



REPORT

Audit report: Help Enterprises Limited

RTO number:	1653
CRICOS number:	N/A
Date/s of audit:	05 Mar 2020
Date report created:	9 March 2020

Organisation details

Organisation's legal name:	Help Enterprises Limited
Trading name/s:	Help Training Institute
RTO number:	1653
CRICOS number:	N/A

Audit team

Lead auditor:	Sharyn Gillick
Auditor/s:	Pauline Bowtell

Audit details

Application number/s:	N/A
Audit number/s:	AUDREC0010207
Audit reason/s:	Compliance Monitoring
Address of site/s visited:	520 Curtin Avenue East Eagle Farm QLD 4009 Australia
Date/s of audit:	05 Mar 2020
Organisation's contact for audit:	GREGORY Luck Chief Executive Officer greg.luck@helpenterprises.com.au 0738681765

Original finding at time of audit

Audit finding: Serious non-compliance

Report completed by: Sharyn Gillick

Practice	Standards for RTOs	Finding
Training and Assessment	1.1*, 1.2*, 1.3, 1.8*, 1.13*, 1.14, 1.15, 1.16*	Not compliant
Marketing/Recruitment Practices	4.1	Compliant
Enrolment	5.1, 5.2, 5.3	Compliant
Support and Progression	1.7*	Not compliant
Completion	3.1*	Not compliant
Regulatory Compliance / Governance	2.3, 2.4, 8.2	Compliant

*Indicates a non-compliant clause

Background

Summary of organisation and management structure:

- Help Enterprises Limited (HELP) is a Queensland organisation committed to enhancing people's lives by offering a range of services including training, allied health, disability care, supported employment, housing and accommodation and equine assisted therapy. HELP delivers market-leading products and services that add value for customers, while creating vital employment opportunities and support for people with disability, and other disadvantaged groups.
- The Registered Training Organisation – Help Training Institute RTO 1653 – operates within the organisational structure of HELP and supports clients seeking employment through commonwealth government initiatives. Operational departments and roles are shared amongst the divisions of HELP including finance, contract, human resources and marketing management.
- Management structure includes:
 - Board of Directors
 - Group Chief Executive – Help Enterprises Limited (Denver Fresser)
 - CEO – Help Employment and Training (Greg Luck)
 - RTO Manager – Help Training Institute (Andrew Siulepa)
 - Compliance Coordinator (Sharyn Wickson)
 - Training Manager (Pauline Armstrong)
 - Trainer and Assessors

Scope of organisation's registration:

- BSB10115 Certificate I in Business
- BSB20115 Certificate II in Business
- BSB30115 Certificate III in Business
- BSB30415 Certificate III in Business Administration
- BSB40515 Certificate IV in Business Administration
- BSB42015 Certificate IV in Leadership and Management
- CHC32015 Certificate III in Community Services
- CHC33015 Certificate III in Individual Support
- CHC41115 Certificate IV in Employment Services
- CHC42015 Certificate IV in Community Services
- CHC43015 Certificate IV in Ageing Support
- CHC43115 Certificate IV in Disability
- CHC43315 Certificate IV in Mental Health
- CPC10111 Certificate I in Construction
- CPP30316 Certificate III in Cleaning Operations
- FSK10213 Certificate I in Skills for Vocational Pathways
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- HLT23215 Certificate II in Health Support Services
- SIR10116 Certificate I in Retail Services
- SIR20216 Certificate II in Retail Services
- SIR30216 Certificate III in Retail
- SIT10216 Certificate I in Hospitality
- SIT20316 Certificate II in Hospitality
- SIT20416 Certificate II in Kitchen Operations
- SIT30616 Certificate III in Hospitality
- SIT40416 Certificate IV in Hospitality
- TLI21815 Certificate II in Logistics
- TLI31616 Certificate III in Warehousing Operations
- TLI32416 Certificate III in Logistics

Suburb and state of all delivery sites:

- Approximately 20 HELP hubs/sites across South East Queensland.

Third party usage:

- Phoenix Learning PTY LTD

Core clients/target groups:

- Internal clients of Help Enterprises Limited

Training Revenue (Funded or fee for service):

- Funded and fee for service

Total number of current enrolments in the organisation as at audit date:

- 797

In preparing the audit report, consideration has been given and reference made, where relevant, to:

- Information provided by students as part of a student survey or interview.
- Information provided directly by Help Enterprises Limited to ASQA.
- Existing information and records held by ASQA concerning Help Enterprises Limited.
- Information provided to ASQA's auditors and documentation reviewed during the site audit of Help Enterprises Limited conducted on 05 Mar 2020.
- Other publicly available information - including but not limited to, information published on the organisation's and third-party websites.

Audit Sample

Training Products	Mode/s of delivery/assessment*	Current enrolments
<i>BSB30415 Certificate III in Business Administration</i>	Face to face and mixed	82
<i>CHC33015 Certificate III in Individual Support</i>	Face to face and mixed	116
<i>SIT30616 Certificate III in Hospitality</i>	Face to face and mixed	52

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

Interviewees

Name	Position	Training products
Gregory Luck	CEO	N/A
Patricia Beitz	Finance Manager	N/A
Therese Muller	Quality and Contract Manager	N/A
Laila Osbourne	Resource Writer	N/A
Andrew Siulepa	Quality Manager	N/A
Sharyn Wickson	Compliance Coordinator	BSB30415, CHC33015 SIT30616

About this Report

This report details findings against the *Standards for Registered Training Organisations (RTOs) 2015* (Standards for RTOs). If non-compliance has been identified, this report describes evidence of the non-compliance.

Where non-compliance has been identified, the Registered Training Organisation is accountable for identifying and correcting non-compliant practices and behaviours, particularly those that have had a negative impact on learners.

Correcting a non-compliance may require:

- correcting a process or system that has led to the non-compliance, and implementing a revised process or system
- identifying the impact on learners and carrying out remedial action for current and past learners

Original action required by Organisation

Help Enterprises Limited did not meet all requirements for clauses 1.1, 1.2, 1.8, 1.13, 1.16, 1.7, 3.1

Remedial action is required for the following training products:

- CHC33015 Certificate III in Individual Support
- BSB30415 Certificate III in Business Administration
- SIT30616 Certificate III in Hospitality
- SITXFXA001 Use hygienic practices for food safety
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB002 Provide responsible service of alcohol
- SITHGAM001 Provide responsible gambling service

The organisation is required to provide evidence that demonstrates:

Support and progression

Standards for RTOs Clause 1.7

- the organisation now has appropriate systems that are followed to ensure the support needs of individual learners are determined that complies with Standards for RTOs Clause 1.7
- the organisation now has appropriate systems that are followed to ensure learners with support needs are provided with educational/support services that complies with Standards for RTOs Clauses 1.7
- the organisation has carried out remedial action to identify and address the impact the non-compliance may have caused to students in the training product sampled where support needs were not determined and/or where identified, educational/support services were not provided. Remedial action needs to cover current students and students who enrolled or completed with your organisation in the past three months.

Training and assessment

Standards for RTOs Clause 1.1 and 1.2

- the organisation has corrected its training and assessment practices for future students to ensure they meet the requirements of the training product, including the amount of training provided
- the organisation carried out remedial action to identify and address the impact the non-compliance may have caused to students in the training product sampled that were impacted by training and assessment practices that did not meet the requirements of the training product (including amount of training). Remedial action needs to cover current students and students who enrolled or completed with your organisation in the past three months.

Standards for RTOs Clause 1.8

- the organisation has corrected its assessment system (to comply with Clause 1.8) for future students and has systems in place to ensure it is this system that is applied. The evidence to be provided must:
 - include the full suite of assessment tools (including RPL) for each unit of competency identified as non-compliant
 - demonstrate the organisation will implement an assessment system that ensures assessment:
 - complies with the assessment requirements of the relevant training product(s)
 - will be conducted in accordance with the Principles of Assessment and Rules of evidence.
- the organisation has carried out remedial action to identify and address the impact the non-compliance may have caused to students in the training product sampled that were assessed in a manner that did not meet the requirements of Clause 1.8. Remedial action needs to cover current students and students who were assessed by your organisation in the past three months.

Standards for RTOs Clauses 1.13 – 1.20

- the organisation now has appropriate processes to ensure it only uses trainers/assessors meet the requirements of the standards to provide training and assessment (Clause 1.13-1.20)
- the trainers/assessors currently used by the organisation meet the requirements of the standards (Clause 1.13-1.20)
- the organisation has carried out remedial action to identify and address the impact the non-compliance may have caused to students in the training product sampled that were trained or assessed by a trainer/assessor that did not meet the requirements of the standards. Remedial action needs to cover current students and students who enrolled or completed with your organisation in the past three months.

Completion

Standards for RTOs Clause 3.1

- the organisation now has appropriate systems that are followed to ensure AQF certification documentation is only issued to a learner whom it has assessed as meeting the requirements of the training product as specified in the relevant training or VET accredited course
- the organisation has carried out remedial action to identify and address the impact the non-compliance may have caused to students in the training product sampled that were issued with AQF certification documentation and were not assessed as meeting the requirements of the training product as specified in the relevant training or VET accredited course. Remedial action needs to cover students issued with AQF certification in the past three months.

Areas of non-compliance

Training and Assessment

Training Delivery and Assessment

Standards for RTOs Clause 1.1

Original Finding: Not compliant

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.

Standards for RTOs Clause 1.2

Original Finding: Not compliant

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.

- The following evidence was reviewed:
 - Training and assessment strategies:
 - BSB30415 Certificate III in Business Administration
 - CHC33015 Certificate III in Individual Support
 - SIT30616 Certificate III in Hospitality
 - SITXFSA001 Use hygienic practices for food safety
 - SITHFAB005 Prepare and serve espresso coffee
 - SITHGAM001 Provide responsible gambling service
 - SITHFAB002 Provide responsible service of alcohol
- The organisation has not demonstrated how the amount of training has been determined as sufficient with regard to the students' existing skills, knowledge and experience. Specifically, but not limited to:
 - The target student cohort described in the organisation's documented training and assessment strategy covers a wide range of backgrounds focusing on job outcomes and is generic for all modes of delivery and training products. Therefore, the student's existing skills, knowledge and experience is undefined.
 - Consequently, the training and assessment strategy does not explain how the stated amount of training for each training product and mode of delivery has been determined as sufficient for the target student cohort.

Standards for RTOs Clause 1.8

Original Finding: Not compliant

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.

Table 1.8.1 Principles of Assessment

Fairness	The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
Flexibility	Assessment is flexible to the individual learner by: <ul style="list-style-type: none">• reflecting the learner's needs;• assessing competencies held by the learner no matter how or where they have been acquired; and• drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity	Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires: <ul style="list-style-type: none">○ assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;○ assessment of knowledge and skills is integrated with their practical application;○ assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and○ judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Table 1.8.2 Rules of Evidence

Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

- The following evidence was reviewed:
 - **CHC33015 Certificate III in Individual Support**
Updated and untested assessment tools (intended practice):
CHCCCS011 Meet personal care needs:
 - 13 written questions
 - 7 case studies
 - Workplace observations*CHCCCS023 Support independence and wellbeing:*
 - 21 written questions

- 3 role plays - workplace observation preparation
 - Workplace observations
- **CHC33015 Certificate III in Individual Support**
Existing and implemented assessment tools (demonstrated practice):
CHCCCS011 Meet personal care needs:
 - Knowledge questions
 - Role play
 - Observation
 - Case studies
 - Workplace logbook*CHCCCS023 Support independence and wellbeing*:
 - Knowledge questions
 - Observation
 - Role play
 - Case study
 - Workplace logbook
- Evidence provided for the organisation's intended assessment practices for *CHCCCS011 Meet personal care needs* and *CHCCCS023 Support independence and wellbeing* is **compliant** with the requirements of Clause 1.8.
- Evidence provided for the organisation's demonstrated assessment practices for *CHCCCS011 Meet personal care needs* and *CHCCCS023 Support independence and wellbeing* is **not compliant** with the requirements of Clause 1.8.
- The following analysis provides guidance on the areas of non-compliance. Examples of non-compliances are provided however, this is not an exhaustive list. It is the organisation's responsibility to review the assessment system and implementation of the assessment system for each unit of competency for all non-compliances identified below and provide evidence:
 - of a revised assessment system for each unit of competency listed above that addresses all requirements of Clause 1.8.
 - that confirms students were assessed as meeting all the requirements of the training products in which they were enrolled.
- Reliability - the assessment tools do not contain sufficient performance benchmarks for each skill and/or behaviour to be demonstrated; therefore, it cannot be confirmed that all training package requirements will be met and that consistent judgements will be made across a range of students and assessors. For example, but not limited to:
 - *CHCCCS011 Meet personal care needs* and *CHCCCS023 Support independence and wellbeing*: the observation record used to assess practical skills includes criteria of non-observable behaviour with no benchmark examples to guide the assessor and there is no instruction to record how the student demonstrated the skill/s. Furthermore, there are 3 columns to tick against a 'yes' and a 'no' for each of the listed criteria which is intended to be used to record observation for 3 different clients, however the context for each client will differ and with no way to record how the student demonstrated the skill/s reliability cannot be confirmed.
- The assessment practices for the following students do not confirm the organisation conducted adequate assessment of the students that ensured they were competent against all requirements of the training product and that the assessment was conducted in accordance with the Principles of Assessment and the Rules of Evidence. For example, but not limited to:
 - Students CB (assessed 6/02/2020 and 18/12/2019) and SB (assessed 18/11/2019):
 - *CHCCCS011 Meet personal care needs* and *CHCCCS023 Support independence and wellbeing*: the observation record for both units of competency has 3 columns to tick against a 'yes' and a 'no' for specified criteria which is intended to be used to record observations for 3 different clients. In this case, the assessor completed

- the first column only, leaving column two and three blank. See also identified non-compliance regarding the observation record, as outlined above.
- Student SB (assessed 11/11/2019):
 - *CHCCCS011 Meet personal care needs and CHCCCS023 Support independence and wellbeing*: the workplace logbook includes a list of criteria relating to a specified topic and the assessor is required to record comments against these criteria regarding the student's interaction with 3 different clients. The specified topics include supporting individual difference; promoting independence; supporting physical wellbeing and supporting social, emotional and psychological wellbeing. For all criteria for both units of competency the assessor recorded the same comment for the one client (for example museum visit), which states when the observation occurred (for example during the museum visit) but not how the student demonstrated the skill and/or behaviour. Therefore, the workplace logbook is not a reliable source of evidence to support competency for these units of competency for this student.
 - The following evidence was reviewed:
 - **SIT30616 Certificate III in Hospitality**
 - SITXFXA Use hygienic practices for food safety*
 - Knowledge questions (24)
 - Observations
 - SITHFAB005 Prepare and serve espresso coffee*
 - Knowledge questions (37)
 - Observation
 - Projects
 - Coffee observation record tool (provided via email during site audit)
 - Coffee observation record tool (used for sample students assessed 12 – 14 February 2020)
 - SITHFAB002 Provide responsible service of alcohol*
 - Knowledge questions (49)
 - Observation (role play)
 - SITHGAM001 Provide responsible gambling services*
 - Knowledge questions (36)
 - Observation
 - Role play
 - Case study
 - The following analysis provides guidance on the areas of non-compliance. Examples of non-compliances are provided however, this is not an exhaustive list. It is the organisation's responsibility to review the assessment system and implementation of the assessment system for each unit of competency for all non-compliances identified below and provide evidence:
 - of a revised assessment system for each unit of competency listed above that addresses all requirements of Clause 1.8.
 - that confirms students were assessed as meeting all the requirements of the training products in which they were enrolled.
 - Validity and Sufficiency - the assessment tools do not address all unit of competency requirements. For example, but not limited to:
 - Performance Evidence:
 - *SITXFS001 Use hygienic practices for food safety*: performance evidence includes the demonstration of the “use of safe food handling practices in food handling work functions in line with organisational hygiene procedures on at least three occasions.” The skills checklist captures the demonstration of this task on only one occasion, and the student is provided with three attempts (instructions to assessor includes the note that “three attempts might not be required”).
 - *SITHFAB005 Prepare and serve espresso coffee*: the observation and project assessment tools do not capture the demonstration of “prepare and present each of the following

espresso-based coffee beverages on three different occasions within commercial timeframes: *caffè latte*, *cappuccino*, *espresso* (short black), *flat white*, *long black*, *piccolo latte*, *mocha*, *ristretto* and *short and long macchiato*.” Additionally, the coffee observation record tool provided via email during site audit allows the student to demonstrate the preparation and presentation of each of the mentioned espresso-based coffee beverages only once.

- Knowledge Evidence:
 - *SITHFAB005 Prepare and serve espresso coffee*: assessment mapping indicates knowledge evidence of “different types of milk, their characteristics and uses for different types of coffee beverages” is assessed in knowledge question 34, which requires the student to identify the ingredients (including if milk is used or not) for seven different beverages. This question does not require the student to demonstrate knowledge of the different types of milk and their characteristics.
 - Assessment conditions:
 - *SITHFAB005 Prepare and serve espresso coffee*: it is an assessment condition that “industry-realistic ratio of staff to customers” are used, which can include “customers in an industry workplace during the assessment process; or individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.” The assessment overview and instructions do not stipulate this requirement, therefore it cannot be confirmed the assessment condition will be met.
- Fairness - the assessment tools do not provide clear information to the student to fully inform them of the assessment process and conditions. For example, but not limited to:
 - *SITHFAB005 Prepare and serve espresso coffee*: student instructions for the observation do not include information regarding assessment conditions and tasks to be completed throughout the duration of the observation.
 - *SITHGAM001 Provide responsible gambling services*: there is insufficient guidance and/or instructions for the six role-plays, for both the student and the person playing the role of the other person.
 - Reliability - the assessment tools do not contain sufficient performance benchmarks for each skill and/or behaviour to be demonstrated; therefore, it cannot be confirmed that all training package requirements will be met and that consistent judgements will be made across a range of students and assessors. For example, but not limited to:
 - *SITXFSA001 Use hygienic practices for food safety*: the observation record (observation 2 and 3) used to assess the identification of food hazards and reporting of unsafe practices and incidents of food contamination contains no benchmark examples to guide the assessor.
 - *SITHFAB005 Prepare and serve espresso coffee*:
 - the observation record does not include adequate benchmarks to guide the assessor and there is no instruction to record how the student demonstrated the skill/s
 - the coffee observation record tool used to assess students 12 – 14 February 2020 includes a list of the performance evidence regarding presentation of the espresso coffee beverages without benchmarks on how each beverage is required to be presented
 - inconsistent benchmarks are identified in the knowledge questions assessment. For example, knowledge question 34 does not have any benchmarks on correct responses and knowledge question 35 (multiple choice) indicates only one correct answer when more than one option may be correct.
 - *SITHFAB002 Provide responsible service of alcohol*:
 - the observation record does not include adequate benchmarks to ensure the performance evidence is assessed as part of the role play scenarios, for example but not limited to:

- the identification of at least three early indicators of intoxication and identification of suitable intervention strategies to prevent intoxication is not included as a skill to be demonstrated as part of the role play
- the three different groups of intoxicated customers (those in emotional distress, those with no food consumption during extended service of alcohol, and those who appear to be under the effect of illicit substances or other drugs) is not stipulated in the observation record. Therefore, it cannot be confirmed the student will demonstrate the refusal of the sale or service of alcohol and assisting each of these customers.
- *SITHGAM001 Provide responsible gambling services:*
 - the observation checklist (assessment 2) lists the unit of competency performance criteria, performance evidence and knowledge evidence which includes non-observable behaviour with no benchmark examples to guide the assessor and there is no instruction to record how the student demonstrated the skill/s.
 - the observation checklist (assessment 3) used to record the student's performance in the role plays do not include any criteria or benchmarks to guide the assessor, rather, the assessor is required to tick the student's performance was satisfactory or unsatisfactory for each of the role plays. Furthermore, there is no instruction to the assessor to record why the student's performance was satisfactory or unsatisfactory.
- The assessment practices for the following students do not confirm the organisation conducted adequate assessment of the students that ensured they were competent against all requirements of the training product and that the assessment was conducted in accordance with the Principles of Assessment and the Rules of Evidence. For example, but not limited to:
 - Students assessed between 12/02/2020 and 14/02/2020 at Yarrabilba (PB, KG, AK, JD, KJ, TB):
 - *SITXFXA001 Use hygienic practices to food safety and SITHFAB005 Prepare and serve espresso coffee:* Students were assessed using non-compliant assessment tools (see above for specific examples). An additional coffee observation record tool (different to the one provided via email during site audit) was used to assess this group of students, however, the assessor did complete the tool as intended. Consequently, assessment evidence demonstrates students were only assessed preparing and presenting the espresso drinks on one occasion only.
 - Students assessed between 05/02/2020 and 07/02/2020 at Browns Plains (CB, JK, JK, CO, VR, KS, NS-E, DW):
 - *SITXFXA001 Use hygienic practices to food safety and SITHFAB005 Prepare and serve espresso coffee:* Students were assessed using non-compliant assessment tools (see above for specific examples).
 - Students assessed between 17/02/2020 and 18/02/2020 at Yarrabilba (PB, KG, TB, CH, KJ, AK, TS, RC, JD):
 - *SITHFAB002 Provide responsible service of alcohol and SITHGAM001 Provide responsible gambling services:* Students were assessed using non-compliant assessment tools (see above for specific examples).
 - Students assessed between 19/02/2020 and 20/02/2020 at Capalaba (MA, NB, KC, DE, CE, JH, TR, MN, PO, KT, MW):
 - *SITHFAB002 Provide responsible service of alcohol and SITHGAM001 Provide responsible gambling services:* Students were assessed using non-compliant assessment tools (see above for specific examples).

Trainer and assessor competency

Standards for RTOs Clause 1.13

Original Finding: *Not compliant*

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

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

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

Standards for RTOs Clause 1.16

Original Finding: Not compliant

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.

- The following evidence was reviewed:
 - Pauline Armstrong
 - Qualifications
 - Resume
 - Evidence to support vocational currency
 - Professional development evidence
 - Natasha (Tash) Ziebarth
 - Qualifications
 - Resume
 - Evidence to support vocational currency
 - Professional development evidence
 - Donna Bailey
 - Qualifications
 - Resume
 - Evidence to support vocational currency
 - Professional development evidence
 - Phillipe Beylot
 - Qualifications
 - Resume
 - Evidence to support vocational currency
 - Professional development evidence
 - Damien Lowe
 - Qualifications
 - Resume
 - Evidence to support vocational currency
 - Professional development evidence
 - Marilyn Wheeler
 - Qualifications
 - Resume
 - Evidence to support vocational currency
 - Professional development evidence
 - Conversation with Compliance Coordinator at site audit 5/03/2020
- The organisation did not provide sufficient evidence to demonstrate that the below listed trainers and assessors possess relevant industry currency:
 - Pauline Armstrong
 - Natasha (Tash) Ziebarth
 - Damien Lowe

Specific examples of non-compliance include:

- Pauline Armstrong: Pauline is an identified trainer and assessor for *CHC33015 Certificate III in Individual Support* and assessment evidence reviewed at site audit confirms she has

assessed students in this training product. Evidence provided did not demonstrate Pauline has relevant industry currency in the aged care and disability care sectors due to the following:

- The resume provided did not include any experience working in the aged care and disability sectors, with the exception of completing practicum hours as part of the assessment requirements of completing qualification *CHC33015 Certificate III in Individual Support* (issued 6/04/2017).
 - Industry currency evidence includes an education session held 1/12/2019 on the topic of palliative care, however because Pauline has not demonstrated previous experience working in the sector, this is not sufficient to support relevant industry currency.
 - Natasha (Tash) Ziebarth: Tash is an identified trainer and assessor for *CHC33015 Certificate III in Individual Support* and assessment evidence reviewed at site audit confirms she has assessed students in this training product. Evidence provided did not demonstrate Tash has relevant industry currency in the aged care and disability care sectors due to the following:
 - The resume provided did not include any experience working in the aged care and disability sectors, with the exception of completing practicum hours as part of the assessment requirements of completing qualification *CHC33015 Certificate III in Individual Support* (issued 12/09/2017 and 24/01/2018).
 - Industry currency evidence includes an education session held 1/12/2019 on the topic of palliative care and professional conversations with industry representatives, however because Tash has not demonstrated previous experience working in the sector, this is not sufficient to support relevant industry currency.
 - Damien Lowe: evidence provided indicates Damien last worked in the hospitality industry in 2016 and has not demonstrated relevant industry currency in the subsequent years to date.
- The organisation did not provide sufficient evidence to demonstrate that the below listed trainers and assessors possess relevant, current knowledge and skills in vocational training and learning:
 - Pauline Armstrong
 - Donna Bailey
 - Phillipe Beylot
 - Damien Lowe
 - Marilyn Wheeler
 - Natasha (Tash) Ziebarth

Specific examples of non-compliance include:

- Pauline Armstrong: Pauline completed *TAEASS502 Design and develop assessment tools* and *TAELLN411 Address adult language, literacy and numeracy skills* in April 2019, however no other evidence was provided to demonstrate ongoing professional development in maintaining relevant, current knowledge and skills in vocational training and learning.
- Donna Bailey: Donna completed *TAE40116 Certificate IV in Training and Assessment* in February 2019, and no other evidence was provided to demonstrate ongoing professional development in maintaining relevant, current knowledge and skills in vocational training and learning.
- Phillipe Beylot: Phillipe completed *TAE40116 Certificate IV in Training and Assessment* in January 2019, and no other evidence was provided to demonstrate ongoing professional development in maintaining relevant, current knowledge and skills in vocational training and learning.
- Damien Lowe: evidence provided indicates Damien last completed professional development relating to relevant, current knowledge and skills in vocational training and learning in 2018.
- Marilyn Wheeler: no evidence was provided to demonstrate ongoing professional development in maintaining relevant, current knowledge and skills in vocational training and learning.
- Natasha (Tash) Ziebarth: Tash completed *TAE40116 Certificate IV in Training and Assessment* in March 2019, and no other evidence was provided to demonstrate ongoing

professional development in maintaining relevant, current knowledge and skills in vocational training and learning.

BSB30415 Certificate III in Business Administration

CHC33015 Certificate III in Individual Support

SIT30616 Certificate III in Hospitality

- The organisation has not demonstrated, for the above training product, that it has implemented a program which ensures that all its trainers and assessors undertake professional development as required by Clause 1.16. For example:
 - As a consequence of non-compliance for Clause 1.13c), as outlined above, evidence provided has not demonstrated the organisation has ensured 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.
 - Discussion during the site audit indicates plans to implement quarterly professional development sessions with all trainers and assessors, utilising external facilitators, however insufficient evidence was provided to support previous professional development as well as confirm plans for future professional development.

Support and Progression

Support

Standards for RTOs Clause 1.7

Original Finding: *Not compliant*

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.

- The following evidence was reviewed:
 - Student assessment and administration file for LK (*SIT30616 Certificate III in Hospitality*)
- The organisation has not demonstrated that it has monitored progress of students and identified any education and support services necessary to enable each individual student to meet the expected learning outcomes. For example, but not limited to:
 - Assessment evidence in student LK's file indicate the last assessment decision took place in June 2019 and the RTO confirmed the student's trainer/assessor resigned from the organisation at approximately the same time. A review of the student file indicates LK has outstanding assessment to complete, however there is no evidence of correspondence between RTO and student since June 2019. Therefore, the organisation has not demonstrated the monitoring of this student's progress to identify any potential education and support service requirements.

Completion

Standards for RTOs Clause 3.1

Original Finding: *Not compliant*

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.

- The following evidence was reviewed:
 - See evidence provided for Clause 1.8

- The organisation has not demonstrated that its assessment system complies with the Principles of Assessment and Rules of Evidence (refer to non-compliance identified with Clause 1.8) with respect to students who were assessed as meeting the requirements of the training product and were issued with AQF certification documentation.