

## AQTF Re-registration Audit

RTO: Cobram Community House Inc.

Audit Date: 30<sup>th</sup> March, 2010

## AQTF 2007 AUDIT REPORT

RTO DETAILS			
RTO Name	Cobram Community House Inc	NTIS Number	3708
Address	43-45 Punt Rd, COBRAM, 3644, Australia		
	Website		
Registration Contact	Ms Sueanne Johns - (Acting) RTO Coordinator		
Phone Number	03 5872 2224	E-mail	<a href="mailto:cch@murraychannels.org.au">cch@murraychannels.org.au</a>
Student Numbers			
AUDIT TEAM			
Lead Auditor	James Nash	Auditor/s	
Technical Advisor/s		Observer/s	
REGISTERING BODY DETAILS			
Contact Person	Jerzy Gill		
Phone Number	(03) 651 3226	E-mail	<a href="mailto:gill.jerzy.j@edumail.vic.gov.au">gill.jerzy.j@edumail.vic.gov.au</a>
AUDIT DETAILS			
Type of Audit	Re-registration Audit		
Standards audited	1, 2.2, 3.3		
Conditions audited			
Audit Date/s	30 <sup>th</sup> March, 2010		
Other audit notes			
FOCUS OF AUDIT			
QUALIFICATION/UNIT OF COMPETENCE/ACCREDITED COURSE			
NTIS Code	Qualification/Unit of Competence/Accredited Course (as per NTIS)	Delivery Site	
CHC30708	Certificate III in Children's Services	43-45 Punt Rd, COBRAM, VIC, 3644	
CHC50908	Diploma of Children's Services (Early childhood education and care)		
BSB30107	Certificate III in Business		
BSB30407	Certificate III in Business Administration		
INTERVIEWEE/S (Staff -name and position; employer name and position ; students (by program, do not list by name)			
Sueanne Johns (Acting RTO Coordinator)			

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**Standard 1: The RTO provides quality training and assessment across all of its operations**

**Audit conclusion**

Result
Compliant
Non-compliant
Not audited

**Continuous Improvement (AQTF Standard 1.1):**

While the RTO has been identifying and acting on areas for improvements over the last 6 months, this has been a reactive process and has not been the result of effective collection and analysis of relevant data. The processes for collecting feedback in relation to training and assessment materials, client services, and management of operations are not documented appropriately to ensure consistent implementation can be achieved and relevant data collected to proactively identify areas for improvement. The processes identified and reviewed do not allow for effective collection and analysis of data from a range of sources.

**Recommendation:**

It is recommended that the RTO review the continuous improvement processes to ensure that consistent and effective implementation of data collection activities can be achieved. This includes identifying the process for each type of activity and how appropriate data is to be collected. Identify the responsibilities, timeframes, and record requirements for each activity.

Ensure all activities are implemented and appropriate evidence of the data collection and analysis is maintained by the RTO.

**Strategies for Training & Assessment (AQTF Standard 1.2):**

Strategies for training and assessment were reviewed and the following issues identified:

**CHC30708 - Certificate III in Children's Services**

- The course duration is specified as 29 weeks however there is no indication of the course structure or student contact time.
- It is identified that the program is delivered 'off-the-job' through face to face delivery. It is also indicated that 'work experience will be incorporated where applicable'. This information is conflicting and does not identify how the face to face contact is achieved in terms of location and hours.
- There is no information on how the RTO identifies if 'work experience' is applicable for delivery of this qualification. There are no details relating to how the RTO provides appropriate environments suitable for delivery and assessment of the practical requirements of this qualification. It was verbally indicated that the RTO requires students who are not employed in a childcare centre to undertake work experience but there is no information within the strategy on this requirement and provides inconsistent information on the delivery mode.
- There is no information included in the strategy about this work placement requirement or how the RTO will provide the work placement to students not employed. There are also no details about any entry requirements.
- There is no information on the order of delivery that must be maintained or how the course is structured / delivered.
- Assessment methods are identified for each unit within the strategy however the assessment methods indicated are not consistent with those presented by the RTO.
- Identifies Assessment validation activities that the RTO will implement. The strategy states 'External Facilitator conducts 2 moderation meetings attended by all assessors.' It

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	<p>is indicated that these will be undertaken in week two of the program. The RTO was unable to provide evidence of these validation activities.</p> <ul style="list-style-type: none"> <li>- The strategy indicates that Nautilus Resources are to be used for the delivery and assessment of this qualification however, Aspire resources were provided.</li> <li>- There is also a sample Training Plan included in the strategy. This identifies the durations as the nominal hours for each unit however this is not reflective of the durations actually implemented by the RTO.</li> </ul> <p><b>CHC50908 - Diploma of Children's Services (Early childhood education and care)</b></p> <ul style="list-style-type: none"> <li>- The strategy identifies course duration of 80 weeks but does not specify any information relating to the course structure or student contact time required during the 80 week period.</li> <li>- It is indicated in the strategy that the program is delivered 'off-the-job' through face to face delivery. It is also indicated that 'work experience will be incorporated where applicable'. This information provides conflicting details on the delivery mode and does not identify how the 'face to face contact is achieved in terms of location and hours.</li> <li>- There is no information on how the RTO identifies if 'work experience is applicable for delivery of this qualification. There are no details relating to how the RTO provides appropriate environments suitable for delivery and assessment of the practical requirements of this qualification. It was verbally indicated that the RTO requires students who are not employed in a childcare centre to undertake work experience but there is no information within the strategy on this requirement and provides inconsistent information on the delivery mode.</li> <li>- There is no information included in the strategy about this work placement requirement or how the RTO will provide the work placement to students not employed. There are also no details about any entry requirements.</li> <li>- There is no information on the order of delivery that must be maintained or how the course is structured / delivered.</li> <li>- Assessment methods are identified for each unit within the strategy however the assessment methods indicated are not consistent with those presented by the RTO.</li> <li>- Identifies Assessment validation activities that the RTO will implement. The strategy states 'External Facilitator conducts 2 moderation meetings attended by all assessors.' It is indicated that these will be undertaken in week two of the program. The RTO was unable to provide evidence of these validation activities.</li> <li>- The strategy indicates that Nautilus Resources are to be used for the delivery and assessment of this qualification however, Aspire resources were provided.</li> <li>- There is also a sample Training Plan included in the strategy. This identifies the durations as the nominal hours for each unit however this is not reflective of the durations actually implemented by the RTO.</li> </ul> <p><b>Recommendation:</b> It is recommended that the RTO revise the strategies for training and assessment to ensure appropriate details are included to allow the course requirements to be implemented consistently.</p> <p>The strategies should accurately identify the delivery modes and where face to face (classroom) based delivery is identified the required student contact time and course structure should be specified.</p> <p>Any work placement requirements of the program should be specified including the required number of hours that are to be undertaken and how the work placement contributes to the delivery and assessment requirements of the course. Include details of how the RTO will manage the implementation of the work placement component of the course how the RTO will ensure appropriate locations for work placements are sourced and monitored.</p> <p>Any entry requirements such as employment requirements and pre-requisite units should be identified.</p> <p>The strategies should also include details on the order of delivery and relative student contact time as opposed to the nominal hours. Ensure details on assessment methods and learning materials are accurate and any the validation activities specified are implemented.</p>
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**Premises (AQTF Standard 1.3):**

The RTO has not identified how it is providing appropriate facilities and equipment for the delivery of the Children's Services qualifications. It was identified the RTO is delivering the qualification in face to face delivery mode but has not identified how students will access appropriate childcare facilities.

**Recommendation:**

It is recommended that the RTO identify how it will provide appropriate childcare facilities for the delivery and assessment of the practical areas of the following qualifications:

- CHC30708 - Certificate III in Children's Services
- CHC50908 - Diploma of Children's Services (Early childhood education and care)

**Learning Materials (AQTF Standard 1.3):**

It was identified that the RTO is using ASPIRE resources for the following qualifications:

- CHC30708 - Certificate III in Children's Services
- CHC50908 - Diploma of Children's Services (Early childhood education and care)

The RTO does not yet have student workbooks and trainer and assessor guides for all units included in the qualifications. There were no trainer and assessor guides purchased. While the RTO provided a purchase order for the outstanding units from ASPIRE, the materials have not yet been delivered and acquired by the RTO.

**Recommendation:**

It is recommended that the RTO ensure learning materials are available for all units to be delivered and assessed.

**Staff files (AQTF Standard 1.4):**

The trainer file did not include a mapping document to identify which units the trainer is able to deliver and assess. The information included in the staff file did not provide sufficient evidence of vocational competence or currency for delivery and assessment in the Children's Services qualifications.

**Recommendation:**

It is recommended that the RTO review the evidence of vocational competency and currency of skills and knowledge for the trainer. The RTO should develop mapping documents to identify appropriate vocational competence for each unit a trainer is delivering and assessing.

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**Assessment Instruments (AQTF Standard 1.5):**

Assessment instruments were reviewed as follows:

CHC30708 - Certificate III in Children's Services

The RTO identified that they are using assessment tasks from the Aspire resources that have been purchased for each unit.

CHCCN305A - Provide Care for Babies:

The workbook contains assessment activities at the end of each chapter and also has a Final assessment section. There is no information provided to the student or the trainer to identify the process for assessment and what tasks must be completed as part of the assessment process.

The final assessment is split into 3 parts.

Part A: Identifies that: 'Your trainer needs to observe you demonstrating the following essential skills in your workplace or in a simulated environment'.

It then lists a range of essential skills that are required to be demonstrated by the student. There is no information in terms of the context of the demonstration. There is also no checklist for the trainer to complete to verify the demonstration.

Part B: Identifies a case study with written questions.

Part C: Portfolio. Identifies to submit a portfolio but does not identify what to include in the portfolio. It only states: 'Through the completion of the practice tasks and assessment activities in this workbook you have now gathered a variety of documents, reports, and other documentation relevant to this competency. Present this information on a portfolio to your trainer.'

The lack of detail in what to submit will create issues with the consistency of information presented in the portfolio.

There is not enough detail in the assessment instructions and the RTO has not identified how students will be able to access appropriate environments to complete the assessment tasks.

CHCCN303A - Contribute to provision of nutritionally balanced food in a safe and hygienic manner:

The workbook contains assessment activities at the end of each chapter and also has a Final assessment section. There is no information provided to the student or the trainer to identify the process for assessment and what tasks must be completed as part of the assessment process.

The final assessment is split into 3 parts.

Part A: Identifies that: 'Your trainer needs to observe you demonstrating the following essential skills in your workplace or in a simulated environment'.

It then lists a range of essential skills that are required to be demonstrated by the student. There is no information in terms of the context of the demonstration. There is also no checklist for the trainer to complete to verify the demonstration.

Part B: A set of written questions and small case studies.

Part C: Portfolio. Identifies to submit a portfolio but does not identify what to include in the portfolio. It only states: 'Through the completion of the practice tasks and assessment activities in this workbook you have now gathered a variety of documents, reports, and other documentation relevant to this competency. Present this information on a portfolio to your trainer.'

The lack of detail in what to submit will create issues with the consistency of information presented in the portfolio.

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	<p><u>CHC50908 - Diploma of Children's Services (Early childhood education and care)</u> An overriding assessment criteria was sighted for the qualification. This indicates that students are required to complete all practice activities, assessment tasks at the end of each section, and the final assessment section.</p> <p><u>CHCORG506A - Coordinate the work environment</u> The RTO has not yet purchased the workbook and could not identify the assessment instruments for this unit.</p> <p><u>CHCCN511A Establish and maintain a safe and healthy environment for children</u> The RTO has indicated they are using the workbook from <i>Aspire</i> as the assessment instruments. The final assessment is split into 3 parts. <u>Part A:</u> Identifies the required skills that are essential for this unit and list a range of skills that must be demonstrated. There is no information provided surrounding the context of the demonstration. The RTO has not identified where the student is to complete the demonstration and there is no actual task outlined for the student to complete. The RTO has not identified how the practical assessment tasks will be assessed. <u>Part B:</u> A set of written questions and small case studies to assess the essential knowledge of the unit. The questions are appropriate for the assessment knowledge for this unit. <u>Part C:</u> Portfolio. Identifies to submit a portfolio but does not identify what to include in the portfolio. It only states: 'Through the completion of the practice tasks and assessment activities in this workbook you have now gathered a variety of documents, reports, and other documentation relevant to this competency. Present this information on a portfolio to your trainer.' The lack of detail in what to submit will create issues with the consistency of information presented in the portfolio.</p> <p>There is not enough detail in the assessment instructions and the RTO has not identified how students will be able to access appropriate environments to complete the assessment tasks.</p> <p><u>Recommendation:</u> It is recommended that the RTO revise the assessment instruments to include:</p> <ul style="list-style-type: none"> <li>- Assessment instruments for all units</li> <li>- Identify the required tasks that must be completed for each unit. Ensure this information is consistent with the strategies for training and assessment.</li> <li>- Ensure all aspects of any practical demonstrations are identified. This includes identifying the required environments that the assessments are to undertaken and providing appropriate checklists for the assessors to record the demonstrations of practical skills.</li> <li>- Ensure it is identified what students are to include in portfolios that are required to be submitted.</li> <li>- Set of suggested answers or guidance for assessors to ensure consistent assessment decisions can be made</li> <li>- Mapping documentation to identify all areas of the Unit of Competence (including performance criteria, required skills and knowledge, and critical aspects of evidence) are addressed through the assessment instruments.</li> </ul>
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<b>Strengths</b>
<b>Opportunities for Improvement</b>

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Audit conclusion	Result
<p><b>Standard 2: The RTO adheres to principles of access and equity and maximises outcomes for its clients</b></p> <p><b>Audit conclusion</b></p> <p><b>Pre-enrolment information (AQTF Standard 2.2):</b> Sighted course flyers for the following qualifications:</p> <ul style="list-style-type: none"> <li>• CHC30708 - Certificate III in Children's Services</li> <li>• CHC50908 - Diploma of Children's Services (Early childhood education and care)</li> </ul> <p>The flyers identified the unit selection and allocated hours however there is no identification if this is student contact hours or nominal hours. The hours are not consistent with the total course durations indicated in the strategies for training and assessment.</p> <p>The flyers for the Certificate III qualification also indicates the entry requirements as 'pre-entry interview and assessment' however there is no information provided in the strategies for learning and assessment or enrolment documents that identify the details of how the RTO implements the entry requirements.</p> <p>The flyers indicate the delivery modes of the qualifications are through: face to face delivery but do not indicate to students that work placement will be required as part of the qualification.</p> <p><b>Recommendation:</b> It is recommended that the RTO revise the course flyers to ensure they provide consistent and appropriate information on the qualifications offered by the RTO. This includes ensuring details on course durations and entry requirements are accurate and reflect current practices of the RTO. Ensure details on delivery modes and work placements are included to allow students to make an informed decision to study with the RTO.</p> <p><b>Enrolment Form (AQTF Standard 2.2):</b> Sighted enrolment form used by the RTO. This form does not include details of the course delivery modes or the commencement date of the training. The enrolment form is a contract that students are entering and all details should be included. The qualification code is not identified on the enrolment form.</p> <p><b>Recommendation:</b> It is recommended that the RTO revise the enrolment form to include details of the delivery mode and commencement date to ensure students are aware of all details they are agreeing to when signing the enrolment contract. Also ensure students are aware of the Qualification Code that they are enrolling by including this on the enrolment form.</p>	<p>Compliant</p> <p>Non-compliant</p> <p>Not audited</p>
<p><b>Strengths</b></p>	
<p><b>Opportunities for improvement</b></p>	



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Standard 3: Management systems are responsive to the needs of clients, staff and stakeholders, and the environment in which the RTO operates		Result
Audit conclusion		Compliant
		Non-compliant
		Not audited
<p><b>Student Records (AQTF Standard 3.3):</b>                      The RTO is using VetTrak as the Student database. Requested student files for student enrolled in Hospitality courses but the RTO indicated there have been no enrolments in these qualifications.                      Gained report of currently enrolled students from business qualifications and requested student files and review identified the following:</p> <ul style="list-style-type: none"> <li>- [REDACTED] - (BSB20107) Certificate II in Business:                          Student file included:                         <ul style="list-style-type: none"> <li>• Enrolment form</li> <li>• Section for Date of Birth was not completed (however it was highlighted to follow up)</li> <li>• Enrolment form was dated 10/03/2010 however it appears training was delivered prior to this date (see training plan).</li> <li>• There is no indication of commencement date of the training of type of student / training to be delivered.</li> </ul> </li> <li>- A number of checklists for various items (RPL Credit Transfer, Training Plans, Enrolment and induction items, notes and contact with students) were included but none of these have been completed. There were no instructions or guidance as to who completes these forms or what they are used for.</li> <li>- Training Plan                         <ul style="list-style-type: none"> <li>• This identified each unit that is included in the qualification and the proposed start dates were included. The first training date identified for this student was the 24.02.10 however the enrolment form has not been signed until 10.03.10. This would indicate that training has commenced prior to the enrolment form being completed. Students are required to complete the enrolment form prior to the commencement of any training.</li> <li>• This includes a column labelled 'Hours'. It is not clear if this is nominal hours or contact hours.</li> <li>• The training plan does not identify who has / is to conduct the training.</li> <li>• The student is under 18 and there are no signatures from the student's parents (the student is still at high school and studying Year 10)</li> <li>• It is indicated that the unit (BSBOHS201A) completion date is 10.03.10 however there is no indication of an assessment outcome or evidence on file indicating the training plan is not up to date.</li> </ul> </li> <li>- It is identified in the Training Plan that the student's LLN skills have been assessed as sufficient but no indication of how this has occurred. There is no evidence of a test or a report from a trainer.</li> </ul> <p>[REDACTED] - (BSB30407) Certificate III Business Administration:                      The file contained the pre-entry questionnaire and completed enrolment form                      The enrolment form was signed on the 24.02.10 however the Training Plan was not completed and it was indicated that training has commenced. The training plan should be agreed to prior to the commencement of training.</p>		<p>Compliant</p> <p>Non-compliant</p> <p>Not audited</p>

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	<p><b>[REDACTED]</b> - (BSB30407) Certificate III Business Administration: The file contained the pre-entry questionnaire and completed enrolment form. The enrolment form was signed on the 24.02.10 however the Training Plan was not completed and it was indicated that training has commenced. The training plan should be agreed to prior to the commencement of training.</p> <p><b>[REDACTED]</b> - Certificate IV in Small Business Management: The file contained the completed enrolment form. The enrolment form was signed on the 01.03.10 however the Training Plan was not completed and it was indicated that training has commenced. The training plan should be agreed to prior to the commencement of training.</p> <p><b>Recommendation:</b> It is recommended that the RTO ensure appropriate records are maintained on student files. Ensure that students are completing enrolments forms prior to course commencements and Training Plans are completed and maintained appropriately. The RTO must ensure that students under the age of 18 have permission from their parent / legal guardian and appropriate signatures are maintained on enrolment forms and training plans.</p>	
<b>Strengths</b>		
<b>Opportunities for Improvement</b>		

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Condition 6 – Certification And Issuing Of Qualifications And Statements Of Attainment		Result
Audit conclusion		
Not Audited		Compliant
		Non-compliant
		Not audited
<b>Strengths</b>		
<b>Opportunities for Improvement</b>		