivalence of competencies;
- b) has vocational competencies at least to the level being delivered and assessed; and
- c) has current industry skills directly relevant to the training and assessment being provided.

Original finding: Not audited **Following rectification:** n/a

| Evidence guidance | Y | N |
|-------------------|---|---|
|-------------------|---|---|

Individual working under supervision name



Each individual who works under the supervision of a trainer must meet at least one of the following requirements:

- TAESS00003 Enterprise trainer and assessor skill set or its successor
- equivalent competencies to TAESS00003
- TAESS00007 Enterprise trainer – presenting skill set or its successor
- equivalent competencies to TAESS00007
- TAESS00008 Enterprise trainer – mentoring skill set or its successor
- equivalent competencies to TAESS00008

Each individual who works under the supervision of a trainer must meet all of the following requirements:

- vocational competencies at least to the level being delivered (actual qualification/unit not required)
- current relevant industry skills

Clause 1.19

Where the RTO engages an individual under Clause 1.17, it ensures that the training and assessment complies with Standard 1.

Original finding: Not audited

Following rectification: n/a

| Evidence guidance | Y | N |
|--|--------------------------|--------------------------|
| Training and assessment complies with Standard 1 | <input type="checkbox"/> | <input type="checkbox"/> |

Clause 1.20

Without limiting Clauses 1.17 - 1.19, the RTO:

- a) determines and puts in place:
 - i) the level of the supervision required; and
 - ii) any requirements, conditions or restrictions considered necessary on the individual's involvement in the provision of training and collection of assessment evidence; and
- b) ensures that trainers providing supervision monitor and are accountable for all training provision and collection of assessment evidence by the individual under their supervision.

Original finding: Not audited

Following rectification: n/a

| Evidence guidance | Y | N |
|---|--------------------------|--------------------------|
| Supervision arrangements have been identified | <input type="checkbox"/> | <input type="checkbox"/> |
| People delivering training under supervision have been monitored by the supervising trainer | <input type="checkbox"/> | <input type="checkbox"/> |



Clause 1.21

Prior to 1 January 2016, to deliver any AQF qualification or skill set from the Training and Education Training Package (or its successor) the RTO must ensure all trainers and assessors delivering the training and assessment:

- a) hold the training and assessment qualification at least to the level being delivered; or**
- b) have demonstrated equivalence of competencies.**

Original finding: Compliant

Following rectification: n/a

Evidence guidance

Y N

A TAE qualification or skill set is included in the audit scope

If no, clause is not audited. If yes:

Janelle Baker

Each trainer/assessor that intends to deliver TAE40110 Certificate IV in Training and Assessment or TAESS00001 Assessor skill set must meet at least one of the following eight requirements:

- | | | |
|---|-------------------------------------|--------------------------|
| • TAE40110 Certificate IV in Training and Assessment or its successor | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • equivalent competencies to TAE40110 (TAA40104 is equivalent) | <input type="checkbox"/> | <input type="checkbox"/> |
| • TAE50111 Diploma of Vocational Education and Training or its successor | <input type="checkbox"/> | <input type="checkbox"/> |
| • equivalent competencies to TAE50111 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • TAE50211 Diploma of Training Design and Development or its successor | <input type="checkbox"/> | <input type="checkbox"/> |
| • equivalent competencies to TAE50211 | <input type="checkbox"/> | <input type="checkbox"/> |
| • diploma or higher qualification in adult education | <input type="checkbox"/> | <input type="checkbox"/> |
| • equivalent competencies to diploma or higher qualification in adult education | <input type="checkbox"/> | <input type="checkbox"/> |

Janelle Baker

Each trainer/assessor that intends to deliver any training product from the TAE10 Training and Education Training Package (excluding TAE40110 Certificate IV in Training and Assessment and TAESS00001 Assessor skill set) must meet one of the following requirements:

- | | | |
|---|-------------------------------------|--------------------------|
| • hold a TAE training product at least to the level being delivered | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • equivalent competencies to the above | <input type="checkbox"/> | <input type="checkbox"/> |

Clause 1.22



From 1 January 2016, to deliver any AQF qualification or skill set from the Training and Education Training Package (or its successor) the RTO must ensure all trainers and assessors delivering the training and assessment hold the training and assessment qualification at least to the level being delivered.

Note: from 1 January 2017, the requirements set out in Clause 1.22 continue to apply to any other AQF qualification or skill set from the Training and Education Training Package (or its successor).

Not audited as clause does not commence until 1 January 2016

Clause 1.23

From 1 January 2017, to deliver the training and assessment qualification specified in Item 1 of Schedule 1, or any assessor skill set from the Training and Education Training Package (or its successor), the RTO must ensure all trainers and assessors delivering the training and assessment:

- a) hold the qualification specified in Item 5 of Schedule 1; or
- b) work under the supervision of a trainer that meets the requirement set out in (a) above.

Not audited as clause does not commence until 1 January 2017

Clause 1.24

The RTO must ensure that any individual working under supervision under Clause 1.23.b) holds the qualification specified in Item 1 of Schedule 1 and does not determine assessment outcomes.

Not audited as clause does not commence until 1 January 2017

Clause 1.25

From 1 January 2016, to deliver any AQF qualification or assessor skill set from the Training and Education Training Package (or its successor), the RTO must have undergone an independent validation of its assessment system, tools, processes and outcomes in accordance with the requirements contained in Schedule 2 (and the definitions of independent validation and validation).

Not audited as clause does not commence until 1 January 2016

Clause 1.26

Subject to [Clause 1.27](#) and unless otherwise approved by the VET Regulator, the RTO ensures that:

- a) where a training product on its scope of registration is superseded, all learners' training and assessment is completed and the relevant AQF certification documentation is issued or learners are transferred into its replacement, within a period of one year from the date the replacement training product was released on the National Register;
- b) where an AQF qualification is no longer current and has not been superseded, all learners' training and assessment is completed and the relevant AQF certification documentation issued within a period of two years from the date the AQF qualification was removed or deleted from the National Register;
- c) where a skill set, unit of competency, accredited short course or module is no longer current and has not been superseded, all learners' training and assessment is completed and the relevant AQF certification documentation issued within a period of one year from the date the skill set, unit of competency, accredited short course or module was removed or deleted from the National Register; and
- d) a new learner does not commence training and assessment in a training product that has been removed or deleted from the National Register.

Original finding: Compliant

Following rectification: n/a



| Evidence guidance | Y | N | N/A |
|--|-------------------------------------|--------------------------|-------------------------------------|
| One or more training products on the RTO's scope of registration has been superseded, removed or deleted since 1 April 2015 If no, clause is not audited. If yes: | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Learners have been completed and issued certification or transferred to the replacement within one year of training products being superseded | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learners have been completed and issued certification within two years of qualifications being removed or deleted | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Learners have been completed and issued certification within one year of skill sets, units, modules or short courses being removed or deleted | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Learners are not commenced in training products that have been removed or deleted | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Clause 1.27
The requirements specified in [Clause 1.26](#) (a) do not apply where a training package requires the delivery of a superseded unit of competency.

Original finding: Not audited

Following rectification: n/a

| Evidence guidance | Y | N |
|--|--------------------------|-------------------------------------|
| One or more training products on the RTO's scope of registration requires delivery of a superseded unit of competency If no, clause is not audited. If yes: | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| The superseded unit of competency has continued to be delivered as required by training product packaging rules | <input type="checkbox"/> | <input type="checkbox"/> |

STANDARD 2 **The operations of the RTO are quality assured.**
To be compliant with Standard 2 the RTO must meet the following:

Clause 2.1
The RTO ensures it complies with these Standards at all times, including where services are being delivered on its behalf. This applies to all operations of an RTO within its scope of registration.

Original finding: Not compliant

Following rectification: n/a

| Evidence guidance | Y | N |
|--|--------------------------|-------------------------------------|
| The RTO is compliant with the clauses sampled across all operations within its scope of registration | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Reasons for finding of non-compliance:

- The RTO was found non-complaint with the following clauses: 1.1, 1.2, 1.5, 1.6, 1.8 and 1.14, at audit. For further detail see clauses: 1.1, 1.2, 1.5, 1.6, 1.8 and 1.14.

In order to become compliant, the organisation is required to:

- The RTO will be complaint with this clause when it rectifies the non-compliances identified at clauses: 1.1, 1.2, 1.5, 1.6, 1.8 and 1.14.

Analysis of rectification evidence:

- Evidence yet to be supplied



Clause 2.2

The RTO:

- a) systematically monitors the RTO's training and assessment strategies and practices to ensure ongoing compliance with Standard 1; and
- b) systematically evaluates and uses the outcomes of the evaluations to continually improve the RTO's training and assessment strategies and practices. Evaluation information includes but is not limited to quality/performance indicator data collected under Clause 7.5, validation outcomes, client, trainer and assessor feedback and complaints and appeals.

Original finding: Compliant

Following rectification: n/a

| Evidence guidance | Y | N |
|---|-------------------------------------|--------------------------|
| Training and assessment strategies and practices are systematically monitored, including evaluation of: | | |
| • AVETMISS data | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • quality indicator data | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • validation outcomes | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • client feedback | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • trainer and assessor feedback | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • complaints and appeals | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Outcomes of monitoring have informed improvement activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Clause 2.3

The RTO ensures that where services are provided on its behalf by a third party the provision of those services is the subject of a written agreement.

Original finding: Compliant

Following rectification: n/a

| Evidence guidance | Y | N |
|--|-------------------------------------|--------------------------|
| Third party arrangements are in place for delivery of services | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| If no, clauses 2.3 – 2.4 are not audited. If yes: | | |
| A written agreement is in place for each arrangement (also refer Clause 8.2) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Clause 2.4

The RTO has sufficient strategies and resources to systematically monitor any services delivered on its behalf, and uses these to ensure that the services delivered comply with these Standards at all times.

Original finding: Compliant

Following rectification: n/a

| Evidence guidance | Y | N | N/A |
|--|-------------------------------------|--------------------------|--------------------------|
| Strategies have been developed to systematically monitor third party arrangements to ensure services comply with these Standards | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| The above strategies have been implemented | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



STANDARD 3 The RTO issues, maintains and accepts AQF certification documentation in accordance with these Standards and provides access to learner records.
To be compliant with Standard 3 the RTO must meet the following:

Clause 3.1
The RTO issues AQF certification documentation only to a learner whom it has assessed as meeting the requirements of the training product as specified in the relevant training package or VET accredited course.

| | | |
|--|-------------------------------------|--------------------------|
| Original finding: Compliant | Following rectification: n/a | |
| Evidence guidance | Y | N |
| Only learners who have been assessed as meeting the requirements of the training product are issued with AQF certification documentation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Clause 3.2
All AQF certification documentation issued by an RTO meets the requirements of Schedule 5.

| | | |
|--|-------------------------------------|--------------------------|
| Original finding: Compliant | Following rectification: n/a | |
| Evidence guidance | Y | N |
| AQF certification documentation: | | |
| • complies with the AQF Qualifications Issuance Policy | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • complies with the requirements of Schedule 5 to these Standards | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • a register of all qualifications issued is maintained | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Reference: AQF Qualifications Issuance Policy , AQF Qualifications Register Policy | | |

Clause 3.3
AQF certification documentation is issued to a learner within 30 calendar days of the learner being assessed as meeting the requirements of the training product if the training program in which the learner is enrolled is complete, and providing all agreed fees the learner owes to the RTO have been paid.

| | | |
|--|-------------------------------------|--------------------------|
| Original finding: Compliant | Following rectification: n/a | |
| Evidence guidance | Y | N |
| AQF certification documentation is issued within 30 days of all requirements being met | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Clause 3.4
Records of learner AQF certification documentation are maintained by the RTO in accordance with the requirements of Schedule 5 and are accessible to current and past learners.

| | | |
|---|-------------------------------------|--------------------------|
| Original finding: Compliant | Following rectification: n/a | |
| Evidence guidance | Y | N |
| Records of qualifications and statements of attainment issued, sufficient to enable reissuance, are retained for a period of 30 years | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| The above records are accessible to current and past learners | <input checked="" type="checkbox"/> | <input type="checkbox"/> |



Clause 3.5

The RTO accepts and provides credit to learners for units of competency and/or modules (unless licensing or regulatory requirements prevent this) where these are evidenced by:

- a) AQF certification documentation issued by any other RTO or AQF authorised issuing organisation; or
- b) authenticated VET transcripts issued by the Registrar.

Original finding: Compliant

Following rectification: n/a

| Evidence guidance | Y | N |
|--|-------------------------------------|--------------------------|
| Credit is provided to learners for units or modules where evidenced by AQF certification documentation or an authenticated VET transcript (unless licensing or regulatory requirements prevent this) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Clause 3.6

The RTO meets the requirements of the Student Identifier scheme, including:

- a) verifying with the Registrar, a Student Identifier provided to it by an individual before using that Student Identifier for any purpose;
- b) ensuring that it will not issue AQF certification documentation to an individual without being in receipt of a verified Student Identifier for that individual, unless an exemption applies under the Student Identifiers Act 2014;
- c) ensuring that where an exemption described in Clause 3.6 (b) applies, it will inform the student prior to either the completion of the enrolment or commencement of training and assessment, whichever occurs first, that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the Registrar; and
- d) ensuring the security of Student Identifiers and all related documentation under its control, including information stored in its student management systems.

Original finding: Compliant

Following rectification: n/a

| Evidence guidance | Y | N | N/A |
|---|-------------------------------------|--------------------------|-------------------------------------|
| Student Identifiers are verified before being used | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| AQF certification document is only issued to an individual with a verified Student Identifier, unless an exemption applies | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Where an exemption applies, learners are informed prior to commencement that results will not be included in the USI system | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Security of Student Identifiers and related records is ensured | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

STANDARD 4

Accurate and accessible information about an RTO, its services and performance is available to inform prospective and current learners and clients.

To be compliant with Standard 4 the RTO must meet the following:

Clause 4.1

Information, whether disseminated directly by the RTO or on its behalf, is both accurate and factual, and:

- a) accurately represents the services it provides and the training products on its scope of registration;
- b) includes its RTO Code;
- c) refers to another person or organisation in its marketing material only if the consent of that person or organisation has been obtained;



- d) uses the NRT Logo only in accordance with the conditions of use specified in Schedule 4;
- e) makes clear where a third party is recruiting prospective learners for the RTO on its behalf;
- f) distinguishes where it is delivering training and assessment on behalf of another RTO or where training and assessment is being delivered on its behalf by a third party;
- g) distinguishes between nationally recognised training and assessment leading to the issuance of AQF certification documentation from any other training or assessment delivered by the RTO;
- h) includes the code and title of any training product, as published on the National Register, referred to in that information;
- i) only advertises or markets a non-current training product while it remains on the RTO's scope of registration;
- j) only advertises or markets that a training product it delivers will enable learners to obtain a licensed or regulated outcome where this has been confirmed by the industry regulator in the jurisdiction in which it is being advertised;
- k) includes details about any VET FEE-HELP, government funded subsidy or other financial support arrangements associated with the RTO's provision of training and assessment; and
- l) does not guarantee that:
 - i) a learner will successfully complete a training product on its scope of registration; or
 - ii) a training product can be completed in a manner which does not meet the requirements of [Clause 1.1](#) and [1.2](#); or
 - iii) a learner will obtain a particular employment outcome where this is outside the control of the RTO.

Original finding: Compliant

Following rectification: n/a

| Evidence guidance | Y | N | N/A |
|--|-------------------------------------|--------------------------|-------------------------------------|
| Advertising and marketing: | | | |
| • is accurate and factual | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • accurately represents the services provided | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • accurately represents the RTO scope of registration | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • includes the RTO code | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • only refers to a person or organisation with their consent | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • uses the NRT logo in accordance with the conditions of use specified in Schedule 4 of these Standards | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • identifies where a third party is recruiting prospective learners on behalf of the RTO | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • identifies where training and assessment is being provided on behalf of another RTO | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • identifies where training and assessment is being provided by a third party | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • distinguishes between national recognised training and other training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • includes the code and title of each training product as per www.training.gov.au | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • includes accurate information about licensed or regulated outcomes | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • includes details about financial support provided, including VET FEE-HELP | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • includes details about relevant government funding subsidies | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Does not guarantee that a learner:

- will successfully complete a training product
- can complete a training product in a manner not compliant with [Clauses 1.1](#) or [1.2](#)
- will obtain a particular employment outcome unless this is in the control of the RTO

STANDARD 5 Each learner is properly informed and protected.
To be compliant with Standard 5 the RTO must meet the following:

Clause 5.1

Prior to enrolment or the commencement of training and assessment, whichever comes first, the RTO provides advice to the prospective learner about the training product appropriate to meeting the learner’s needs, taking into account the individual’s existing skills and competencies.

Original finding: Compliant

Following rectification: n/a

| Evidence guidance | Y | N |
|---|-------------------------------------|--------------------------|
| Information is provided to prospective learners, prior to enrolment or commencement of training or assessment whichever comes first, about the training product appropriate to meeting the learner’s needs, taking into account the individual’s existing skills and competencies | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Clause 5.2

Prior to enrolment or the commencement of training and assessment, whichever comes first, the RTO provides, in print or through referral to an electronic copy, current and accurate information that enables the learner to make informed decisions about undertaking training with the RTO and at a minimum includes the following content:

- a) the code, title and currency of the training product to which the learner is to be enrolled, as published on the National Register;
- b) the training and assessment, and related educational and support services the RTO will provide to the learner including the:
 - i) estimated duration;
 - ii) expected locations at which it will be provided;
 - iii) expected modes of delivery;
 - iv) name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the learner on the RTO’s behalf; and
 - v) any work placement arrangements.
- c) the RTO’s obligations to the learner, including that the RTO is responsible for the quality of the training and assessment in compliance with these Standards, and for the issuance of the AQF certification documentation.
- d) the learner’s rights, including:
 - i) details of the RTO’s complaints and appeals process required by [Standard 6](#); and
 - ii) if the RTO, or a third party delivering training and assessment on its behalf, closes or ceases to deliver any part of the training product that the learner is enrolled in;
- e) the learner’s obligations:
 - i) in relation to the repayment of any debt to be incurred under the VET FEE-HELP scheme arising from the provision of services;
 - ii) any requirements the RTO requires the learner to meet to enter and successfully complete their chosen training product; and



iii) any materials and equipment that the learner must provide; and
 f) information on the implications for the learner of government training entitlements and subsidy arrangements in relation to the delivery of the services.

Original finding: Compliant

Following rectification: n/a

| Evidence guidance | Y | N | N/A |
|--|-------------------------------------|--------------------------|--------------------------|
| Prior to enrolment or commencement, written information is provided on the following: | | | |
| • code and title of the training product as per www.training.gov.au | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • currency of the training product | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • estimated duration of training and/or assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • location/s where training and/or assessment will be provided | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • mode/s of delivery | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • name and contact details of any third party providing services | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • work placement arrangements | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • confirmation that the RTO is responsible for compliance of training and/or assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • confirmation that the RTO is responsible for issuance of AQF certification documentation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • details of the RTO complaints and appeals processes (also refer Clauses 6.1 – 6.4) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • the learner’s rights if the RTO or a third party closes or ceases to deliver the agreed training and/or assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • the learner’s obligation to repay any VET FEE-HELP debt | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • any entry requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • any materials and equipment the learner must provide | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • any implications on the learner’s entitlement to access government funding by undertaking the training and/or assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Clause 5.3

Where the RTO collects fees from the individual learner, either directly or through a third party, the RTO provides or directs the learner to information prior to enrolment or the commencement of training and assessment, whichever comes first, specifying:

- a) all relevant fee information including:
 - i) fees that must be paid to the RTO; and
 - ii) payment terms and conditions including deposits and refunds;
- b) the learner’s rights as a consumer, including but not limited to any statutory cooling-off period, if one applies;
- c) the learner’s right to obtain a refund for services not provided by the RTO in the event the:
 - i) arrangement is terminated early; or
 - ii) the RTO fails to provide the agreed services.

Original finding: Compliant

Following rectification: n/a

| Evidence guidance | Y | N | N/A |
|-------------------|---|---|-----|
|-------------------|---|---|-----|



Fees are collected from individual learners

If no, clause is not audited. If yes:

| | | |
|---|-------------------------------------|--|
| Written information is provided on the following, prior to enrolment or commencement: | | |
| • all fees that must be paid | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • payment terms and conditions | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • refund terms and conditions | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • the learner's statutory right to a cooling-off period | <input type="checkbox"/> | <input type="checkbox"/> <input checked="" type="checkbox"/> |

Clause 5.4
 Where there are any changes to agreed services, the RTO advises the learner as soon as practicable, including in relation to any new third party arrangements or a change in ownership or changes to existing third party arrangements.

| | | | |
|--|-------------------------------------|--------------------------|--------------------------|
| Original finding: Compliant | Following rectification: n/a | | |
| Evidence guidance | Y | N | N/A |
| Learners are advised of any changes to agreed services | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

STANDARD 6 **Complaints and appeals are recorded, acknowledged and dealt with fairly, efficiently and effectively.**
 Subject to [Clause 6.6](#), to be compliant with Standard 6 an RTO must meet the following:

Clause 6.1
 The RTO has a complaints policy to manage and respond to allegations involving the conduct of:
 a) the RTO, its trainers, assessors or other staff;
 b) a third party providing services on the RTO's behalf, its trainers, assessors or other staff;
 or
 c) a learner of the RTO.

| | | | |
|---|-------------------------------------|-------------------------------------|------------|
| Original finding: Compliant | Following rectification: n/a | | |
| Evidence guidance | Y | N | N/A |
| The RTO is an employer or volunteer organisation and: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |

- learners consist only of employees or members, and
- learners do not pay any fees, and
- an organisational complaints and appeals policy is in place broad enough to cover all training and/or assessment services provided.

If yes to the above, Clauses 6.1 – 6.4 are not audited, go to [Clause 6.5](#). If no:

| | | | |
|---|-------------------------------------|--------------------------|--------------------------|
| A complaints policy (may be combined with appeals) has been developed to respond to complaints about: | | | |
| • the RTO | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • RTO staff | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • learners | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • third parties | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Clause 6.2

The RTO has an appeals policy to manage requests for a review of decisions, including assessment decisions, made by the RTO or a third party providing services on the RTO's behalf.

Original finding: Compliant

Following rectification: n/a

Evidence guidance

Y N

An appeals policy has been developed covering decisions made for or on behalf of the RTO (may be combined with complaints):

Clause 6.3

The RTO's complaints policy and appeals policy:

- a) ensure the principles of natural justice and procedural fairness are adopted at every stage of the complaint and appeal process;
- b) are publicly available;
- c) set out the procedure for making a complaint or requesting an appeal;
- d) ensure complaints and requests for an appeal are acknowledged in writing and finalised as soon as practicable; and
- e) provide for review by an appropriate party independent of the RTO and the complainant or appellant, at the request of the individual making the complaint or appeal, if the processes fail to resolve the complaint or appeal.

Original finding: Compliant

Following rectification: n/a

Evidence guidance

Y N

The complaints and appeals policy/ies:

- adopt the principles of natural justice and procedural fairness by:
 - informing those involved of the allegations
 - providing those involved an opportunity to present their side of the matter
 - operating in a fair and unbiased way
- are publicly available
- include a procedure for submitting a complaint or appeal
- ensure complaints and appeals are acknowledged in writing
- ensure complaints and appeals are finalised as soon as practicable
- provide for review of complaints and appeals by an independent party

Clause 6.4

Where the RTO considers more than 60 calendar days are required to process and finalise the complaint or appeal, the RTO:

- a) informs the complainant or appellant in writing, including reasons why more than 60 calendar days are required; and
- b) regularly updates the complainant or appellant on the progress of the matter.

Original finding: Compliant

Following rectification: n/a

Evidence guidance

Y N N/A

Where more than 60 calendar days have been required to process a complaint or appeal:

- the complainant or appellant is advised in writing of the reasons



- the complainant or appellant is regularly updated in writing

Clause 6.5

The RTO:

- a) securely maintains records of all complaints and appeals and their outcomes; and
- b) identifies potential causes of complaints and appeals and takes appropriate corrective action to eliminate or mitigate the likelihood of reoccurrence.

Original finding: Compliant

Following rectification: n/a

| Evidence guidance | Y | N | N/A |
|--|-------------------------------------|--------------------------|--------------------------|
| Secure records are maintained of all complaints and appeals and their outcomes | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Potential cause of complaints and appeals are identified and corrective action taken | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Clause 6.6

Where the RTO is an employer or a volunteer organisation whose learners solely consist of its employees or members, does not charge fees for the training and/or assessment, and does not have in place a specific complaints and appeals policy in accordance with Clauses 6.1 & 6.2, the organisation has a complaints and appeals policy which is sufficiently broad to cover the services provided by the RTO.

Original finding: Compliant

Following rectification: n/a

| Evidence guidance | Y | N |
|---|-------------------------------------|--------------------------|
| An organisational complaints and appeals policy is in place broad enough to cover all training and/or assessment services provided. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

STANDARD 7 The RTO has effective governance and administration arrangements in place. To be compliant with Standard 7 the RTO must meet the following:

Clause 7.1

The RTO ensures that its executive officers or high managerial agent:

- a) are vested with sufficient authority to ensure the RTO complies with the RTO Standards at all times; and
- b) meet each of the relevant criteria specified in the Fit and Proper Person Requirements in Schedule 3.

Not audited

Clause 7.2

The RTO satisfies the *Financial Viability Risk Assessment Requirements*.

Not audited

Clause 7.3

Where the RTO requires, either directly or through a third party, a prospective or current learner to prepay fees in excess of a total of \$1500 (being the threshold prepaid fee amount), the RTO must meet the requirements set out in the Requirements for Fee Protection in Schedule 6.

Original finding: Compliant

Following rectification: n/a

| Evidence guidance | Y | N | N/A |
|-------------------|---|---|-----|
|-------------------|---|---|-----|



Prepaid fees in excess of \$1,500 are collected from individual learners

If no, clause is not audited. If yes:

Government entities and universities

The RTO implements a policy addressing learner fee protection arrangements. This policy details how, if the RTO is unable to provide services for which the learner has prepaid, the learner will **either**:

- be placed into an equivalent course such that:
 - the new location is suitable to the learner
 - the learner receives the full services for which they have prepaid at no additional cost to the learner; **or**
- be paid a refund of any prepaid fees for services yet to be delivered above the threshold prepaid fee amount

Other RTOs

All learners are protected by one or more of the following:

- the RTO holds an unconditional financial guarantee from a bank operating in Australia where:
 - the guarantee is for an amount no less than the total amount of prepaid fees held by the RTO in excess of the threshold prepaid fee amount for each learner for services to be provided by the RTO to those learners; and
 - all establishment and ongoing maintenance costs for the bank guarantee are met by the RTO
- the RTO holds current membership of a Tuition Assurance Scheme approved by ASQA
- any other fee protection measure approved by ASQA

Clause 7.4
The RTO holds public liability insurance that covers the scope of its operations throughout its registration period.

Original finding: Not audited

Following rectification: n/a

Evidence guidance **Y** **N**

Public liability insurance is in place that:

- provides coverage for the RTO
- covers training and assessment activities

Clause 7.5
The RTO provides accurate and current information as required by the *Data Provision Requirements* as updated from time to time.

Not audited

STANDARD 8 **The RTO cooperates with the VET Regulator and is legally compliant at all times.**
To be compliant with Standard 8 the RTO must meet the following:



Clause 8.1

The RTO cooperates with the VET Regulator:

- a) by providing accurate and truthful responses to information requests from the VET Regulator relevant to the RTO's registration;
- b) in the conduct of audits and the monitoring of its operations;
- c) by providing quality/performance indicator data;
- d) by providing information about substantial changes to its operations or any event that would significantly affect the RTO's ability to comply with these standards within 90 calendar days of the change occurring;
- e) by providing information about significant changes to its ownership within 90 calendar days of the change occurring; and
- f) in the retention, archiving, retrieval and transfer of records.

Original finding: Not audited

Following rectification: n/a

Evidence guidance

Y N

The RTO co-operates with ASQA:

- by providing accurate and truthful responses to information requests relevant to the RTO's registration
- in the conduct of audits and the monitoring of its operations
- by providing quality/performance indicator data
- by providing information about substantial changes to its operations or significant changes to its ownership or any event that would significantly affect the RTO's ability to comply with these standards within 90 days of the change occurring
- in the retention, archiving, retrieval and transfer of records

Reference: [ASQA General Direction – Retention requirements for completed student assessment items](#)

Clause 8.2

The RTO ensures that any third party delivering services on its behalf is required under written agreement to cooperate with the VET Regulator:

- a) by providing accurate and factual responses to information requests from the VET Regulator relevant to the delivery of services; and
- b) in the conduct of audits and the monitoring of its operations.

Original finding: Compliant

Following rectification: n/a

Evidence guidance

Y N

Third party arrangements are in place for delivery of services (also refer [Clause 2.3](#))
 If no, clause is not audited. If yes:

Written agreements include a clause requiring that third parties co-operate with ASQA in:

- providing accurate and factual responses to information requests from ASQA relevant to the delivery of services
- in the conduct of audits and the monitoring of its operations

Clause 8.3

The RTO notifies the Regulator:

- a) of any written agreement entered into under Clause 2.3 for the delivery of services on its behalf within 30 calendar days of that agreement being entered into or prior to the obligations under the agreement taking effect, whichever occurs first; and
- b) within 30 calendar days of the agreement coming to an end.



Not audited

Clause 8.4

The RTO provides an annual declaration on compliance with these Standards to the VET Regulator and in particular whether it:

- a) currently meets the requirements of the Standards across all its scope of registration and has met the requirements of the Standards for all AQF certification documentation it has issued in the previous 12 months; and
- b) has training and assessment strategies and practices in place that ensure that all current and prospective learners will be trained and assessed in accordance with the requirements of the Standards.

Not audited

Clause 8.5

The RTO complies with Commonwealth, State and Territory legislation and regulatory requirements relevant to its operations.

Not audited

Clause 8.6

The RTO ensures its staff and clients are informed of any changes to legislative and regulatory requirements that affect the services delivered.

Original finding: Compliant

Following rectification: n/a

| Evidence guidance | Y | N |
|---|-------------------------------------|--------------------------|
| Staff and clients are informed of changes to legislative and regulatory requirements that affect the services delivered | <input checked="" type="checkbox"/> | <input type="checkbox"/> |