



Australian Government

Australian Skills Quality Authority

REPORT

Audit report: International Child Care College Pty Ltd

RTO number:	90081
CRICOS number:	N/A
Date/s of audit:	12 December 2019 and 6 January 2020
Date report created:	21 January 2020
Date report updated:	18 February 2020

Organisation details

Organisation's legal name:	International Child Care College Pty Ltd
Trading name/s:	International Child Care College Pty Ltd
RTO number:	90081
CRICOS number:	N/A

Audit team

Lead auditor:	Margaret Foran
Auditor/s:	Rachel Wang

Audit details

Application number/s:	N/A
Audit number/s:	AUDREC0010011
Audit reason/s:	Compliance Monitoring
Address of site/s visited:	n/a (desk audit)
Date/s of audit:	12 December 2019 and 6 January 2020
Organisation's contact for audit:	Karen Kearns Director info@childcarecollege.com.au 0249564333

Original finding at time of audit

Audit finding: Serious non-compliance

Report completed by: Margaret Foran

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

*Indicates a non-compliant clause

Audit finding following analysis of additional evidence

**Audit finding following analysis of additional evidence provided on 30/01/2020 and 14/02/2020:
Compliant**

Report completed by: Margaret Foran

Practice	Standards for RTOs	Finding
Training and Assessment	1.3, 1.8, 1.13, 1.16	Compliant
Completion	3.1	Compliant

*Indicates a non-compliant clause

Background

Summary of organisation and management structure:

- International Child Care College Pty Ltd (the organisation) was initially registered as a registered training organisation (RTO) on 22 December 1999.
- The organisation's main business is to deliver training to students in early childhood education and care training products and to deliver units of competency from the *BSB51918 Diploma of Leadership and Management* to students who are engaged in the early childhood education and care industry and who wish to progress to a managerial role.
- The organisation has three students currently enrolled in the complete *BSB51918 Diploma of Leadership and Management* qualification and approximately 70 students enrolled in the part-qualification under NSW Smart and Skilled Training Needs Identification Program.

Scope of organisation's registration:

- The organisation has the following training products on its scope of registration:
 - *BSB51918 Diploma of Leadership and Management*
 - *CHC30113 Certificate III in Early Childhood Education and Care*
 - *CHC50113 Diploma of Early Childhood Education and Care*.

Suburb and state of all delivery sites:

- The organisation delivers training, through its third parties, mostly in the clients' workplaces across NSW, predominantly in Newcastle, NSW.
- The organisation's head office is at 146 Lambton Road, Broadmeadow, NSW 2292.

Third party usage:

- The organisation has an agreement with Early Learning Institute Pty Ltd and St Nicholas Early Education to employ suitable trainers and assessors, deliver *CHC30113 Certificate III in Early Childhood Education and Care* and *CHC50113 Diploma of Early Childhood Education and Care* and accommodate students for work placement.
- The organisation has an arrangement with Business Wise First Aid Training (RTO ID: 45193) and Surf Life Saving NSW (RTO ID: 90394) for the delivery and assessment of *HLTAID004 Provide an emergency first aid response in an education and care setting*.

Core clients/target groups:

- The core clients are trainees and apprentices working in the early childhood education and care industry.
- In addition, core clients include skilled workers who are engaged in the early childhood education and care industry seeking to upskill into managerial roles.

Training Revenue (Funded or fee for service):

- The organisation receives funding under NSW Smart and Skilled.
- Training revenue is also from fee for service

Scope of audit

- The desk audit will include a review of the evidence provided on 4 December 2019, 11 December 2019, 18 December 2019 and 21 January 2020.

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

- 449
- The organisation has 220 enrolments in *CHC30113 Certificate III in Early Childhood Education and Care* and 156 enrolments in *CHC50113 Diploma of Early Childhood Education and Care*
- The organisation has three students currently enrolled in the complete *BSB51918 Diploma of Leadership and Management* and approximately 70 students enrolled in units of competency in the *BSB51918 Diploma of Leadership and Management*.

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

- Information provided by students as part of a student survey or interview. Total invited: 530. Total completed respondents: 78. Response rate: 15%.
- Information provided directly by International Child Care College Pty Ltd to ASQA.
- Existing information and records held by ASQA concerning International Child Care College Pty Ltd.
- Information provided to ASQA's auditors and documentation reviewed during the desk audit of International Child Care College Pty Ltd conducted on 12 December 2019 and 6 January 2020.
- Other publicly available information - including but not limited to, information published on the organisation's and third-party websites.

Audit Sample

Training Products	Mode/s of delivery/assessment*	Current enrolments
<i>CHC50113 Diploma of Early Childhood Education and Care</i>	Blended and online	156
<i>BSB51918 Diploma of Leadership and Management</i>	online	3 complete qual 70 part-qual

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

Interviewees

Name	Position	Training products
n/a (desk audit)		

About this Report

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

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

Correcting a non-compliance may require:

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

Original action required by Organisation

International Child Care College Pty Ltd did not meet all requirements for clauses:

- 1.3, 1.8, 1.13, 1.16 and 3.1.

Remedial action is required for the following training products:

- *CHC50113 Diploma of Early Childhood Education and Care*
- *BSB51918 Diploma of Leadership and Management*

The organisation is required to provide evidence that demonstrates:

Training and assessment

Standards for RTOs Clause 1.3

- the organisation now has sufficient resources to comply with Standards for RTOs Clause 1.3, proportionate to the number of students enrolled at any time, the mode of delivery, location of delivery, and the strategies for training and assessment.
- the organisation carried out remedial action to identify and address the impact the non-compliance may have caused to students in the training products sampled that were impacted by insufficient access to resources. Remedial action needs to cover current students and students who enrolled or completed with your organisation in the past three months.

Standards for RTOs Clause 1.8

- the organisation has corrected its assessment system (to comply with Clause 1.8) for future students and has systems in place to ensure it is this system that is applied. The evidence to be provided must:
 - include the full suite of assessment tools for each unit of competency identified as non-compliant
 - demonstrate the organisation will implement an assessment system that ensures assessment:
 - complies with the assessment requirements of the relevant training product(s)
 - will be conducted in accordance with the Principles of Assessment and Rules of evidence.

- the organisation has carried out remedial action to identify and address the impact the non-compliance may have caused to students in the training product sampled that were assessed in a manner that did not meet the requirements of Clause 1.8. Remedial action needs to cover current students and students who were assessed by your organisation in the past three months.

Standards for RTOs Clauses 1.13 and 1.16

- the trainers/assessors currently used by the organisation meet the requirements of the standards (Clause 1.13 and 1.16)
- the organisation has carried out remedial action to identify and address the impact the non-compliance may have caused to students in the training products sampled that were trained or assessed by a trainer/assessor that did not meet the requirements of the standards. Remedial action needs to cover current students and students who enrolled or completed with your organisation in the past three months.

Completion

Standards for RTOs Clause 3.1

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

Audit finding following analysis of additional evidence

Following analysis of additional evidence provided by International Child Care College Pty Ltd on 30/01/2020 and 14/02/2020, the organisation:

- provided sufficient evidence to demonstrate compliance with:
 - Standards for RTOs: 1.3, 1.8, 1.13, 1.16 and 3.1.

Refer to analysis of additional evidence detailed under each clause in this report for further information.

Areas of non-compliance

Training and Assessment

Training Delivery and Assessment

Standards for RTOs Clause 1.3

*Original Finding: **Not compliant***

*Finding following additional evidence: **Compliant***

The RTO has, for all of its scope of registration, and consistent with its training and assessment strategies, sufficient:

- a) trainers and assessors to deliver the training and assessment;
- b) educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment;
- c) learning resources to enable learners to meet the requirements for each unit of competency, and which are accessible to the learner regardless of location or mode of delivery; and
- d) facilities, whether physical or virtual, and equipment to accommodate and support the number of learners undertaking the training and assessment.

CHC50113 Diploma of Early Childhood Education and Care

BSB51918 Diploma of Leadership and Management

- The following evidence was reviewed:
 - trainer files as detailed in Clause 1.13.
- The organisation has not demonstrated that only persons who meet all requirements of the Standards deliver training and/or conduct assessment.

Analysis of additional evidence

CHC50113 Diploma of Early Childhood Education and Care

BSB51918 Diploma of Leadership and Management

- The following additional evidence was reviewed:
 - organisation's audit rectification response
 - trainer files as detailed in Clause 1.13.
- The organisation has addressed the non-compliance for future students. For example:
 - the organisation provided evidence to demonstrate that its trainers and assessors meet the requirements of Clauses 1.13 and 1.16
 - the organisation explained in its response that it has sufficient trainers and assessors. The organisation advised that it has engaged Jemma Towse to replace the trainers who are no longer employed with the organisation, i.e. Melissa Healy and Neha Gaur.

Standards for RTOs Clause 1.8

Original Finding: Not compliant

Finding following additional evidence: Compliant

The RTO implements an assessment system that ensures that assessment (including recognition of prior learning):

- a) complies with the assessment requirements of the relevant training package or VET accredited course; and**
- b) is conducted in accordance with the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.**

Table 1.8.1 Principles of Assessment

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

Table 1.8.2 Rules of Evidence

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

BSB51918 Diploma of Leadership and Management

- The following evidence was reviewed:
 - Assessment tools for:
 - *CHC50113 Diploma of Early Childhood Education and Care*
 - *CHCECE005 Provide care for babies and toddlers*
 - *CHCECE007 Develop positive and respectful relationships with children*
 - *BSB51918 Diploma of Leadership and Management*
 - *BSBLDR513 Communicate with influence*
 - *BSBCOM503 Develop processes for the management of breaches in compliance requirements*
 - Completed student assessment items (and the assessment tools used):
 - *CHC50113 Diploma of Early Childhood Education and Care*
 - *CHCECE005 Provide care for babies and toddlers*
 - Student SN
 - theory online exam and cover sheet
 - workplace assessment task and cover sheet
 - workplace assessment task, resubmission
 - workplace observation assessment
 - student feedback
 - Student GZ
 - theory online exam and cover sheet
 - workplace assessment task and cover sheet
 - questions, resubmission
 - workplace observation assessment
 - *CHCECE007 Develop positive and respectful relationships with children*
 - Student CL
 - theory online exam an cover sheet
 - workplace assessment task and cover sheet
 - workplace observation assessment
 - Student OR
 - theory online exam an cover sheet
 - workplace assessment task and cover sheet
 - workplace observation assessment
 - *BSB51918 Diploma of Leadership and Management*
 - *BSBLDR513 Communicate with influence*
 - Student BM
 - 8 coversheets and assessment tasks
 - reflective journal
 - Student TJ
 - 8 coversheets and assessment tasks
 - reflective journal
 - *BSBCOM503 Develop processes for the management of breaches in compliance requirements*
 - Student EG
 - 7 coversheets and assessment tasks
 - initial reflections
 - summary record of assessment
 - Student KN
 - 7 coversheets and assessment tasks
 - initial reflections
 - summary record of assessment

- The organisation demonstrated compliance with Clause 1.8 for the following units of competency:
 - *CHC50113 Diploma of Early Childhood Education and Care*
 - *CHCECE005 Provide care for babies and toddlers*
 - *CHCECE007 Develop positive and respectful relationships with children.*
- However, the organisation did not demonstrate that assessment meets the training package requirements for the following units of competency:
 - *BSB51918 Diploma of Leadership and Management*
 - *BSBLDR513 Communicate with influence*
 - *BSBCOM503 Develop processes for the management of breaches in compliance requirements.*
- The following analysis provides guidance on the areas of non-compliance. Examples of non-compliances are provided however, this is not an exhaustive list. It is the organisation's responsibility to review the assessment system and implementation of the assessment system for each unit of competency for all non-compliances identified below and provide evidence:
 - of a revised assessment system for each unit of competency listed above that addresses all requirements of Clause 1.8.
 - that confirms students were assessed as meeting all the requirements of the training product(s) in which they were enrolled.

BSB51918 Diploma of Leadership and Management
BSBLDR513 Communicate with influence

- Validity and Sufficiency - the assessment tools do not address all unit of competency requirements. For example, but not limited to:
 - Elements and Performance Criteria:
 - communicate clearly
 - present and negotiate persuasively
 - participate in and lead meetings effectively
 - make presentations at meetings, forums and conferences
 - Performance Evidence:
 - negotiate and present persuasively
 - communicate clearly with key stakeholders to position the business to best effect including listening actively, understanding the information needs of others and adapting communication to suit the audience
 - prepare for, participate in, and lead meetings to obtain outcomes
 - prepare and make presentations to groups of people including:
 - identifying suitable fora for presentations
 - presenting reliable information
 - designing the presentation to meet the needs of the audience
 - answering questions clearly and concisely.
- The assessment practices for the following students do not confirm the organisation conducted adequate assessment of the students that ensured they were competent against all requirements of the training product and that the assessment was conducted in accordance with the Principles of Assessment and the Rules of Evidence. For example:
 - Student BM
 - Student TJ.
- As a result of the non-compliance with the assessment tools, the assessments completed by the students listed above are not valid and sufficient.

BSB51918 Diploma of Leadership and Management

BSBCOM503 Develop processes for the management of breaches in compliance requirements

- Validity and Sufficiency - the assessment tools do not address all unit of competency requirements. For example, but not limited to:
 - Performance Evidence:
 - monitor the organisation's compliance to requirements including:
 - review complaints
 - interrogate the management information system
 - identify and assign staff to manage breaches in compliance requirements
 - identify and inform senior management and regulatory authorities of breaches in compliance
 - seek advice from internal and external personnel
 - follow up on compliance breaches.
- The assessment practices for the following students do not confirm the organisation conducted adequate assessment of the students that ensured they were competent against all requirements of the training product and that the assessment was conducted in accordance with the Principles of Assessment and the Rules of Evidence. For example:
 - Student EG
 - Student KN.
- As a result of the non-compliance with the assessment tools, the assessments completed by the students listed above are not valid and sufficient.

Analysis of additional evidence

BSB51918 Diploma of Leadership and Management

- The following additional evidence was reviewed:
 - organisation's audit rectification response
 - overview to assessment tasks
 - assessment tools for:
 - *BSB51918 Diploma of Leadership and Management*
 - *BSBLDR513 Communicate with influence*
 - trainer guide including theory tasks and observation assessment based on roleplay of case study in assessment 004
 - mapping document including mapping of observation task against practical skills
 - *BSBCOM503 Develop processes for the management of breaches in compliance requirements*
 - trainer guide including theory tasks and observation assessment based on roleplay of case study in assessment 007
 - mapping document including mapping of observation task
 - remedial action Quality Improvement Plan example
- The organisation has addressed the non-compliance for future students. For example:
 - the organisation provided revised assessment tools to demonstrate that assessment meets the training package requirements.
- The organisation has planned and/or carried out sufficient remedial action to identify and address the impact the non-compliance may have caused students. For example:
 - the organisation has identified the students impacted by the non-compliance
 - the organisation has advised in its response that it intends to contact each student and conduct assessment as required.

Auditor note: While the QIP may be a suitable tool to determine compliance breaches and assess the Performance Criteria: 1.1,1.2,1.3, 2.1, 3.1,3.2, 4.2 and 5.1 and the performance evidence of the unit, it is noted that, should there be no breaches in compliance using this tool, then not all of the performance criteria identified and the performance evidence of the unit would be assessed through the QIP.

Trainer and assessor competency

Standards for RTOs Clause 1.13

Original Finding: Not compliant

Finding following additional evidence: Compliant

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

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

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

Standards for RTOs Clause 1.16

Original Finding: Not compliant

Finding following additional evidence: Compliant

The RTO ensures that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment.

CHC50113 Diploma of Early Childhood Education and Care

BSB51918 Diploma of Leadership and Management

- The following evidence was reviewed:
 - trainer files for the following trainers and assessors:
 - *CHC50113 Diploma of Early Childhood Education and Care*
 - Hannah Hunter
 - Jemma Towse
 - Kirsty Newbury
 - Neha Gaur
 - Melissa Healy
 - Tracy Manning
 - *CHC50113 Diploma of Early Childhood Education and Care and BSB51918 Diploma of Leadership and Management*
 - Erica Wilkinson
 - Gaye Evans

CHC50113 Diploma of Early Childhood Education and Care

- The organisation did not provide sufficient evidence to demonstrate that the below listed trainers and assessors possess relevant industry currency:
 - Hannah Hunter
 - Jemma Towse
 - Neha Gaur
 - Melissa Healy
 - Tracy Manning

- Erica Wilkinson
- Gaye Evans.
- Specific examples of non-compliance include, but are not limited to:
 - although the organisation provided professional development logs, the organisation did not provide supporting evidentiary material.
- The organisation did not provide sufficient evidence to demonstrate that the below listed trainers and assessors possess relevant, current knowledge and skills in vocational training and learning:
 - Melissa Healy
 - Neha Gaur

Specific examples of non-compliance include, but are not limited to:

- The RTO provided, for Melissa Healy, a professional development log indicating four activities in March 2019. However, the organisation did not provide supporting evidentiary material.
- The RTO provided, for Neha Gaur, a table listing two activities in April 2019. However, no evidence was provided to demonstrate that the trainer had participated in these activities.
- The organisation did not provide evidence for the trainers listed above that they had attended recent monthly meetings (2 July 2019, 5 August 2019 and 9 September 2019)
- The organisation has not demonstrated, for the above training product, that it has implemented a program which ensures that all its trainers and assessors undertake professional development as required by Clause 1.16. For example, but not limited to:
 - It is not evident that the organisation has ensured that the following trainers/assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment:
 - Melissa Healy
 - Neha Gaur

BSB51918 Diploma of Leadership and Management

- The organisation did not provide sufficient evidence to demonstrate that the below listed trainers and assessors possess relevant industry currency:
 - Erica Wilkinson
 - Gaye Evans.

Analysis of additional evidence

CHC50113 Diploma of Early Childhood Education and Care

BSB51918 Diploma of Leadership and Management

- The following additional evidence was reviewed:
 - organisation's audit rectification response
 - conceptual framework for trainer professional development
 - policy 12: continuing professional development
 - validating professional development procedure
 - trainer files for the following trainers and assessors:
 - *CHC50113 Diploma of Early Childhood Education and Care*
 - Hannah Hunter
 - employment separation certificate indicating employment with Fletcher Early learning Centre from 3 November 2014 to 27 September 2019
 - email to confirm attendance at child protection training

- Jemma Towse
 - evidence of recent professional development in the industry area
 - reference to confirm employment with Early Years Care Family Day Care from January 2012 to September 2019, dated 27 January 2020
 - transcript CHCECE014, dated 2018; CHCECE015, dated 2019
- Neha Gaur
 - email correspondence in relation to not returning to work
 - child protection training, 13 June 2019
 - certificate of attendance, national educational Leaders Conference: Transforming Practices, dated 3 June 2019
 - letter of offer of regular employment at The Grove Early Learning Centre from 2 April 2019, accepted, signed and dated 21 March 2019
 - Professional reading
 - Statement of attainment, HLTAID001, HLTAID002, HLTAID003 and HLTAID004, dated 4 April 2019
 - **Auditor note:** The organisation advised that Neha Gaur is no longer engaged with the organisation
- Melissa Healy
 - evidence of industry associations
 - email correspondence in relation to not returning to work
 - evidence of professional development in the industry area
 - confirmation of enrolment in CHC50313 Diploma of Child, Youth and Family Intervention, dated 29 May 2019
 - Statement of Attainment, units of competency from CHC50313, date issued 28 March 2019
 - **Auditor note:** The organisation advised that Neha Gaur is no longer engaged with the organisation
- Tracy Manning
 - evidence of recent professional development in the industry area
 - reference from Lauren Welch, Bright Beginnings Maitland Early Learning Centre, dated 29 January 2020
 - reference from Val Tillett, Merindah Children's Centre, dated 29 January 2020
 - teacher accreditation, expiry date 31 December 2019
 - professional reading
 - statement of attainment BSBLDR511, BSBWOR501, dated 15 October 2019; CHCMHS001, dated 12 November 2019
- *CHC50113 Diploma of Early Childhood Education and Care and BSB51918 Diploma of Leadership and Management*
 - Erica Wilkinson
 - duty statement for training manager
 - meeting agendas and attendance list, 1 April 2019, 6 May 2019, 3 June 2019, 2 July 2019, 5 August 2019, 9 September 2019
 - early learning and development workshop, certificate of attendance, 28 November 2019
 - email correspondence –professional conversations
 - industry association – ECA webwatch, Inspired,
 - minutes of meetings, Hunter Nominated Supervisors meeting, 7 March 2018, 6 June 2018
 - Parent information night
 - Professional reading
 - Early Childhood Education 2019 roadshow
 - Reference from Tamara Groves, Director, Fieldsend ELC, dated 31 January 2020

- Statement of participation, school based traineeship and apprenticeship program, 3 August 2018
- Standard mental health first aider, 7 November 2019
- Statement of participation, supervising your apprentice or trainee, undated
- currency/PD monthly calendar
- mentoring program notes
- Statement of attainment, BSBLDR511, dated 3 December 2019, BSBWOR501, dated 20 October 2019, CHCMHS001, dated 12 November 2019
- 2019 VELG National VET conference, 12 and 13 September 2019
- Certificate of appreciation, Wadalba Community School, 6 September 2019
- Gaye Evans
 - reference from Kirsty Powell, Centre Director, Belmont Community Child Care Centre, dated 28 January 2020
 - Statement of Attainment, CHCMHS01, issued 13 November 2019
 - VET training and assessment summit and notes, 23-25 October 2019
 - ACECQA newsletters, August 2019, January 2020
 - Early Childhood Australia, September 2019, January 2020
 - professional conversations, October 2019, November 2019
 - Great presentations, reading
 - Managing Enrolment Practices, Insources webinar, October 2019
 - Certificate of completion, Module 1: Early signals, first responses, October 2019
 - Certificate of completion, Module 2: Early signals, first responses, November 2019
 - Certificate of completion, webinar: Early signals, first responses, trauma in childhood, November 2019
- The organisation has addressed the non-compliance for future students. For example:
 - the organisation provided policies and procedures in relation to professional development
 - the organisation provided evidence to demonstrate that, for the sampled training products, the trainers and assessors:
 - possess relevant industry currency
 - possess relevant, current knowledge and skills in vocational training and learning
 - undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment
- The organisation has planned and carried out sufficient remedial action to identify and address the impact the non-compliance may have caused students.

Completion

Standards for RTOs Clause 3.1

Original Finding: Not compliant

Finding following additional evidence: Compliant

The RTO issues AQF certification documentation only to a learner whom it has assessed as meeting the requirements of the training product as specified in the relevant training package or VET accredited course.

BSB51918 Diploma of Leadership and Management

- The following evidence was reviewed:
 - Assessments completed by students in *BSB51918 Diploma of Leadership and Management*.
- The organisation has not demonstrated that its assessment system complies with the Principles of Assessment and Rules of Evidence (refer to non-compliance identified with Clause 1.8) with respect to students who were assessed as meeting the requirements of the training product and were issued with AQF certification documentation.
- The organisation has issued AQF certification documentation to students who have not met all requirements as specified in the relevant training package. For example:
 - Student EG
 - Student KN.

Analysis of additional evidence

BSB51918 Diploma of Leadership and Management

- The following additional evidence was reviewed:
 - organisation's audit rectification response
 - assessment as detailed in Clause 1.8.
- The organisation has addressed the non-compliance for future students.
- The organisation has planned sufficient remedial action to identify and address the impact the non-compliance may have caused students.