

Audit Date: 11 & 12 February 2020

RTO: Meadow Heights Learning Shop Inc

Applicant Details			
Applicant Name	Meadow Heights Learning Shop Inc	TOID	3940
Address	3-13 Hudson Circuit, Meadow Heights 3048		
	Website	http://www.mhls.com.au/	
Registration Contact	Mr Nadar Hanna, Manager/CEO		
Phone Number	03 9301 9200	Email	manager@mhec.vic.edu.au
Audit Team			
Audit Firm	Quorum QA Australia Pty Ltd	Auditor/s	Andrea Bateman
Auditor/s		Other Attendees	
Registering Body Details			
Contact Person	Julie Florence		
Phone Number	9032 1560	Email	vet.audit@edumail.vic.gov.au
Audit Details			
Type of Audit	Re-registration Audit		
Conditions Audited	3, 6, 7, 8, 9		
Standards Audited	1.1, 1.2, 1.3, 1.4, 1.5	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7	3.1, 3.2, 3.3, 3.4
2016 VRQA Guidelines Audited	4.3	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 (If applicable)	
	3.1, 3.2, 3.3, 3.4, 3.5	4.1,4.2, 4.3 to 4.6 (If applicable)	
Audit Date/s	11 & 12 February 2020		
RTO Background			
<p>The CEO indicated that the organisation started in 1994 as Meadow Heights Learning Shop Inc. it offered accredited training, and became as RTO in 1988/89.1997</p> <p>The focus of programs now is on delivering ESL as a SWE course, through AMEP. The RTO is contracted by Melbourne Polytechnic. The RTO has restricted Skills First contract, in Education Support, Beauty, ICT and Business, and in stand-alone units related to food handling and barista. Clients are mainly Arabic, Syrian and Turkish.</p> <p>The CEO indicated that in the future, it is proposed to add ^{add} Certificate II in Community Services to its scope of services.</p> <p>The CEO indicated that the Centre has implemented a new organisational structure this year, including the appointment of an Education & Training Manager.</p> <p>Data submitted by the RTO indicates:</p> <ul style="list-style-type: none"> • CHC30213 Certificate III in Education Support – 50 students in 2019 • SHB50115 Diploma of Beauty Therapy – 7 students in 2019 • 10725NAT Course in Preliminary Spoken and Written English - 171 			

Audit Date: 11 & 12 February 2020

RTO: Meadow Heights Learning Shop Inc

Qualifications/Units Audited¹		
QUALIFICATION/UNIT OF COMPETENCE/ACCREDITED COURSE		
TGA Code	Qualification/Unit of Competence/Accredited Course (as per TGA)	Delivery Site
CHC30213	Certificate III in Education Support	Shop 24, Meadow Heights 3048, Craigieburn
SHB50115	Diploma of Beauty Therapy	Visy Cares Centre, 3-13 Hudson Circuit, Meadow Heights 3048
10725NAT	Course in Preliminary Spoken and Written English	Buchan St, Meadow Heights 3048, Craigieburn

Interviewee(s) – Staff name and position; employer name and position	
Mr Nadar Hanna	Manager/CEO,
Ms Rebecca Eagan	Administration Manager
Ms Sofia Pane	Trainer - SWE
Ms Adrienne Champness	Trainer – Education Support
Ms Ishwary (Ishy) Vengadasalam	Trainer – Beauty

Permanent Delivery Sites –	Yes	No
Do the RTO's permanent delivery sites match the information provided by the VRQA?		X
If ' No' , please provided amended details below:		
<p>The CEO indicated that the sites for nationally recognised training include:</p> <ul style="list-style-type: none"> • Visy Centre, 3-13 Hudson Circuit, Meadow Heights 3048 • Meadow Heights Community Centre, Buchan St, Meadow Heights 3048 • Shop 24, Meadow Heights 3048 • Shops 17 & 18 at 10 Craigieburn Road, Craigieburn <p>Other sites were stated to be for non formal learning.</p>		

Third party Arrangements –	Yes	No
Do the RTO's third party arrangements match the information provided by the VRQA?	X	
If ' No' , please provided amended details below:		

¹ Samples have been selected in accordance with the VRQA VET Audit Sampling Methodology

Audit Date: 11 & 12 February 2020

RTO: Meadow Heights Learning Shop Inc

Audit Summary - AQTF Conditions of Registration

AQTF Conditions Place an X in the appropriate column		Compliant	Non - Compliant	Not audited
1	Governance			X
2	Interactions with the Registering Body			X
3	Compliance with Legislation		X	
4	Insurance			X
5	Financial Management			X
6	Certification & Issuing of Qualifications & Statements of Attainment		X	
7	Recognition of Qualifications Issued by other RTOs		X	
8	Accuracy and Integrity of Marketing		X	
9	Transition to Training Packages/Expiry of Accredited Courses	X		
Summary of Non-Compliance²				
<p>CF.3.1 There was no evidence presented that indicated how the RTO complies with relevant legislation or that staff and clients are fully informed of their obligations.</p> <p>CF.6.1 Certification for 10725NAT Course in Preliminary Spoken and Written English did not meet the requirements of the AQF.</p> <p>CF.7.1 Credit transfer information to students is unclear in terms of nationally recognised training and there are two credit transfer application forms that vary in detail.</p> <p>CF.8.1 Marketing included incorrect titles and inaccurate nomenclature, mixes non formal and formal learning and in some instances entry requirements were not the same as that described in the TAS.</p>				
Strengths				
Summary of strengths to be listed here				

² CF = Condition Finding. Finding references are aligned to the Detailed Findings section of this report.

Audit Date: 11 & 12 February 2020

RTO: Meadow Heights Learning Shop Inc

Audit Summary - AQTF Standards

AQTF Standards/Elements	Compliant	Non - Compliant	Not audited
Standard 1			
1.1 – Continuous Improvement Strategy		X	
1.2 – Training and Assessment Strategies		X	
1.3 – Training and Assessment Resources		X	
1.4 – Trainer and Assessor Competency		X	
1.5 – Assessment Strategies		X	
Standard 2			
2.1 – Meeting the Needs of Clients		X	
2.2 – Continuous Improvement of Client Services		X	
2.3 – Provision of Information to Clients		X	
2.4 – Third-Party Engagement in Training and Assessment	X		
2.5 – Provision of Support Services to Clients		X	
2.6 – Learner Access to Records of Participation		X	
2.7 – Complaints and Appeals Strategy		X	
Standard 3		X	
3.1 – Operations Management		X	
3.2 – Continuous Improvement of Operations		X	
3.3 – Third-Party Training and/ or Assessment Services			X
3.4 – Records Management		X	
Summary of Non-Compliance³			
<p>SF.1.1.1 The RTO did not demonstrate that it had implemented a systematic process for continuous improvement of training and assessment.</p> <p>SF.1.1.2 The RTO had not submitted Quality Indicator data (student surveys and collation) as required by the VRQA.</p> <p>SF 1.2.1 – 1.2.3 For the two Qualifications and one Accredited Course, the TASs were inaccurate and did not reflect the program design.</p> <p>SF 1.3.1 The RTO did not demonstrate formal access to two delivery sites.</p> <p>SF 1.3.2 & 1.3.3</p>			

³ SF = Standard Finding. Finding references are aligned to the Detailed Findings section of this report.

Audit Date: 11 & 12 February 2020

RTO: Meadow Heights Learning Shop Inc

For **SHB50115 Diploma of Beauty Therapy** there was insufficient equipment for the two units of competency and there were no session plans (or similar) and set handouts to determine that the program addressed the requirements of the Training Package.

SF 1.3.4

For **CHC30213 Certificate III in Education Support** there were no session plans (or similar) to describe how the trainer 'unpacked' the information in the resource and in the PPTs.

SF 1.4.1

CHC30213 Certificate III in Education Support

For one trainer there was no evidence of a current WWC or Police Check.

SF 1.4.1

SHB50115 Diploma of Beauty Therapy

One trainer did not have the requisite Training and Assessment Qualification, did not have a police or WWC on file, and did not demonstrate on-going professional development to meet the standard.

The business trainer did not have a police check or WWC on file, and did not demonstrate on-going professional development to meet the standard.

SF 1.5.1

RPL assessment tools for both Qualifications were not in developed.

SF 1.5.2

The RTO has not developed or implemented a systematic plan for validation and demonstrated improvements to assessment.

SF 1.5.3 & 1.5.4

CHC30213 Certificate III in Education Support

Assessments did not meet the requirements of the Training Package as they were not predominantly assessed in the workplace. Assessment did not meet principles of assessment or the rules of evidence.

SF 1.5.5 – 1.5.7

SHB50115 Diploma of Beauty Therapy

Assessments did not meet the requirements of the Assessment Conditions within the Training Package. Assessment did not meet principles of assessment or the rules of evidence. Assessor judgements could not be verified.

SF 2.1.1

The RTO has not demonstrated that it systematically established the needs of all of its applicants, specifically **SHB50115 Diploma of Beauty Therapy**.

SF2.2.1

The RTO did not demonstrate that it had implemented a systematic process to continuously improve client services.

Audit Date: 11 & 12 February 2020

RTO: Meadow Heights Learning Shop Inc

SF 2.3.1

The RTO has not ensured that before all its clients enter into an agreement with the RTO that it informs them about the training, assessment and support services to be provided, and their rights and obligations.

SF 2.5.1

There was no documentation for students that describes the support provided by the Centre.

SF 2.5.2

The RTO has not implemented a process to determine the learning needs of students enrolled in **SHB50115 Diploma of Beauty Therapy**.

SF 2.6.1

The students are not informed of their right to access their records.

SF 2.7.1

The Grievance, Complaints and Appeals Policy:

- Does not include escalation to the VRQA
- Is not easily accessible as the process is complex and the text of the policy very wordy.

SF 3.1.1 & 3.1.2

The RTO has not implemented a process to ensure that the services detailed in the agreement are provided. There is no agreement established.

SF 3.2.1

The RTO has not implemented a process for the systematic and continuous improvement approach to the management of operations.

SF 3.4.1

The records of student assessments and outcomes were not managed to ensure the accuracy and integrity.

Strengths

Good practices are occurring with specific Qualifications and Accredited Courses.

Audit Date: 11 & 12 February 2020

RTO: Meadow Heights Learning Shop Inc

Audit Summary – 2016 VRQA Guidelines for VET Providers

2016 VRQA Guidelines	Compliant	Non - Compliant	Not audited
1. Governance, Financial viability and Management systems			
1.1 – Strategic Plan and Business Plan			X
1.2 – Financial Viability			X
1.3 – Management Systems			X
1.4 – Governance			X
2. Transparency and oversight of third parties			
2.1 – Third party agreement			X
2.2 – Co-operation with VRQA			X
2.3 – Notifying VRQA of Third party agreements			X
2.4 – Information - Disclosure of third party services			X
2.5 – Pre-enrolment materials - Disclosure of third party services			X
2.6 – Changes to third party services			X
2.7 – Complaints - Third party services			X
2.8 – Appeals - Third party services			X
3. Trainer and assessor qualification (including individuals working under the supervision of a trainer)			
3.1 – Vocational & Industry skill requirements		X	
3.2 – Training and Assessment (TAE) skill requirements		X	
3.3 – Assessment only skill requirements			X
3.4 – Supervision arrangement requirements		X	
3.5 – Trainer under supervision skill requirements		X	
4. Delivery of training and assessment services			
4.1 – Training and assessment practices		X	
4.2 – Amount of training		X	
4.3 – TAE - Independent validation of assessment system, tools, processes and outcomes			X
4.4 – TAE – Trainer and Assessor skills (1 January 2016 to 31 December 2016)			X
4.5 – TAE – Trainer and Assessor skills (1 January 2017 onwards)			X
4.6 – TAE – Trainer under supervision requirements			X
4.7 – TAE – Registration requirements			X
5. Annual Declaration of Compliance			
5.1 – Annual Declaration of Compliance			X

Audit Date: 11 & 12 February 2020

RTO: Meadow Heights Learning Shop Inc

Summary of Non-Compliance⁴

GF.3.1.1 and 3.1.2

For **SHB50115 Diploma of Beauty Therapy** the proposed trainer/assessor and the proposed supervisor did not demonstrate that she has continued to develop her Vocational Education and Training (VET) knowledge and trainer/assessor competence. For the supervisor,

GF.3.2.1

For **SHB50115 Diploma of Beauty Therapy** the proposed trainer/assessor did not have the requisite training and assessment qualification.

GF.3.4.1

For **SHB50115 Diploma of Beauty Therapy** the proposed supervisor does not have qualifications or experience in the Beauty field, nor demonstrates on-going currency of industry, VET, teaching and learning.

GF 3.5.1

For **SHB50115 Diploma of Beauty Therapy** the proposed trainer/assessor did not have the requisite skill set.

GF 4.1.1

For **10725NAT Course in Preliminary Spoken and Written English** the amount of training documented in the TAS does not reflect the schedule.

GF 4.1.2 and 4.1.3

For **CHC30213 Certificate III in Education Support** and **SHB50115 Diploma of Beauty Therapy** the amount of training has not been accurately determined and is insufficient to meet the requirements of the Training Package.

GF 4.2.1 & 4.2.2

For **CHC30213 Certificate III in Education Support** and **SHB50115 Diploma of Beauty Therapy** the RTO has not accurately identified the target group, the mode of delivery and justified the amount of training.

⁴ GF = Guideline Finding. Finding references are aligned to the Detailed Findings section of this report.

Detailed Findings - AQTF Conditions of Registration

CONDITION 1 - Governance		Not audited in Phase 2 audit
CONDITION 2 - Interactions with the Registering Body		Not audited in Phase 2 audit
CONDITION 3 - Compliance with Legislation		Non-Compliant
Evidence/Documentation Reviewed		
<ul style="list-style-type: none"> • Staff Handbook 2019 • Student Handbook 2019 • Website • Interview with CEO <p>Staff Handbook indicates that the staff members are responsible for ensuring that they are up to date with relevant legislation. Student Handbook did not include pertinent relevant legislation nor <i>unpacked</i> the legislation in a manner that explains their obligations.</p> <p>CEO indicated that he provided staff with a USB containing relevant legislation each how. However, on further questioning the CEO indicated that this had not been done this year. Providing staff with relevant legislation does not ensure that this information is <i>unpacked</i> and staff and clients are fully informed of their obligations.</p>		
CF.3.1	Finding	Required Rectification(s)
	There was no evidence presented that indicated how the RTO complies with relevant legislation or that staff and clients are fully informed of their obligations.	<p>The RTO is to demonstrate:</p> <ul style="list-style-type: none"> • How it ensures that it complies will all relevant legislation • That staff are fully aware of their obligations.

CONDITION 4 - Insurance	Not audited in Phase 2 audit
CONDITION 5 - Financial Management	Not audited in Phase 2 audit
CONDITION 6 - Certification & Issuing of Qualifications & Statements of Attainment	Non-Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Sample qualifications and statements of attainment: <ul style="list-style-type: none"> ○ CHC30213 Certificate III in Education Support ○ SHB50115 Diploma of Beauty Therapy ○ 10725NAT Course in Preliminary Spoken and Written English • Archiving of Records Procedure Policy • WiseNet • Skills First website • Interview with Rebecca Eagan (Administration Manager) • Interview with CEO • Letter dated 2 August 2013 indicates that WiseNet allows access to the regulator as part of the agreement. • Invoice WiseNet 14/1/2020 • Enrolment form • Sample student files (x15) • USI Search and Application Through RTO Form <p>Course in Preliminary Spoken and Written English. The Statement of Attainment for partial completion does not include the required clause:</p> <p style="text-align: center;"><i>A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more accredited units</i></p>	

Course in Preliminary Spoken and Written English. The document for full completion does not include the required clause

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more accredited units

Nor clearly specifies that - *These competencies were attained in completion of [code] Course in [full title]*

Archiving of Records Procedure Policy outlines:

- How files are created and what documents need to be retained on file
- Retention information and discard information.

WiseNet was used for data retention.

Interview with Rebecca Eagen confirmed that the Skills First data return was submitted 19 December 2019.

Enrolment form:

- Includes the option to record the USI or refers applicant to a supplementary form.
- Privacy statement includes this clause in relation to the USI

USI Search and Application Through RTO Form:

- Which provides a direct link to the privacy statement on the USI website, <https://www.usi.gov.au/documents/privacy-notice-when-rto-applies-their-behalf>
- And which refers to the following: *Student Identifiers Act 2014, Meadow Heights Education Centre will securely destroy personal information which we collect from individuals solely for the purpose of applying for a USI on their behalf as soon as practicable after we have made the application or the information is no longer needed for that purpose.*

Interview with CEO indicated:

- The USI request is on the enrolment form, and if there is not one there is a form that the student can sign to get the USI on their behalf.

- Enrolment form is in Arabic and Turkish, Italian and Sinhala.
-

Student sample:

15 student files were checked. All either had a USI on the enrolment form or had the additional document (USI Search and Application Through RTO Form) to request the RTO to obtain a USI on their behalf.

CF.6.1	Finding	Required Rectification(s)
	<p>10725NAT Course in Preliminary Spoken and Written English Certification did not meet the requirements of the AQF as:</p> <ul style="list-style-type: none"> • Statement of Attainment for partial completion did not meet the requirements of a Statement of Attainment • Certificate for full completion was not clearly identified as a Statement of Attainment. 	<p>Demonstrate that certification documentation for Course in Preliminary Spoken and Written English meets the requirements of the AQF.</p>

CONDITION 7 - Recognition of Qualifications Issued by other RTOs		Non-Compliant
Evidence/Documentation Reviewed		
<ul style="list-style-type: none"> • Credit transfer policy • Application for Vet Credit Transfer form • Student Handbook • Credit transfer information and form (in Orientation Pack CHC30213 Certificate III in Education Support) <p>CEO indicated that applicants apply around enrolment time, but very few credit transfers.</p> <p>Credit Transfer Policy:</p> <ul style="list-style-type: none"> • Indicates that credit transfer can be sought by applicants • Applicants are to use the relevant form and provide evidence. <p>Student Handbook:</p> <ul style="list-style-type: none"> • Refers to credit transfer, but does not explain what this means or that it is a requirement for all Nationally Recognised Training. <p>The Application form allows the recording of the documents provided and whether credit transfer is approved or not approved. There is no avenue for the assessor/reviewer to sign and date this form.</p> <p>Credit transfer information and form (in Orientation Pack for CHC30213 Certificate III in Education Support):</p> <ul style="list-style-type: none"> • Explains that the process is about identical or equivalent units • Includes a form that is different to the one provided separately. This form includes the option for the staff member to sign and date. <p><u>Student Sample:</u></p> <p>There were no credit transfer applications noted on the 15 student files.</p>		
CF.7.1	Finding	Required Rectification(s)

<p>Credit transfer information to students is unclear in terms of nationally recognised training and there are two credit transfer application forms that vary in detail.</p>	<p>The RTO is to demonstrate that:</p> <ul style="list-style-type: none">• Credit transfer information clearly details the requirement to credit nationally recognised training• There is one form for applications.
---	---

CONDITION 8 - Accuracy and Integrity of Marketing	Non-Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Student Handbook • 3 brochures <ul style="list-style-type: none"> ○ CHC30213 Certificate III in Education Support ○ SHB50115 Diploma of Beauty Therapy ○ General • Website, http://mhls.com.au <p>Interview with CEO indicated that:</p> <ul style="list-style-type: none"> • That marketing included Course Brochures and website, Facebook page, You-tube, free marketing items (e.g. pens, USBs), book marks, Shop a Docket, 20 second video every 10 minutes in a number of medical centres. • That a budget for marketing is sought through the Board • Final approval of marketing is undertaken by the CEO. <p>Student Handbook:</p> <ul style="list-style-type: none"> • Included incorrect titles, e.g. Certificates in Spoken and Written English – Preliminary, I, II and III (CSWE) • Refers to all qualifications as accredited, rather than as nationally recognised qualifications and accredited courses • Mixes a list of non formal learning with the nationally recognised qualifications or accredited courses. <p>General brochure indicated nomenclature issues with title of Qualifications and Accredited Courses, such as the use of ampersand instead of 'and'.</p> <p><u>10725NAT Course in Preliminary Spoken and Written English</u></p> <p>Website information on the entry requirements are not consistent with the TAS, http://mhls.com.au/course/course-preliminaryspoken-and-written-english.</p> <p><u>CHC30213 Certificate III in Education Support</u></p>	

Information regarding entry requirements are not consistent with the TAS, http://www.mhls.com.au/courses/education_support. The website refers to a mandatory 120 hours of workplacement, but this is not mentioned in the TAS. The website does not indicate that to complete the workplacement in a school setting the student will require a WWC. Note that the Companion Volume indicates that the mandatory requirement is 100 hours.

The brochure for the Qualification did include information in regards to requiring WWC.

SHB50115 Diploma of Beauty Therapy

Information regarding entry requirements are not consistent with the TAS, <http://mhls.com.au/course/diploma-beauty-therapy-shb50115>

Brochure indicates that the Centre runs a Salon one day a week. However, this is not the case; as the trainer interviewed indicated that the Salon was conducted 3 times a week (9am – 5 pm) in the last 2 weeks of the program.

The website (<http://mhls.com.au/course/diploma-beauty-therapy-shb50115>) indicates that *The Diploma of Beauty Therapy is offered once a year. The next intake for this course is January/February 2020. this course will run Tuesdays, Thursdays and Fridays from 9:00am - 5:00pm (Excluding School and Public Holidays)*. This is not accurate as described by the trainer as the third day is only ½ day.

CF.8.1	Finding	Required Rectification(s)
	<p>Student Handbook and general brochure included:</p> <ul style="list-style-type: none"> • Included incorrect titles, e.g. Certificates in Spoken and Written English – Preliminary, I, II and III (CSWE), use ampersand instead of 'and'. • Refers to all qualifications as accredited, rather than as nationally recognised qualifications and accredited courses • Mixes a list of non formal learning with the nationally recognised qualifications or accredited courses. 	<p>The RTO is to ensure that in general marketing information that:</p> <ul style="list-style-type: none"> • Correct Qualifications and Accredited Courses titles are used • Other nomenclature issues are correct • Non formal and informal learning are separated.
CF.8.2.	Finding	Required Rectification(s)
	<p>CHC30213 Certificate III in Education Support</p> <p>Website:</p> <ul style="list-style-type: none"> • Included different entry requirements to that of the TAS • Does not indicate that applicants will require a WWC to undertake workplacement 	<p>The RTO is to ensure that entry requirements are consistent with the TAS and that it is made clear to prospective students that a WWC is required.</p>
CF.8.3.	Finding	Required Rectification(s)

<p>SHB50115 Diploma of Beauty Therapy</p> <ul style="list-style-type: none"> Information on the website indicated that entry requirements are not consistent with the TAS Brochure and website did not include accurate information in relation to the program design 	<p>The RTO is to ensure that information in relation to the SHB50115 Diploma of Beauty Therapy is accurate and consistent with other information.</p>
<p>CF.8.4. Finding</p>	<p>Required Rectification(s)</p>
<p>10725NAT Course in Preliminary Spoken and Written English</p> <ul style="list-style-type: none"> Information on the website indicated that entry requirements are not consistent with the TAS 	<p>The RTO is to ensure that information on the website for 10725NAT Course in Preliminary Spoken and Written English is accurate.</p>

CONDITION 9 - Transition to Training Packages/Expiry of Accredited Courses	Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Transition and teach out policy • Interview with CEO • Interview with SWE and Education Support trainers <p>Transition and teach out policy refer to both Training Package and accredited course transition. The process documented refers to teach out processes, but does not indicate that other processes that must be taken that includes:</p> <ul style="list-style-type: none"> • Reviewing and ensuring all teachers meet the new vocational requirements • Revising all training and assessment materials • Changing all marketing materials. <p>Interview with trainers (SWE and Education Support) indicated that they both had recently undergone transition to a new qualification. Both spoke about the need to review all training and assessment materials, and reviewing the program design.</p>	

Detailed Findings - AQTF Standards

ELEMENT 1.1 - The RTO collects, analyses and acts on relevant data for continuous improvement of training and assessment.

Non-Compliant

Evidence/Documentation Reviewed

- Continuous Improvement Policy
- Continuous Improvement Ongoing Record 2010 – 2018
- Continuous Improvement Record 2019
- Minutes of Board meeting September 2019
- Minutes of General Staff Meetings (x 2)
- Bundle of student surveys 2019

The Continuous Improvement Policy indicates:

- That a document review plan will be generated each year and will drive revisions of key documents each year
- That a whole of centre survey will be held in October each year
- That a *Planning day will be held between October and December each year to review the survey results and plan for the following year. The Centre will hold an annual planning day where the annual Whole of Centre Survey, the Student Satisfaction Surveys and evaluation forms will be reviewed, a needs-analysis will be conducted and future promotional strategies will be discussed.*
- That the manager is maintain a record of meetings with industry or professional groups to ensure programs are up to date and reflective of industry expectations – not been done.
- That a skills audits is undertaken each year and a professional development plan developed – not been done.
- Review of 'moderation' forms and staff minutes to inform the planning day – not been done.

Continuous Improvement Ongoing Record 2010 – 2018 outlines changes to policy, and equipment upgrades.

Continuous Improvement Record 2019 includes 3 actions in the first half of 2019, there are no more notations.

Interview with the CEO indicated that the following continuous improvement processes:

- Each student satisfaction survey, AQTF and AMEP, are undertaken once a year towards the end of the year, and collated and affects operation the year after. Last year's Quality Indicator return was sent to VRQA, and actions are taken.
- Staff feedback – verbal and actions taken are recorded in the continuous register action list.
- Skills First audit – internal audit checklist once a year
- Board of Directors, meet every two months for 2020, but was monthly. Six members. Minutes of meeting September 2019 – operational reporting.
- Staff meetings – every fortnight, to discuss assessment and AMEP audit, assessment validation/moderation.
- Twice a year, general staff meeting which are minuted.
- Feedback is gathered from employers (Schools in relation to Ed Support).

Provided was:

- Bundle of student surveys 2019 with in-house questions. Student surveys addressed: office staff, progress, teacher, course material, regular feedback. There is nothing in the survey in relation to satisfaction with student support services, access to records, enrolment and orientation process. The CEO confirmed that there is no collation and no report to Board.
- The CEO confirmed later at audit that there has been no AQTF survey conducted or submitted to the VRQA since 2017.

SF.1.1.1	Finding	Required Rectification(s)
	The RTO did not demonstrate that it had implemented a systematic process for continuous improvement of training and assessment.	The RTO is to demonstrate that it implements a continuous improvement approach to training and assessment.
SF.1.1.2	Finding	Required Rectification(s)
	The RTO had not submitted Quality Indicator data (student surveys and collation) as required by the VRQA.	The RTO is to demonstrate that: <ul style="list-style-type: none"> • Quality Indicator data is collected, analysed and acted upon • Data and analyses are submitted to the VRQA as required.

<p>ELEMENT 1.2 - Strategies for training and assessment meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry.</p>	<p>Non-Compliant</p>
<p>Evidence/Documentation Reviewed</p>	
<p>Strategies for:</p> <ul style="list-style-type: none"> • 10725NAT Course in Preliminary Spoken and Written English • CHC30213 Certificate III in Education Support • SHB50115 Diploma of Beauty Therapy • Website • Interview with trainers (x 3) and CEO <p>10725NAT Course in Preliminary Spoken and Written English</p> <p>Strategy indicates:</p> <ul style="list-style-type: none"> • Entry is open to adults who have been assessed at level 0 or 0+ of the International Second Language Proficiency Rating (ISLPR), NYA or PLA of the Australian Core Skills Framework (ACSF); learners are seen as absolute beginners • Program is delivered over 40 weeks, in five 3-hour sessions each week (600 hours which is not consistent with the information below) • Amount of training includes 560 supervised hours over 40 weeks. <p>Interview with the trainer indicated that the program is in fact 20 weeks (300 hours) as the aim is to progress the students within this time. Students are allowed up to 510 hours for free. However, if they do not progress as desired, then the Preliminary program starts again at the mid-year.</p> <p>CHC30213 Certificate III in Education Support</p> <p>Strategy indicates:</p> <ul style="list-style-type: none"> • Target is individuals who are currently working without formal qualifications or intending to work in the field • Program is 22 weeks • Does not indicate mode of delivery • Delivered of 8 clusters • Validation is conducted by external facilitator, with only the second meeting focussing on reviewing assessment tools and decisions. 	

- Amount of training includes 190.5 assessment hours, 302.5 self-paced learning hours, 115 contact hours (which equals the nominal hours).
- There is no information as to how many hours per week are timetabled
- There is no information as to a mandatory requirement of workplacement nor how it will be scheduled throughout the program, not how it will be managed
- Does not indicate the learning resources or materials for the program
- Does not indicate that a WWC is required for placement into a school.

Interview with CEO and trainer indicated that the program is 9 am – 3.30 pm, 1 day a week. Therefore, the classes are 5 hours x 22 weeks = 110 scheduled hours. There is one session per unit of competency.

Information in the TAS is not consistent with the information on the website and in the brochure, especially in relation to entry requirements, <http://mhls.com.au/course/certificate-iii-education-support-orientation-session-tuesday-8th-october-2019>).

The website (<http://mhls.com.au/course/certificate-iii-education-support-orientation-session-tuesday-8th-october-2019>) indicates that all *Certificate III in Education Support students are required to undertake a 120 hour placement in a school setting. However, CHC Workplacement Guide* ([file:///C:/Users/Andrea/Downloads/CHC%20and%20HLT%20Work_Place ment_Guide_Release_2.0_December_2015%20\(2\).pdf](file:///C:/Users/Andrea/Downloads/CHC%20and%20HLT%20Work_Place ment_Guide_Release_2.0_December_2015%20(2).pdf)), indicates that the hours for this qualification are mandatory 100 hours.

SHB50115 Diploma of Beauty Therapy

Strategy:

- Target is for those who completed Certificate III in Beauty Services, working or intending to see work in the beauty industry
- Program is 40 weeks
- Classroom and simulated workplace
- Validation is conducted by external facilitator, with only the second meeting focussing on reviewing assessment tools and decisions
- Amount of training includes 434 assessment hours, 124 self-paced learning hours, 720 contact hours (which equals the nominal hours).
- There is no information as to how many days or hours per week are timetabled
- Did not mention a simulated worksite (Salon), how it will be managed and scheduled nor how paying public clients will be provided (as per the requirements of the units of competency)
- Had incorrect allocation to trainers/assessors that are not now training
- Had incorrect allocation of assessment methods
- Did not indicate maximum class size given the room and equipment available.

Interview with trainer indicated that:

- This program has not started this year
- SHBBFAS003 Provide specialised facial treatments – is conducted over 1 term (10 weeks, with 2 sessions – as it is clustered with another unit)
- SHBBSPA003 Provide stone therapy massages – is conducted over 4 weeks, with 1 session a week (7 hours)

The website (<http://mhls.com.au/course/diploma-beauty-therapy-shb50115>) indicates:

PLACEMENT:

There are no placements required for this course however students are provided with an opportunity to work in a Salon environment providing beauty therapy treatments for the public. Meadow Heights Education Centre conducts a Salon for the public one day per week where students are able to build confidence under the guidance of a qualified instructor.

DURATION:

The Diploma of Beauty Therapy is offered once a year. The next intake for this course is January/February 2020. this course will run Tuesdays, Thursdays and Fridays from 9:00am - 5:00pm (Excluding School and Public Holidays)

Interview with the trainer that the program was conducted from 9 am – 5 pm (7 hours) twice a week, and from 9 am – 12 pm one day a week (with the business trainer), and that the Salon days occur in the last two weeks of the program.

SF.1.2.1	Finding	Required Rectification(s)
	<p>10725NAT Course in Preliminary Spoken and Written English</p> <p>The TAS does not accurately the program design as described by the trainer.</p>	<p>The RTO is to ensure that the TAS accurately reflects the program delivery.</p>
SF.1.2.2	Finding	Required Rectification(s)
	<p>CHC30213 Certificate III in Education Support</p> <p>The TAS is inaccurate, especially in regards to:</p> <ul style="list-style-type: none"> • Mode of delivery, there is no mention of workplacement – how or when it is to occur 	<p>The RTO is to ensure that the TAS accurately reflects the program delivery and any mandatory requirements.</p>

<ul style="list-style-type: none"> • Scheduled hours • Entry requirements are not consistent with the website and brochure • Does not accurately specify the mandatory requirement of 100 hours workplacement • Does not state that all students will require an WWC. 	
<p>SF.1.2.3 Finding</p>	<p>Required Rectification(s)</p>
<p>SHB50115 Diploma of Beauty Therapy</p> <p>The TAS is inaccurate as it:</p> <ul style="list-style-type: none"> • Had incorrect allocation to trainers/assessors that are not now training • Had incorrect allocation of assessment methods • Did not include accurate information in terms of delivery schedule and Salon arrangements 	<p>The RTO is to ensure that the TAS accurately reflects the program delivery and provides sufficient details.</p>

<p>ELEMENT 1.3 - Staff, facilities, equipment and training and assessment materials used by the RTO are consistent with the requirements of the Training Package or accredited course and the RTO's own training and assessment strategies.</p>	<p>Non-Compliant</p>
<p>Evidence/Documentation Reviewed</p>	
<ul style="list-style-type: none"> • Website • 2 brochures (Certificate III in Beauty Services and Certificate III in Education Support) • Site visits (Buchan St, Visy Centre, Shop 24) • Discussions with each trainer in the three programs and CEO • Equipment check for 2 units of competency for Beauty • Beauty – resources folder (handouts) • SWE – resources folder, session plans • ED Support – text book, PPTs • 15 student files, 5 from each program • Lease agreements x 2 • 2020 Booking Form – Hume Council • Note in reference to Shop 24 <p><u>Sites:</u> CEO indicated that the sites for nationally recognised training included:</p> <ul style="list-style-type: none"> • Visy Care Centre, 3-13 Hudson Circuit, Meadow Heights 3048: Licence to premises 1 January 2017 – for 5 years plus 2 terms of 2 years. • Buchan St (Meadow Heights Community Centre) – 2020 Booking Preference Form, requested access from 3/2/2020 – 18/12/2020. No evidence of approval or rental. • Shop 24; Meadow Heights - Provided was a note regarding the history of the peppercorn agreement for 99 years, and that there was a contract drawn up with the Hume Council to this effect. No contract was provided. • Shops 17 & 18 at 10 Craigieburn Road, Craigieburn: lease with Nai Chun Kwong & May Yuk Ying Kwong, from 17 July 2017 and ending 16 July 2022 <p>10725NAT Course in Preliminary Spoken and Written English</p>	

The teachers are developing session plans for each group to manage the development of the learners, and ensure the appropriate use of resources. Folder held varied handouts and worksheets.

Buchan St had an office, three classrooms (seating between 16 and 24 students) and ample space for students in break out area.

Main office area also conducts SWE higher level qualifications, with:

- 1 classroom (16 seats)
- Temporary space within the staff office area (seats 12)
- Function room that is divided into three rooms (with temporary divider walls) walls that seat 12, 18 and 20 students.

CHC30213 Certificate III in Education Support

CHECEDS005 Support the development of literacy and oral language skills

CHCEDS006 Support the development of numeracy skills

Resources included a resource textbook by Kearns, and related PPTs. However, there were no session plans to describe how the trainer 'unpacked' the information in the resource and in the PPTs. The trainer interviewed indicated that she uses discussion and activities in the sessions.

The website (<http://mhls.com.au/course/certificate-iii-education-support-orientation-session-tuesday-8th-october-2019>) indicates that *If the enrolled student is not currently working as a teachers aide then they are required to organise this placement themselves*

Shop 24 held office space, 2 classrooms (14 – 20 students) and 1 computer room (16 computers).

SHB50115 Diploma of Beauty Therapy

The program is conducted in the main area, Visy Care Centre. The classroom include seating for theory (8 seats) and 5 beds.

SHBBSPA003 Provide stone therapy massage

Trainer could not locate the relevant handouts. There are no sessions plans to demonstrate that the knowledge and skills are covered in the learning.

SHBBFA003 Provide specialised facial treatments

Resources are limited to handouts and the trainer could not provide a definitive set of handouts to demonstrate that all knowledge is addressed. There are no sessions plans to demonstrate that the knowledge and skills are covered in the learning.

Equipment:

- 5 beds that are up against the wall (and not in line with the units of competency which requires total access at all ends/side of the table), and which have limited adjustability (when the unit of competency requires adjustable tables) with no operator chair.
- 3 screens
- 3 massage chairs
- SHBBFAS003 Provide specialist facial treatment; there were no:
 - Organisational policies and procedures
 - Client gowns
 - Disposable facial wipes
 - Blank client cards
 - And only one professional skin care range (rather than two).
- SHBBSPA003 Provide stone therapy massage, there were:
 - Organisational policies and procedures
 - client cards
 - Insufficient full sets of stones.

Both these units are required to be assessed in an industry workplace or a simulated workplace including paying clients/members of the public who have an expectation of a service that reflect those of a commercial basis. The simulated space includes client card, organisational policies and procedures.

Refer to 1.4 and 1.5.

SF.1.3.1	Finding	Required Rectification(s)
	The RTO could not provide evidence of formal access to the following premises: <ul style="list-style-type: none"> • Shop 24; Meadow Heights • Buchan St (Meadow Heights Community Centre) 	The RTO is to confirm access to all key premises.
SF.1.3.2	Finding	Required Rectification(s)

<p>SHB50115 Diploma of Beauty Therapy <i>SHBBSPA003 Provide stone therapy massage</i> <i>SHBBFA003 Provide specialised facial treatments</i></p> <p>There are no session plans (or similar) or a standard set of handouts for the units of competency to demonstrate how the learning occurs.</p>	<p>The RTO is to provide session plans (or similar) and learning materials to demonstrate how the learning will occur, for both nominated units of competency.</p>
<p>SF.1.3.3 Finding</p>	<p>Required Rectification(s)</p>
<p>SHB50115 Diploma of Beauty Therapy <i>SHBBSPA003 Provide stone therapy massage</i> <i>SHBBFA003 Provide specialised facial treatments</i></p> <p>The RTO did not have sufficient or appropriate training equipment, resources/materials and consumables for the conduct of the two units of competency and the requirements of the Training Package.</p>	<p>The RTO is to demonstrate that it has sufficient and appropriate training equipment, resources/materials and consumables for the conduct of the two units of competency and the requirements of the Training Package.</p>
<p>SF.1.3.4 Finding</p>	<p>Required Rectification(s)</p>
<p>CHC30213 Certificate III in Education Support <i>CHECEDS005 Support the development of literacy and oral language skills</i> <i>CHCEDS006 Support the development of numeracy skills</i></p> <p>There were no session plans to describe how the trainer 'unpacked' the information in the resource and in the PPTs.</p>	<p>The RTO is to provide session plans (or similar) to demonstrate how the learning will occur, for both nominated units of competency.</p>

<p>ELEMENT 1.4 - Training and assessment is delivered by trainers and assessors who:</p> <p>a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and</p> <p>b) have the relevant vocational competencies at least to the level being delivered or assessed, and</p> <p>c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and</p> <p>d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.</p>	<p>Non-Compliant</p>
<p>Evidence/Documentation Reviewed</p>	
<ul style="list-style-type: none"> • Trainer files (x 5) • Discussions with CEO. <p>10725NAT Course in Preliminary Spoken and Written English</p> <p>Sofia Pane:</p> <ul style="list-style-type: none"> • Bachelor of Education 2008, Master of TESOL 2014, TAE40110 – 2014, TAEASS502 – 2019, TAELLN411 included in TAE40110. • Current CV • PD Vocational: recent PD in 2018 and 2019 • PD T&A: TAEASS502 – 2019, 2018 – series of workshops for assessment, ACSF, task mapping, stress management, for 2019 planning for new SWE, information session ICE, moderation sessions with Melbourne Polytechnic. • Registered teacher 156978 • Matrix provided which is not entirely useful as mainly listed PD. <p>CHC30213 Certificate III in Education Support</p> <p>Adrienne Champness:</p> <ul style="list-style-type: none"> • CHC50113 Dip Early Childhood Education & Care 2014, CHC41712 Certificate IV in Education Support 2013, TAE50111 Dip Vocational Education & Training – 2015, TAE50211 Dip of Training Design & development – 2015, TAE40110 – 2019 which included TAELLN411 (CT though) and TAEASS502. TAELLN411 – 2014 • Police check expired 2016 • Current CV indicates working in schools in after school care and occasional care. • PD vocational: 2019 – autism, impacts of childhood trauma programs 	

- PD T&A/VET: Extensive professional development in 2018 and 2019 including leadership in child care, Skill First series (plan professional learning to improve student outcomes, assessment practices, TLA theory and practice, context and content, assess for learning and monitor learning progress, evaluate impact on learning series, assess and report learning), strengthening early numeracy learning,
- HLTAID004 Provide emergency first aid response in an education and care setting.
- Matrix – to Certificate III in Education Support is listed by unit – includes Qualifications achieved, non formal PD, and specific units.

SHB50115 Diploma of Beauty Therapy

Kalliopi (Poppy) Papamikroulis:

- WRB50105 Diploma of Beauty Therapy – 2011 Meadow Heights, WRB30104 Certificate III in Beauty Services 2002, TAE40110 – 2013, TAELLN411 – 2014.
- TAEASS502 was not evident
- No evidence of professional development
- WWC Expires 2016.

This trainer is not teaching 2020 program.

Ishwary (Ishy) Vengadasalam:

- Dip Beauty Therapy 2011 MHLS Inc, Certificate III in Beauty Therapy 2010 MHLC, Certificate III in Business Administration 2010, Certificate II in Retail 2010, 2016 – 2 units – Provide Electrolysis treatment, Provide Diathermy treatments, Bachelor of Health Science 2016.
- CV, indicates long terms experience in salons, and is a current owner of a skin care clinic.
- PD: Vocational: various product PD 2017, 2019
- Not evidence of Training and Assessment and VET professional development
- Matrix – lists all units together then lists most of the qualifications, and also work experience. This is not working well but does show that this person does have the requisite vocational competencies.
- No TAE or skill set – proposed supervision.
- There was no WWC or Police check.

Anthony Cilia: Undertook the business units in 2019.

- TAEASS502 – 2019, Bach of Business (Accounting) 1993, TAE40110 2012, TAELLN411 2014.
- WWC expired 2018

<ul style="list-style-type: none"> No evidence of current PD. <p>NOTE: Occasional Care is provided at the Centre.</p>	
SF.1.4.1 Finding	Required Rectification(s)
<p>CHC30213 Certificate III in Education Support</p> <p>For Adrienne Champness there was no evidence of a current WWC or Police Check.</p>	<p>Provide evidence that Adrienne Champness has a current WWC or Police Check.</p>
SF.1.4.2 Finding	Required Rectification(s)
<p>SHB50115 Diploma of Beauty Therapy</p> <p>The CEO stated that Ishwary (Ishy) Vengadasalam will be working under the supervision of Anthony Cilia.</p> <p>Ishwary (Ishy) Vengadasalam:</p> <ul style="list-style-type: none"> Did not have the requisite Training and Assessment qualification Did not have evidence of a current WWC or Policy Check Did not demonstrate that she has continued to develop her Vocational Education and Training (VET) knowledge and trainer/assessor competence. <p>Anthony Cilia</p> <ul style="list-style-type: none"> Did not have evidence of a current WWC or Policy Check Did not demonstrate that he has continued to develop his vocational competencies and industry currency, Vocational Education and Training (VET) knowledge and trainer/assessor competence. 	<p>Provide evidence that the proposed trainers/assessors for this Qualification, meet the requirements of this standard and have current WWC or Police Check.</p>

<p>ELEMENT 1.5 - Assessment including Recognition of Prior Learning (RPL): a) meets the requirements of the relevant Training Package or accredited course b) is conducted in accordance with the principles of assessment and the rules of evidence c) meets workplace and, where relevant, regulatory requirements d) is systematically validated.</p>	<p>Non-Compliant</p>
<p>Evidence/Documentation Reviewed</p>	
<ul style="list-style-type: none"> • Strategies and Assessment tools for: <ul style="list-style-type: none"> ○ 10725NAT Course in Preliminary Spoken and Written English ○ CHC30213 Certificate III in Education Support ○ SHB50115 Diploma of Beauty Therapy • RPL policy • RPL assessment template • Assessment tool validation form • Summary moderation form • Website • Interview with trainers (x 3) and CEO. <p>10725NAT Course in Preliminary Spoken and Written English</p> <ul style="list-style-type: none"> • <i>SWERA001 Begin to read and write the English alphabet</i> • <i>SWEWWS001 Write a limited range of words and very simple sentences</i> <p>The assessment information sheets included level of support to be offered by the assessor and the conditions for assessment. The assessment included two tasks and marking guides were provided. Assessments met the requirements of the accredited course.</p> <p>Student sample (x 5) indicated that all 5 students had evidence of completing all tasks and were assessed.</p> <p>CHC30213 Certificate III in Education Support</p>	

The Companion Volume (Assessment Strategies p. 20) indicates that the given that the assessment of skills MUST be demonstrated in the workplace, that:

- *When a competency is difficult to demonstrate in a workplace because the range of conditions may not be present during the time a candidate is there will be better assessed in simulation.*
- *It must be noted that most of the unit must be assessed in the workplace and only select tasks should be undertaken in simulation. RTOs will need to provide a rationale as to why some components were assessed in simulation.*

Given the details below, the assessments do not meet the requirements of the Training Package.

CHCEDS005 Support the development of literacy and oral language skills

The assessment must address implementing reading, writing and oral language support strategies for at least 2 students. The assessment of skills must be demonstrated in the workplace. The assessor indicated that all three assessments are to be conducted in the students' own time.

The assessment included:

1. Theory: the candidate is to create a PPT that explains the links between oral language, reading and writing. The student is to attach a photo of them giving the presentation to the class. It is not made clear if this is to be undertaken in the workplace, and in which case, who is the audience. If it is to be presented to the Education Support class, then there is no time allowed in the schedule for presentations to occur. There is a marking guide however, in almost all instances the advice to the assessor is broad, e.g. 'answer may include'. The confirmation of S/NS includes a response against performance evidence and knowledge evidence. There is no decision-making rule for successful completion of task. Assessment conditions are not made clear.
2. Workplace task: The candidate is to provide an outline of the 4 activities that they had assisted in, with one or more students. The task does not meet the requirements of at least 2 students. Example answers are provided, but given that the responses could be varied, there is no indication as to what the assessor is expecting in the answer. In some instances the advice to the assessor is broad, e.g. 'answer may include'. There is a checklist provided which asks the candidate to observe 2 students and fill in the form – it does not require them to implement at least two strategies for these two students and to maintain and complete required records for these 2 students. There is no decision-making rule for successful completion of task. Assessment conditions are not made clear.
3. Third party: the third-party checklist assumes the candidate's supervisor in the workplace. The list includes broad indicators that do not provide evidence of level of performance, e.g. 'learner has assisted in maintaining reading/writing records for at least 2 students'. The checklist does not confirm that the candidate has implemented reading, writing and oral language support strategies for at least 2 students

There is an overall assessment that is conducted by the assessor at one visit and scopes all units of competency. The assessor indicated that this overall assessment is completed according to either observation by trainer or with the help of questioning the supervisor. The outcome of this assessment however does not affect the outcome of C/NC at unit level.

The assessment does not meet the principles of assessment or the rules of evidence. It does not meet the requirements of the Training Package.

Student sample:

- 5 student samples were provided
- There was no evidence that the candidates had presented their PPTs (i.e. a photo).
- All 5 students had evidence of completing all tasks and were assessed.

CHCEDS006 Support the development of numeracy skills

The assessment must address analysing 2 students and implementing a numeracy support program to support at least 2 students. The assessment of skills must be demonstrated in the workplace. The assessor indicated that all three assessments are to be conducted in the students' own time.

The assessment included:

1. Theory: Candidates are to respond to 15 questions. In some instances, the questions are not quantified to assist expectations, e.g. 'give examples of core numeracy concepts'; and there is limited guidance to the assessor as to the level of performance, e.g. a list of potential answers are provided, or the advice to the assessor is broad, e.g. 'answer may include'. There is no decision-making rule for successful completion of task. Assessment conditions are not made clear.
2. Workplace task: The candidate is to provide an outline of the 4 numeracy support program activities that they have implemented, for 1 or more students. The task does not meet the requirements of at least 2 students. Example answers are provided. There is no decision-making rule for successful completion of task. Assessment conditions are not made clear.
3. Third party: the third-party checklist assumes the candidate's supervisor in the workplace. The list includes broad indicators that do not provide evidence of level of performance, e.g. 'Learner has selected and implemented, upon consulting with teaching staff when necessary, activities and strategies to support learners understanding of numbers, use of number computations, measurement and mathematical data (on at least two occasions)' which does not confirm that the candidate has analysed 2 students and implemented a numeracy support program to support at least 2 students

There is an overall assessment that is conducted by the assessor at one visit and scopes all units of competency. The assessor indicated that this overall assessment is completed according to either observation by trainer or with the help of questioning the supervisor. The outcome of this assessment however does not affect the outcome of C/NC at the unit level.

The assessment does not meet the principles of assessment or the rules of evidence. It does not meet the requirements of the Training Package.

Student sample:

- 5 student samples were provided
- All 5 students had evidence of completing all tasks and were assessed.

SHB50115 Diploma of Beauty Therapy

SHBBFA003 Provide specialized facial treatments

This unit includes providing specialised facial treatments using ultrasonic, direct current, high frequency and micro current devices. The knowledge required is extensive. Performance evidence requires communicating, following and adjusting treatment plans to provide 6 safe and appropriate specialised facial treatments to clients that have one or more conditions (from a list of 4 conditions). The Performance Evidence also requires designing a sequence of 4 treatments, and product recommendations for 3 clients. It requires the candidate to design, record and maintain treatment plans and records for each client. The Assessment Conditions are quite specific in terms of equipment and that simulation must include paying members of the public. The assessment requires the candidate to demonstrate commercially realistic speed, timing and productivity. The Assessment Conditions were not met.

The assessment included:

1. Write a set of steps for preparing for facial treatments: There was no expected responses and decision-making rule for successful completion of the task. The questions do not cover the scope of the knowledge required. The context and conditions of assessment were not stated.
2. Practical task: three demonstration checklists are provided to cover treatment for: prematurely aged skin, flushed skin (erythema) and mature seborrhoea and/or acne. Each demonstration is to be accompanied by a client card/plan attached. Following each checklist is a series of questions which the student is to answer. There was no expected responses and decision-making rule for successful completion of the task. The questions do not cover the scope of the knowledge required. The context and conditions of assessment were not stated. T
3. Knowledge assessments: there are 4 different knowledge assessments covering: electricity and electrical equipment and muscle stimulation. There is one task which is titled Oral Questions and demonstration. However, there is no evidence that this task includes demonstration. No tasks included expected responses and

decision-making rule for successful completion of the task. The questions do not cover the scope of the knowledge required. The context and conditions of assessment were not stated for each task.

4. Student Skills and Knowledge Checklist. This list is a direct copy of the superseded unit, *SIBBFAS405A Provide advanced facial treatments*. This list is preceded by the following information, 'Students will be observed throughout the module/course duration on the following by the tutor/s. Students will also have to be able to verbally summarise the following and successfully demonstrate the following throughout the course'. Assessor can indicate for each item, successful or not successful. There is no overarching decision making rule for the task.

The assessment did not meet the principles of assessment or the rules of evidence.

Sample assessments:

- Five student files were reviewed.
- No student sample included Assessment 5 Student Skills and Knowledge Checklist. The final checklist, *Student Skills and Knowledge Checklist*, was not used by the assessor. Last page of questions is adapted to include the signature and date for teacher and student. No student has signed.
- Completed assessments did not indicate that the assessor had 'marked', some responses were marked as inaccurate or were not answered but the student 'passed' the task; demonstration checklists included 1 tick or no markings by the assessor; in one instance for Assessment 3a the assessor had marked N/C for the responses but had made a decision of satisfactorily completed.

SHBBSPA003 Provide stone therapy massages

The Assessment Conditions are quite specific in terms of equipment and that simulation must include paying members of the public. The knowledge required is extensive and the candidate is to design, record and update treatment plans and records for each client using correct anatomical terminology. The list of information to be maintained is extensive. The assessment requires the candidate to demonstrate commercially realistic speed, timing and productivity. The Assessment Conditions were not met.

Interview with the assessor indicated that she had adapted the set assessment tool with individual tasks and placed all tasks into one document. There is no cover sheet for each task to confirm successful completion of task. The cover sheet is against the unit elements, rather than indicating completion of each task.

The assessment included:

1. Questions and answers: 5 questions were provided, however there was no expected responses and decision-making rule for successful completion of the task. The questions do not cover the scope of the knowledge required. The context and conditions of assessment were not stated.
2. Practical assessment: the task does not specify how many clients nor the profile of the clients as required by the unit, nor what evidence is expected to be maintained, e.g. recording and updating plans. The context and conditions of assessment were not stated. There is no observation checklist of the candidate's

performance with each client. There is a list of the therapy routine but this is not a checklist nor indicates the level of performance of the process. There was no decision-making rule for successful completion of task.

3. Developing questions to ask the client: the questions are open ended and there is no expected response or decision-making rule for the successful completion of the task. The context and conditions of assessment were not stated.
4. There was no overarching decision making rule for the successful completion of the unit.

The assessment did not meet the principles of assessment or the rules of evidence.

Student Sample (5) indicated that:

- For the knowledge assessment, candidates are using a key website as a resource which has led to plagiarism.
- There is no cover sheet for each task to confirm successful completion of task.
- The cover sheet is against the unit – rather than indicating completion of each task, and then C/NC.
- There were no client consultation forms attached for the tasks for 4 students
- Clients used by the students were other students
- Some assessments did not indicate that the student work had been assessed.

Assessor judgements could not be verified.

SF.1.5.1	Finding	Required Rectification(s)
RPL	<p>The RTO has not developed RPL assessment tools for:</p> <ul style="list-style-type: none"> • CHC30213 Certificate III in Education Support • SHB50115 Diploma of Beauty Therapy <p>As the RPL template an evidence collection device and not an assessment tool for each unit of competency.</p>	<p>The RTO is to ensure that valid RPL assessment will occur through developing assessment tools for:</p> <ul style="list-style-type: none"> • CHC30213 Certificate III in Education Support • SHB50115 Diploma of Beauty Therapy.
SF.1.5.2	Finding	Required Rectification(s)
Validation		<p>The RTO is to develop and implement a process for validation that includes:</p>

<p>The RTO has not documented a process for validation for all its programs to meet the requirements of the standard as:</p> <ul style="list-style-type: none"> • The Assessment tool validation form focusses on the review of the assessment tool and does not address the review of assessor judgements. • The Summary moderation form provides for the summary of a moderation activity that includes the review of the assessment tool and candidate evidence (from the NQC 2009 documents) as is illogical in a VET context. • There is no indication how validation will occur, including how, when and with whom. There was no information as to how to draw a valid sample of student work to review assessor judgements. There were no plans for validation for each qualification. • For 10725NAT Course in Preliminary Spoken and Written English the trainer interviewed indicated that validation is undertaken with Melbourne Polytechnic for AMEP programs, however there is no process internally to retain records of these sessions. For validation for this course at this RTO there is no plan in place nor a process to undertake internal formal validation each year. The trainer indicated that the teaching staff undertake information validation, however there are not records retained. • For CHC30213 Certificate III in Education Support the trainer/assessor interviewed indicated that she participates in informal validation with another trainer/assessor; with a focus on candidate performance. There is no evidence retained for these activities. There was no plan for validation nor evidence of validation of assessment tools and assessor judgements being undertaken. • For SHB50115 Diploma of Beauty Therapy trainer interviewed was not aware of any validation being undertaken. 	<ul style="list-style-type: none"> • Planning for validation, when and how • How it will be conducted, and how it will address both review of assessment tools and assessor judgements • Lead to improvements in assessment. <p>Implementation is to be demonstrated in the following Qualifications:</p> <ul style="list-style-type: none"> • CHC30213 Certificate III in Education Support • SHB50115 Diploma of Beauty Therapy • 10725NAT Course in Preliminary Spoken and Written English.
<p>SF.1.5.3 Finding</p> <p>CHC30213 Certificate III in Education Support</p> <ul style="list-style-type: none"> • <i>CHCEDS005 Support the development of literacy and oral language skills</i> • <i>CHCEDS006 Support the development of numeracy skills</i> <p>There is an overall assessment that is conducted by the assessor at one visit and scopes all units of competency. The assessor indicated that this overall assessment is completed according to either observation by trainer or</p>	<p>Required Rectification(s)</p> <p>Details of required rectification relating to element 1.5.2</p>

<p>with the help of questioning the supervisor. The outcome of this assessment however does not affect the outcome of C/NC at the unit level.</p> <p>The assessment tools did not meet the requirements of the Training Package as they are not predominantly assessed in the workplace.</p>	
<p>SF.1.5.4 Finding</p>	<p>Required Rectification(s)</p>
<p>CHC30213 Certificate III in Education Support</p> <ul style="list-style-type: none"> • <i>CHCEDS005 Support the development of literacy and oral language skills</i> • <i>CHCEDS006 Support the development of numeracy skills</i> <p>The assessments did not meet the principles of assessment or the rules of evidence as:</p> <ul style="list-style-type: none"> • They were no conducted according to the Assessment Conditions within the Training Package • Assessment tasks did not cover the scope of the knowledge required nor meet the performance evidence of the unit of competency • Expected responses did not provide sufficient advice as to level of performance • Assessment conditions were not made clear • Third party reports do not provide sufficient advice as to the level of performance and do not confirm that the requirements of unit of competency are met • There were no decision-making rules for the completion of each task. 	<p>Review and revise the assessments for the two identified units to ensure that assessment meets the requirements of the Training Package and the meet the principles of assessment and rules of evidence.</p>
<p>SF.1.5.5 Finding</p>	<p>Required Rectification(s)</p>
<p>SHB50115 Diploma of Beauty Therapy</p> <ul style="list-style-type: none"> • <i>SHBBFA003 Provide specialized facial treatments</i> • <i>SHBBSPA003 Provide stone therapy massages</i> <p>The assessments did not meet the Assessment Conditions which are quite specific in terms of equipment and that simulation must include paying members of the public. The assessment requires the candidate to demonstrate commercially realistic speed, timing and productivity. The Assessment Conditions were not met.</p>	<p>The RTO is to ensure that the requirements of the Training Package, specifically the Assessment Conditions are met for assessments in this Qualification.</p>
<p>SF.1.5.6 Finding</p>	<p>Required Rectification(s)</p>

<p>SHB50115 Dip SHB50115 Diploma of Beauty Therapy</p> <p><i>SHBBFA003 Provide specialized facial treatments</i></p> <p>The assessment did not meet the principles of assessment or the rules of evidence as:</p> <ul style="list-style-type: none"> • Written/Knowledge assessments did not include expected answers • Context and conditions for assessment were not made clear • Demonstration checklist was copied from superseded units of competency • There were no decision-making rules for the completion of each task nor for overall decision of competence. <p>Assessor judgements could not be verified as:</p> <ul style="list-style-type: none"> • Assessment samples were incomplete • Completed assessments did not indicate that the assessor had 'marked', some responses were marked as inaccurate or were not answered but the student 'passed' the task; demonstration checklists included 1 tick or no markings by the assessor; in one instance for Assessment 3a the assessor had marked N/C for the responses but had made a decision of satisfactorily completed. 	<p>Review and revise the assessments for the identified unit to ensure that assessment meets the requirements of the Training Package and the meet the principles of assessment and rules of evidence.</p> <p>The RTO is to develop a system to ensure the integrity of the assessor judgements and recording of assessment outcomes.</p>
<p>SF.1.5.7 Finding</p>	<p>Required Rectification(s)</p>
<p>SHB50115 Diploma of Beauty Therapy</p> <p><i>SHBBSPA003 Provide stone therapy massages</i></p> <p>The assessment did not meet the principles of assessment or the rules of evidence as:</p> <ul style="list-style-type: none"> • Written/Knowledge assessments did not include expected answers • Demonstration task is unclear and there is no level of performance articulated into a checklist • Context and conditions for assessment were not made clear 	<p>Review and revise the assessments for the identified unit to ensure that assessment meets the requirements of the Training Package and the meet the principles of assessment and rules of evidence.</p> <p>The RTO is to develop a system to ensure the integrity of the assessor judgements and recording of assessment outcomes.</p>

<ul style="list-style-type: none"> • There were no decision-making rules for the completion of each task nor for overall decision of competence. <p>Assessor judgements could not be verified as:</p> <ul style="list-style-type: none"> • For the knowledge assessment, candidates are using a key website as a resource which has led to plagiarism. • There is no cover sheet for each task to confirm successful completion of task. • The cover sheet is against the unit – rather than indicating completion of each task, and then C/NC. • There were no client consultation forms attached for the tasks for 4 students • Some assessments did not indicate that the student work had been assessed. 	
--	--

Improvement Opportunities
<p>For 10725NAT Course in Preliminary Spoken and Written English it is suggested that the assessment tasks make it clear how many assessment tasks are to be successfully completed for each unit.</p>

2.1 - The RTO establishes the needs of clients and delivers services to meet these needs.	Non-Compliant
Evidence/Documentation Reviewed	
<p>Orientation pack:</p> <ul style="list-style-type: none"> • Enrolment form • Pre-training review • Pre-training assessment kit (LLN) • Student Information release form • Photo and media release form • Credit transfer information and form • Student Handbook • Student Declaration (for complying with the information in the Student Handbook) • Course brochure (Education Support) • Student Placement Agreement form (Education Support) <p>Interview with CEO:</p> <ul style="list-style-type: none"> • At enrolment, the Enrolment form is filled out, Arabic and Turkish, Italian and Sinhala versions are available • Pre-training review is conducted at enrolment, and LLN test for VET course. For SWE, most if not all students come out of AMEP and there is an exit assessment to inform the pre-training review. • Support, if identified is provided, e.g. if LLN support identified, students attend VET classes 3 days a week and 2 days in an LLN class. • Orientation session (Couple hours). <p>The Enrolment form goes through the standard questions.</p> <p>The Pre-Training review is completed by the enrolling officer (teacher for Education Support and for SWE) and is linked to the LLN assessment. All student files for CHC30213 Certificate III in Education Support had the LLN and completed forms as listed in the Orientation Pack above, completed and signed. There was no Pre-training review or LLN assessment on file for SHB50115 Diploma of Beauty Therapy other than the Enrolment Form.</p>	
SF.2.1.1 Finding	Required Rectification(s)

AQTF Essential Conditions and Standards for Continuing Registration & VRQA Guidelines for VET Providers - Audit Report

RTO: Meadow Heights Learning Shop Inc

The RTO has not demonstrated that it systematically established the needs of all of its applicants.

The RTO is to demonstrate that it establishes the needs of all of its clients including those for **SHB50115 Diploma of Beauty Therapy**.

2.2 - The RTO continuously improves client services by collecting, analysing and acting upon relevant data.	Non-Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Continuous Improvement Policy • Continuous Improvement Ongoing Record 2010 – 2018 • Continuous Improvement Record 2019 • Minutes of Board meeting September 2019 • Minutes of General Staff Meetings (x 2) • Bundle of student surveys 2019 <p>The Continuous Improvement Policy indicates:</p> <ul style="list-style-type: none"> • That a document review plan will be generated each year and will drive revisions of key documents each year • That a whole of centre survey will be held in October each year • That a <i>Planning day will be held between October and December each year to review the survey results and plan for the following year. The Centre will hold an annual planning day where the annual Whole of Centre Survey, the Student Satisfaction Surveys and evaluation forms will be reviewed, a needs-analysis will be conducted and future promotional strategies will be discussed.</i> • That the manager is maintain a record of meetings with industry or professional groups to ensure programs are up to date and reflective of industry expectations – not been done. • That a skills audits is undertaken each year and a professional development plan developed – not been done. • Review of 'moderation' forms and staff minutes to inform the planning day – not been done. <p>Continuous Improvement Ongoing Record 2010 – 2018 outlines changes to policy, and equipment upgrades.</p> <p>Continuous Improvement Record 2019 includes 3 actions in the first half of 2019, there are no more notations.</p> <p>Interview with the CEO indicated that the following continuous improvement processes:</p> <ul style="list-style-type: none"> • Each student satisfaction survey, AQTF and AMEP, undertaken once a year towards the end of the year, and collated and affects operation the year after. Feedback collation and actions are taken. • Staff feedback – verbal and actions taken are recorded in the continuous register action list. 	

- Skills First audit – internal audit checklist once a year
- Board of Directors, meet every two months for 2020, but has been monthly.
- Staff meetings – every fortnight, to discuss assessment and AMEP audit, assessment validation/moderation.
- Twice a year, general staff meeting which are minuted.
- Feedback is gathered from employers (e.g. schools in relation to Ed Support).

Provided was:

- Bundle of student surveys 2019 with in-house questions. Student surveys addressed: office staff, progress, teacher, course material, regular feedback. There is nothing in the survey in relation to satisfaction with student support services, access to records, enrolment and orientation process. The CEO confirmed that there is no collation and no report to Board.
- The CEO confirmed later at audit that there has been no AQTF survey conducted or submitted to the VRQA since 2017.

SF.2.2.1	Finding	Required Rectification(s)
	The RTO did not demonstrate that it had implemented a systematic process to continuously improve client services.	The RTO is to ensure that it collects, analyses and acts upon relevant data to improve client services.

<p>2.3 - Before clients enrol or enter into an agreement, the RTO informs them about the training, assessment and support services to be provided, and about their rights and obligations.</p>	<p>Non-Compliant</p>
<p>Evidence/Documentation Reviewed</p>	
<ul style="list-style-type: none"> • Orientation pack – Education Support (no similar for Beauty) • Interview with CEO • Interview with Education Support trainer • Interview with Beauty trainer • Student files (x 15) <p>The Orientation Pack includes the enrolment process. The Orientation pack includes:</p> <ul style="list-style-type: none"> • Enrolment form • Pre-training review • Pre-training assessment kit (LLN) • Student Information release form • Photo and media release form • Credit transfer information and form • Student Handbook • Student Declaration (for complying with the information in the Student Handbook) • Course brochure (Education Support) • Student Placement Agreement form (Education Support) <p>Student Handbook includes references to:</p> <ul style="list-style-type: none"> • Students rights and responsibilities • Safety • Plagiarism and cheating • Conditions of enrolment • USI • Attendance requirements 	

- Student services (Child care, public resources and compute use, library service)

Interview with trainer (Education Support) indicates that a full orientation program is undertaken and that the students are taken through the Student Handbook. Student Handbook held insufficient information is provided in regards to: training, assessment and support services.

For Education Support there is no reference to WWC being a requirement for the workplacement.

Interview with the CEO indicates that:

- Another organisation, Meadow Heights Community Foundation, they have bursary payments, financial support in the field of education.
- Get a copy of the Student Handbook, Rebecca Egan will appoint somebody from Administration.
- SWE – pathways counsellor (3 days) and Arabic Welfare (2 days) comes in once a week
- LLN support, can be enrolled in vocational and LLN or even a volunteer
- Free child care
- Incorrect qualification titles.

An orientation program for students enrolled in **SHB50115 Diploma of Beauty Therapy** was not confirmed.

SF.2.3.1	Finding	Required Rectification(s)
	The RTO has not ensured that before <u>all</u> its clients enter into an agreement with the RTO that it informs them about the training, assessment and support services to be provided, and their rights and obligations.	The RTO is to ensure that all of its clients will be suitably informed of the training, assessment and support services to be provided, and about their rights and obligations.

2.4 - Employers and other parties who contribute to each learner's training and assessment are engaged in the development, delivery and monitoring of training and assessment.	Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Workplace agreements • Student files (x 5) • Letter of introduction (sample) • Placement book • Employer feedback forms (x 7) • Interview with trainer (Education Support). <p>CHC30213 Certificate III in Education Support includes a mandatory workplacement of 100 hours (although the RTO states that it is a mandatory requirement of 120 hours). The employers are required to sign a workplace agreement, and also to undertake a third-party report for each unit. The employer at the end of the placement complete a feedback form. Feedback sighted was positive.</p>	

2.5 - Learners receive training, assessment and support services that meet their individual needs.		Non-Compliant
Evidence/Documentation Reviewed		
<ul style="list-style-type: none"> • Student Surveys • Student Handbook • Interview with CEO • Interview with SWE trainer <p>Interview with CEO:</p> <ul style="list-style-type: none"> • Another organisation, Meadow Heights Community Foundation, they have bursary payments, financial support in the field of education. • Students are provided with a copy of the Student Handbook • SWE has a pathways counsellor (3 days a week) and Arabic Welfare (2 days a week) • LLN support can be provided as required; students can be enrolled in vocational and LLN support • Free child care. <p>Interview with SWE trainer confirmed that the support provided by the pathways officer, and indicated that the teachers provide a lot of individual support.</p> <p>There was no documentation as to the support provided to students by the Centre. The Student Handbook did not include any information.</p> <p>The Student Surveys sighted did not include an aspect of reviewing the provision of support services.</p> <p>There was no Pre-training review or LLN assessment on file for SHB50115 Diploma of Beauty Therapy other than the Enrolment Form. The RTO does not have a process to determine the learning needs of students enrolled in SHB50115 Diploma of Beauty Therapy. Refer to 2.1.</p>		
SF.2.5.1	Finding	Required Rectification(s)
	There was no documentation for students that describes the support provided by the Centre.	The RTO is to document the information provided to students in regards to the support services that may be provided.
SF.2.5.2	Finding	Required Rectification(s)

The RTO has not implemented a process to determine the learning needs of students enrolled in SHB50115 Diploma of Beauty Therapy . Refer to 2.1.	Refer to 2.1.
---	---------------

2.6 - Learners have timely access to current and accurate records of their participation and progress.		Non-Compliant
Evidence/Documentation Reviewed		
<ul style="list-style-type: none"> • Interview with CEO • Interview with Administration Manager • Orientation pack <p>Orientation pack includes:</p> <ul style="list-style-type: none"> • Enrolment form • Pre-training review • Pre-training assessment kit (LLN) • Student Information release form • Photo and media release form • Credit transfer information and form • Student Handbook • Student Declaration (for complying with the information in the Student Handbook) • Course brochure (Education Support) • Student Placement Agreement form (Education Support) <p>There is no information in the Student Handbook or the Orientation pack in relation to access to records.</p> <p>The CEO indicated that the students have access to their records on WiseNet within the building via the computers or a laptop. However, Rebecca Egan (Administration Manager) indicated that this is not yet up and running as of last year as there were some implementation issues.</p>		
SF.2.6.1	Finding	Required Rectification(s)
	The students are not informed of their right to access their records.	The RTO is to demonstrate that it informs students of their right to access their records.

<p>2.7 - The RTO provides appropriate mechanisms and services for learners to have complaints and appeals addressed efficiently and effectively.</p>	<p>Non-Compliant</p>
<p>Evidence/Documentation Reviewed</p>	
<ul style="list-style-type: none"> • Grievance, Complaints and Appeals Policy <p>Grievance, Complaints and Appeals Policy indicates that:</p> <ul style="list-style-type: none"> • The policy can be accessed in several ways: via the main office or at one of the training venues. • A student, client, staff or volunteer who has a complaint or appeal, has the right to raise the complaint or appeal. • They have the right to present the complaint or appeal formally, as well as in writing. • Verbal complaints will be accepted where the Complainant makes it clear that they are making a formal complaint and not giving general feedback • Centre will take action to deal with identified causes of complaints and appeals and will then monitor and improve systems and operations if and as required • If it cannot be resolved, the Centre will allocate an appropriate external and independent person to mediate between the parties. The parties will be given the opportunity to formally present their case to the independent person. • Serious allegations will be addressed within 24 hours, and if a serious complaint involves a Board member/staff member, that Board member/staff member will not have contact with the complainant involved • Complaint will be made to the CEO, a Manager or a Coordinator • Complaints will be kept in CEO office • Complainants will receive advice on the outcome • The CEO will keep the President of the Board informed throughout the process as required. In the event that the complaint involves the President, another executive member/ office bearer will be informed. <p>The policy is very wordy and there are no clear steps for the Complainant to follow.</p> <p><u>Sample complaint</u></p> <p>The CEO stated that there is a Complaints Register but it is blank. There were no complaints kept on file. There have been no formal complaints lodged since the CEO took over in May 2018.</p>	
<p>SF.2.7.1 Finding</p>	<p>Required Rectification(s)</p>

<p>The Grievance, Complaints and Appeals Policy:</p> <ul style="list-style-type: none"> • Does not include escalation to the VRQA • Is not easily accessible as the process is complex and the text of the policy very wordy. 	<p>The RTO is to provide the Grievance, Complaints and Appeals Policy to all of its students and ensure that it:</p> <ul style="list-style-type: none"> • Includes escalation to the VRQA • Is in a suitable format to be easily accessible by the student cohort.
---	--

3.1 - The RTO's management of its operations ensures clients receive the services detailed in their agreement with the RTO.		Non-Compliant
Evidence/Documentation Reviewed		
<ul style="list-style-type: none"> • Enrolment form • Continuous Improvement Policy • Continuous Improvement Ongoing Record 2010 – 2018 • Continuous Improvement Record 2019 • Minutes of Board meeting September 2019 • Minutes of General Staff Meetings (x 2) • Bundle of student surveys 2019 • Interview with CEO. <p>The Enrolment Form is stated by the CEO to be the agreement. However, this form is an enrolment form – and is the record of the student seeking a program. The form is signed by the RTO and not by the student. Only the information declaration is signed by the student. The enrolment form does not identify any additional support or services that are to be provided (if required).</p> <p>Refer to 1.1, 2.2, 2.3, 2.5, 2.7, 3.4.</p>		
SF.3.1.1	Finding	Required Rectification(s)
	The RTO has not implemented a process to ensure that the services detailed in the agreement are provided.	The RTO is to implement a process to ensure that the services detailed in the agreement are provided.
SF.3.1.2	Finding	Required Rectification(s)
	The RTO has not established an agreement that details the services to be provided to each student.	The RTO is to establish a student agreement that details the services to be provided.

3.2 - The RTO uses a systematic and continuous improvement approach to the management of operations.		Non-Compliant
Evidence/Documentation Reviewed		
<ul style="list-style-type: none"> • Continuous Improvement Policy • Continuous Improvement Ongoing Record 2010 – 2018 • Continuous Improvement Record 2019 • Minutes of Board meeting September 2019 • Minutes of General Staff Meetings (x 2) • Bundle of student surveys 2019 • Interview with CEO. <p>Continuous improvement strategies have not been systematically implemented. Refer to 1.1, 2.2, 3.1.</p>		
SF.3.2.1	Finding	Required Rectification(s)
	The RTO has not implemented a process for the systematic and continuous improvement approach to the management of operations.	Details of required rectification relating to element 3.2.1

3.3 - The RTO monitors training and/or assessment services provided on its behalf to ensure that it complies with all aspects of the AQTF Essential Conditions and Standards for Continuing Registration.	Not Applicable
Evidence/Documentation Reviewed	
The CEO confirmed that there are no services provided on its behalf.	

3.4 - The RTO manages records to ensure their accuracy and integrity.	Non-Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Interview with CEO • Enrolment form • Orientation pack • Student files (x 15) • WiseNet records <p>Interview with CEO:</p> <ul style="list-style-type: none"> • Indicate that there was a process for results to be passed to Administration Manager for both SWE and Education Support • That a similar process was not implemented for SHB50115 Diploma of Beauty Therapy. <p>Hard copy files for the students in SHB50115 Diploma of Beauty Therapy were not filed according to a method, and files were incomplete, e.g. missing client consultation forms, were repeatedly unsigned or marked in some way by the assessor to demonstrate assessment. There was no overall Completion Record for the class and signed and dated by the assessor to be passed to the Administration Manager.</p>	
SF.3.4.1	Finding
For SHB50115 Diploma of Beauty Therapy :	
Required Rectification(s)	
The RTO is to demonstrate that it has implemented a process across all of its programs that ensures that	

Audit Date: 11 & 12 February 2020

RTO: Meadow Heights Learning Shop Inc

<ul style="list-style-type: none"> • Records for individual student assessments indicated did not indicate that the assessments were undertaken with integrity by the assessor • That there was no process for the assessor to sign and date confirmation of successful completion (or otherwise) of each unit of competency for each student. 	<p>assessment records are managed with integrity and are accurate.</p>
--	--

Detailed Findings – 2016 VRQA Guidelines for VET Providers

GUIDELINE 1.1 - An RTO must ensure that it has a current strategic plan and a detailed business plan which have been approved by its governing body.

**Not Audited in
Phase 2 audit**

- a) An RTO ensures the strategic plan details the overall vision, mission, board of directors and strategic directions of the RTO and clearly indicates that provision of vocational education is a primary purpose of the RTO.
- b) An RTO ensures the business plan details the operational and workforce development arrangements for a three year period that incorporates:
 - i. description of the business including an organisation chart, courses, location(s) and facilities
 - ii. a continuous improvement plan or risk management strategy
 - iii. a work force development plan
 - iv. strategic alliances with other education or service providers or third party arrangements
 - v. training and assessment delivery including proposed facilities and delivery hours

GUIDELINE 1.2 - An RTO demonstrates its financial viability and its capacity to sustain quality VET into the future by ensuring it has a three year financial plan that includes:

**Not audited in
Phase 2 audit**

- a) projected student enrolments by qualifications
- b) a range of financial indicators, including
 - i. cash flow
 - ii. current ratio of total current assets versus total current liabilities (equal to or greater than 1)
 - iii. debt ratio Total Liabilities/Total Assets (equal to or less than 1)
- c) the VET provider shows that it has a financial guarantor with the capacity to service the guarantee and/or to demonstrate sufficient working capital to operate for at least 6 months without tuition fees.
- d) details about whether any person involved in the management or provision of courses by the RTO meets any of the descriptions listed in section 4.3.11(2) of the Act.

GUIDELINE 1.3 - An RTO ensures that it has management systems that include:

- a) management information including:
 - I. details of company incorporation in Australia (alternatively evidence of being an incorporated body in receipt of government funds)
 - II. a physical address of the company in Victoria for the purposes of serving notices
 - III. details of the directors, CEO/PEO and senior management members with associated police checks and Working With Children Checks if students are under 18 years of age
 - IV. confirmation that at least one Director or CEO/PEO has his/her principal residence in Victoria
 - V. contact arrangements for the CEO/PEO including during holidays and other closure periods
 - VI. a physical addresses for the location of financial, student and staff records including archives and computer back up storage
- b) a financial management system including a system for managing student fee payments and student refunds
- c) a student records management system that includes the capacity to provide the VRQA with AVETMISS compliant data and to ensure that copies of student records are
 - I. not able to be withheld from the RTO; and
 - II. able to be provided in electronic and print versions, at no cost to the VRQA in the event that the VET provider ceases operations
- d) a staff records management system including arrangements which ensure that for each staff member involved in training and assessment, the RTO holds verified documentation indicating each staff member's qualification and skills.

Non-Compliant

GUIDELINE 1.4 - An RTO ensures that it has appropriate governance structures that includes:

- a) transparent governance and ownership arrangements, such as a Board of Directors, governing council, executive management and academic management
- b) a governance structure that includes appropriate appointments of persons for oversight of academic/educational integrity and quality assurance, such that:
 - i. for an RTO with anticipated ongoing operation of less than 150 equivalent full time students or an annual student fee turnover of less than \$1.5m per annum, persons are appointed with suitable qualifications and experience; and
 - ii. for all other RTOs, a governance committee is established that includes individuals who are independent of the RTO's ownership and are employed with suitable qualifications and experience
- c) a CEO/PEO and members of the RTO's senior management team with appropriate qualifications and educational experience.

**Not audited in
Phase 2 audit**

<p>GUIDELINE 2.1 - An RTO ensures that where services are provided on its behalf by a third party the provision of those services is the subject of a written agreement.</p> <ul style="list-style-type: none"> • A <i>third party</i> means any party that provides services on behalf of the RTO but does not include a party to a contract of employment with the RTO. • <i>Services</i> mean training, assessment, related educational or support services and/or any activities related to the recruitment of prospective students, but does not include student counselling, mediation or ICT support services. 	Not Applicable
<p>GUIDELINE 2.2 – An RTO ensures that any third party delivering services on its behalf is required, under a written agreement, to cooperate with the VRQA:</p> <ul style="list-style-type: none"> a) by providing accurate and factual responses to information requests from the VET Regulator relevant to the delivery of services; and b) for the purposes of the conduct of any audit or monitoring of its operations. 	Not Applicable
<p>GUIDELINE 2.3 – An RTO notifies the VRQA of any written agreement entered into under Guideline 2.2 for the delivery of services on its behalf:</p> <ul style="list-style-type: none"> a) within 30 calendar days of the agreement being entered into or prior to the obligations under the agreement taking effect, whichever occurs first; and b) within 30 calendar days of the agreement coming to an end. 	Not Applicable

<p>GUIDELINE 2.4 – Information, whether disseminated directly by an RTO or by another party on its behalf, is both accurate and factual, including by:</p> <ul style="list-style-type: none"> a) clarifying whether a third party is recruiting prospective students for an RTO on its behalf; and b) distinguishing where it is delivering training and assessment on behalf of another RTO or where training and assessment is being delivered on its behalf by a third party. 	Not Applicable
<p>GUIDELINE 2.5 - Prior to the enrolment of students or the commencement of training and assessment, whichever comes first, an RTO provides, in print or through referral to an electronic copy, current and accurate information that:</p> <ul style="list-style-type: none"> a) enables the student to make informed decisions about undertaking training with the RTO and b) (at a minimum) includes the name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the student on an RTO's behalf 	Not Applicable
<p>GUIDELINE 2.6 - Where there are any changes to agreed services, an RTO advises the student of those changes as soon as practicable, including in relation to any relevant changes to existing or new third party arrangements or changes in ownership.</p>	Not Applicable
<p>GUIDELINE 2.7 - An RTO has a complaints policy to manage and respond to allegations involving the conduct of:</p> <ul style="list-style-type: none"> a) the RTO, its trainers, assessors or other staff; b) a third party providing services on the RTO's behalf, its trainers, assessors or other staff; or c) a student of the RTO. 	Not Applicable
<p>GUIDELINE 2.8 - An RTO has an appeals policy to manage a request for the review of a decision, including an assessment decision, made by an RTO or a third party providing services on the RTO's behalf.</p>	Not Applicable

<p>GUIDELINE 3.1 In addition to the requirements specified in Guidelines 3.2 and 3.3, an RTO's training and assessment is only delivered only by persons who have:</p> <ul style="list-style-type: none"> a) vocational competencies at least to the level being delivered and assessed; b) current industry skills directly relevant to the training and assessment being provided; and c) current knowledge and skills in vocational training and learning that informs their training and assessment. <p>Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.</p>		Non-Compliant
Evidence/Documentation Reviewed		
<ul style="list-style-type: none"> • Trainer files (x 5) • Discussions with CEO. <p>Refer to the evidence listed in Element 2.1.</p>		
GF 3.1.1	Finding	Required Rectification(s)
<p>SHB50115 Diploma of Beauty Therapy</p> <p>The CEO stated that Ishwary (Ishy) Vengadasalam will be working under the supervision of Anthony Cilia.</p> <p>Ishwary (Ishy) Vengadasalam:</p> <ul style="list-style-type: none"> • Did not demonstrate that she has continued to develop her Vocational Education and Training (VET) knowledge and trainer/assessor competence. 		<p>Provide evidence that the proposed trainer/assessor for this Qualification has continued to develop her Vocational Education and Training (VET) knowledge and trainer/assessor competence.</p>
GF.3.1.2	Finding	Required Rectification(s)
<p>SHB50115 Diploma of Beauty Therapy</p> <p>Anthony Cilia</p> <ul style="list-style-type: none"> • Did not demonstrate that he has continued to develop his vocational competencies and industry currency, Vocational Education and Training (VET) knowledge and trainer/assessor competence 		<p>Provide evidence that the proposed trainer/assessor for this Qualification has continued to develop her Vocational Education and Training (VET) knowledge and trainer/assessor competence.</p>

GUIDELINE 3.2 An RTO's training and assessment is only delivered only by persons who have the qualifications specified in Item 1 or Item 2 of Schedule 1 of these Guidelines.		Non-Compliant
Evidence/Documentation Reviewed		
Refer to the evidence listed in Element 2.1.		
GF 3.2.1	Finding	Required Rectification(s)
SHB50115 Diploma of Beauty Therapy	Ishwary (Ishy) Vengadasalam did not have the requisite training and assessment qualification.	The RTO is to demonstrate that the proposed trainer/assessor for this Qualification has the requisite trainer and assessor qualification.
GUIDELINE 3.3 Where a person conducts assessment only, an RTO ensures that the person has the qualification specified in Item 1 or Item 2 or Item 3 of Schedule 1 of these Guidelines.		Not Applicable
GUIDELINE 3.4 Where the RTO, in delivering training and assessment, engages an individual who is not a qualified trainer and/or assessor, the individual works under the supervision of a qualified trainer and/or assessor and must not determine assessment outcomes.		Non-Compliant
Evidence/Documentation Reviewed		
Refer to the evidence listed in Element 2.1.		
GF 3.4.1	Finding	Required Rectification(s)
SHB50115 Diploma of Beauty Therapy	The CEO indicated that Ishwary (Ishy) Vengadasalam would work under the supervision of Anthony Cilia. He indicated that she would undertake assessments under the supervision of Anthony Cilia. Anthony Cilia has no qualifications or experience in the Beauty field, nor demonstrates on-going currency of industry, VET, teaching and learning.	The RTO is to demonstrate that there is a system in place to ensure that this standard is met, and that the supervisor has the requisite vocational competence, or that the assessments are undertaken by a person who meets the requirements of the Training Package and this standard.

GUIDELINE 3.5 An RTO ensures that any individual working under the supervision of a trainer:		Non-Compliant
<ul style="list-style-type: none"> a) holds the skill set defined in Item 4 of Schedule 1 of these Guidelines; b) has vocational competencies at least to the level being delivered and assessed; and c) has current industry skills directly relevant to the training and assessment being provided. 		
Evidence/Documentation Reviewed		
Refer to the evidence listed in Element 2.1.		
GF 3.5.1	Finding	Required Rectification(s)
	SHB50115 Diploma of Beauty Therapy Ishwary (Ishy) Vengadasalam does not hold the requisite skill set.	The RTO is to ensure that the supervised trainer/assessor holds the requisite skill set.

<p>GUIDELINE 4.1 - An RTO's training and assessment strategies and practices, including the amount of training it provides, are consistent with the requirements of the training packages and VET accredited courses and enable each student to meet the requirements for each unit of competency or module in which the student is enrolled.</p>	<p>Non-Compliant</p>
<p>Evidence/Documentation Reviewed</p>	
<p>Strategies for:</p> <ul style="list-style-type: none"> • 10725NAT Course in Preliminary Spoken and Written English • CHC30213 Certificate III in Education Support • SHB50115 Diploma of Beauty Therapy • Website • Interview with trainers (x 3) and CEO <p>10725NAT Course in Preliminary Spoken and Written English</p> <p>The accredited course indicates that 560 nominal hours is allocated for the selected units.</p> <p>Strategy indicates:</p> <ul style="list-style-type: none"> • Entry is open to adults who have been assessed at level 0 or 0+ of the International Second Language Proficiency Rating (ISLPR), NYA or PLA of the Australian Core Skills Framework (ACSF) and learners are seen as absolute beginners • Program is delivered over 40 weeks, in five 3-hour sessions each week (= 600 hours). All these hours are allocated to scheduled hours. • Amount of training includes 560 supervised hours [which is not consistent with the above information] over 40 weeks. <p>However, interview with the trainer (Sofia) indicated that the program is in fact 20 weeks (300 hours) as the aim is to progress the students within this time. Students are allowed up to 510 hours for free. However, if they do not progress as desired, then the Preliminary program starts again at the mid-year.</p> <p>CHC30213 Certificate III in Education Support</p> <p>Strategy indicates:</p> <ul style="list-style-type: none"> • Target is individuals who are currently working without formal qualifications or intending to work in the field • Program is 22 weeks 	

- Does not indicate mode of delivery or acknowledge the required 100 hours workplacement
- Amount of training includes 190.5 assessment hours, 302.5 self-paced learning hours, 115 contact hours (total equals the nominal hours of 608).

Interview with trainer indicated:

- That the program is 9 am – 3.30 pm, 1 day a week. Therefore, the classes are 5 hours x 22 weeks = 110 scheduled hours. There is one session per unit of competency.
- That is no evidence of self-paced learning activities to justify the inclusion of hours in the strategy
- There was no justification provided as to how 190.5 hours were calculated given the assessment tasks
- The strategy and the schedule hours do not allow for the conduct of the assessment tasks (i.e. give a presentation is not able to be delivered in the 1 session per unit approach).

SHB50115 Diploma of Beauty Therapy

Strategy indicates:

- Target is for those who completed Certificate III in Beauty Services, working or intending to see work in the beauty industry
- Program is 40 weeks
- Classroom and simulated workplace
- Amount of training includes 434 assessment hours, 124 self-paced learning hours, 720 contact hours (total equals the nominal hours of 1278 hours).
- There is no information as to how many days or hours per week are timetabled
- There is no information as to how a simulated worksite (Salon) will be scheduled.

Interview with trainer indicated that:

- SHBBFAS003 Provide specialised facial treatments – is conducted over 1 term (10 weeks, with 2 sessions – as it is clustered with another unit)
- SHBBSPA003 Provide stone therapy massages – is conducted over 4 weeks, with 1 session a week (7 hours)
- The program is scheduled 2.5 days a week x 40 weeks (= 680 hours)
- There were no self-paced activities to justify its allocation of hours in the strategy.

GF 4.1.1 Finding

Required Rectification(s)

<p>10725NAT Course in Preliminary Spoken and Written English</p> <p>The information provided by the RTO is not consistent in regards to the amount of training as scheduled for this program.</p>	<p>The RTO is to demonstrate that the amount of training accurately reflects that scheduled.</p>
<p>GF 4.1.2 Finding</p>	<p>Required Rectification(s)</p>
<p>CHC30213 Certificate III in Education Support</p> <p>There is 110 scheduled learning hours, an undetermined amount of learning occurring in the workplace, and an unjustified amount of self-paced learning hours, which is insufficient to meet the requirements of the Training Package and enable each student to meet the requirements for each unit of competency or module in which the student is enrolled.</p>	<p>The RTO is to reconsider the strategy and determine the amount of training that are learner will undertake, and ensure that it meets the requirements of the Training Package and enables each student to meet the requirements for each unit of competency or module in which the student is enrolled.</p>
<p>GF 4.1.3 Finding</p>	<p>Required Rectification(s)</p>
<p>SHB50115 Diploma of Beauty Therapy</p> <p>There is 680 scheduled learning hours and an unjustified amount of self-paced learning hours, which is insufficient to meet the requirements of the Training Package and enable each student to meet the requirements for each unit of competency or module in which the student is enrolled.</p>	<p>The RTO is to reconsider the strategy and determine the amount of training that are learner will undertake, and ensure that it meets the requirements of the Training Package and enables each student to meet the requirements for each unit of competency or module in which the student is enrolled.</p>

<p>GUIDELINE 4.2 - For the purposes of Guideline 4.1, an RTO determines the amount of training it provides to each student with regard to:</p> <ul style="list-style-type: none"> a) the existing skills, knowledge and the experience of the student; 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. 	<p>Non-Compliant</p>
<p>Evidence/Documentation Reviewed</p>	
<p>Strategies for:</p> <ul style="list-style-type: none"> • 10725NAT Course in Preliminary Spoken and Written English • CHC30213 Certificate III in Education Support • SHB50115 Diploma of Beauty Therapy • Website • Interview with trainers (x 3) and CEO <p>10725NAT Course in Preliminary Spoken and Written English</p> <p>Strategy indicates:</p> <ul style="list-style-type: none"> • Entry is open to adults who have been assessed at level 0 or 0+ of the International Second Language Proficiency Rating (ISLPR), NYA or PLA of the Australian Core Skills Framework (ACSF). • Learners are seen as absolute beginners • Program is delivered over 40 weeks, in five 3-hour sessions each week (=600 hours). • Amount of training includes 560 supervised hours over 40 weeks. <p>Interview with the trainer indicated that the program is in fact 20 weeks (300 hours) as the aim is to progress the students within this time. Students are allowed up to 510 hours for free. However, if they do not progress as desired, then the Preliminary program starts again at the mid-year.</p> <p>Given the target group and the mode of delivery, and the option for up to 510 hours the requirements are met.</p> <p>CHC30213 Certificate III in Education Support</p> <p>Strategy indicates:</p> <ul style="list-style-type: none"> • Target is individuals who are currently working without formal qualifications or intending to work in the field 	

- Program is 22 weeks
- Does not indicate mode of delivery
- Amount of training includes 190.5 assessment hours, 302.5 self-paced learning hours, 115 contact hours (which equals the nominal hours).
- There is no information as to how many hours per week are timetabled
- There is no information as to a mandatory requirement of workplacement

Interview with trainer confirmed that the program is 9 am – 3.30 pm, 1 day a week. Therefore, the classes are 5 hours x 22 weeks = 110 scheduled hours. There is one session per unit of competency. There were no sessions plans or activities to be able to justify the inclusion of self-paced learning hours.

Information in the TAS is not consistent with the information on the website and in the brochure, especially in relation to entry requirements. The website (<http://mhls.com.au/course/certificate-iii-education-support-orientation-session-tuesday-8th-october-2019>) indicates:

THE COURSE IS DESIGNED FOR:

- *Adults with busy lives*
- *People who have been absent from the work force*
- *People wishing to refresh or acquire new skills*
- *People from non-English speaking backgrounds (see below)*
- *Early secondary school leavers interested in this field*
- *Parents who have helped out at their children's school*

ENTRANCE REQUIREMENTS:

All applicants must be permanent residents of Australia.

Prior qualifications are not required to enrol in this course, though applicants are expected to have language and literacy skills equivalent to Level 3 and numeracy skills equivalent to Level 2 of the Certificate of General Education for Adults to enable them to complete this course.

All applicants must sit a short entrance test before their enrolment in this course.

All Certificate III in Education Support students are required to undertake a 120 hour placement in a school setting.

CHC Workplacement Guide ([file:///C:/Users/Andrea/Downloads/CHC%20and%20HLT%20Work_Placement_Guide_Release_2.0_December_2015%20\(2\).pdf](file:///C:/Users/Andrea/Downloads/CHC%20and%20HLT%20Work_Placement_Guide_Release_2.0_December_2015%20(2).pdf)), indicates that the hours for this qualification are mandatory 100 hours.

SHB50115 Diploma of Beauty Therapy

Strategy indicates:

- Target is for those who completed Certificate III in Beauty Services, working or intending to see work in the beauty industry
- Program is 40 weeks
- Classroom and simulated workplace
- Amount of training includes 434 assessment hours, 124 self-paced learning hours, 720 contact hours (which equals the nominal hours).
- There is no information as to how many days or hours per week are timetabled, nor does the schedule allocate hours at the end of the year for salon simulation.

The website (<http://mhls.com.au/course/diploma-beauty-therapy-shb50115>) indicates:

PLACEMENT:

There are no placements required for this course however students are provided with an opportunity to work in a Salon environment providing beauty therapy treatments for the public. Meadow Heights Education Centre conducts a Salon for the public one day per week where students are able to build confidence under the guidance of a qualified instructor.

DURATION:

The Diploma of Beauty Therapy is offered once a year. The next intake for this course is January/February 2020. this course will run Tuesdays, Thursdays and Fridays from 9:00am - 5:00pm (Excluding School and Public Holidays)

Information regarding entry requirements are not consistent with the TAS, <http://mhls.com.au/course/diploma-beauty-therapy-shb50115>

Interview with trainer indicated that:

- That the program is scheduled 2.5 days a week x 40 weeks (= 680 hours)

<ul style="list-style-type: none"> There were no self-paced activities to justify its allocation of hours in the strategy. 	
GF 4.2.1 Finding	Required Rectification(s)
<p>CHC30213 Certificate III in Education Support</p> <p>The RTO has not:</p> <ul style="list-style-type: none"> Clearly identified the target group Clearly identified the modes of delivery Justified the hours of self-paced learning <p>And in doing so justified the amount of training, which is determined to be 110 scheduled hours plus an unidentified amount of learning undertaken in the workplace.</p>	<p>The RTO is to determine the amount of training given:</p> <ul style="list-style-type: none"> the existing skills, knowledge and the experience of the student the mode of delivery.
GF 4.2.2 Finding	Required Rectification(s)
<p>SHB50115 Diploma of Beauty Therapy</p> <p>There is 680 scheduled learning hours and an unjustified amount of self-paced learning hours, which is insufficient to meet the requirements of the Training Package. There is no allocation for the salon simulation.</p> <p>The RTO has not clearly identified the target group and in doing so justified the amount of training.</p>	<p>The RTO is to determine the amount of training given:</p> <ul style="list-style-type: none"> the existing skills, knowledge and the experience of the student the mode of delivery.

<p>GUIDELINE 4.3 - From 1 January 2016, to deliver any AQF qualification or assessor skill set from the Training and Education Training Package (or its successor), an RTO must have undergone an independent validation of its assessment system, tools, processes and outcomes in accordance with the requirements contained in Schedule 2 (and the definitions of independent validation and validation) of these Guidelines.</p>	<p>Not Applicable</p>
<p>GUIDELINE 4.4 - From 1 January 2016, to deliver any AQF qualification or skill set from the Training and Education Training Package (or its successor), an RTO ensures that all trainers and assessors delivering the training and assessment hold the training and assessment qualification at least to the level being delivered, or have demonstrated equivalence of competencies.</p>	<p>Not Applicable</p>
<p>GUIDELINE 4.5 - From 1 January 2017, to deliver the training and assessment qualification specified in Item 1 of Schedule 1 of these Guidelines, or any assessor skill set from the Training and Education Training Package (or its successor), an RTO ensures all trainers and assessors delivering the training and assessment:</p> <ul style="list-style-type: none"> a) hold the qualification specified in Item 5 of Schedule 1 of these Guidelines; or b) work under the supervision of a trainer that holds the qualification specified in Item 5 of Schedule 1 of these Guidelines. 	<p>Not Applicable</p>
<p>GUIDELINE 4.6 - An RTO ensures that any individual working under supervision holds the qualification specified in Item 1 of Schedule 1 of these Guidelines and does not determine assessment outcomes.</p>	<p>Not Applicable</p>
<p>GUIDELINE 4.7 - An application to add any AQF qualification or assessor skill set from the Training and Education Training Package (or its successor) to an RTO's scope of registration has only be granted if an RTO has:</p> <ul style="list-style-type: none"> a) held registration for at least two years continuously at the time of adding the qualification and/or skill set to scope; and b) from 1 January 2016, undergone an independent validation of its assessment system, tools, processes and outcomes in accordance with Guideline 4.3. 	<p>Not audited</p>

GUIDELINE 5.1 - An RTO registered with the VRQA has provided an annual declaration of compliance with the AQTF Essential Conditions and Standards for Continuing Registration (the AQTF Standards) and these Guidelines, and in particular whether it:

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

Not audited