

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

ORGANISATION DETAILS

Organisation's legal name	Illawarra Area Child Care Ltd
Trading name/s	Early Childhood Training & Resource Centre (ECTARC)
RTO number	90331
CRICOS number	n/a

AUDIT TEAM

Lead auditor	Margaret Foran
Auditor/s	n/a
Technical adviser/s	n/a

AUDIT DETAILS

Application number/s	1062281	
Audit number/s	1006665	
Audit reason 1	Application - renewal of VET registration	
Audit reason 2	n/a	
Audit reason 3	n/a	
Activity type	Site visit	
Address of site/s visited	Unit 2, 210 Shellharbour Road, Warrawong NSW 2502	
Date/s of audit	12/02/2015	
Organisation's contact for audit	Mrs Sarah Janice Langtry jan@ectarc.com.au	CEO (02) 4223 1150
Clauses audited	1.1-1.21, 2, 3, 4, 5, 6 and 8.6	

BACKGROUND

- Illawarra Area Child Care Ltd, trading as Early Childhood Training & Resource Centre (ECTARC) was established as a community owned, not for profit Registered Training Organisation (RTO) in 1998 to provide training in early childhood to its staff in the Illawarra Region. Since then it has expanded to provide training in other sector-relevant qualifications for fee-paying clients and trainees/apprentices in NSW, Queensland and the ACT.
- Illawarra Area Child Care Ltd manages ECTARC and 12 early childhood education and care services in the Illawarra and Shoalhaven areas of NSW.
- The RTO submitted an application for the renewal of registration on 8 August 2014.

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

- 1285

AUDIT SAMPLE

Code	Training product	Mode/s of delivery/ assessment *	Current enrolments (If not yet on scope, record N/A)
BSB40812	Certificate IV in Frontline Management	Distance+F-F	9
CHC30113	Certificate III in Early Childhood Education and Care	Dis/train/wk	534
CHC50113	Diploma of Early Childhood Education and Care	Dis/train/wk	596
TAE40110	Certificate IV in Training and Assessment	Face-face	0
HLTFS309C	Oversee the day-to-day implementation of food safety in the workplace	Distance	0
HLTFS310C	Apply and monitor food safety requirements	Distance	9
HLTNA302D	Plan and evaluate meals and menus to meet recommended dietary guidelines	Dis+face-face	37

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

INTERVIEWEES

Name	Position	Training product
Jan Langtry	CEO	All
Sarah Mezedi	Manager	All
Sue Bond	Qld Manager	All
Nan Greig	Manager	All
Natalie Fernandes	Manager	All
Rachel Griffith	Manager	All

ORIGINAL AUDIT FINDING AT TIME OF AUDIT

Audit finding as at 17/02/2015: Significant 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 18/03/2015: Compliant

AUDIT FINDING BY STANDARD

Standard	Original finding	Finding following rectification
Standard 1	Not compliant	Compliant



Standard 2	Not compliant	Compliant
Standard 3	Compliant	n/a
Standard 4	Compliant	n/a
Standard 5	Compliant	n/a
Standard 6	Compliant	n/a
Standard 7	Not audited	n/a
Standard 8	Compliant	n/a

ABOUT THIS REPORT

This report details findings against the *Standards for Registered Training Organisations (RTOs) 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:

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.

Original finding: Compliant

Following rectification: n/a

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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	
Each strategy has been consistently implemented	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTE – transition arrangements may apply to this clause for audits conducted prior to 30 June 2015

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: 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 checked="" type="checkbox"/>	<input type="checkbox"/>
• the mode/s of delivery	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• the number of units and/or modules being delivered	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Each strategy is consistent with the AQF volume of learning benchmarks, taking into account the above items	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Reference: [AQF](#), [AQF volume of learning](#)

NOTE – transition arrangements may apply to this clause for audits conducted prior to 30 June 2015

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 ☒ ☐
- educational and support services to meet the needs of learners ☒ ☐
- learning resources that address the requirements of all components of the 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 ☒ ☐

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

Original finding: Not compliant

Following rectification: Compliant

Evidence guidance

Y N N/A

Training and assessment strategies and resources are consistent with the requirements of each training product sampled ☐ ☒ ☐

Training and assessment practices are consistent with the requirements of each training product sampled ☐ ☒ ☐

Reasons for finding of non-compliance:

- Assessment tools and assessment practices for the sampled training products are not consistent with the Training Package requirements.

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

- Provide assessment tools that address the non-compliances as detailed in Clause 1.8 of this audit report.

Analysis of rectification evidence:

- The RTO provided assessment tools and practices for the sampled qualifications that are consistent with the Training Package requirements.

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

Original finding: 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 ☒ ☐

NOTE – transition arrangements may apply to this clause for audits conducted prior to 30 June 2015



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.
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Original finding: Compliant		Following rectification: n/a		
Evidence guidance		Y	N	N/A
A range of industry engagement strategies have been developed		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Industry engagement strategies have been implemented		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outcomes from industry engagement strategies have been systematically used to inform:		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• training and assessment strategies		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• training and assessment practices		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• resources, including facilities and equipment		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• current industry skills required to be held by trainers and assessors		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<i>NOTE – transition arrangements may apply to this clause for audits conducted prior to 30 June 2015</i>				

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.
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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"/>	

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.
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Original finding: Not compliant		Following rectification: Compliant		
Evidence guidance		Y	N	N/A
BSB40812 Certificate IV in Frontline Management				
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"/>
BSBMGT401A Show leadership in the workplace				
Assessment tools consist of:				



- Instructions for students, Task 1: Theory: Research Organisational Values; Task 2: Practical: Leading the team; Task 3: Manager's Evidence Record, based on a case study of simulated business 'Bounce Fitness' or own organisation, record of assessment.

BSBPMG522A Undertake project work

Assessment tools consist of:

- Instructions for students, Task 1: Practical: Project research; Task 2: Practical: Develop Plan; Task 3: Theory: Administer and monitor the project; Task 4: Theory: Finalise the project; Task 5: Presentation; Task 6: Manager's Evidence Record, based on a case study of simulated business 'Bounce Fitness' or own organisation.

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

BSBMGT401 A		BSBPMG522 A		Evidence guidance:
Y	N	Y	N	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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:

BSBMGT401 A		BSBPMG522 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 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
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CHC30113 Certificate III in Early Childhood Education and Care
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CHCECE005 Provide care for babies and toddlers

Assessment tools consist of:

- on the job third party report, record of assessment, mapping document, RPL assessor record book (pages 46-50)

CHCECE007 Develop positive and respectful relationships with children

Assessment tools consist of:

- assessment cover sheet, on the job third party report, assessment instructions, written questions (Part A to E), Practical task (Part F), mapping document, RPL assessor record book (pages 33-36)

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

CHCECE005		CHCECE007		
Y	N	Y	N	Evidence guidance:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Allows for reasonable adjustment and provides for objective feedback
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Considers dimensions of competency and transferability

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

CHCECE005		CHCECE007		
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
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TAE40110 Certificate IV in Training and Assessment

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

TAEDEL401A Plan, organise and deliver group-based learning

Assessment tools consist of:

- Task 1: Plan, organise and deliver group-based learning; Task 2: Plan, organise and deliver one training session to a different group; Task 3: Review of the delivery; instructions for assessors, instructions for students, assessor decision record, third party observation checklist, assessment mapping (IBSA), mapping document (ECTARC)

TAELLN411 Address adult language, literacy and numeracy skills

Assessment tools consist of:

- Part A: Prepare for delivery and assessment; Part B: Deliver learning and assessment program; Part C: Evaluate the delivery of learning and assessment; instructions for assessors, instructions for students, assessor decision record, third party observation checklist, mapping document, assessment record, assessment mapping (IBSA), mapping document (ECTARC).

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

TAEDEL401A		TAELLN411		Evidence guidance:
Y	N	Y	N	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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
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Rules of Evidence – validity, sufficiency, authenticity, currency:

TAEDEL401 A		TAEELN411			
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
Food Safety Supervisor Program (3 units)			
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"/>

HLTFS309C Oversee the day-to-day implementation of food safety in the workplace

Assessment tools consist of:

- Assessment task 1: 6 written questions (page 25), assessment task 2: case study with 10 written questions (page 49), assessment task 3: scenario and 3 written questions (page 62), guidelines for assessment (page 64), assessment cover sheet (page 65), record of practical assessment (pages 68 to 70), evidence of competence recording sheet (page 71), mapping document

HLTFS310C Apply and monitor food safety requirements

Assessment tools consist of:

- Assessment task 1: 6 written questions (page 25), assessment task 2: case study with 10 written questions (page 49), assessment task 3: scenario and 3 written questions (page 62), guidelines for assessment (page 64), assessment cover sheet (page 65), record of practical assessment (pages 68 to 70), evidence of competence recording sheet (page 71), mapping document

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

HLTFS309C		HLTFS310C			
Y	N	Y	N	Evidence guidance:	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Allows for reasonable adjustment and provides for objective feedback
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Considers dimensions of competency and transferability

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

HLTFS309C		HLTFS310C			
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
HLTNA302D Plan and evaluate meals and menus to meet recommended dietary guidelines			
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"/>

HLTNA302D Plan and evaluate meals and menus to meet recommended dietary guidelines

Assessment tools consist of:

- Assessment task 1: food categories task, assessment task 2: plan menu, assessment task 3: nutrient imbalance task, assessment task 4; evaluate menu, assessment instructions, record of assessment, third party report (dietitian)

n/a

Assessment tools consist of:

- n/a

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

HLTNA302D		n/a			
Y	N	Y	N	Evidence guidance:	
<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allows for reasonable adjustment and provides for objective feedback
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Considers dimensions of competency and transferability

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

HLTNA302D		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 type="checkbox"/>	<input checked="" 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:

- **BSB40812 Certificate IV in Frontline Management**

For the unit, BSBMGT401A Show leadership in the workplace, assessment tools:

- do not assess all the unit requirements. For example, tools do not address:
 - elements and performance criteria: "... implement performance plans" (element 1.3), "facilitate individuals and teams active participation in decision making processes" (element 3.2), "examine options..." (element 3.3), ensure decisions are timely ..." (element 3.4), "prepare plans to implement decisions ..." and "use feedback processes effectively to monitor the implementation and impact of decisions" (element 3.6). Completed tasks provided by student (Melissa) do not include evidence that performance plans have been implemented (1.3) and evidence of element 3.2-3.6
 - required skills: "decision making skills to demonstrate good judgement and follow through", and
 - critical aspects for assessment "instances where leadership and decision making have been demonstrated and which have led to positive changes in the workplace".
- do not provide clear information on the assessment criteria for assessors. Refer to the "record of assessment".



- are not used as specified and may not be reliable and consistent. For example:
 - evidence has not been provided that, when the students' own workplace has been used, the assessor has advised how the assessment will be contextualised (Page 54). Refer to the tasks completed by Melissa.
 - do not include observations as specified in task 2. For example, "Working in groups, your assessor will observe you and your group", "your assessor will be observing the groups and making a judgement on the competency of each of you on the following points ...", "this task will give you the opportunity to assess element 3 through observation of the learners making decisions and working with others to get a decision" (page 57). Refer to the tasks completed by Melissa.
 - evidence has not been included, for the students' work submitted, that the assessment agreement has been signed that the work is their own (page 51). Refer to the tasks completed by Melissa.
- do not include information for assessors in relation to the standards of performance or exemplar responses to ensure consistent and reliable assessment judgement for all assessment tasks.

For the unit, BSBPMG522A Undertake project work, assessment tools:

- do not assess all the unit requirements. For example, assessment tools do not address:
 - elements and performance criteria: "administer and monitor project" (element 3), "finalise project" (element 4) and "review project" (element 5), and
 - required skills: "communication and negotiation skills to work with team members and other stakeholders to maintain project schedules", communication skills to relate to people with diverse abilities and from diverse backgrounds in a culturally appropriate ways" planning and organising skills to monitor and maintain implementation schedules.
- do not allow for the gathering of evidence of the assessors' judgment in relation to all the unit requirements. For example, there is insufficient guidance for assessors in relation to the 'Assessor Feedback' form (pages 93 -96).
- do not include information for assessors in relation to the standards of performance or exemplar responses to ensure consistent and reliable assessment judgement for all assessment tasks.

- **CHC30113 Certificate III in Early Childhood Education and Care, and**
- **CHC50113 Diploma of Early Childhood Education and Care**

For the unit, CHCECE005 Provide care for babies and toddlers, assessment tools:

- do not provide sufficient instructions and tasks for students to ensure that all the practical requirements of the unit are assessed and that assessment is conducted by assessors. For example, "provided care, ... including changing nappies" (performance evidence).

For the unit, CHCECE007 Develop positive and respectful relationships with children, assessment tools:

- do not provide sufficient instructions for students in relation to the practical requirements of the unit so that they may demonstrate competence. For example, in relation to Part F- Practical task, students are not provided with sufficient instructions to ensure that they are able to demonstrate that they communicated positively and considered the child's age and cultural background (performance evidence).
- do not assess all the practical requirements of the unit. For example, "assessed and responded appropriately to behaviours of concern, encouraged children to respect similarities and differences between each other, involved and encouraged children in decision-making and planning" (performance evidence).

- **TAE40110 Certificate IV in Training and Assessment**

For the unit, TAEDEL401A Plan, organise and deliver group-based learning, assessment tools:

- do not clearly specify that assessment of the practical requirements of the unit are conducted by an assessor as the observation checklist is for a third party. Refer to Appendix 2. Also, the observation checklist does not allow for assessors to gather



sufficient evidence in relation to the assessment of the practical skills, for example, presentation skills, group facilitation skills, conflict resolution and negotiation skills, oral communication and language skills, interpersonal skills, observation skills (required skills).

For the unit, TAEELN411 Address adult language, literacy and numeracy skills, assessment tools:

- do not ensure that assessment of all the practical requirements of the unit, such as 'use' at least two learning resources, 'use' at least two instructional strategies and 'use' at least two assessment strategies, is conducted by assessors. Refer to Assessment materials, Part B, page 7.

- **Food Safety Supervisor Program**

For the units, HLTF309C Oversee the day-to-day implementation of food safety in the workplace and HLTF310C Apply and monitor food safety requirements, assessment tools:

- do not provide sufficient instructions and tasks for students to ensure that all the practical requirements of the unit are assessed. For example, "demonstrate monitoring techniques used in the food handling area" and "participate in investigating actual and potential non-conformance and complaints from customers relating to food safety" (essential skills).
- do not require the assessor to assess competence as it is specified that assessment is conducted by the student's supervisor or another person (pages 64 and 67).

For the unit, HLTNA302D Plan and evaluate meals and menus to meet recommended dietary guidelines, assessment tools:

- do not provide sufficient instructions for students in relation to the practical requirements of the unit so that they may demonstrate competence. For example, in relation to Task 2, students are not provided with sufficient instructions to ensure that they are able to demonstrate that they "plan menus according to menu planning principles" (element 2.1).
- do not include clear instructions. For example, in relation to task 2, it is specified that students are to discuss the completed menu plans with the dietician and include their recommendations in the space provided on the menu planning format, however there is no space on the plan. Also, in relation to task 3, it is not clear where students are to complete their responses and it is not clear how the assessor assesses "make adjustments to menu according to dietician's directions" (element 4.4).
- do not provide sufficient information for students on the assessment criteria to be assessed.
- do not provide sufficient information for assessors in relation to the standards of performance or exemplar responses to ensure consistent and reliable assessment judgement for all assessment tasks, for example, assessment tasks 2 and 3.
- do not assess all the practical requirements of the unit. For example, "communicates constructively with clients and other staff to ensure best service" (essential skill).

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

- For the following units:

BSBMGT401A Show leadership in the workplace

BSBPMG522A Undertake project work

CHCECE005 Provide care for babies and toddlers

CHCECE007 Develop positive and respectful relationships with children

TAEDEL401A Plan, organise and deliver group-based learning

TAEELN411 Address adult language, literacy and numeracy skills

HLTF309C Oversee the day-to-day implementation of food safety in the workplace

HLTF310C Apply and monitor food safety requirements, and

HLTNA302D Plan and evaluate meals and menus to meet recommended dietary guidelines:

- provide revised assessment tools that address the non-compliances as specified above. Assessment tools are to include:
 - assessment tasks for the practical requirements of the unit.
 - instructions for students in relation to each of the practical assessment tasks to be completed.
 - information provided to students in relation to the assessment criteria for each of the practical assessment tasks to be completed.
 - instructions for assessors in relation to each of the practical tasks to be completed.
 - evidence, such as a revised record of assessment, to demonstrate that sufficient evidence is collected and by assessors for them to be able to make a determination on satisfactory performance.
 - information provided to assessors in relation to the standards of performance or exemplar responses that would ensure consistent and reliable assessment for each of the practical assessment tasks to be completed.

Analysis of rectification evidence:

- The RTO provided assessment tools for the following units of competency:
 - BSBMGT401A Show leadership in the workplace
 - BSBPMG522A Undertake project work
 - CHCECE005 Provide care for babies and toddlers
 - CHCECE007 Develop positive and respectful relationships with children
 - TAEDL401A Plan, organise and deliver group-based learning
 - TAELN411 Address adult language, literacy and numeracy skills
 - HLTFS309C Oversee the day-to-day implementation of food safety in the workplace
 - HLTFS310C Apply and monitor food safety requirements, and
 - HLTNA302D Plan and evaluate meals and menus to meet recommended dietary guidelines.

The assessment tools meet the requirements of the relevant Training Package and are conducted in accordance with the Principles of Assessment and the Rules of Evidence.

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
- How the validation outcomes will be documented and acted upon

☒ ☐

☒ ☐

☒ ☐

The plan for validation has been implemented

☒ ☐ ☐

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:			
• All training products will be validated at least once every five years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• 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"/>	
• Relative risk of all training products are taken into account in scheduling validation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• 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"/>

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:		
• Relevant vocational competencies and current industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Current knowledge and skills in VET teaching and learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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"/>



1.13	<p>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:</p> <ul style="list-style-type: none"> 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. <p>Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.</p>
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Original finding: Compliant	Following rectification: n/a
Evidence Guidance	Y N
Skills and knowledge of trainers and assessors have been verified	<input checked="" type="checkbox"/> <input type="checkbox"/>

Nan Greig		
Trainer/assessor of following training products within scope of audit:		
CHC30113 Certificate III in Early Childhood Education and Care		
CHC50113 Diploma of Early Childhood Education and Care		
TAE40110 Certificate IV in Training and Assessment, not TAEDEL403A		
BSB40812 Certificate IV in Frontline Management		
Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Natalie Fernandes		
Trainer/assessor of following training products within scope of audit:		
CHC30113 Certificate III in Early Childhood Education and Care		
CHC50113 Diploma of Early Childhood Education and Care		
HLTNA302D Plan and evaluate meals and menus to meet recommended dietary guidelines		
TAE40110 Certificate IV in Training and Assessment		
Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Leesa Van Duin		
Trainer/assessor of following training products within scope of audit:		
CHC30113 Certificate III in Early Childhood Education and Care		
CHC50113 Diploma of Early Childhood Education and Care		
TAE40110 Certificate IV in Training and Assessment		
BSB40812 Certificate IV in Frontline Management		
Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Sarah Mezedi		
Trainer/assessor of following training products within scope of audit:		
CHC30113 Certificate III in Early Childhood Education and Care		
CHC50113 Diploma of Early Childhood Education and Care		
TAE40110 Certificate IV in Training and Assessment, not TAEDEL403A		
BSB40812 Certificate IV in Frontline Management		
Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Julie Cassar		
Trainer/assessor of following training products within scope of audit:		
CHC30113 Certificate III in Early Childhood Education and Care		
CHC50113 Diploma of Early Childhood Education and Care		
HLTNA302D Plan and evaluate meals and menus to meet recommended dietary guidelines		
TAE40110 Certificate IV in Training and Assessment, not TAEDEL403A		
Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Cindy Duggan		
Trainer/assessor of following training products within scope of audit:		
CHC30113 Certificate III in Early Childhood Education and Care		
CHC50113 Diploma of Early Childhood Education and Care		
TAE40110 Certificate IV in Training and Assessment, not TAEDEL403A		
Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Caterina Sacco		
Trainer/assessor of following training products within scope of audit:		
CHC30113 Certificate III in Early Childhood Education and Care		
CHC50113 Diploma of Early Childhood Education and Care		
TAE40110 Certificate IV in Training and Assessment, not TAEDEL403A		
Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Sara Parkinson

Trainer/assessor of following training products within scope of audit:

CHC30113 Certificate III in Early Childhood Education and Care
CHC50113 Diploma of Early Childhood Education and Care
TAE40110 Certificate IV in Training and Assessment, not TAEDEL403A

Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Wendy Tomczynski

Trainer/assessor of following training products within scope of audit:

CHC30113 Certificate III in Early Childhood Education and Care
CHC50113 Diploma of Early Childhood Education and Care
HLTNA302D Plan and evaluate meals and menus to meet recommended dietary guidelines
TAE40110 Certificate IV in Training and Assessment, not TAEDEL403A

Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Jennifer Ellis

Trainer/assessor of following training products within scope of audit:

CHC30113 Certificate III in Early Childhood Education and Care
CHC50113 Diploma of Early Childhood Education and Care
HLTNA302D Plan and evaluate meals and menus to meet recommended dietary guidelines
HLTFS309C Oversee the day-to-day implementation of food safety in the workplace
HLTFS310C Apply and monitor food safety requirements
TAE40110 Certificate IV in Training and Assessment, not TAEDEL403A

Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Louise Dorahy

Trainer/assessor of following training products within scope of audit:

CHC30113 Certificate III in Early Childhood Education and Care
CHC50113 Diploma of Early Childhood Education and Care

Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Lauren Guevara



Trainer/assessor of following training products within scope of audit:		
CHC30113 Certificate III in Early Childhood Education and Care CHC50113 Diploma of Early Childhood Education and Care TAE40110 Certificate IV in Training and Assessment		
Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Naomi Moorwood		
Trainer/assessor of following training products within scope of audit:		
CHC30113 Certificate III in Early Childhood Education and Care CHC50113 Diploma of Early Childhood Education and Care HLTNA302D Plan and evaluate meals and menus to meet recommended dietary guidelines TAE40110 Certificate IV in Training and Assessment, not TAEDEL403A		
Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Belinda Wakeford		
Trainer/assessor of following training products within scope of audit:		
CHC30113 Certificate III in Early Childhood Education and Care CHC50113 Diploma of Early Childhood Education and Care TAE40110 Certificate IV in Training and Assessment, not TAEDEL301A, not TAEDEL403A BSB40812 Certificate IV in Frontline Management		
Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Charmaine Reh		
Trainer/assessor of following training products within scope of audit:		
CHC30113 Certificate III in Early Childhood Education and Care CHC50113 Diploma of Early Childhood Education and Care TAE40110 Certificate IV in Training and Assessment, not TAEDEL403A		
Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Heather Bennett		
Trainer/assessor of following training products within scope of audit:		



CHC30113 Certificate III in Early Childhood Education and Care CHC50113 Diploma of Early Childhood Education and Care		
Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Emma Fisher

Trainer/assessor of following training products within scope of audit:

CHC30113 Certificate III in Early Childhood Education and Care CHC50113 Diploma of Early Childhood Education and Care		
Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Sue Bond

Trainer/assessor of following training products within scope of audit:

CHC30113 Certificate III in Early Childhood Education and Care CHC50113 Diploma of Early Childhood Education and Care (in QLD)		
Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Kathy Orfanos

Trainer/assessor of following training products within scope of audit:

CHC30113 Certificate III in Early Childhood Education and Care CHC50113 Diploma of Early Childhood Education and Care (in Qld)		
Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Meaghan Westwood

Trainer/assessor of following training products within scope of audit:

CHC30113 Certificate III in Early Childhood Education and Care CHC50113 Diploma of Early Childhood Education and Care (in Qld)		
Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Kim Rooding



Trainer/assessor of following training products within scope of audit:		
CHC30113 Certificate III in Early Childhood Education and Care CHC50113 Diploma of Early Childhood Education and Care (in Qld)		
Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Alison Gillespie		
Trainer/assessor of following training products within scope of audit:		
HLTNA302D Plan and evaluate meals and menus to meet recommended dietary guidelines TAE40110 Certificate IV in Training and Assessment, not TAEDEL403A BSB40812 Certificate IV in Frontline Management		
Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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: Compliant

Following rectification: n/a

Evidence Guidance	Y	N
VET qualifications of trainers and assessors have been verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Nan Greig		
Each trainer must meet at least one of the following four 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"/>
• 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"/>

Natalie Fernandes		
Each trainer must meet at least one of the following four 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"/>
• 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"/> |
|---|--------------------------|--------------------------|

Leesa Van Duin

Each trainer must meet at least one of the following four 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"/> |
| • 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"/> |

Sarah Mezedi

Each trainer must meet at least one of the following four 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"/> |
| • 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"/> |

Julie Cassar

Each trainer must meet at least one of the following four 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"/> |
| • 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"/> |

Cindy Duggan

Each trainer must meet at least one of the following four 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"/> |
| • 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"/> |

Caterina Sacco

Each trainer must meet at least one of the following four 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"/> |
| • 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"/> |

Sara Parkinson

Each trainer must meet at least one of the following four 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"/>
• 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"/>

Wendy Tomczynski

Each trainer must meet at least one of the following four 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"/>
• 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"/>

Jennifer Ellis

Each trainer must meet at least one of the following four 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"/>
• 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"/>

Louise Dorahy

Each trainer must meet at least one of the following four 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"/>
• 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"/>

Lauren Guevara

Each trainer must meet at least one of the following four 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"/>
• 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"/>

Naomi Moorwood

Each trainer must meet at least one of the following four 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"/>
• 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"/>



Belinda Wakeford

Each trainer must meet at least one of the following four 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"/>
• 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"/>

Charmaine Reh

Each trainer must meet at least one of the following four 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"/>
• 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"/>

Heather Bennett

Each trainer must meet at least one of the following four 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"/>
• 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"/>

Emma Fisher

Each trainer must meet at least one of the following four 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"/>
• 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"/>

Sue Bond

Each trainer must meet at least one of the following four 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"/>
• 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"/>

Kathy Orfanos

Each trainer must meet at least one of the following four 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"/>
• 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"/>

Meaghan Westwood

Each trainer must meet at least one of the following four 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"/>
• 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"/>

Kim Rooding

Each trainer must meet at least one of the following four 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"/>
• 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"/>

Allison Gillespie

Each trainer must meet at least one of the following four 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"/>
• 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"/>

- 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

The RTO uses assessors that conduct assessment only.

If no, clause is not audited. If yes:

Y	N
<input type="checkbox"/>	<input checked="" type="checkbox"/>

- 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"/>

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.
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Original finding: Compliant		Following rectification: n/a	
Evidence guidance		Y	N
People delivering training under supervision are utilised		<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
People under supervision do not determine assessment outcomes		<input checked="" type="checkbox"/>	<input type="checkbox"/>

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: Compliant		Following rectification: n/a	
Evidence guidance		Y	N
Supervision is provided by a trainer that meets the requirements of clauses 1.13 and 1.14		<input checked="" type="checkbox"/>	<input type="checkbox"/>
People under supervision do not determine assessment outcomes		<input checked="" type="checkbox"/>	<input type="checkbox"/>

Tammy Sims		
Each trainer (that conducts training under supervision) must meet at least one of the following six requirements:		
• TAESS00003 Enterprise trainer and assessor skill set or its successor	<input type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to TAESS00003	<input type="checkbox"/>	<input type="checkbox"/>
• TAESS00007 Enterprise trainer – presenting skill set or its successor	<input type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to TAESS00007	<input type="checkbox"/>	<input type="checkbox"/>
• TAESS00008 Enterprise trainer – mentoring skill set or its successor	<input type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to TAESS00008	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Each trainer (that conducts training under supervision) must meet all of the following requirements:		
• Vocational competencies at least to the level being delivered (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>



- Current relevant industry skills

☒ ☐

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: Compliant

Following rectification: n/a

Evidence guidance

Y N

Training and assessment complies with Standard 1

☒ ☐

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: Compliant

Following rectification: n/a

Evidence guidance

Y N

Supervision arrangements have been identified

☒ ☐

People delivering training under supervision have been monitored by the supervising trainer

☒ ☐

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: Not audited

Following rectification: n/a

Evidence guidance

Y N

TAE training product/s are included in the audit scope

☒ ☐

If no, clause is not audited. If yes:

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

- 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

- 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

- 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

- 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: Not audited

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:

Learners have been completed and issued certification or transferred to the replacement within one year of training products being superseded

☐ ☐ ☐

Learners have been completed and issued certification within two years of qualifications being removed or deleted

☐ ☐ ☐

Learners have been completed and issued certification within one year of skill sets, units, modules or short courses being removed or deleted

☐ ☐ ☐

Learners are not commenced in training products that have been removed or deleted

☐ ☐ ☐

NOTE – transition arrangements may apply to this clause for audits conducted prior to 30 June 2015

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:

The superseded unit of competency has continued to be delivered as required by training product packaging rules

☐ ☐

Standard 2. The operations of the RTO are quality assured.

To be compliant with Standard 2 the RTO must meet the following:

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: Compliant

Evidence guidance

Y N

The RTO is compliant with the clauses sampled across all operations within its scope of registration

☐ ☒

Reasons for finding of non-compliance:

- The RTO did not provide evidence to demonstrate that it complies with all the clauses audited for the application for the renewal of registration as an RTO.

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

- Provide evidence that addresses the non-compliances identified in this audit report, specifically 1.4 and 1.8, to demonstrate that the RTO ensures that it complies with these Standards.

Analysis of rectification evidence:

- The RTO provided evidence to demonstrate that it is compliant with all clauses audited for the



application for renewal of registration.

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"/>

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.
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Original finding: Not audited

Following rectification: n/a

Evidence guidance	Y	N
Third party arrangements are in place for delivery of services	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>
<i>NOTE – transition arrangements may apply to this clause for audits conducted prior to 30 June 2015</i>		

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.
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Original finding: Not audited

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 type="checkbox"/>	<input type="checkbox"/>	
The above strategies have been implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>NOTE – transition arrangements may apply to this clause for audits conducted prior to 30 June 2015</i>			

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:

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

☒ ☐

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
- Complies with the requirements of Schedule 5 to these Standards
- A register of all qualifications issued is maintained

☒ ☐
☒ ☐
☒ ☐

Reference: [AQF Qualifications Issuance Policy](#), [AQF Qualifications Register Policy](#)

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

☒ ☐

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

☒ ☐

The above records are accessible to current and past learners

☒ ☐

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

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)

Y	N
<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Student Identifiers are verified before being used

AQF certification document is not issued to an individual without a verified Student Identifier, unless an exemption applies

Where an exemption applies, learners are informed prior to commencement that results will not be included in the USI system

Security of Student Identifiers and related records is ensured

NOTE – ALL RTOs must comply with Clause 3.6 from 1 January 2015

Y	N	N/A
<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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:

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• can complete a training product in a manner not compliant with Clauses 1.1 or	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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:

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

☒ ☐

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 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>

- 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:**
- all relevant fee information including:**
 - fees that must be paid to the RTO; and
 - payment terms and conditions including deposits and refunds;
 - the learner's rights as a consumer, including but not limited to any statutory cooling-off period, if one applies;**
 - the learner's right to obtain a refund for services not provided by the RTO in the event the:**
 - arrangement is terminated early; or
 - 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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 ☒ ☐
- The learner's statutory right to a cooling-off period ☐ ☐ ☒

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

Learners are advised of any changes to agreed services

Y N N/A
☒ ☐ ☐

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:

- 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

The RTO is an employer or volunteer organisation and:

- 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 ☒ ☐
- RTO staff ☒ ☐
- Learners ☒ ☐
- Third parties ☒ ☐

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) ☒ ☐

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 ☐ ☒

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: Not audited

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 ☐ ☐

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"/>

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: Not audited

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 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:

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

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

Not audited

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: Not audited

Following rectification: n/a

Evidence guidance	Y	N
Prepaid fees in excess of \$1,500 are collected from individual learners	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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**:

☐ ☐



<ul style="list-style-type: none"> Be placed into an equivalent course such that: <ul style="list-style-type: none"> 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 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Be paid a refund of any prepaid fees for services yet to be delivered above the threshold prepaid fee amount 	<input type="checkbox"/>	<input type="checkbox"/>

NOTE – transition arrangements may apply to this clause for audits conducted prior to 30 June 2015

Other RTOs		
All learners are protected by one or more of the following		
1. The RTO holds an unconditional financial guarantee from a bank operating in Australia where: <ul style="list-style-type: none"> 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 	<input type="checkbox"/>	<input type="checkbox"/>
2. The RTO holds current membership of a Tuition Assurance Scheme approved by ASQA	<input type="checkbox"/>	<input type="checkbox"/>
3. Any other fee protection measure approved by ASQA	<input type="checkbox"/>	<input type="checkbox"/>

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:		
<ul style="list-style-type: none"> Provides coverage for the RTO 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Covers training and assessment activities 	<input type="checkbox"/>	<input type="checkbox"/>

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:

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](#)

- 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: Not audited

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:

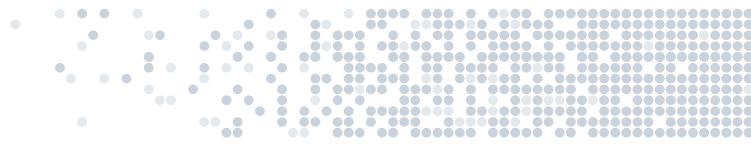
- Providing accurate and factual responses to information requests from ASQA relevant to the delivery of services ☐ ☐
- In the conduct of audits and the monitoring of its operations ☐ ☐

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

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

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

Not audited

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

