

Audit report – VET Quality Framework

Initial registration as a national VET regulator (NVR) registered training organisation

ORGANISATION DETAILS

Organisation's legal name	Amazing Education and Training Pty Ltd
Trading name/s	Amazing Education and Training Pty Ltd

AUDIT TEAM

Lead auditor	Jen Adlington
Auditor/s	N/a
Technical adviser/s	N/a

AUDIT DETAILS

Application number/s	1046621	
Audit number/s	1005484	
Address of site/s visited	1 Tallebudgera Creek Road, West Burleigh	
Date/s of audit	7/2/2014	
Organisation's contact for audit	Margaret Hilli admin@amazing1.com.au	Head Trainer 0755200014
NVR standards audited	All Standards for Initial Registration	

BACKGROUND

Joseph Anthony and Dr Laurel Scanlan are both owner and CEO to Amazing Education and Training Pty Ltd. Dr Laurel Scanlan is also the owner of two childcare centres known as A Head Start Children's Centre in Currumbin and Burleigh Heads. The structure of the organisation includes Margaret Hilli as head trainer, Glen Hogan, trainer/assessor for tourism, a consultant and administration manager.

The core clients will be school based trainees, existing workers looking to up skill and new students. Agreements for the training and assessment of first aid will be in place as well as agreements with high schools for school based trainees and workplace agreements for students where work placement is required. Revenue will be fee for service.

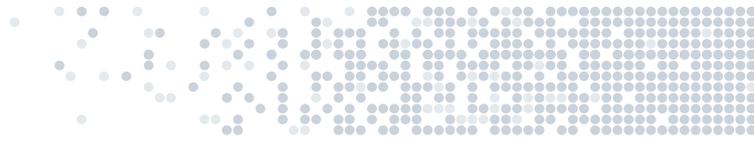
The applicants initial registration application submitted in June 2013 was for:

- CHC30712 Certificate III in Childrens Services and;
- CHC50908 Diploma of Children's Services (Early childhood education and care).

These qualifications became superseded on 1 July 2013.

On March 5 2014, prior to audit the applicant made a request (by email) to amend their application and replace the superseded qualifications with the current qualifications:

- CHC30113 - Certificate III in Early Childhood Education and Care and;



- CHC50113 - Diploma of Early Childhood Education and Care

At the time of audit the applicant provided training and assessment materials for:

- superseded qualification CHC30712 Certificate III in Childrens Services and;
- superseded qualification CHC50908 Diploma of Children's Services (Early childhood education).

As a result, a review of the applicant's preparedness to train and assess will be conducted against the current qualifications and the applicant will be required to submit a complete set of assessment documentation for each qualification for rectification.

NOTE: It is acknowledged that the date of the audit in the report is 07/02/14 however, the actual audit date was 28/02/014. The 07/02/14 was the first audit date scheduled however, at the request of the applicant the audit was then rescheduled to be conducted on 13/02/14 and once again rescheduled and finally conducted on 28/02/14. Furthermore, it was on March 5 2014, "prior to audit report being provided" that the applicant made a request (by email) to amend their application and replace the superseded qualifications with the current qualifications:

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

AUDIT SAMPLE

Code	Qualification/Course/Unit name	Mode/s of delivery/assessment*
SIT30112	Certificate III in Tourism	Face to face, Online
CHC30712	Certificate III in Childrens Services	Face to face, Workplace, blended
CHC50908	Diploma of Children's Services (Early childhood education and care)	Face to face, Workplace, blended

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

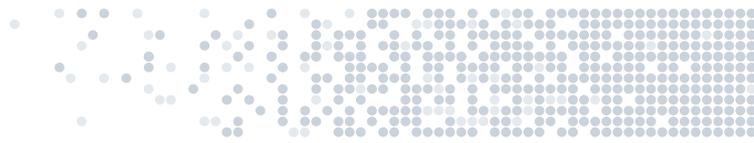
INTERVIEWEES

Name	Position	Qualification/Course/Unit code/s
Joseph Scanlan	Chief Executive Officer	
Glen Hogan	Trainer	SIT30112
Debbie Rossow	Consultant	
Laurel Scanlan	Director	
Margaret Hili	Training Director	CHC30712, CHC50908
Bronwyn Eklund	Administration	

ORIGINAL AUDIT FINDING AT TIME OF AUDIT

Audit finding as at 13/02/2014: 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.

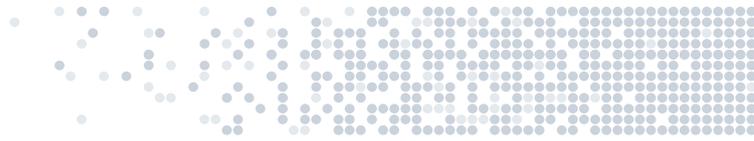


AUDIT FINDING FOLLOWING ANALYSIS OF RECTIFICATION EVIDENCE

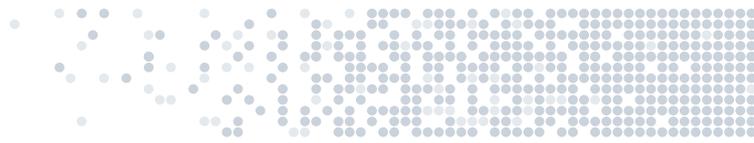
**Audit finding following analysis of additional evidence provided on 18/6/2014:
Significant non-compliance**

AUDIT FINDING BY STANDARD

Standard	Original finding	Finding following rectification
SNR 4	Not compliant	Not compliant
SNR 5	Compliant	n/a
SNR 6	Compliant	n/a
SNR 7	Not compliant	Not compliant
SNR 8	Compliant	n/a
SNR 9	Compliant	n/a
SNR 10	Compliant	n/a
SNR 11	Not compliant	Not compliant
SNR 12/AQF	Compliant	n/a
SNR 13	Not compliant	Not compliant
SNR 14	Compliant	n/a



SNR 4	The applicant must have strategies in place to provide quality training and assessment across all of its operations as follows:
4.1	The applicant has a defined continuous improvement strategy that requires the collection and analysis of data. The strategy includes implementation of continuous improvement activities for training and assessment.
	Original finding: Compliant Following rectification: n/a
4.2	Strategies for training and assessment meet the requirements of the relevant Training Package or VET accredited course and have been developed through effective consultation with industry.
	Original finding: Not compliant Following rectification: Compliant
	<i>Reasons for finding of non-compliance:</i>
	SIT30112 Certificate III in Tourism
	<ul style="list-style-type: none">• The training and assessment strategy for the qualification does not comply with the qualification packing rules. The applicant has incorrectly identified one of the core units as SITXCCS202 Interact with customers whereas it should be SITXCCS303 Provide service to customers.• Furthermore the training package rules quoted in the strategy document are not accurate as follows: "Four (4) core units of competency and seven (11) elective units of competency. Elective competencies: 11 units must be completed, minimum of 3 from the Tourism Package, the remaining four may be selected from any endorsed Training Package". whereas the correct training package rules state:
	<ul style="list-style-type: none">• 15 units must be completed and comprises of:<ul style="list-style-type: none">○ 4 core units○ 11 elective units, consisting of:<ul style="list-style-type: none">○ 3 units from Group A○ 4 units from Group A or Group B○ 4 additional units from Group A, Group B, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course.
	CHC30712 Certificate III in Childrens Services
	CHC50908 Diploma of Children's Services (Early childhood education and care)
	<ul style="list-style-type: none">• The applicant provided a 2 page document called "strategies for Training and Assessments for our course" The information in this document did not demonstrate the applicant has training and assessment strategies in place that provide a framework to guide the learning requirements and the teaching, training and assessment arrangements of each VET qualification and the macro level requirements of the learning and assessment process.• Additionally the evidence provided by the applicant did not demonstrate that each strategy was developed through effective consultation with industry.
	<i>In order to become compliant, the organisation is required to:</i>
	SIT30112 Certificate III in Tourism
	<ul style="list-style-type: none">• Provide a training and assessment strategy that includes units of competency that are consistent with the training package requirements and meet the qualification packaging rules.
	CHC30113 - Certificate III in Early Childhood Education and Care
	CHC50113 - Diploma of Early Childhood Education and Care*
	<ul style="list-style-type: none">• The applicant is required to provide a revised training and assessment strategies that demonstrate the applicant has training and assessment strategies in place that will provide a framework to guide the learning requirements and the teaching, training and



assessment arrangements of each VET qualification and the macro level requirements of the learning and assessment process.

Analysis of rectification evidence:

SIT30112 Certificate III in Tourism

The applicant has provided a training and assessment strategy that is consistent with the training package requirements and meets the qualification packaging rules.

CHC30113 - Certificate III in Early Childhood Education and Care

CHC50113 - Diploma of Early Childhood Education and Care

The applicant has provided training and assessment strategies that demonstrate a framework will be in place to guide the learning requirements and the teaching, training and assessment arrangements of each VET qualification and the macro level requirements of the learning and assessment process.

4.3 Staff, facilities, equipment, and training and assessment materials to be used by the applicant meet the requirements of the Training Package or VET accredited course and the applicant's own training and assessment strategies and are developed through effective consultation with industry.

Original finding: Not compliant

Following rectification: Not compliant

Reasons for finding of non-compliance:

SIT30112 Certificate III in Tourism

- A trainer/assessor specified in the training and assessment strategy has not been nominated as a trainer/assessor for this qualification.

CHC30712 Certificate III in Childrens Services

CHC50908 Diploma of Children's Services (Early childhood education and care)

- The strategy for this qualification did not identify that staff, facilities, equipment and training and assessment materials meet the requirements of the training package.

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

SIT30112 Certificate III in Tourism

- Provide training and assessment strategies that have resources (including trainers and assessors) consistent with planned delivery.

CHC30113 - Certificate III in Early Childhood Education and Care*

CHC50113 - Diploma of Early Childhood Education and Care*

- Provide evidence to demonstrate staff, facilities, equipment and training and assessment materials will meet the requirements of the training package.

Analysis of rectification evidence:

SIT30112 Certificate III in Tourism

The applicant has provided training and assessment strategies with resources consistent with the planned delivery.

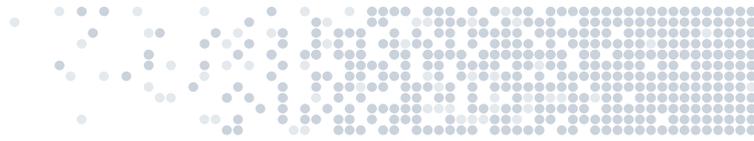
CHC30113 - Certificate III in Early Childhood Education and Care*

CHC50113 - Diploma of Early Childhood Education and Care

The applicant has provided evidence demonstrating that staff, facilities, equipment and training materials meet the requirements of the training package.

Reasons for outstanding non-compliance:

CHC30113 - Certificate III in Early Childhood Education and Care*



CHC50113 - Diploma of Early Childhood Education and Care

The applicant has not provided evidence to demonstrate that assessment materials meet the requirements of the training package (see SNR 4.5).

- 4.4 The applicant has a defined strategy, procedures and measures to ensure training and assessment services are conducted by trainers and assessors who:**
- (a) have the necessary training and assessment competencies as determined by the National Skills Standards Council or its successors;**
 - (b) have the relevant vocational competencies at least to the level being delivered or assessed;**
 - (c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken; and**
 - (d) continue to develop their vocational education and training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.**

Original finding: Not compliant

Following rectification: Compliant

Reasons for finding of non-compliance:

SIT30112 Certificate III in Tourism

The applicant did not demonstrate how the organisation has verified the nominated trainer/assessor for the above qualification:

Glen Hogan

- has the relevant vocational competencies at least to the level being delivered or assessed;
- can demonstrate current industry skills directly relevant to the training/assessment being undertaken; and
- continues to develop their vocational education and training (VET) knowledge and skills

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

SIT30112 Certificate III in Tourism

Glen Hogan

Provide evidence to demonstrate the nominated trainer /assessor has:

- the relevant vocational competencies at least to the level being delivered or assessed;
- can demonstrate current industry skills directly relevant to the training/assessment being undertaken; and
- continues to develop their vocational education and training (VET) knowledge and skills.

Analysis of rectification evidence:

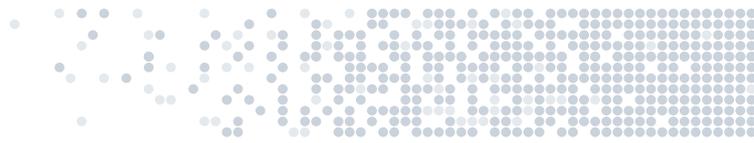
SIT30112 Certificate III in Tourism

Glen Hogan

Evidence has been provided that demonstrates the nominated trainer /assessor:

- has relevant vocational competencies at least to the level being delivered or assessed;
- can demonstrate current industry skills directly relevant to the training/assessment being undertaken; and
- continues to develop their vocational education and training (VET) knowledge and skills.

- 4.5 The applicant has a defined strategy and procedures in place to ensure that assessment, including Recognition of Prior Learning (RPL):**
- (a) will meet the requirements of the relevant Training Package or VET accredited course;**
 - (b) will be conducted in accordance with the principles of assessment and the rules of evidence;**



**(c) will meet workplace and, where relevant, regulatory requirements; and
(d) is systematically validated.**

Original finding: Not compliant

Following rectification: Not compliant

Reasons for finding of non-compliance:

SIT30112 Certificate III in Tourism

SITTIND201 Source and use information on the tourism and travel industry

Assessment materials provided:

- Task One: 34 written short answer (based on Australia Zoo),
- Task Two: 30 Question & Answer (T/F, multiple choice, short answer)
- Map book with geographical location questions.

Assessment does not meet all requirements of the SIT12 Tourism, Travel and Hospitality Training Package; and does not ensure assessment is conducted in accordance with the principles of assessment and rules of evidence.

- The tools do not address all requirements of the elements/performance criteria, required skills, knowledge, critical aspects for assessment and context of and specific resources for assessment.
- The tools do not give clear information about assessment requirements to ensure all requirements of the unit of competency would be addressed and to ensure validity, reliability and sufficiency of the assessment process.
- There were no assessment tools provided to capture the demonstration of required skills either by practical activity, observation in the workplace by a supervisor or assessor onsite visits.
- Task one assessment does not have criteria developed to be used by the assessor outlining the acceptable level of performance required to be demonstrated for the assessment in all the questions to ensure reliability in the conduct of assessment, consistency in the judgments being made by assessors, and that sufficient and valid evidence will be gathered to support judgements about candidate competency.
- The organisation did not provide any evidence to demonstrate that its assessment tools/tasks provide clear and accurate information/instructions about assessment requirements for students and assessors.

Assessment material did not contain specific resources for assessment including:

- information on codes of conduct, membership and benefits distributed by:
 - industry associations
 - accreditation operators
 - unions
- plain English documents issued by government regulators that describe laws specifically relevant to the tourism industry

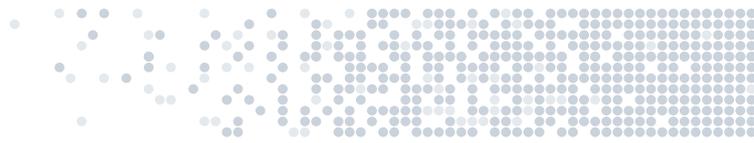
SITTGDE305 Develop and maintain the general and regional knowledge required by guides

Assessment materials provided:

- Part A students-completion of Tangalooma Dolphin and Wrecks Snorkelling booklet, Q & A written answers Marine Tourism, Q & A based on video presentation; No benchmark answers provided
- Part B Multi modal presentation with focus on marine tourism. (clustered with SITTSL302 and SITXCOM101 but not included in the instructions)
- Part C creat a pamphlett (clustered with SITTTSL202, SITXCCS201)

Assessment does not meet all requirements of the SIT12 Tourism, Travel and Hospitality Training Package; and does not ensure assessment is conducted in accordance with the principles of assessment and rules of evidence.

- The tools do not address all requirements of the elements/performance criteria, required skills, knowledge, critical aspects for assessment and context of and specific resources for assessment.



- The tools do not give clear information about assessment requirements to ensure all requirements of the unit of competency would be addressed and to ensure validity, reliability and sufficiency of the assessment process.
- The organisation did not demonstrate it has developed criteria to be used by the assessor outlining the acceptable level of performance required to be demonstrated for Part A assessment to ensure reliability in the conduct of assessment, consistency in the judgments being made by assessors, and that sufficient and valid evidence will be gathered to support judgements about candidate competency.
- There were no specific resources for assessment provided to demonstrate students will have access to current sources of information.

**CHC30712 Certificate III in Childrens Services and;
CHC50908 Diploma of Children's Services (Early childhood education and care.**

The applicant's initial registration application submitted in June 2013 was for the above qualifications. These qualifications became superseded on 1 July 2013.

On March 5 2014, prior to audit the applicant made a request (by email) to amend their application and replace the superseded qualifications with the current qualifications:

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

The organisation had not developed assessment materials to address the requirements of the CHC Community Services Training Package at the time of audit. Consequently the applicant provided training and assessment materials for:

- superseded qualification CHC30712 Certificate III in Childrens Services and;
- superseded qualification CHC50908 Diploma of Children's Services (Early childhood education).

**CHC30712 Certificate III in Childrens Services (superseded)
CHC30113 Certificate III in Early Childhood Education and Care (replacement)**

CHCIC301E Interact effectively with children (superseded)

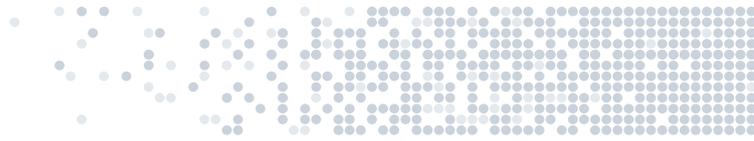
CHCECE007 Develop positive and respectful relationships with children (replacement)

Assessment materials provided were for the superseded unit of competency:

- Theory: 25 Question/Short Answer, benchmark answers (not provided)
- 1 Scenario with 4 questions, 2 charts
- Work placement logbook (not provided)
- Observation checklist –practical assessment (not provided)

Assessment does not meet all requirements of the CHC08 Community Services Training Package and does not ensure assessment is conducted in accordance with the principles of assessment and rules of evidence.

- The tools do not address all requirements of the elements/performance criteria, required skills and knowledge. Gaps identified in the critical aspects for assessment included:
 - the individual being assessed must provide evidence of specified essential knowledge as well as skills and;
 - must be assessed on the job under the normal workplace conditions for a range of age groups, a range of conditions, over a number of assessment conditions.
- Gaps identified in essential knowledge *but not limited to*: Needs of children with a developmental disability and relevant strategies to use; organisation standards, policies and procedures; relevant health and safety policies and requirements and rights of children
- The tools do not give clear information about assessment requirements to ensure all requirements of the unit of competency would be addressed and to ensure validity, reliability and sufficiency of the assessment process.
- The organisation did not demonstrate it has developed criteria (benchmark answers) outlining the acceptable level of performance required to be demonstrated for the theory assessment to ensure reliability in the conduct of assessment, consistency in the judgments being made by assessors, and that sufficient and valid evidence will be



- gathered to support judgements about candidate competency.
- The organisation did not provide assessment material or assessment tools in relation to workplace assessment.

CHCCN302A Provide care for children (superseded)

CHCECE003 Provide care for children (replacement)

Assessment materials provided were for the superseded unit:

- Theory: 24 Question/Short Answer, benchmark answers (not provided)
- 2 PPT Presentations, 1 Scenario, 1 graph
- Observation checklist assessment (not provided)

Assessment does not meet all requirements of the CHC08 Community Services Training Package and does not ensure assessment is conducted in accordance with the principles of assessment and rules of evidence.

- The tools do not address all requirements of the elements/performance criteria, required skills, knowledge and critical aspects for assessment. Gaps identified in the critical aspects for assessment included:
 - the individual being assessed must provide evidence of specified essential knowledge as well as skills and
 - must be assessed on the job under the normal workplace conditions for a range of age groups, a range of conditions, over a number of assessment conditions.
- Gaps identified in essential knowledge *but not limited to*: Nutrition needs of children at all ages and awareness of contemporary issues of childhood obesity, health with physical activity and balance nutrition; impact on children of a range of social, environmental, health and family issues including long or frequent periods of hospitalisation and impact of changes for children.
- The tools do not give clear information about assessment requirements to ensure all requirements of the unit of competency would be addressed and to ensure validity, reliability and sufficiency of the assessment process.
- The organisation did not demonstrate it has developed criteria to be used by the assessor outlining the acceptable level of performance required to be demonstrated for the theory assessment to ensure reliability in the conduct of assessment, consistency in the judgments being made by assessors, and that sufficient and valid evidence will be gathered to support judgements about candidate competency.
- The organisation did not provide assessment material or assessment tools in relation to workplace assessment.

CHC50908 Diploma of Children's Services (Early childhood education and care)(superseded)

CHC50113 Diploma of Early Childhood Education and Care (replacement)

CHCPR502E Organise experiences to facilitate and enhance children's development (superseded)

CHCECE022 Promote children's agency (replacement)

Assessment materials provided were for the superseded unit:

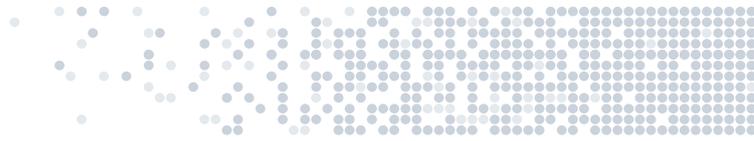
- Assessment One: Planning with children 5 Q&A
- Assessment Two: Exploring aspects of development 4 Q &
- Assessment Three: Catering for the early years frameworks
- Assessment Four: Quality collaboration project/assignment
- Assessment Five: Case study 1 plan , 12 Q & A
- 10 Assessment activities question/short answer
- Benchmark answers not provided
- Work placement booklet and Third Party Report forms provided

CHCIC510A Establish and implement plans for developing cooperative behaviour (superseded)

CHCECE020 Establish and implement plans for developing cooperative behaviour

Assessment materials provided were for the superseded unit:

- Ten assessment activities question/short answer including; one portfolio; guidance



- research with short answer questions; case study; Behaviour Plan
- Benchmark answers not provided
- Work placement booklet and Third Party Report forms provided

Assessment does not meet all requirements of the CHC08 Community Services Training Package and does not ensure assessment is conducted in accordance with the principles of assessment and rules of evidence.

The organisation did not demonstrate it has developed criteria to be used by the assessor outlining the acceptable level of performance required to be demonstrated assessments to ensure reliability in the conduct of assessment, consistency in the judgments being made by assessors, and that sufficient and valid evidence will be gathered to support judgements about candidate competency.

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

SIT30112 Certificate III in Tourism

SITTIND201 Source and use information on the tourism and travel industry

SITTGDE305 Develop and maintain the general and regional knowledge required by guides

- Provide a complete suite of assessment tools/tasks for the units of competency listed above that fully address all the requirements of the unit of competency, including at a minimum, all the elements/performance criteria, required skills, knowledge and critical aspects for assessment.
- Provide evidence that criteria for assessors has been developed outlining the acceptable level of performance required to be demonstrated for the assessment to ensure reliability in the conduct of assessment, consistency in the judgments being made by assessors, and that sufficient and valid evidence will be gathered to support judgements about candidate competency.
- Provide evidence to demonstrate clear information/instructions about assessment requirements have been developed for assessors and students.

CHC30113 - Certificate III in Early Childhood Education and Care (Release 3)

CHCECE007 Develop positive and respectful relationships with children

CHCECE003 - Provide care for children

CHC50113 - Diploma of Early Childhood Education and Care (Release 2)

CHCECE022 Promote children's agency

CHCECE020 Establish and implement plans for developing cooperative behaviour

Provide a complete suite of assessment tools/tasks for the units of competency listed above that fully address all the requirements of the unit of competency, including at a minimum, all the elements/performance criteria, required skills, knowledge and critical aspects for assessment.

Provide evidence that criteria for assessors has been developed outlining the acceptable level of performance required to be demonstrated for the assessment to ensure reliability in the conduct of assessment, consistency in the judgments being made by assessors, and that sufficient and valid evidence will be gathered to support judgements about candidate competency.

Provide evidence to demonstrate clear information/instructions about assessment requirements have been developed for assessors and students.

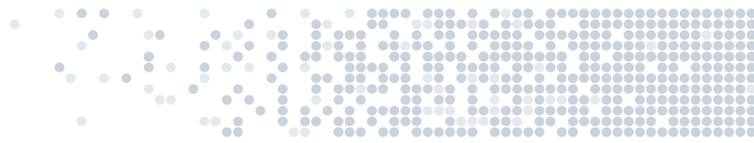
Analysis of rectification evidence:

SIT30112 Certificate III in Tourism

SITTIND201 Source and use information on the tourism and travel industry

New assessment material provided by the applicant included:

- Q.1-18: Access the SITTIND201 Power Point and listed websites for question / answer responses. (student and assessor version)



- Q.19-29: Clients will use the information from questions 1-18 to demonstrate their understanding of the knowledge section. (student and assessor version)

There was no evidence provided to demonstrate how the following required skills and knowledge will be addressed:

For example *but not limited to*:

- Communication skills including active listening and open and closed probe questioning to obtain information
- Initiative and enterprise skills to suggest new and improved ways of doing things using emerging technology
- Teamwork skills to share updated information with colleagues
- Current and emerging technology used in the tourism industry, including e-business and social media.

Assessor versions of both sets of question/answers included a criteria for assessors having been developed outlining the acceptable level of performance required to be demonstrated for the assessment to ensure reliability in the conduct of assessment, consistency in the judgments being made by assessors, and that sufficient and valid evidence will be gathered to support judgements about candidate competency.

Clear information/instructions about assessment requirements for assessors and students were evident in the assessment material.

SITTGDE305 Develop and maintain the general and regional knowledge required by guides

New assessment material provided by the applicant included:

- 30 Question /answer /short response
- Task 2 Written report using 'persuasive genre'.

There was no evidence provided to demonstrate how the following required knowledge will be addressed:

For example *but not limited to*:

- Wine (Australian wine styles, major wine areas, specific wine areas and wines produced within the local region)
- Shopping (key locations and local products).

Assessor versions of both sets of question/answers included a criteria for assessors having been developed outlining the acceptable level of performance required to be demonstrated for the assessment to ensure reliability in the conduct of assessment, consistency in the judgments being made by assessors, and that sufficient and valid evidence will be gathered to support judgements about candidate competency.

Clear information/instructions about assessment requirements for assessors and students were evident in the assessment material.

CHC30113 - Certificate III in Early Childhood Education and Care

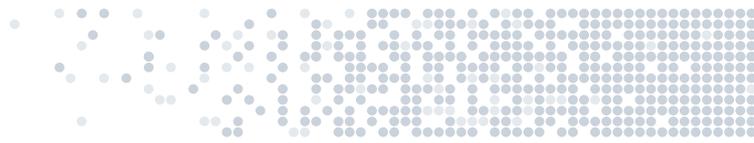
CHCECE003 - Provide care for children

Assessment material was provided by the applicant to address the current qualification and included:

- Theory Assessment Task: readings, Q & A, scenarios, research (booklet)
- Practical Assessment Task: Workplace Evidence (vocational placement)
- Work Placement record book
- Work Placement log booklet
- Respecting Similarities and Differences: power point learning resource.

The knowledge evidence and performance evidence requirements have not all been addressed. The assessment materials provided did not support that assessment would be conducted in accordance with the principles of assessment and rules of evidence as currently the tasks, individual or combined, did not allow the candidate to demonstrate all of the required knowledge and performance evidence for this unit. For example *but not limited to*:

- United Nations convention on the Rights of the Child



- Code of ethics
- Oral communication (foundation skills) – in order to interact calmly and positively with families and children.

Practical assessment task: Performance Evidence Tasks (checklist) does not include sufficient evidence to demonstrate it will capture the demonstrated evidence that the candidate must complete for the task:

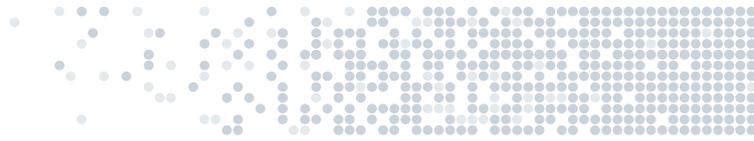
- has provided care and responded appropriately to at least three children of varying ages.

Assessment Activity 5: PPT presentation on “Settling new arrivals” – does not include sufficient evidence the applicant has criteria developed that outlines acceptable performance requirements in its assessment tools for the assessor to ensure fairness, consistency and reliability of the assessment process and consistency in the judgments being made by its assessor/s. Additionally there was no assessment tool provided that would be used to gather evidence of the assessment for this activity.

Although there is assessment criteria developed in the benchmark answers in the assessment tools there are no parameters set in questions in the assessment tool for students that outline acceptable performance requirements to ensure fairness, consistency and reliability of the assessment process and consistency in the answers made by students. For example *but not limited to*:

Student Version	Assessor version
<p><i>Question 3A</i> What would you do as an educator to provide a balance of planned and spontaneous and where would you get your ideas?</p>	<p><i>Question 3A</i> Using the reading Ensure flexibility, list 3 ways you can provide a balance of planned and spontaneous activities. Name 2 ways you would involve the children in creating the space and what do we do to cater for all children in our care</p>
<p><i>Scenario 3</i> What will you do to support Henry to express his feelings and help him overcome them?</p>	<p><i>Scenario 3</i> List 3 things we can do to support Henry to express his feelings and help him overcome them?</p>
<p><i>Question 4A</i> What strategies will you use to support children through transition and change?</p>	<p><i>Question 4A</i> From the readings support children through changes identify 3 ways we can use to support children through transition and change?</p>
<p><i>Question 5A</i> As an Educator, how could you make it easier for a young child to settle or leave the service? Read the below and answer accordingly</p>	<p><i>Question 5A</i> Using the readings in Element 5 As an Educator, Name 3 ways you could make it easier for a young child to settle or leave the service? Read the below and answer accordingly. Did the client name 3 ways in part a, b and c</p>

There was inconsistent instruction about the number of work placement hours required to be completed by the client (student). For example *but not limited to* “The instructions in the assessor version of the work placement hours log state a total of 6.5 hours over a 4 week period whereas the instructions in the student version state a total of 7 hours is required to be completed”. Furthermore the instructions in the Workplace Performance Evidence checklist are unclear as the full context of the following statement has not been included; “This page is signed off to confirm that the client has demonstrated in the workplace or in a simulated classroom environment.” Assessment conditions of the unit of competency state skills must be demonstrated in a regulated education and care service. Simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these



circumstances would be unsafe or is impractical.

CHCECE007 Develop positive and respectful relationships with children

Assessment material was provided by the applicant to address the current qualification and included:

- Theory Assessment Task: readings, Q & A, scenarios, research (booklet)
- Practical Assessment Task: Workplace Evidence (vocational placement)
- Work Placement record book
- Work Placement log booklet
- Respecting Similarities and Differences: power point learning resource.

The performance evidence requirements have not been addressed. The assessment materials provided did not support that assessment would be conducted in accordance with the principles of assessment and rules of evidence as currently the tasks, individual or combined, did not allow the candidate to demonstrate all of the performance evidence for this unit. For example *but not limited to*:

- Oral communication (foundation skills) –in order to engage in sustained conversations with children.

Practical assessment task: Performance Evidence Tasks (checklist) does not include sufficient evidence to demonstrate it will capture the demonstrated evidence that the candidate must complete for the task:

- communicated positively and respectfully and interacted effectively with at least three children.

Furthermore the instructions in the Workplace Performance Evidence checklist are unclear as the full context of the following statement has not been included; “This page is signed off to confirm that the client has demonstrated in the workplace or in a simulated classroom environment.” Assessment conditions of the unit of competency state skills must be demonstrated in a regulated education and care service. Simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

CHC50113 Diploma of Early Childhood Education and Care

CHCECE020 Establish and implement plans for developing cooperative behaviour

Assessment material was provided by the applicant to address the current qualification and included:

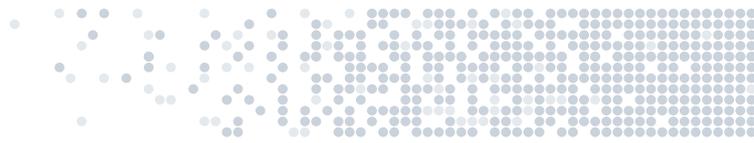
- Theory Assessment Task: readings, Q & A, scenarios, research (booklet)
- Practical Assessment Task: Workplace Evidence (vocational placement)
- Work Placement record book
- Work Placement log booklet
- Respecting Similarities and Differences: power point learning resource.

The performance evidence requirements have not been addressed. The assessment materials provided did not support that assessment would be conducted in accordance with the principles of assessment and rules of evidence as currently the tasks, individual or combined, did not allow the candidate to demonstrate all of the performance evidence for this unit.

For example *but not limited to*:

- Oral communication (foundation skills) - in order to facilitate a range of collaborative discussions with children, families and other educators.

The guidance provided to students and assessors varied in that the students are provided with instructions that are not as specific as the assessor’s questions. The assessor’s instructions include more detail and would not allow a student to achieve the level of acceptable performance without the same instructions being provided. The tools do not ensure fairness, consistency and reliability of the assessment process and consistency in the answers made by students. For example but not limited to:



Student Version	Assessor version
Activity 2D Draw a plan of your current space or desired space	Activity 2D - Draw a plan of your current space or desired space Benchmark answer Did the client draw a room plan that covers these guidelines <ul style="list-style-type: none"> • insufficient resources or time to complete activities • overcrowded or cluttered play spaces • ineffective or stressful transitions or routines • children being expected to wait for long periods of time • lack of flexibility in the program or children being unable to make choices • an imbalance of active and restful experiences • children being instructed rather than being consulted

Furthermore the instructions in the Workplace Performance Evidence checklist are unclear as the full context of the following statement has not been included; “This page is signed off to confirm that the client has demonstrated in the workplace or *in a simulated classroom environment.*” Assessment conditions of the unit of competency state skills must be demonstrated in a regulated education and care service. Simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

CHCECE022 Promote children’s agency

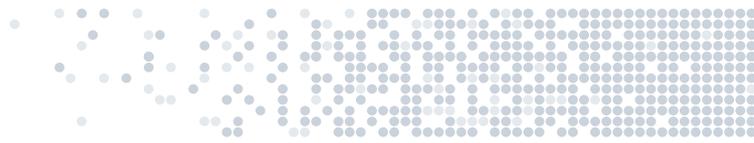
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- Work Placement record book
- Work Placement log booklet
- Respecting Similarities and Differences: power point learning resource.

The guidance provided to students and assessors varied in that the students are provided with instructions that are not as specific as the assessor’s questions. The assessor’s instructions include more detail and would not allow a student to achieve the level of acceptable performance without the same instructions being provided. The tools do not ensure fairness, consistency and reliability of the assessment process and consistency in the answers made by students. For example but not limited to:

Student version	Assessor version
What new ideas will you plan to introduce alongside those experiences and whose input is important?	Scenario 5 Name 2 new ideas will you plan to introduce alongside those experiences and whose input is important?

It could not be determined if the performance evidence requirements would be addressed, as the practical assessment-workplace evidence checklist provided was not for the above mentioned unit competency.



Reasons for outstanding non-compliance:

SIT30112 Certificate III in Tourism

SITTIND201 Source and use information on the tourism and travel industry

SITTGDE305 Develop and maintain the general and regional knowledge required by guides

Assessment does not meet all requirements of the SIT12 Tourism, Travel and Hospitality Training Package; and does not ensure assessment is conducted in accordance with the principles of assessment and rules of evidence. The tools do not address all requirements of the required skills and knowledge.

CHC30113 - Certificate III in Early Childhood Education and Care

CHCECE003 - Provide care for children

CHCECE007 Develop positive and respectful relationships with children

CHC50113 Diploma of Early Childhood Education and Care

CHCECE020 Establish and implement plans for developing cooperative behaviour

CHCECE022 Promote children's agency

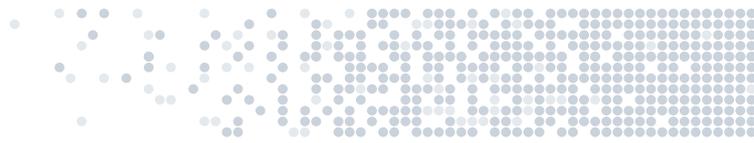
Assessment does not meet all requirements of the CHC Community Services Training Package and does not ensure assessment is conducted in accordance with the principles of assessment and rules of evidence. The tools did not address all requirements of the knowledge evidence and performance evidence requirements.

Some of the assessment tools did not provide guidance to the assessor of the performance level required to ensure sufficiency and consistency of assessment judgements across a range of assessors and learners.

The guidance provided to students and assessors varied in that the students are provided with instructions that are not as specific as the assessor's questions. The assessor's instructions include more detail and would not allow a student to achieve the level of acceptable performance without the same instructions being provided. The tools do not ensure fairness, consistency and reliability of the assessment process and consistency in the answers made by students.

Whilst the organisation will provide students with access to a workplace for assessment it is unclear from the instruction to the assessor the context in which the assessment will be conducted as the tool includes the statement "in the workplace or in a simulated classroom environment". Therefore, assessment does not address the assessment conditions of the CHC Community Services Training Package.

SNR 5	The applicant must have strategies in place to adhere to the principles of access and equity and to maximise outcomes for its clients, as follows:	
5.1	The applicant has a strategy in place detailing how it will establish and meet the needs of its clients.	
	Original finding: Compliant	Following rectification: n/a
5.2	The applicant has a strategy in place for the implementation of continuous improvement of client services informed by the analysis of relevant data.	
	Original finding: Compliant	Following rectification: n/a
5.3	The applicant has in place a process and mechanism to provide all clients information about the training, assessment and support services to be provided, and about their rights and obligations, prior to enrolment or entering into an agreement.	
	Original finding: Compliant	Following rectification: n/a



5.4 Where identified in the learning and assessment strategy, the applicant has engaged or has a defined strategy in place to engage with employers or other parties who contribute to each learner's training and assessment on the development, delivery and monitoring of training and assessment.

Original finding: Compliant

Following rectification: n/a

5.5 The applicant has a defined process and mechanism in place to ensure learners receive training, assessment and support services that meet their individual needs.

Original finding: Compliant

Following rectification: n/a

5.6 The applicant has a defined process and mechanism in place to ensure learners have timely access to current and accurate records of their participation.

Original finding: Compliant

Following rectification: n/a

5.7 The applicant has a defined complaints and appeals process that will ensure learners' complaints and appeals are addressed effectively and efficiently.

Original finding: Compliant

Following rectification: n/a

SNR 6 The applicant must have in place management systems that will be responsive to the needs of clients, staff and stakeholders, and the environment in which the RTO will operate, as follows:

6.1 The applicant has a strategy in place detailing how the management of its operations will ensure clients receive the services detailed in their agreement with the applicant.

Original finding: Compliant

Following rectification: n/a

6.2 The applicant has a defined strategy for the implementation of a systematic continuous improvement approach to the management of operations.

Original finding: Compliant

Following rectification: n/a

6.3 Where applicable, the applicant has a defined process and mechanism to monitor training and/or assessment services provided on its behalf to ensure that it complies with all aspects of the VET Quality Framework.

Original finding: Compliant

Following rectification: n/a

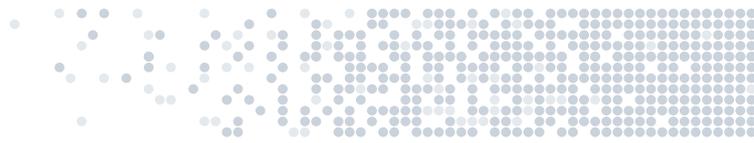
6.4 The applicant has a defined strategy and process to manage records to ensure their accuracy and integrity.

Original finding: Compliant

Following rectification: n/a

SNR 7 The applicant has adequate governance arrangements, as follows:

7.1 The applicant must demonstrate to the National VET Regulator;



- (a) what its intended objectives as an RTO are;
- (b) that it has undertaken business planning; and
- (c) ~~the continuing viability, including financial viability, of its proposed operations.~~

Original finding: Compliant

Following rectification: n/a

- 7.2** The applicant must also demonstrate how it will ensure the decision making of senior management is informed by the experiences of its trainers and assessors.

Original finding: Compliant

Following rectification: n/a

- 7.3** The applicant's Chief Executive must identify how he or she will ensure that it will comply with the VET Quality Framework and any national guidelines approved by the National Skills Standards Council or its successors. This applies to all of the operations within the applicant's intended scope of operation.

Original finding: Not compliant

Following rectification: Not compliant

Reasons for finding of non-compliance:

- The non-compliances identified at audit demonstrate the organisation's chief executive has not ensured the NVR registered training organisation has complied with the VET Quality Framework across its operations and entire scope of registration

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

Rectifying all the non-compliances identified at audit will address the non-compliances identified. No further evidence will then be required.

Analysis of rectification evidence:

The organisation has not provided sufficient evidence that demonstrates all non-compliances identified at audit have been rectified.

A review of rectification evidence demonstrated the organisation remains non-compliant with SNR 4.3, 4.5, 7.3, 11.2 and 13.1.

Reasons for outstanding non-compliance:

The outstanding non-compliances demonstrate the organisation's Chief Executive has not ensured the organisation complies with the VET Quality Framework.

SNR 8 Interactions with the National VET Regulator

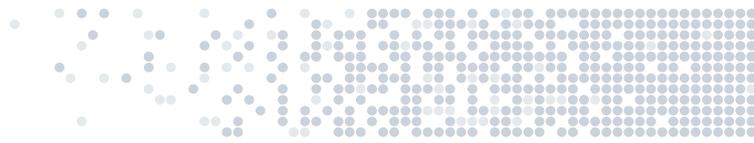
- 8.1** The application for initial registration must be accompanied by a self-assessment report of the applicant's compliance with the VET Quality Framework.

Original finding: Compliant

Following rectification: n/a

- 8.2** The applicant's chief executive must identify how it will ensure that the applicant will co-operate with the National VET Regulator:

- (a) in the conduct of audits and the monitoring of its operations;
- (b) by providing accurate and timely data relevant to measures of its performance;
- (c) by providing information about significant changes to its operations;
- (d) by providing information about significant changes to its ownership; and



(e) in the retention, archiving, retrieval and transfer of records consistent with National VET Regulator's requirements.

Original finding: Compliant

Following rectification: n/a

SNR 9 Compliance with legislation

9.1 The applicant must identify how it will comply with relevant Commonwealth, State or Territory legislation and regulatory requirements relevant to its intended operations and its intended scope of registration.

Original finding: Compliant

Following rectification: n/a

9.2 The applicant must identify how it will inform staff and clients of the legislative and regulatory requirements that affect their duties or participation in vocational education and training.

Original finding: Compliant

Following rectification: n/a

SNR 10 Insurance

10.1 The applicant must hold public liability insurance.

Original finding: Compliant

Following rectification: n/a

SNR 11 Financial management for initial registration

11.1 The applicant must be able to demonstrate to the National VET Regulator, on request, that it will be financially viable at all times during the period of its registration.

Original finding: Compliant

Following rectification: n/a

11.2 The applicant must identify how it will provide the following fee information necessary for continuing registration, to each client:

(a) the total amount of all fees including course fees, administration fees, materials fees and any other charges;

(b) payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee;

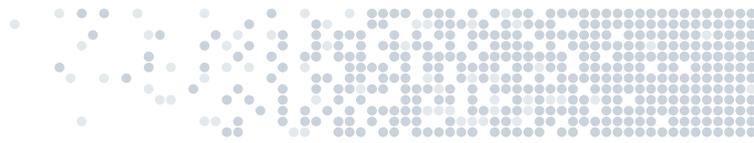
(c) the nature of the guarantee given by the RTO to complete the training and/or assessment once the student has commenced study in their chosen qualification or course;

(d) the fees and charges for additional services, including such items as issuance of a replacement qualification testamur and the options available to students who are deemed not yet competent on completion of training and assessment; and

(e) the applicant's refund policy.

Original finding: Not compliant

Following rectification: Not compliant



Reasons for finding of non-compliance:

The organisation could not provide evidence to demonstrate how fee information for the following items will be made available to clients:

- fees and charges for any additional services such as issuance of a replacement qualification testamur or reassessment costs;
- refund information in documentation was not consistent.

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

Provide evidence to demonstrate the organisation will have fee information available to clients including:

- fees and charges for any additional services such as issuance of a replacement qualification testamur or reassessment costs;
- refund information in documentation was not consistent.

Analysis of rectification evidence:

The applicant has provided evidence that demonstrates the organisation will have fee information available to clients about:

- fees and charges for any additional services such as issuance of a replacement qualification testamur or reassessment costs.

The applicant has not demonstrated that refund information in documentation is consistent. For example in the Policies and Procedures: Financial Management (page 40) and Client Handbook: Refund Policy (page 6) it states:

Reimbursement of fees for trainees

Where a trainee withdraws from a Unit of Competency after participating in a learning activity, then a proportionate payment of the student contribution fee must be reimbursed.

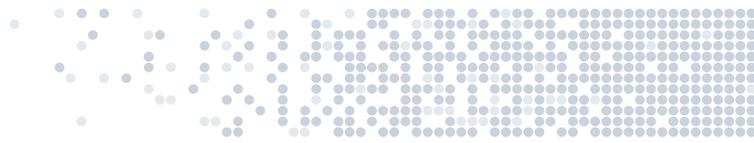
Fees refundable

No refund is available after the start day of the intended course, or to participants who leave before finishing the course

Reasons for outstanding non-compliance:

The applicant provided evidence on how fee information will be provided to clients however, refund information was not consistent.

- 11.3 Where the applicant intends collecting student fees in advance it must ensure it will comply with one of the following acceptable options for continuing registration:**
- (a) (Option 1) the RTO is administered by a State, Territory or Commonwealth government agency;**
- (b) ~~(Option 2) the RTO holds current membership of an approved Tuition Assurance Scheme; [option 2 not currently available]~~**
- (c) (Option 3) the RTO may accept payment of no more than \$1000 from each individual student prior to the commencement of the course. Following course commencement, the RTO may require payment of additional fees in advance from the student but only such that at any given time, the total amount required to be paid which is attributable to tuition or other services yet to be delivered to the student does not exceed \$1,500;**
- (d) (Option 4) the RTO holds an unconditional financial guarantee from a bank operating in Australia for no less than the full amount of funds held by the RTO which are prepayments from students (or future students) for tuition to be provided by the RTO to those students;**
or



(e) (Option 5) the RTO has alternative fee protection measures of equal rigour approved by the National VET Regulator.

Original finding: Not compliant

Following rectification: Compliant

Reasons for finding of non-compliance:

- Information in the Amazing Policy and Procedures Manual states “fees paid in advance are protected. We guarantee our financial position and guarantee all payments until the completion of training.
- The “Exclusive Course Pricing 2014 flyer-Option 1” includes payment terms which exceed \$1000 from each individual student prior to commencement of study and does not include further details on payments made for tuition or other services yet to be delivered that will not exceed single payments of \$1500.

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

- Provide evidence that demonstrates the organisation has the capacity to provide a “Fee Guarantee” OR
- Provide evidence that demonstrates information about fees will include payment terms that the organisation may accept payment of no more than \$1000 from each individual student prior to commencement of study and does not include further details on payments made for tuition or other services yet to be delivered that will not exceed single payments of \$1500.

Analysis of rectification evidence:

- The applicant has provided evidence to demonstrate information about fees will include payment terms that the organisation may accept payment of no more than \$1000 from each individual student prior to commencement of study and does not include further details on payments made for tuition or other services yet to be delivered that will not exceed single payments of \$1500.

SNR 12 Strategy for certification, issuing and recognition of qualifications & statements of attainment

12.1 The applicant must identify how it will issue to persons whom it has assessed as competent in accordance with the requirements of the Training Package or VET accredited course, a VET qualification or VET statement of attainment (as appropriate) that:

(a) meets the Australian Qualifications Framework requirements;

(b) identifies the RTO by its national provider number from the National Register; and

(c) includes the Nationally Recognised Training (NRT) logo, in accordance with the current conditions of use.

Original finding: Compliant

Following rectification: n/a

12.2 The applicant must confirm that it will recognise the AQF and VET qualifications and VET statements of attainment issued by any other RTO.

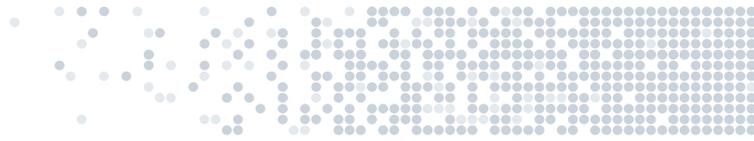
Original finding: Compliant

Following rectification: n/a

12.3 The applicant must retain client records of attainment of units of competency and qualifications for a period of 30 years.

Original finding: Compliant

Following rectification: n/a



12.4 The applicant must identify how it will provide returns of its client records of attainment of units of competence and qualifications to the National VET Regulator on a regular basis, as determined by the National VET Regulator. [no requirements currently exist]

This element was not audited.

12.5 The applicant must meet the requirements for implementation of a national unique student identifier. [no requirements currently exist]

This element was not audited.

SNR 13 Strategy for accuracy and integrity of marketing

13.1 The applicant must demonstrate that its proposed marketing and advertising of AQF and VET qualifications to prospective clients is ethical, accurate and consistent with its scope of registration.

Original finding: Not compliant

Following rectification: Not compliant

Reasons for finding of non-compliance:

CHC30712 Certificate III in Childrens Services

- The organisation has incorrectly identified eight units of competency. Three of these units were superseded on 1 July 2013, three units superseded on 7 May 2012 and two units superseded on 25 March 2011.
- The information pack flyer includes the statement “compulsory to complete a full First Aid Certificate. This statement is confusing as the unit *HLTFA311A Apply first aid* is a core unit of competency within the Certificate III in Children’s Services and therefore is a requirement in order to be eligible for the qualification.

CHC50908 Diploma of Children's Services (Early childhood education and care)

- Course Information Scope (units listed) May 2013 electives differ from units listed in marketing material
- Prerequisite units of competency are not listed in the marketing flyer for CHC50908 Diploma of Children's Services (Early childhood education and care)
- It is incorrectly stated under the heading ‘entry requirements’ in the marketing flyer that students must demonstrate competence in the core units before undertaking the elective courses.

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

CHC30113 - Certificate III in Early Childhood Education and Care*

CHC50113 - Diploma of Early Childhood Education and Care*

Provide evidence to demonstrate marketing material will have:

- consistent and accurate information throughout the marketing material content for the above qualifications.

*Note: the applicant is required to provide rectification against the current qualification it has applied to deliver

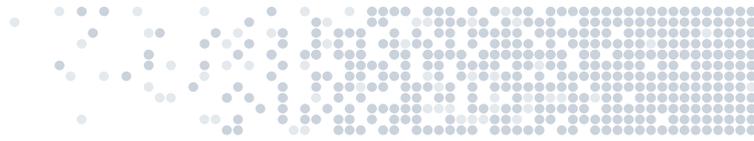
Analysis of rectification evidence:

CHC30113 - Certificate III in Early Childhood Education and Care*

CHC50113 - Diploma of Early Childhood Education and Care*

The number of electives listed exceeds the qualification requirements and there is no additional information provided to explain about the selection of electives.

Reasons for outstanding non-compliance:



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

The applicant did not provide evidence to demonstrate marketing material will have accurate information in the marketing material content for the above qualifications.

13.2	The applicant demonstrates that it will use the NRT logo only in accordance with its conditions of use.
Original finding: Compliant	Following rectification: n/a

SNR 14 Strategy for transition to Training Packages/expiry of VET accredited courses

14.1	The applicant must identify how it will manage the transition from superseded Training Packages within 12 months of their publication on the National Register so that it delivers only currently endorsed Training Packages.
Original finding: Compliant	Following rectification: n/a

14.2	The applicant must identify how it will manage the transition from superseded VET accredited courses so that it will deliver only currently endorsed Training Packages or current VET accredited courses.
Original finding: Compliant	Following rectification: n/a