

Audit report – VET Quality Framework Standards for Registered Training Organisations (RTOs) 2015

ORGANISATION DETAILS

Organisation's legal name	HCR Constructions Pty Ltd
Trading name/s	Step Into Training Services (SITS)
RTO number	91533
CRICOS number	Not applicable

AUDIT TEAM

Lead auditor	Ed Spink
Auditor/s	Carol Hunter
Technical adviser/s	Not applicable

AUDIT DETAILS

Application number/s	1059944	
Audit number/s	1006383	
Audit reason 1	Application - renewal	
Audit reason 2	n/a	
Audit reason 3	n/a	
Activity type	Site visit	
Address of site/s visited	3/1 Akenside St, WACOL, QLD.	
Date/s of audit	11/02/2015 & 12/02/2015	
Organisation's contact for audit	Mr Rajat Saraswat rajat@sits.edu.au	Managing Director 07 3123 4849
Clauses audited	1.1, 1.2, 1.3 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.3, 8.2, 8.6.	

BACKGROUND

- The audit was conducted at 3/1 Aikenside Street, Wacol which is the RTO's head office. The RTO has no other delivery sites.
- The RTO consists of the Managing Director, who is also the Compliance Manager and Business trainer, three administration staff and trainers engaged for the delivery of training and assessment when needed.
- The RTO engages a consultant to assist with compliance as needed.
- The RTO does not engage in any other activities such as non-accredited training
- The RTO advised that it does not have any third party arrangements in place.
- The core clients are students who are eligible for Certificate III Guarantee and Higher Skill Level



- funding.
- The RTO does advertise for Fee-for-service training but no students have been enrolled under this funding arrangement.
- The RTO is currently delivering training in the workplace and where necessary hires venues for the delivery of training.
- SIT20213 Certificate II in Hospitality was to be included in the audit sample. However the RTO had removed this qualification from its scope prior to the audit. Consequently the qualification was not included in the audit.

Total number of current enrolments in RTO as at audit date:

- 50

AUDIT SAMPLE			
Code	Training product	Mode/s of delivery/assessment*	Current enrolments (If not yet on scope, record N/A)
AUR30612	Certificate III in Light Mechanical Technology	On-the-job and self paced	0
BSB30412	Certificate III in Business Administration	Online	6
BSB51107	Diploma of Management	Face to face and self paced.	0
CHC30213	Certificate III in Education Support	Face-to-face, self-paced and vocational placement	0
CHC30112	Certificate III in Community Services Work	Face-to-face, self-paced and vocational placement	0
CPC20112	Certificate II in Construction	On-the-job and self paced	0
CPC30311	Certificate III in Concreting	On-the-job and self paced	0
CPCCOHS1001A	Work safely in the construction industry	Face to face	0
CPP31011	Certificate III in Cleaning Operations	Face-to-face and self paced	0
SIB20110	Certificate II in Retail Make-Up and Skin Care	Face-to-face and self paced	0
SIT30713	Certificate III in Hospitality	Face-to-face and self paced	0
TLI31210	Certificate III in Driving Operations	Face-to face and self paced	0
TLI31610	Certificate III in Warehousing Operations	Face-to-face and self paced	1

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



INTERVIEWEES

Name	Position	Training product
Mr Rajat Saraswat	Managing Director	BSB30412 & BSB51107
Ms Sahiba Singh	Admin Officer	na

ORIGINAL AUDIT FINDING AT TIME OF AUDIT

Audit finding as at 12/02/2015: Significant non-compliance

- The level of non-compliance considers the potential for an adverse impact on the quality of training and assessment outcomes for students.
- If non-compliance has been identified, this audit report describes evidence of the non-compliance.
- Refer to notification of non-compliance for information on providing further evidence of compliance.

AUDIT FINDING FOLLOWING ANALYSIS OF RECTIFICATION EVIDENCE

Audit finding following analysis of additional evidence provided on 7/05/2015: Compliant

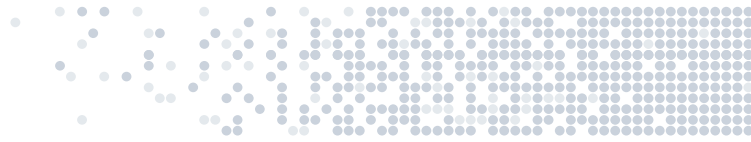
AUDIT FINDING BY STANDARD

Standard	Original finding	Finding following rectification
Standard 1	Not compliant	Compliant
Standard 2	Not compliant	Compliant
Standard 3	Compliant	n/a
Standard 4	Compliant	n/a
Standard 5	Compliant	n/a
Standard 6	Compliant	n/a
Standard 7	Compliant	n/a
Standard 8	Compliant	n/a

ABOUT THIS REPORT

This report details findings against the *Standards for Registered Training Organisations (RTOs) 2015*.

The evidence guidance included against each clause is designed to guide the auditor and RTO on the requirements of the clause. The evidence guidance is not designed to limit the audit findings and there may be other factors an auditor takes into consideration when determining whether compliance has been demonstrated.



Where evidence of non-compliance is identified, the '*Reasons for finding of non-compliance*' section of the report will document the issues that were considered in the formulation of a finding of non-compliance.



Standard 1 The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.

To be compliant with Standard 1 the RTO must meet the following:

1.1 The RTO's training and assessment strategies and practices, including the amount of training they provide, are consistent with the requirements of training packages and VET accredited courses and enable each learner to meet the requirements for each unit of competency or module in which they are enrolled.

Original finding: Compliant

Following rectification: n/a

Evidence guidance	Y	N	N/A
A training and assessment strategy (or strategies) was provided for each training product sampled	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Each strategy is consistent with the requirements of the training product	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Each strategy provides a framework to guide the learning requirements and the training and assessment arrangements of each training product – the macro level requirements of the learning and assessment process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Each strategy identifies an amount of training to be provided to learners that is consistent with the requirements of the training product	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Each strategy has been consistently implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

NOTE – transition arrangements may apply to this clause for audits conducted prior to 30 June 2015

1.2 For the purposes of Clause 1.1, the RTO determines the amount of training they provide to each learner with regard to:
a) the existing skills, knowledge and the experience of the learner;
b) the mode of delivery; and
c) where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.

Original finding: Compliant

Following rectification: n/a

Evidence guidance	Y	N
For each training product sampled, the amount of training to be provided identified in each strategy is consistent with:		
• the existing skills, knowledge and experience of learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• the mode/s of delivery	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• the number of units and/or modules being delivered	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Each strategy is consistent with the AQF volume of learning benchmarks, taking into account the above items	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1.3 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.

Original finding: Compliant

Following rectification: n/a

Evidence guidance

Y N

For all training products sampled, there are sufficient:

- trainers and assessors ☒ ☐
- educational and support services to meet the needs of learners ☒ ☐
- learning resources that address the requirements of all components of the relevant training product and are accessible to all learners ☒ ☐
- facilities and equipment to accommodate the number of learners ☒ ☐

Consistency is evident between each strategy and the above resources

☒ ☐

1.4 The RTO meets all requirements specified in the relevant training package or VET accredited course.

Original finding: Not compliant

Following rectification: Compliant

Evidence guidance

Y N N/A

Training and assessment strategies and resources are consistent with the requirements of each training product sampled

☐ ☒

Training and assessment practices are consistent with the requirements of each training product sampled

☐ ☐ ☒

Reasons for finding of non-compliance:

- The assessment evidence provided does not demonstrate that the RTO has in place, in accordance with the training product requirements, the assessment resources that provide learners with the opportunity to demonstrate competency (because the all the requirements of the units of competency will not be assessed).

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

- When the RTO provides the rectification evidence to address the non-compliances identified in clause 1.8 this clause will become compliant.

Analysis of rectification evidence:

- The RTO provided the rectification evidence to address the non-compliances identified in clause 1.8. This clause is now compliant.

1.5 The RTO's training and assessment practices are relevant to the needs of industry and informed by industry engagement.

Original finding: Compliant

Following rectification: n/a

Evidence guidance

Y N

Training and assessment practices are informed by and consistent with the outcomes from industry engagement strategies

☒ ☐

NOTE – transition arrangements may apply to this clause for audits conducted prior to 30 June 2015



1.6	The RTO implements a range of strategies for industry engagement and systematically uses the outcome of that industry engagement to ensure the industry relevance of: a) its training and assessment strategies, practices and resources; and b) the current industry skills of its trainers and assessors.
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Original finding: Compliant

Following rectification: n/a

Evidence guidance	Y	N	N/A
A range of industry engagement strategies have been developed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Industry engagement strategies have been implemented	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outcomes from industry engagement strategies have been systematically used to inform:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• training and assessment strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• training and assessment practices	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• resources, including facilities and equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• current industry skills required to be held by trainers and assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

NOTE – transition arrangements may apply to this clause for audits conducted prior to 30 June 2015

1.7	The RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses.
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Original finding: Compliant

Following rectification: n/a

Evidence guidance	Y	N
Support needs of learners have been identified	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learners have access to educational and support services necessary for them to meet the requirements of the relevant training product	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1.8	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.
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Original finding: Not compliant

Following rectification: Compliant

Evidence guidance	Y	N	N/A
BSB30412 Certificate III in Business Administration			
Assessment meets the assessment requirements of the training package or course.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Assessment appropriately simulates workplace conditions (refer assessment conditions/assessment guidelines)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BSBFIA302A Process accounts payable and receivable			



Assessment tools consist of:

- Written assessment activities
- Written/oral questions
- Project
- Third party report

BSBCUS301B Deliver and monitor a service to customers

Assessment tools consist of:

- Written assessment activities
- Written/oral questions
- Project
- Third Party Report

Principles of Assessment – fairness, flexibility, validity, reliability:

BSBFIA302A		BSBCUS301B		Evidence guidance:
Y	N	Y	N	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Elements addressed (to levels as defined in performance criteria)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Knowledge evidence/required knowledge addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Performance evidence/required skills addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment conditions/critical aspects of evidence addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Context and consistency of assessment addressed to appropriate AQF level
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment of knowledge and skills is integrated with their practical application
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment uses a range of assessment methods
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Criteria defining acceptable performance are outlined for all instruments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clear information about assessment requirements is provided (for assessors and students)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Allows for reasonable adjustment and provides for objective feedback
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Considers dimensions of competency and transferability

Rules of Evidence – validity, sufficiency, authenticity, currency:

BSBFIA303A		BSBCUS301B		Evidence guidance:
Y	N	Y	N	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Validity: Assessment evidence considered has direct relevance to the unit or module's specifications
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sufficiency: Sufficient assessment evidence is considered to substantiate a competency judgement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Authenticity: Assessment evidence gathered is the learner's own work
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Currency: Competency judgements include consideration of evidence from the present or the very recent past



Evidence guidance	Y	N	N/A
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BSB51107 Diploma of Management

Assessment meets the assessment requirements of the training package or course.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Assessment appropriately simulates workplace conditions (refer assessment conditions/assessment guidelines)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BSBRSK501B Manage risk

Assessment tools consist of:

- Written assessment activities
- Written/oral questions
- Project
- Third Party Report

BSBMGT516C Facilitate continuous improvement

Assessment tools consist of:

- Written assessment activities
- Written/oral questions
- Project
- Third party report

Principles of Assessment – fairness, flexibility, validity, reliability:

BSBRSK501 B		BSBMGT516 C		Evidence guidance:
Y	N	Y	N	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Elements addressed (to levels as defined in performance criteria)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Knowledge evidence/required knowledge addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Performance evidence/required skills addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment conditions/critical aspects of evidence addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Context and consistency of assessment addressed to appropriate AQF level
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment of knowledge and skills is integrated with their practical application
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment uses a range of assessment methods
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Criteria defining acceptable performance are outlined for all instruments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clear information about assessment requirements is provided (for assessors and students)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Allows for reasonable adjustment and provides for objective feedback
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Considers dimensions of competency and transferability

Rules of Evidence – validity, sufficiency, authenticity, currency:

BSBRSK501 B		BSBMGT516 C		Evidence guidance:
Y	N	Y	N	



<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Validity:	Assessment evidence considered has direct relevance to the unit or module's specifications
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sufficiency:	Sufficient assessment evidence is considered to substantiate a competency judgement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Authenticity:	Assessment evidence gathered is the learner's own work
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Currency:	Competency judgements include consideration of evidence from the present or the very recent past

Evidence guidance	Y	N	N/A
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CHC30112 Certificate III in Community Services Work

Assessment meets the assessment requirements of the training package or course.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Assessment appropriately simulates workplace conditions (refer assessment conditions/assessment guidelines)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CHCCD412B Work within a community development framework

Assessment tools consist of:

- Written assessment activities
- Written/oral questions
- Project/practical observation
- Third Party Report

CHCYTH301E Work effectively with young people

Assessment tools consist of:

- Written assessment activities
- Written/oral questions
- Project/practical observation
- Third Party Report

Principles of Assessment – fairness, flexibility, validity, reliability:

CHCCD412B		CHCYTH301E		Evidence guidance:
Y	N	Y	N	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Elements addressed (to levels as defined in performance criteria)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Knowledge evidence/required knowledge addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Performance evidence/required skills addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment conditions/critical aspects of evidence addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Context and consistency of assessment addressed to appropriate AQF level
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment of knowledge and skills is integrated with their practical application
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment uses a range of assessment methods
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Criteria defining acceptable performance are outlined for all instruments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clear information about assessment requirements is provided (for



				assessors and students)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Allows for reasonable adjustment and provides for objective feedback
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Considers dimensions of competency and transferability

Rules of Evidence – validity, sufficiency, authenticity, currency:

CHCCD412B	CHCYTH301 E			
Y	N	Y	N	Evidence guidance:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Validity: Assessment evidence considered has direct relevance to the unit or module's specifications
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sufficiency: Sufficient assessment evidence is considered to substantiate a competency judgement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Authenticity: Assessment evidence gathered is the learner's own work
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Currency: Competency judgements include consideration of evidence from the present or the very recent past

Evidence guidance	Y	N	N/A
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CHC30213 Certificate III in Education Support

Assessment meets the assessment requirements of the training package or course.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Assessment appropriately simulates workplace conditions (refer assessment conditions/assessment guidelines)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CHCEDS018 Support students with additional needs in the classroom environment

Assessment tools consist of:

- Written assessment activities
- Written/oral questions
- Project/practical observation
- Third Party Report

CHCEDS012 Set up and sustain individual and small group learning areas

Assessment tools consist of:

- Written assessment activities
- Written/oral questions
- Project/practical observation
- Third Party Report

Principles of Assessment – fairness, flexibility, validity, reliability:

CHCEDS018	CHCEDS012			
Y	N	Y	N	Evidence guidance:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Elements addressed (to levels as defined in performance criteria)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Knowledge evidence/required knowledge addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Performance evidence/required skills addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment conditions/critical aspects of evidence addressed



<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Context and consistency of assessment addressed to appropriate AQF level
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment of knowledge and skills is integrated with their practical application
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment uses a range of assessment methods
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Criteria defining acceptable performance are outlined for all instruments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clear information about assessment requirements is provided (for assessors and students)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Allows for reasonable adjustment and provides for objective feedback
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Considers dimensions of competency and transferability

Rules of Evidence – validity, sufficiency, authenticity, currency:

CHCEDS018		CHCEDS012			
Y	N	Y	N	Evidence guidance:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Validity:	Assessment evidence considered has direct relevance to the unit or module's specifications
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sufficiency:	Sufficient assessment evidence is considered to substantiate a competency judgement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Authenticity:	Assessment evidence gathered is the learner's own work
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Currency:	Competency judgements include consideration of evidence from the present or the very recent past

Evidence guidance	Y	N	N/A
AUR30612 Certificate III in Light Vehicle Mechanical Technology			
Assessment meets the assessment requirements of the training package or course.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Assessment appropriately simulates workplace conditions (refer assessment conditions/assessment guidelines)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

AURETR3029 Diagnose and repair charging systems

Assessment tools consist of:

- Written test (knowledge)
- Practical assessment

AURLTB3003 Diagnose and repair light vehicle hydraulic braking systems

Assessment tools consist of:

- Written test (knowledge)
- Practical assessment

Principles of Assessment – fairness, flexibility, validity, reliability:

AURETR3029		AURLTB3003			
Y	N	Y	N	Evidence guidance:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Elements addressed (to levels as defined in performance criteria)	



<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Knowledge evidence/required knowledge addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Performance evidence/required skills addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment conditions/critical aspects of evidence addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Context and consistency of assessment addressed to appropriate AQF level
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment of knowledge and skills is integrated with their practical application
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment uses a range of assessment methods
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Criteria defining acceptable performance are outlined for all instruments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clear information about assessment requirements is provided (for assessors and students)
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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Considers dimensions of competency and transferability

Rules of Evidence – validity, sufficiency, authenticity, currency:

AURETR302 9		AURLTB300 3			
Y	N	Y	N	Evidence guidance:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Validity:	Assessment evidence considered has direct relevance to the unit or module's specifications
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sufficiency:	Sufficient assessment evidence is considered to substantiate a competency judgement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Authenticity:	Assessment evidence gathered is the learner's own work
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Currency:	Competency judgements include consideration of evidence from the present or the very recent past

Evidence guidance	Y	N	N/A
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CPC20112 Certificate II in Construction

Assessment meets the assessment requirements of the training package or course.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Assessment appropriately simulates workplace conditions (refer assessment conditions/assessment guidelines)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CPCCOHS1001A work safely in the construction industry

Assessment tools consist of:

- Written assessment (knowledge)
- Practical activities/discussion demonstrating communication
- Practical activity - risk assessment

CPCCCM2010B Work safely at heights

Assessment tools consist of:

- Written assessment (knowledge)
- Practical observation



Principles of Assessment – fairness, flexibility, validity, reliability:

CPCCOHS10 01A		CPCCCM201 0B		Evidence guidance:
Y	N	Y	N	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Elements addressed (to levels as defined in performance criteria)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Knowledge evidence/required knowledge addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Performance evidence/required skills addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Assessment conditions/critical aspects of evidence addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Context and consistency of assessment addressed to appropriate AQF level
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Assessment of knowledge and skills is integrated with their practical application
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment uses a range of assessment methods
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Criteria defining acceptable performance are outlined for all instruments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Clear information about assessment requirements is provided (for assessors and students)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Allows for reasonable adjustment and provides for objective feedback
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Considers dimensions of competency and transferability

Rules of Evidence – validity, sufficiency, authenticity, currency:

CPCCOHS10 01A		CPCCCM201 0B		Evidence guidance:
Y	N	Y	N	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Validity: Assessment evidence considered has direct relevance to the unit or module's specifications
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sufficiency: Sufficient assessment evidence is considered to substantiate a competency judgement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Authenticity: Assessment evidence gathered is the learner's own work
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Currency: Competency judgements include consideration of evidence from the present or the very recent past

Evidence guidance	Y	N	N/A
CPC30313 Certificate III in Concreting			
Assessment meets the assessment requirements of the training package or course.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Assessment appropriately simulates workplace conditions (refer assessment conditions/assessment guidelines)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CPCCCM2006B Apply basic levelling procedures			
Assessment tools consist of:			
<ul style="list-style-type: none"> Written Test (knowledge) Practical demonstration (levelling with spirit, water, dumpy and laser) 			



- Third Party Report

CPCCCO3042A Finish concrete

Assessment tools consist of:

- Written Test (knowledge)
- Practical demonstration (observation of five projects involving the required finishes)
- Third Party Report

Principles of Assessment – fairness, flexibility, validity, reliability:

CPCCCM200 6B		CPCCCO304 2A		
Y	N	Y	N	Evidence guidance:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Elements addressed (to levels as defined in performance criteria)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Knowledge evidence/required knowledge addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Performance evidence/required skills addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment conditions/critical aspects of evidence addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Context and consistency of assessment addressed to appropriate AQF level
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment of knowledge and skills is integrated with their practical application
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment uses a range of assessment methods
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Criteria defining acceptable performance are outlined for all instruments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clear information about assessment requirements is provided (for assessors and students)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Allows for reasonable adjustment and provides for objective feedback
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Considers dimensions of competency and transferability

Rules of Evidence – validity, sufficiency, authenticity, currency:

CPCCCM200 6B		CPCCCO304 2A		
Y	N	Y	N	Evidence guidance:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Validity: Assessment evidence considered has direct relevance to the unit or module's specifications
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sufficiency: Sufficient assessment evidence is considered to substantiate a competency judgement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Authenticity: Assessment evidence gathered is the learner's own work
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Currency: Competency judgements include consideration of evidence from the present or the very recent past

Evidence guidance	Y	N	N/A
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CPP31011 Certificate III in Cleaning Operations

Assessment meets the assessment requirements of the training package or course.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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Assessment appropriately simulates workplace conditions (refer assessment conditions/assessment guidelines)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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CPPCLO3038A Clean food handling areas

Assessment tools consist of:

- 6 activities
- 8 short answer questions
- Project
- Observation report
- Third Party Report (if applicable)

CPPCLO3020A Clean using pressure washing

Assessment tools consist of:

- 6 activities
- 11 short answer questions
- Project
- Observation Report
- Third Party Report

Principles of Assessment – fairness, flexibility, validity, reliability:

CPPCLO303 8A		CPPCLO302 0A		Evidence guidance:
Y	N	Y	N	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Elements addressed (to levels as defined in performance criteria)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Knowledge evidence/required knowledge addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Performance evidence/required skills addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment conditions/critical aspects of evidence addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Context and consistency of assessment addressed to appropriate AQF level
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment of knowledge and skills is integrated with their practical application
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment uses a range of assessment methods
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Criteria defining acceptable performance are outlined for all instruments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clear information about assessment requirements is provided (for assessors and students)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Allows for reasonable adjustment and provides for objective feedback
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Considers dimensions of competency and transferability

Rules of Evidence – validity, sufficiency, authenticity, currency:

CPPCLO303 8A		CPPCLO302 0A		Evidence guidance:	
Y	N	Y	N		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Validity:	Assessment evidence considered has direct relevance to the unit or module's specifications



<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sufficiency:	Sufficient assessment evidence is considered to substantiate a competency judgement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Authenticity:	Assessment evidence gathered is the learner's own work
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Currency:	Competency judgements include consideration of evidence from the present or the very recent past

Evidence guidance	Y	N	N/A
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SIB20110 Certificate II in Retail Make-up and Skin Care			
Assessment meets the assessment requirements of the training package or course.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Assessment appropriately simulates workplace conditions (refer assessment conditions/assessment guidelines)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

SIBBFAS201A Demonstrate retail skin care products

Assessment tools consist of:

- 15 Written questions
- Portfolio - Beauty Industry Knowledge, Ethical Issues and Information
- Observation Report
- Third Party Report (if applicable)

SIRXRPK002A Recommend hair, beauty and cosmetic products			
Assessment tools consist of:			
<ul style="list-style-type: none"> • 21 Written Questions • Project • Role Play • Observation Report • Third Party Report (if applicable) 			

Principles of Assessment – fairness, flexibility, validity, reliability:

SIBBFAS201A		SIRXRPK002A		
Y	N	Y	N	Evidence guidance:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Elements addressed (to levels as defined in performance criteria)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Knowledge evidence/required knowledge addressed
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Performance evidence/required skills addressed
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Assessment conditions/critical aspects of evidence addressed
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Context and consistency of assessment addressed to appropriate AQF level
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Assessment of knowledge and skills is integrated with their practical application
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment uses a range of assessment methods
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Criteria defining acceptable performance are outlined for all instruments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clear information about assessment requirements is provided (for assessors and students)



<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Allows for reasonable adjustment and provides for objective feedback
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Considers dimensions of competency and transferability

Rules of Evidence – validity, sufficiency, authenticity, currency:

SIBBFAS201 A		SIRXRPK002 A			
Y	N	Y	N	Evidence guidance:	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Validity:	Assessment evidence considered has direct relevance to the unit or module's specifications
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sufficiency:	Sufficient assessment evidence is considered to substantiate a competency judgement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Authenticity:	Assessment evidence gathered is the learner's own work
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Currency:	Competency judgements include consideration of evidence from the present or the very recent past

Evidence guidance	Y	N	N/A
SIT30713 Certificate III in Hospitality			
Assessment meets the assessment requirements of the training package or course.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Assessment appropriately simulates workplace conditions (refer assessment conditions/assessment guidelines)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

SITXFSA101 Use hygiene practices for food safety

Assessment tools consist of:

- 9 Assessment Activities
- 4 Written/oral questions
- Project(s)
- Observation Report
- Third Party Report (supplementary)

SITHFAB203 Prepare and serve non-alcoholic beverages

Assessment tools consist of:

- 8 Assessment Activities
- 7 Written/oral questions
- Project(s)
- Observation Report
- Third Party Report (supplementary)

Principles of Assessment – fairness, flexibility, validity, reliability:

SITXFSA101		SITHFAB203			
Y	N	Y	N	Evidence guidance:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Elements addressed (to levels as defined in performance criteria)	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Knowledge evidence/required knowledge addressed	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Performance evidence/required skills addressed	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Assessment conditions/critical aspects of evidence addressed	



<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Context and consistency of assessment addressed to appropriate AQF level
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Assessment of knowledge and skills is integrated with their practical application
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment uses a range of assessment methods
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Criteria defining acceptable performance are outlined for all instruments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Clear information about assessment requirements is provided (for assessors and students)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Allows for reasonable adjustment and provides for objective feedback
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Considers dimensions of competency and transferability

Rules of Evidence – validity, sufficiency, authenticity, currency:

SITXFSA101		SITHFAB203			
Y	N	Y	N	Evidence guidance:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Validity:	Assessment evidence considered has direct relevance to the unit or module's specifications
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sufficiency:	Sufficient assessment evidence is considered to substantiate a competency judgement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Authenticity:	Assessment evidence gathered is the learner's own work
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Currency:	Competency judgements include consideration of evidence from the present or the very recent past

Evidence guidance	Y	N	N/A
TLI31210 Certificate III in Driving Operations			
Assessment meets the assessment requirements of the training package or course.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Assessment appropriately simulates workplace conditions (refer assessment conditions/assessment guidelines)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

TLIC1051A Operate commercial vehicle

Assessment tools consist of:

- 2 Practical/Observations - Prepare to operate a commercial vehicle and Operate a commercial vehicle
- 2 sets Written/Oral Questions - 9 in Prepare to operate a commercial vehicle and 10 in Operate a commercial vehicle

TLIA3015A Complete receipt/dispatch documentation

Assessment tools consist of:

- 6 Written questions
- Project
- Observation/Third Party Checklist

Principles of Assessment – fairness, flexibility, validity, reliability:

TLIC1051A		TLIA3015A			
Y	N	Y	N	Evidence guidance:	



<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Elements addressed (to levels as defined in performance criteria)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Knowledge evidence/required knowledge addressed
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Performance evidence/required skills addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Assessment conditions/critical aspects of evidence addressed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Context and consistency of assessment addressed to appropriate AQF level
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Assessment of knowledge and skills is integrated with their practical application
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment uses a range of assessment methods
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Criteria defining acceptable performance are outlined for all instruments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Clear information about assessment requirements is provided (for assessors and students)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Allows for reasonable adjustment and provides for objective feedback
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Considers dimensions of competency and transferability

Rules of Evidence – validity, sufficiency, authenticity, currency:

TLIC1051A		TLIA3015A			
Y	N	Y	N	Evidence guidance:	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Validity:	Assessment evidence considered has direct relevance to the unit or module's specifications
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sufficiency:	Sufficient assessment evidence is considered to substantiate a competency judgement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Authenticity:	Assessment evidence gathered is the learner's own work
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Currency:	Competency judgements include consideration of evidence from the present or the very recent past

Evidence guidance	Y	N	N/A
TLI31610 Certificate III in Warehousing			
Assessment meets the assessment requirements of the training package or course.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Assessment appropriately simulates workplace conditions (refer assessment conditions/assessment guidelines)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

TLIO3016A Apply and monitor workplace security procedures

Assessment tools consist of:

- 7 Assessment Activities
- Project and Practical Assessment
- 4 Written/oral questions
- Observation/Third Party Report

Unit 2 code and name

Assessment tools consist of:

- briefly list assessment tools



Principles of Assessment – fairness, flexibility, validity, reliability:

TLIO3016A		Code		
Y	N	Y	N	Evidence guidance:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Elements addressed (to levels as defined in performance criteria)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knowledge evidence/required knowledge addressed
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performance evidence/required skills addressed
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assessment conditions/critical aspects of evidence addressed
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Context and consistency of assessment addressed to appropriate AQF level
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assessment of knowledge and skills is integrated with their practical application
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assessment uses a range of assessment methods
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Criteria defining acceptable performance are outlined for all instruments
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clear information about assessment requirements is provided (for assessors and students)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allows for reasonable adjustment and provides for objective feedback
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Considers dimensions of competency and transferability

Rules of Evidence – validity, sufficiency, authenticity, currency:

TLIO3016A		Code		
Y	N	Y	N	Evidence guidance:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Validity: Assessment evidence considered has direct relevance to the unit or module's specifications
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sufficiency: Sufficient assessment evidence is considered to substantiate a competency judgement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Authenticity: Assessment evidence gathered is the learner's own work
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Currency: Competency judgements include consideration of evidence from the present or the very recent past

Reasons for finding of non-compliance:

CPC20112 Certificate II in Constructions

CPCCCM2010B Work safely at heights

- Assessment processes do not comply with the assessment requirements of the CPC08 Training Package. They also do not meet the principles of assessment and the rules of evidence, for the following reasons:
 - The practical assessment is not a valid assessment as it consisted of a checklist which was a copy of the Required Skills. The Required Skills for this unit of competency focus on communication skills, organisational skills, teamwork skills and technological skills. There was no information provided about the task(s) that the student would be required to demonstrate. As a result there was no evidence to demonstrate that the assessments met the requirements of the elements, performance criteria or critical aspects for assessment.



SIB20110 Certificate II in Retail Make-Up and Skin Care

SIBBFAS201A Demonstrate retail skin care products

- Assessment processes do not comply with the assessment requirements of the SIB Beauty Training Package. They also do not meet the principles of assessment and the rules of evidence, for the following reasons:
 - The Observation Report (checklist) is not a valid assessment as it is a copy of the performance criteria and 'critical aspects' and does not provide observable behaviours that the student must demonstrate in a range of contexts and over a period of time, as required in the unit of competency. Therefore there is no evidence of assessment of the required skills.
 - The Written Test does not assess all the knowledge requirements of the unit, and also includes questions that are irrelevant to the unit, or are inaccurate or are out of date in the context of delivery in Queensland.
 - The Portfolio task is largely irrelevant to the requirements of the unit of competency.

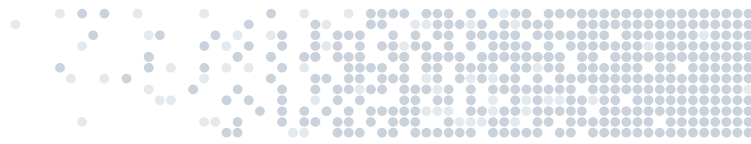
SIRXRPK002A Recommend hair, beauty and cosmetic products

- Assessment processes do not comply with the assessment requirements of the SIB Beauty Training Package. They also do not meet the principles of assessment and the rules of evidence, for the following reasons:
 - The Observation Report (checklist) is not a valid assessment as it is a copy of the performance criteria and 'critical aspects' and does not provide observable behaviours that the student must demonstrate in a range of contexts and over a period of time, as required in the unit of competency. Therefore there is no evidence of assessment of the required skills.
 - The Written Test either does not assess all the knowledge requirements of the unit, or includes questions that are irrelevant to the unit, or does not examine the breadth and depth of knowledge in the unit to ensure collection of sufficient evidence of competence. Some questions are inappropriate for the AQF level.
 - The Project task attempts to capture all remaining requirements of the unit of competency and is a complex report, beyond the AQF level of a Certificate II outcome.

SIT30713 Certificate III in Hospitality

SITHFAB203 Prepare and serve non-alcoholic beverages

- Assessment processes do not comply with the assessment requirements of the SIT Tourism, Travel and Hospitality Training Package. They also do not meet the principles of assessment and the rules of evidence, for the following reasons:
 - The Observation Record asks to "Make a range of non- alcoholic beverages without wasting ingredients" but there are no indicators as to how many or what types. There are no instructions to the assessor as to the conduct of assessment in an operational food and beverage outlet as per the Assessment Guidelines. Therefore there is no evidence of valid assessment of the required skills.
 - The required range of performance was not evidenced in assessments including but not limited to:
 - prepare and present a diverse range of non-alcoholic beverages, over multiple service periods, to meet different customer requests
 - over the full range of Non-alcoholic drinks included in the range of variables
 - present multiple non-alcoholic beverages that are attractive and consistent in quality,



- volume and appearance
- in an operational food and beverage outlet with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines including specific equipment for preparing non-alcoholic beverages
- with industry realistic ratios of service staff to customers
- using commercial beverage menus and standard recipes for non-alcoholic drinks currently used by the hospitality industry
- working with speed and efficiency to deal with numerous service tasks simultaneously.

TLI31210 Certificate III in Driving Operations

TLIA3015A Complete receipt/dispatch documentation

- Assessment processes do not comply with the assessment requirements of the TLI Transport and Logistics Training Package. They also do not meet the principles of assessment and the rules of evidence, for the following reasons:
 - The Project is not a valid task as it requires the student to “Demonstrate to your assessor the process involved in receiving/despatching of goods into a warehouse, addressing the elements and performance criteria of this unit in the areas of: ...etc. “. Listed processes for the student to demonstrate include:
 - procedures and documentation requirements for the receipt/despatch of goods
 - procedures for modifying activities in handling dangerous goods, warehousing, storage and road transport situations.
 - The Observation Report/Third Party Report (checklist) is not a valid assessment as it is a copy of the performance criteria, required skills and ‘critical aspects’ and does not provide observable behaviours that the student must demonstrate. Therefore there is no evidence of assessment of the required skills.
 - Supporting the assessment tools was a Range Statement checklist which comprised a Y/N tick list. This required no assessor judgement of any evidence and did not provide assessment evidence sufficient to address the required elements of the range statement.

TLIC105A Operate commercial vehicle

- Assessment processes do not comply with the assessment requirements of the TLI Transport and Logistics Training Package. They also do not meet the principles of assessment and the rules of evidence for the following reasons:
 - There is no Project task. Advice is given to the assessor to prepare and disseminate (a) task/s in plain English that is/are relevant to the industry/employment context. Further that, ‘advice to the students about the structure of the assessment, number of performances expectations and amount of assistance, instructions and checklists relevant to the contextualised tasks should be given to the students’. The RTO has not developed or contextualised the practical assessment into tasks suitable for students.
 - The observation/demonstration of all required skills has not been assessed, such as:
 - Work collaboratively with others when driving a commercial vehicle
 - Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
 - Promptly report and/or rectify any identified problems, faults or malfunctions that may arise when driving a commercial vehicle in accordance with regulatory requirements and workplace procedures
 - Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
 - Operate and adapt to differences in equipment in accordance with standard operating procedures.

TLI31610 Certificate III in Warehousing



TLIO3016A Apply and monitor workplace security procedures

- Assessment processes do not comply with the assessment requirements of the TLI Transport and Logistics Training Package. They also do not meet the principles of assessment and the rules of evidence, for the following reasons:
 - Practical assessment indicates that the list of required skills as well as the theory (Project) need to be completed. These are just the list of required skills. The instructions advise the assessor to prepare and disseminate (a) task/s relevant to the industry/employment context in plain English (about the assessment environment, resources and performance standards). As well, the assessor is to advise the students about the structure of the assessment, the number of performances, expectations and amount of assistance, instructions and checklists relevant to the contextualised tasks. The RTO has not developed or contextualised the practical assessment into tasks suitable for students.

NOTE: The RTO made application to remove SIB20110 Certificate II in Retail Make-Up and Skin Care and TLI31210 Certificate III in Driving Operations from its scope of registration prior to receipt of the audit report. Consequently no further rectification evidence is required for these specific qualifications.

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

CPC20112 Certificate II in Constructions

CPCCCM2010B Work safely at heights

- provide the practical assessment tools that provide information on the context and purpose of assessment, address the performance (skills) requirements of the unit of competency, that meet all requirements of the training package and demonstrate assessment will be undertaken in accordance with the principles of assessment and rules of evidence.

SIT30713 Certificate III in Hospitality

SITHFAB203 Prepare and serve non-alcoholic beverages

- provide the practical assessment tools that address the performance (skills) requirements of the above unit of competency, that meet all requirements of the training package and demonstrate assessment will be undertaken in accordance with the principles of assessment and rules of evidence.

TLI31610 Certificate III in Warehousing

TLIO3016A Apply and monitor workplace security procedures

- provide the practical assessment tools that address the performance (skills) requirements of the above unit of competency, that meet all requirements of the training package and demonstrate assessment will be undertaken in accordance with the principles of assessment and rules of evidence.

Analysis of rectification evidence:

The RTO was required to provide evidence of the practical assessments for each of the units of competency identified as non-compliant. However the RTO provided a complete suite of assessments for each unit of competency that differed to those analysed at the audit.

CPC20112 Certificate II in Constructions

CPCCCM2010B Work safely at heights

The following assessment items were provided as rectification evidence:

- Written task in relation to teamwork
- Written task/questions in relation to scaffolding

- Research activity in relation to inspecting your workplace
- Repeatable project – Working to a height of 2 metres - use a hammer to drive in a nail at a designated point.
- Repeatable Project x 3. Required to demonstrate undertaking working at heights on 3 separate occasions.
- Practical – use of harness & rescue equipment. Participants are required to demonstrate their skill and knowledge in fitting a harness and selecting correct tools and mounting points for telecommunications services on roofs.
- Practical – Retrieval of an injured person.
- Practical – identifying equipment.

SIT30713 Certificate III in Hospitality

SITHFAB203 Prepare and serve non-alcoholic beverages

The following assessment items were provided as rectification evidence:

- Written assessment 'Theory 1' that requires the student to design and produce a beverage menu with a minimum of ten alcoholic beverages and to prepare a list of the utensils and equipment required for the preparation of three of the beverages and the step by step process of the preparation process.
- Written assessment 'Theory 2' that requires the student to answer questions in relation to the types of equipment used in the preparation of beverages, the types of use of the equipment and safe operating processes.
- Oral questions in relation to terminology and customer service.
- Quiz that includes 23 questions in relation to the preparation and service of non-alcoholic beverages.
- Research activity in relation to inert gases
- Research activity in relation to tea.
- Research activity in relation to coffee
- Practical Activity 1 that requires the student to serve five customers and take their drink order and prepare the drinks.
- Practical Activity 2 that requires the student to prepare a 'signature' non-alcoholic beverage
- Practical Activity 3 that requires the student to prepare 4 beverages using different methods.
- A separate observation checklist to be used for each of the Practical Activities,
- Completion of a sample maintenance schedule
- Work projects – this consists of 2 practical tasks and 2 written tasks. The practical tasks require the students to demonstrate they have selected the correct ingredients, equipment and crockery/glassware to prepare, garnish and serve a range of drinks.
- Competency Log Book
- Third Party Report
- Mapping document.

TLI31610 Certificate III in Warehousing

TLIO3016A Apply and monitor workplace security procedures

The following assessment items were provided as rectification evidence:

- Practical Assessment – Warehouse Operations. This assessment (Part A) requires the students to gather information to identify dangerous goods and/or hazardous substances, and to control the risks. Part B advises students that they are required to demonstrate to their assessor that they can access and use PPE and follow emergency procedures and identify risks when handling and storing dangerous goods.
- Written assessment – legislation
- Theft Report – requires the completion of a Theft Report for a given scenario
- Research Project – student given two topics to research in relation to security in the transport industry.
- Written and practical assessment communication. This includes a practical activity using radios and the completion of a number of written tasks/questions in relation to communication equipment.
- Planned Schedule – Students are required to answer questions and develop a plan in relation to

- their daily work tasks.
- Incident report. This assessment requires the student to complete an Incident Report in relation to a given scenario.
- Written and Practical Assessment. This includes a written activity in relation to the phonetic alphabet and a practical task that requires to student to make a phone call in relation to a scenario and the directing of a truck driver to a different location.
- An observation checklist to be used when observing the student undertaking tasks in the workplace.

The assessments provided met, albeit only at the minimum, the requirements for each unit of competency and the principles of assessment. It should be noted that the true test of sufficiency for the assessment resources would be through implementation and subsequent review to ensure the tools achieved what they were designed to achieve.

1.9	The RTO implements a plan for ongoing systematic validation of assessment practices and judgements that includes for each training product on the RTO's scope of registration:
a)	when assessment validation will occur;
b)	which training products will be the focus of the validation;
c)	who will lead and participate in validation activities; and
d)	how the outcomes of these activities will be documented and acted upon.

Original finding: Compliant

Following rectification: n/a

Evidence guidance	Y	N	N/A
A plan for ongoing systematic validation of assessment has been developed that identifies:			
• When assessment validation will occur for each training product on the RTO's scope of registration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• Who will lead and participate in validation activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• How the validation outcomes will be documented and acted upon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The plan for validation has been implemented	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.10	For the purposes of Clause 1.9, each training product is validated at least once every five years, with at least 50% of products validated within the first three years of each five year cycle, taking into account the relative risks of all of the training products on the RTO's scope of registration, including those risks identified by the VET Regulator.
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Original finding: Compliant

Following rectification: n/a

Evidence guidance	Y	N	N/A
The plan for validation of assessment ensures:			
• All training products will be validated at least once every five years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• At least 50% of training products will be validated in the first three years of the above cycle	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• Relative risk of all training products are taken into account in scheduling validation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• Training products identified as high risk by ASQA are taken into account in scheduling validation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



The above have been achieved in implementing the plan for validation of assessment ☒ ☐ ☐

1.11 For the purposes of Clause 1.9, systematic validation of an RTO's assessment practices and judgements is undertaken by one or more persons who are not directly involved in the particular instance of delivery and assessment of the training product being validated, and who collectively have:

- a) vocational competencies and current industry skills relevant to the assessment being validated;**
- b) current knowledge and skills in vocational teaching and learning; and**
- c) the training and assessment qualification or assessor skill set referred to in Item 1 or 3 of Schedule 1.**

Industry experts may be involved in validation to ensure there is the combination of expertise set out in (a) to (c) above.

Original finding: Compliant

Following rectification: n/a

Evidence guidance	Y	N
Validation of assessment has been completed for at least one training product.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If no, clause is not audited. If yes:		
Validation of assessment has been undertaken by one or more persons who, collectively, hold:		
• Relevant vocational competencies and current industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Current knowledge and skills in VET teaching and learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• TAE40110 Certificate IV in Training and Assessment (or its successor) or TAESS00001 Assessor skill set (or its successor)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final validation decisions are made by a person who was not directly involved with the delivery and assessment of the training product being validated	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1.12 The RTO offers recognition of prior learning to individual learners.

Original finding: Compliant

Following rectification: n/a

Evidence guidance	Y	N
RPL has been offered to individual learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1.13 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:

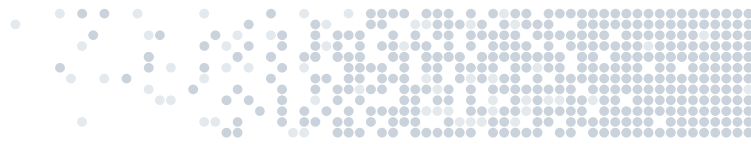
- a) vocational competencies at least to the level being delivered and assessed;**
- b) current industry skills directly relevant to the training and assessment being provided; and**
- c) current knowledge and skills in vocational training and learning that informs their training and assessment.**

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

Original finding: Not compliant

Following rectification: Compliant

Evidence Guidance	Y	N
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Skills and knowledge of trainers and assessors have been verified

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Rajat Saraswat

Trainer/assessor of following training products within scope of audit:

BSB30412 Certificate III in Business Administration
BSB51107 Diploma of Management

Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Livingston Chettipally

Trainer/assessor of following training products within scope of audit:

CHC30112 Certificate III in Community Services Work

Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Jiny Jose

Trainer/assessor of following training products within scope of audit:

CHC30213 Certificate III in Education Support

Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Roman Petelinek

Trainer/assessor of following training products within scope of audit:

AUR30612 Certificate III in Light Vehicle Mechanical Technology

Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Brett Graham

Trainer/assessor of following training products within scope of audit:

CPC20112 Certificate II in Construction
CPC30313 Certificate III in Concreting

Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Marketa Dolezalova

Trainer/assessor of following training products within scope of audit:

SIB20110 Certificate II in Retail Make-Up and Skin Care

Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Hanna Alam

Trainer/assessor of following training products within scope of audit:

CPP31011 Certificate III in Cleaning Operations

TLI31210 Certificate III in Driving Operations

Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Harry Hardman

Trainer/assessor of following training products within scope of audit:

SIT30713 Certificate III in Hospitality

Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Christopher Muller

Trainer/assessor of following training products within scope of audit:

TLI31610 Certificate III in Warehousing

Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current vocational training and learning knowledge and skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Trainer/assessor name

Trainer/assessor of following training products within scope of audit:

List code and name

Vocational competencies at least to the level being delivered and assessed (actual qualification/unit not required)	<input type="checkbox"/>	<input type="checkbox"/>
Current relevant industry skills	<input type="checkbox"/>	<input type="checkbox"/>



Current vocational training and learning knowledge and skills

<input type="checkbox"/>	<input type="checkbox"/>
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Reasons for finding of non-compliance:

- The evidence provided did not demonstrate training and assessment is delivered by persons who have
 - for Hanna Alam the relevant vocational competencies (TLI31210),
 - for Brett Graham and Marketa Dolezalova the current knowledge and skills in vocational training and learning that informs their training and assessment.

Note: Prior to the conclusion of the audit, the organisation provided evidence to rectify the noted non-compliances in relation to Brett Graham and Marketa Dolezalova. Consequently, no further evidence is required.

Note: The RTO made application to remove TLI31210 Certificate III in Driving Operations from its scope of registration prior to the audit report being received. Consequently no further rectification evidence is required for this qualification.

1.14 The RTO's training and assessment is delivered only by persons who have:

- a) prior to 1 January 2016, the training and assessment qualification specified in Item 1 or Item 2 of Schedule 1, or demonstrated equivalence of competencies; and
- b) ~~from 1 January 2016, the training and assessment qualification specified in Item 1 or Item 2 of Schedule 1.~~

Original finding: Compliant

Following rectification: n/a

Evidence Guidance

VET qualifications of trainers and assessors have been verified

Y	N
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Rajat Saraswat

Each trainer must meet at least one of the following four requirements:

- | | | |
|---|-------------------------------------|--------------------------|
| • TAE40110 Certificate IV in Training and Assessment or its successor | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Equivalent competencies to TAE40110 (TAA40104 is equivalent) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Diploma or higher qualification in adult education | <input type="checkbox"/> | <input type="checkbox"/> |
| • Equivalent competencies to diploma or higher qualification in adult education | <input type="checkbox"/> | <input type="checkbox"/> |

Livingston Chettipally

Each trainer must meet at least one of the following four requirements:

- | | | |
|---|-------------------------------------|--------------------------|
| • TAE40110 Certificate IV in Training and Assessment or its successor | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Equivalent competencies to TAE40110 (TAA40104 is equivalent) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Diploma or higher qualification in adult education | <input type="checkbox"/> | <input type="checkbox"/> |
| • Equivalent competencies to diploma or higher qualification in adult education | <input type="checkbox"/> | <input type="checkbox"/> |

Jiny Jose

Each trainer must meet at least one of the following four requirements:

- | | | |
|---|-------------------------------------|--------------------------|
| • TAE40110 Certificate IV in Training and Assessment or its successor | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
|---|-------------------------------------|--------------------------|



• Equivalent competencies to TAE40110 (TAA40104 is equivalent)	<input type="checkbox"/>	<input type="checkbox"/>
• Diploma or higher qualification in adult education	<input type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to diploma or higher qualification in adult education	<input type="checkbox"/>	<input type="checkbox"/>

Roman Petelinek

Each trainer must meet at least one of the following four requirements:		
• TAE40110 Certificate IV in Training and Assessment or its successor	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to TAE40110 (TAA40104 is equivalent)	<input type="checkbox"/>	<input type="checkbox"/>
• Diploma or higher qualification in adult education	<input type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to diploma or higher qualification in adult education	<input type="checkbox"/>	<input type="checkbox"/>

Brett Graham

Each trainer must meet at least one of the following four requirements:		
• TAE40110 Certificate IV in Training and Assessment or its successor	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to TAE40110 (TAA40104 is equivalent)	<input type="checkbox"/>	<input type="checkbox"/>
• Diploma or higher qualification in adult education	<input type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to diploma or higher qualification in adult education	<input type="checkbox"/>	<input type="checkbox"/>

Marketa Dolezlova

Each trainer must meet at least one of the following four requirements:		
• TAE40110 Certificate IV in Training and Assessment or its successor	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to TAE40110 (TAA40104 is equivalent)	<input type="checkbox"/>	<input type="checkbox"/>
• Diploma or higher qualification in adult education	<input type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to diploma or higher qualification in adult education	<input type="checkbox"/>	<input type="checkbox"/>

Hanna Alam

Each trainer must meet at least one of the following four requirements:		
• TAE40110 Certificate IV in Training and Assessment or its successor	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to TAE40110 (TAA40104 is equivalent)	<input type="checkbox"/>	<input type="checkbox"/>
• Diploma or higher qualification in adult education	<input type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to diploma or higher qualification in adult education	<input type="checkbox"/>	<input type="checkbox"/>

Harry Hardman

Each trainer must meet at least one of the following four requirements:		
• TAE40110 Certificate IV in Training and Assessment or its successor	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to TAE40110 (TAA40104 is equivalent)	<input type="checkbox"/>	<input type="checkbox"/>
• Diploma or higher qualification in adult education	<input type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to diploma or higher qualification in adult education	<input type="checkbox"/>	<input type="checkbox"/>



Chris Muller

Each trainer must meet at least one of the following four requirements:

• TAE40110 Certificate IV in Training and Assessment or its successor	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to TAE40110 (TAA40104 is equivalent)	<input type="checkbox"/>	<input type="checkbox"/>
• Diploma or higher qualification in adult education	<input type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to diploma or higher qualification in adult education	<input type="checkbox"/>	<input type="checkbox"/>

1.15 Where a person conducts assessment only, the RTO ensures that the person has:
a) prior to 1 January 2016, the training and assessment qualification specified in Item 1 or Item 2 or Item 3 of Schedule 1, or demonstrated equivalence of competencies; and
b) from 1 January 2016, Item 1 or Item 2 or Item 3 of Schedule 1.

Original finding: Not audited

Following rectification: n/a

Evidence guidance

The RTO uses assessors that conduct assessment only.

If no, clause is not audited. If yes:

Y	N
<input type="checkbox"/>	<input checked="" type="checkbox"/>

Assessor name

Each assessor (that conducts assessment only) must meet at least one of the following six requirements:

• TAE40110 Certificate IV in Training and Assessment or its successor	<input type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to TAE40110 (TAA40104 is equivalent)	<input type="checkbox"/>	<input type="checkbox"/>
• Diploma or higher qualification in adult education	<input type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to diploma or higher qualification in adult education	<input type="checkbox"/>	<input type="checkbox"/>
• TAESS00001 Assessor skill set or its successor	<input type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to TAESS00001 Assessor skill set	<input type="checkbox"/>	<input type="checkbox"/>

Each assessor (that conducts assessment only) must meet all of the following requirements:

• Vocational competencies at least to the level being delivered (actual qualification/unit not required)	<input type="checkbox"/>	<input type="checkbox"/>
• Current relevant industry skills	<input type="checkbox"/>	<input type="checkbox"/>
• Current vocational training and learning knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>

1.16 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.



Original finding: Compliant	Following rectification: n/a
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Evidence guidance	Y	N
Trainers and assessors undertake professional development in the knowledge and practice of vocational training, learning and assessment, including competency based training and assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1.17 Where the RTO, in delivering training and assessment, engages an individual who is not a trainer or assessor, the individual works under the supervision of a trainer and does not determine assessment outcomes.

Original finding: Not audited	Following rectification: n/a
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Evidence guidance	Y	N
People delivering training under supervision are utilised	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If no, clauses 1.17 – 1.20 are not audited, go to Clause 1.21. If yes:		
Supervision is provided by a trainer that meets the requirements of clauses 1.13 and 1.14	<input type="checkbox"/>	<input type="checkbox"/>
People under supervision do not determine assessment outcomes	<input type="checkbox"/>	<input type="checkbox"/>

1.18 The RTO ensures that any individual working under the supervision of a trainer under Clause 1.17:
a) holds the skill set defined in Item 4 of Schedule 1 or, prior to 1 January 2016, is able to demonstrate equivalence of competencies;
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.

Original finding: Not audited	Following rectification: n/a
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Evidence guidance	Y	N
Supervision is provided by a trainer that meets the requirements of clauses 1.13 and 1.14	<input type="checkbox"/>	<input type="checkbox"/>
People under supervision do not determine assessment outcomes	<input type="checkbox"/>	<input type="checkbox"/>

Trainer name

Each trainer (that conducts training under supervision) must meet at least one of the following six requirements:		
• TAESS00003 Enterprise trainer and assessor skill set or its successor	<input type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to TAESS00003	<input type="checkbox"/>	<input type="checkbox"/>
• TAESS00007 Enterprise trainer – presenting skill set or its successor	<input type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to TAESS00007	<input type="checkbox"/>	<input type="checkbox"/>
• TAESS00008 Enterprise trainer – mentoring skill set or its successor	<input type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to TAESS00008	<input type="checkbox"/>	<input type="checkbox"/>
Each trainer (that conducts training under supervision) must meet all of the following requirements:		



• Vocational competencies at least to the level being delivered (actual qualification/unit not required)	<input type="checkbox"/>	<input type="checkbox"/>
• Current relevant industry skills	<input type="checkbox"/>	<input type="checkbox"/>

1.19 Where the RTO engages an individual under Clause 1.17, it ensures that the training and assessment complies with Standard 1.

Original finding: Not audited	Following rectification: n/a	
Evidence guidance	Y	N
Training and assessment complies with Standard 1	<input type="checkbox"/>	<input type="checkbox"/>

1.20 Without limiting Clauses 1.17 - 1.19, the RTO:
a) determines and puts in place:
 i) the level of the supervision required; and
 ii) any requirements, conditions or restrictions considered necessary on the individual's involvement in the provision of training and collection of assessment evidence; and
b) ensures that trainers providing supervision monitor and are accountable for all training provision and collection of assessment evidence by the individual under their supervision.

Original finding: Not audited	Following rectification: n/a	
Evidence guidance	Y	N
Supervision arrangements have been identified	<input type="checkbox"/>	<input type="checkbox"/>
People delivering training under supervision have been monitored by the supervising trainer	<input type="checkbox"/>	<input type="checkbox"/>

1.21 Prior to 1 January 2016, to deliver any AQF qualification or skill set from the Training and Education Training Package (or its successor) the RTO must ensure all trainers and assessors delivering the training and assessment:
a) hold the training and assessment qualification at least to the level being delivered; or
b) have demonstrated equivalence of competencies.

Original finding: Not audited	Following rectification: n/a	
Evidence guidance	Y	N
TAE training product/s are included in the audit scope	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If no, clause is not audited. If yes:		

Trainer/assessor name

Each trainer/assessor that intends to deliver TAE40110 Certificate IV in Training and Assessment or TAESS00001 Assessor skill set must meet at least one of the following eight		
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requirements:		
• TAE40110 Certificate IV in Training and Assessment or its successor	<input type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to TAE40110 (TAA40104 is equivalent)	<input type="checkbox"/>	<input type="checkbox"/>
• TAE50111 Diploma of Vocational Education and Training or its successor	<input type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to TAE50111	<input type="checkbox"/>	<input type="checkbox"/>
• TAE50211 Diploma of Training Design and Development or its successor	<input type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to TAE50211	<input type="checkbox"/>	<input type="checkbox"/>
• Diploma or higher qualification in adult education	<input type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to diploma or higher qualification in adult education	<input type="checkbox"/>	<input type="checkbox"/>

Trainer/assessor name		
Each trainer/assessor that intends to deliver any training product from the TAE10 Training and Education Training Package (excluding TAE40110 Certificate IV in Training and Assessment and TAESS00001 Assessor skill set) must meet one of the following requirements:		
• Hold a TAE training product at least to the level being delivered	<input type="checkbox"/>	<input type="checkbox"/>
• Equivalent competencies to the above	<input type="checkbox"/>	<input type="checkbox"/>

1.22	<p>From 1 January 2016, to deliver any AQF qualification or skill set from the Training and Education Training Package (or its successor) the RTO must ensure all trainers and assessors delivering the training and assessment hold the training and assessment qualification at least to the level being delivered.</p> <p>Note: from 1 January 2017, the requirements set out in Clause 1.22 continue to apply to any other AQF qualification or skill set from the Training and Education Training Package (or its successor).</p>
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Not audited as clause does not commence until 1 January 2016

1.23	<p>From 1 January 2017, to deliver the training and assessment qualification specified in Item 1 of Schedule 1, or any assessor skill set from the Training and Education Training Package (or its successor), the RTO must ensure all trainers and assessors delivering the training and assessment:</p> <p>a) hold the qualification specified in Item 5 of Schedule 1; or</p> <p>b) work under the supervision of a trainer that meets the requirement set out in (a) above.</p>
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Not audited as clause does not commence until 1 January 2017

1.24	The RTO must ensure that any individual working under supervision under Clause 1.23.b)
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holds the qualification specified in Item 1 of Schedule 1 and does not determine assessment outcomes.

Not audited as clause does not commence until 1 January 2017

1.25 From 1 January 2016, to deliver any AQF qualification or assessor skill set from the Training and Education Training Package (or its successor), the 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).

Not audited as clause does not commence until 1 January 2016

1.26 Subject to Clause 1.27 and unless otherwise approved by the VET Regulator, the RTO ensures that:

- a) where a training product on its scope of registration is superseded, all learners' training and assessment is completed and the relevant AQF certification documentation is issued or learners are transferred into its replacement, within a period of one year from the date the replacement training product was released on the National Register;**
- b) where an AQF qualification is no longer current and has not been superseded, all learners' training and assessment is completed and the relevant AQF certification documentation issued within a period of two years from the date the AQF qualification was removed or deleted from the National Register;**
- c) where a skill set, unit of competency, accredited short course or module is no longer current and has not been superseded, all learners' training and assessment is completed and the relevant AQF certification documentation issued within a period of one year from the date the skill set, unit of competency, accredited short course or module was removed or deleted from the National Register; and**
- d) a new learner does not commence training and assessment in a training product that has been removed or deleted from the National Register.**

Original finding: Not audited

Following rectification: n/a

Evidence guidance	Y	N	N/A
One or more training products on the RTO's scope of registration has been superseded, removed or deleted since 1 April 2015	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
If no, clause is not audited. If yes:			
Learners have been completed and issued certification or transferred to the replacement within one year of training products being superseded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners have been completed and issued certification within two years of qualifications being removed or deleted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners have been completed and issued certification within one year of skill sets, units, modules or short courses being removed or deleted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners are not commenced in training products that have been removed or deleted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>NOTE – transition arrangements may apply to this clause for audits conducted prior to 30 June 2015</i>			

1.27 The requirements specified in Clause 1.26 (a) do not apply where a training package



requires the delivery of a superseded unit of competency.

Original finding: Not audited

Following rectification: n/a

Evidence guidance

Y N

One or more training products on the RTO's scope of registration requires delivery of a superseded unit of competency

☐ ☐

If no, clause is not audited. If yes:

The superseded unit of competency has continued to be delivered as required by training product packaging rules

☐ ☐

Standard 2. The operations of the RTO are quality assured.

To be compliant with Standard 2 the RTO must meet the following:

2.1 The RTO ensures it complies with these Standards at all times, including where services are being delivered on its behalf. This applies to all operations of an RTO within its scope of registration.

Original finding: Not compliant

Following rectification: Compliant

Evidence guidance

Y N

The RTO is compliant with the clauses sampled across all operations within its scope of registration

☐ ☒

Reasons for finding of non-compliance:

- The RTO is not compliant with clauses 1.4 and 1.8 and consequently is not compliant with this clause.

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

- When the RTO provides rectification evidence to address the non-compliances identified in clauses 1.4 and 1.8 this clause will be compliant.

Analysis of rectification evidence:

- The RTO provided rectification evidence to address the non-compliances identified in clauses 1.4 and 1.8. This clause is now compliant.

Reasons for outstanding non-compliance:

- Not applicable at this time

2.2 The RTO:
a) systematically monitors the RTO's training and assessment strategies and practices to ensure ongoing compliance with Standard 1; and
b) systematically evaluates and uses the outcomes of the evaluations to continually improve the RTO's training and assessment strategies and practices. Evaluation information includes but is not limited to quality/performance indicator data collected under Clause 7.5, validation outcomes, client, trainer and assessor feedback and complaints and appeals.

Original finding: Compliant

Following rectification: n/a

Evidence guidance

Y N



Training and assessment strategies and practices are systematically monitored, including evaluation of:

- AVETMISS data ☒ ☐
- Quality indicator data ☒ ☐
- Validation outcomes ☒ ☐
- Client feedback ☒ ☐
- Trainer and assessor feedback ☒ ☐
- Complaints and appeals ☒ ☐

Outcomes of monitoring have informed improvement activities ☒ ☐

2.3 The 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.

Original finding: Not audited

Following rectification: n/a

Evidence guidance	Y	N
Third party arrangements are in place for delivery of services	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If no, clauses 2.3 – 2.4 are not audited. If yes:		
A written agreement is in place for each arrangement (also refer Clause 8.2)	<input type="checkbox"/>	<input type="checkbox"/>
<i>NOTE – transition arrangements may apply to this clause for audits conducted prior to 30 June 2015</i>		

2.4 The RTO has sufficient strategies and resources to systematically monitor any services delivered on its behalf, and uses these to ensure that the services delivered comply with these Standards at all times.

Original finding: Not audited

Following rectification: n/a

Evidence guidance	Y	N	N/A
Strategies have been developed to systematically monitor third party arrangements to ensure services comply with these Standards	<input type="checkbox"/>	<input type="checkbox"/>	
The above strategies have been implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>NOTE – transition arrangements may apply to this clause for audits conducted prior to 30 June 2015</i>			

Standard 3. The RTO issues, maintains and accepts AQF certification documentation in accordance with these Standards and provides access to learner records. To be compliant with Standard 3 the RTO must meet the following:

3.1 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.

Original finding: Compliant

Following rectification: n/a

Evidence guidance	Y	N
Only learners who have been assessed as meeting the requirements of the training product	<input checked="" type="checkbox"/>	<input type="checkbox"/>



are issued with AQF certification documentation

3.2 All AQF certification documentation issued by an RTO meets the requirements of Schedule 5.

Original finding: Compliant

Following rectification: n/a

Evidence guidance

Y N

AQF certification documentation:

- Complies with the AQF Qualifications Issuance Policy
- Complies with the requirements of Schedule 5 to these Standards
- A register of all qualifications issued is maintained

☒ ☐
☒ ☐
☒ ☐

Reference: [AQF Qualifications Issuance Policy](#), [AQF Qualifications Register Policy](#)

3.3 AQF certification documentation is issued to a learner within 30 calendar days of the learner being assessed as meeting the requirements of the training product if the training program in which the learner is enrolled is complete, and providing all agreed fees the learner owes to the RTO have been paid.

Original finding: Compliant

Following rectification: n/a

Evidence guidance

Y N

AQF certification documentation is issued within 30 days of all requirements being met

☒ ☐

3.4 Records of learner AQF certification documentation are maintained by the RTO in accordance with the requirements of Schedule 5 and are accessible to current and past learners.

Original finding: Compliant

Following rectification: n/a

Evidence guidance

Y N

Records of qualifications and statements of attainment issued, sufficient to enable reissuance, are retained for a period of 30 years

☒ ☐

The above records are accessible to current and past learners

☒ ☐

3.5 The RTO accepts and provides credit to learners for units of competency and/or modules (unless licensing or regulatory requirements prevent this) where these are evidenced by: a) AQF certification documentation issued by any other RTO or AQF authorised issuing organisation; or b) authenticated VET transcripts issued by the Registrar.

Original finding: Compliant

Following rectification: n/a

Evidence guidance

Y N

Credit is provided to learners for units or modules where evidenced by AQF certification documentation or an authenticated VET transcript (unless licensing or regulatory requirements prevent this)

☒ ☐



- 3.6 The RTO meets the requirements of the Student Identifier scheme, including:**
- a) verifying with the Registrar, a Student Identifier provided to it by an individual before using that Student Identifier for any purpose;
 - b) ensuring that it will not issue AQF certification documentation to an individual without being in receipt of a verified Student Identifier for that individual, unless an exemption applies under the *Student Identifiers Act 2014*;
 - c) ensuring that where an exemption described in Clause 3.6 (b) applies, it will inform the student prior to either the completion of the enrolment or commencement of training and assessment, whichever occurs first, that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the Registrar; and
 - d) ensuring the security of Student Identifiers and all related documentation under its control, including information stored in its student management systems.

Original finding: Compliant

Following rectification: n/a

Evidence guidance	Y	N	N/A
Student Identifiers are verified before being used	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
AQF certification document is not issued to an individual without a verified Student Identifier, unless an exemption applies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Where an exemption applies, learners are informed prior to commencement that results will not be included in the USI system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Security of Student Identifiers and related records is ensured	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<i>NOTE – ALL RTOs must comply with Clause 3.6 from 1 January 2015</i>			

Standard 4. Accurate and accessible information about an RTO, its services and performance is available to inform prospective and current learners and clients.
To be compliant with Standard 4 the RTO must meet the following:

- 4.1 Information, whether disseminated directly by the RTO or on its behalf, is both accurate and factual, and:**
- a) accurately represents the services it provides and the training products on its scope of registration;
 - b) includes its RTO Code;
 - c) refers to another person or organisation in its marketing material only if the consent of that person or organisation has been obtained;
 - d) uses the NRT Logo only in accordance with the conditions of use specified in Schedule 4;
 - e) makes clear where a third party is recruiting prospective learners for the RTO on its behalf;
 - f) distinguishes 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;
 - g) distinguishes between nationally recognised training and assessment leading to the issuance of AQF certification documentation from any other training or assessment delivered by the RTO;
 - h) includes the code and title of any training product, as published on the National



Register, referred to in that information;

- i) only advertises or markets a non-current training product while it remains on the RTO's scope of registration;
- j) only advertises or markets that a training product it delivers will enable learners to obtain a licensed or regulated outcome where this has been confirmed by the industry regulator in the jurisdiction in which it is being advertised;
- k) includes details about any VET FEE-HELP, government funded subsidy or other financial support arrangements associated with the RTO's provision of training and assessment; and
- l) does not guarantee that:
 - i) a learner will successfully complete a training product on its scope of registration; or
 - ii) a training product can be completed in a manner which does not meet the requirements of Clause 1.1 and 1.2; or
 - iii) a learner will obtain a particular employment outcome where this is outside the control of the RTO.

Original finding: Compliant

Following rectification: n/a

Evidence guidance	Y	N	N/A
Advertising and marketing:			
• Is accurate and factual	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• Accurately represents the services provided	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• Accurately represents the RTO scope of registration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• Includes the RTO code	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• Only refers to a person or organisation with their consent	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Uses the NRT logo in accordance with the conditions of use specified in Schedule 4 of these Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Identifies where a third party is recruiting prospective learners on behalf of the RTO	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Identifies where training and assessment is being provided on behalf of another RTO	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Identifies where training and assessment is being provided by a third party	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Distinguishes between national recognised training and other training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Includes the code and title of each training product as per training.gov.au	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Includes accurate information about licensed or regulated outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Includes details about financial support provided, including VET FEE-HELP	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Includes details about relevant government funding subsidies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not guarantee that a learner:			
• will successfully complete a training product	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• can complete a training product in a manner not compliant with Clauses 1.1 or 1.2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• will obtain a particular employment outcome unless this is in the control of the RTO	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Standard 5. Each learner is properly informed and protected.

To be compliant with Standard 5 the RTO must meet the following:

- 5.1 Prior to enrolment or the commencement of training and assessment, whichever comes first, the RTO provides advice to the prospective learner about the training product appropriate to meeting the learner's needs, taking into account the individual's existing skills and competencies.**

Original finding: Compliant

Following rectification: n/a

Evidence guidance

Information is provided to prospective learners, prior to enrolment or commencement of training or assessment whichever comes first, about the training product appropriate to meeting the learner's needs, taking into account the individual's existing skills and competencies

Y N
☒ ☐

- 5.2 Prior to enrolment or the commencement of training and assessment, whichever comes first, the RTO provides, in print or through referral to an electronic copy, current and accurate information that enables the learner to make informed decisions about undertaking training with the RTO and at a minimum includes the following content:**
- a) the code, title and currency of the training product to which the learner is to be enrolled, as published on the National Register;**
 - b) the training and assessment, and related educational and support services the RTO will provide to the learner including the:**
 - i) estimated duration;**
 - ii) expected locations at which it will be provided;**
 - iii) expected modes of delivery;**
 - iv) name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the learner on the RTO's behalf; and**
 - v) any work placement arrangements.**
 - c) the RTO's obligations to the learner, including that the RTO is responsible for the quality of the training and assessment in compliance with these Standards, and for the issuance of the AQF certification documentation.**
 - d) the learner's rights, including:**
 - i) details of the RTO's complaints and appeals process required by Standard 6; and**
 - ii) if the RTO, or a third party delivering training and assessment on its behalf, closes or ceases to deliver any part of the training product that the learner is enrolled in;**
 - e) the learner's obligations:**
 - i) in relation to the repayment of any debt to be incurred under the VET FEE-HELP scheme arising from the provision of services;**
 - ii) any requirements the RTO requires the learner to meet to enter and successfully complete their chosen training product; and**
 - iii) any materials and equipment that the learner must provide; and**
 - f) information on the implications for the learner of government training entitlements and subsidy arrangements in relation to the delivery of the services.**


Original finding: Compliant

Following rectification: n/a

Evidence guidance

Prior to enrolment or commencement, written information is provided on the following:

Y N N/A

- 
- | | | | |
|--|-------------------------------------|--------------------------|-------------------------------------|
| • Code and title of the training product as per training.gov.au | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • Currency of the training product | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • Estimated duration of training and/or assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • Location/s where training and/or assessment will be provided | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • Mode/s of delivery | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • Name and contact details of any third party providing services | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • Work placement arrangements | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Confirmation that the RTO is responsible for compliance of training and/or assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • Confirmation that the RTO is responsible for issuance of AQF certification documentation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • Details of the RTO complaints and appeals processes (also refer Clauses 6.1 – 6.4) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • The learner's rights if the RTO or a third party closes or ceases to deliver the agreed training and/or assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • The learner's obligation to repay any VET FEE-HELP debt | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • Any entry requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Any materials and equipment the learner must provide | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • Any implications on the learner's entitlement to access government funding by undertaking the training and/or assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- 5.3 Where the RTO collects fees from the individual learner, either directly or through a third party, the RTO provides or directs the learner to information prior to enrolment or the commencement of training and assessment, whichever comes first, specifying:**
- a) all relevant fee information including:**
 - i) fees that must be paid to the RTO; and**
 - ii) payment terms and conditions including deposits and refunds;**
 - b) the learner's rights as a consumer, including but not limited to any statutory cooling-off period, if one applies;**
 - c) the learner's right to obtain a refund for services not provided by the RTO in the event the:**
 - i) arrangement is terminated early; or**
 - ii) the RTO fails to provide the agreed services.**

Original finding: Compliant

Following rectification: n/a

Evidence guidance

Fees are collected from individual learners

Y	N	N/A
<input checked="" type="checkbox"/>	<input type="checkbox"/>	

If no, clause is not audited. If yes:

Written information is provided on the following, prior to enrolment or commencement:

- | | | | |
|---|-------------------------------------|--------------------------|--------------------------|
| • All fees that must be paid | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • Payment terms and conditions | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • Refund terms and conditions | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| • The learner's statutory right to a cooling-off period | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



5.4 Where there are any changes to agreed services, the RTO advises the learner as soon as practicable, including in relation to any new third party arrangements or a change in ownership or changes to existing third party arrangements.

Original finding: Not audited

Following rectification: n/a

Evidence guidance

Learners are advised of any changes to agreed services

Y	N	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Standard 6. Complaints and appeals are recorded, acknowledged and dealt with fairly, efficiently and effectively.

Subject to Clause 6.6, to be compliant with Standard 6 an RTO must meet the following:

6.1 The RTO has a complaints policy to manage and respond to allegations involving the conduct of:

- 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 learner of the RTO.

Original finding: Compliant

Following rectification: n/a

Evidence guidance

The RTO is an employer or volunteer organisation and:

- Learners consist only of employees or members, and
- Learners do not pay any fees, and
- An organisational complaints and appeals policy is in place broad enough to cover all training and/or assessment services provided.

If yes to the above, clauses 6.1 – 6.4 are not audited, go to clause 6.5. If no:

A complaints policy (may be combined with appeals) has been developed to respond to complaints about:

- The RTO
- RTO staff
- Learners
- Third parties

Y	N
<input type="checkbox"/>	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>

6.2 The RTO has an appeals policy to manage requests for a review of decisions, including assessment decisions, made by the RTO or a third party providing services on the RTO's behalf.

Original finding: Compliant

Following rectification: n/a

Evidence guidance

An appeals policy has been developed covering decisions made for or on behalf of the RTO (may be combined with complaints)

Y	N
<input checked="" type="checkbox"/>	<input type="checkbox"/>



- 6.3 The RTO's complaints policy and appeals policy:**
- a) ensure the principles of natural justice and procedural fairness are adopted at every stage of the complaint and appeal process;
 - b) are publicly available;
 - c) set out the procedure for making a complaint or requesting an appeal;
 - d) ensure complaints and requests for an appeal are acknowledged in writing and finalised as soon as practicable; and
 - e) provide for review by an appropriate party independent of the RTO and the complainant or appellant, at the request of the individual making the complaint or appeal, if the processes fail to resolve the complaint or appeal.

Original finding: Compliant

Following rectification: n/a

Evidence guidance

Y N

The complaints and appeals policy/ies:

- Adopt the principles of natural justice and procedural fairness by:
 - Informing those involved of the allegations ☒ ☐
 - Providing those involved an opportunity to present their side of the matter ☒ ☐
 - Operating in a fair and unbiased way ☒ ☐
- Are publicly available ☒ ☐
- Include a procedure for submitting a complaint or appeal ☒ ☐
- Ensure complaints and appeals are acknowledged in writing ☒ ☐
- Ensure complaints and appeals are finalised as soon as practicable ☒ ☐
- Provide for review of complaints and appeals by an independent party ☒ ☐

- 6.4 Where the RTO considers more than 60 calendar days are required to process and finalise the complaint or appeal, the RTO:**
- a) informs the complainant or appellant in writing, including reasons why more than 60 calendar days are required; and
 - b) regularly updates the complainant or appellant on the progress of the matter.

Original finding: Not audited

Following rectification: n/a

Evidence guidance

Y N N/A

Where more than 60 calendar days have been required to process a complaint or appeal:

- The complainant or appellant is advised in writing of the reasons ☐ ☐ ☒
- The complainant or appellant is regularly updated in writing ☐ ☐ ☐

- 6.5 The RTO:**
- a) securely maintains records of all complaints and appeals and their outcomes; and
 - b) identifies potential causes of complaints and appeals and takes appropriate corrective action to eliminate or mitigate the likelihood of reoccurrence.

Original finding: Compliant

Following rectification: n/a



Evidence guidance	Y	N	N/A
Secure records are maintained of all complaints and appeals and their outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Potential cause of complaints and appeals are identified and corrective action taken	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.6 Where the RTO is an employer or a volunteer organisation whose learners solely consist of its employees or members, does not charge fees for the training and/or assessment, and does not have in place a specific complaints and appeals policy in accordance with Clauses 6.1 & 6.2, the organisation has a complaints and appeals policy which is sufficiently broad to cover the services provided by the RTO.

Original finding: Not audited

Following rectification: n/a

Evidence guidance	Y	N
An organisational complaints and appeals policy is in place broad enough to cover all training and/or assessment services provided.	<input type="checkbox"/>	<input type="checkbox"/>

Standard 7. The RTO has effective governance and administration arrangements in place.
To be compliant with Standard 7 the RTO must meet the following:

7.1 The RTO ensures that its executive officers or high managerial agent:
a) are vested with sufficient authority to ensure the RTO complies with the RTO Standards at all times; and
b) meet each of the relevant criteria specified in the Fit and Proper Person Requirements in Schedule 3.

Not audited

7.2 The RTO satisfies the *Financial Viability Risk Assessment Requirements*.

Not audited

7.3 Where the RTO requires, either directly or through a third party, a prospective or current learner to prepay fees in excess of a total of \$1500 (being the threshold prepaid fee amount), the RTO must meet the requirements set out in the Requirements for Fee Protection in Schedule 6.

Original finding: Not audited

Following rectification: n/a

Evidence guidance	Y	N
Prepaid fees in excess of \$1,500 are collected from individual learners	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If no, clause is not audited. If yes:		

Government entities and universities

The RTO implements a policy addressing learner fee protection arrangements. This policy details how, if the RTO is unable to provide services for which the learner has prepaid, the

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learner will either :		
<ul style="list-style-type: none"> Be placed into an equivalent course such that: <ul style="list-style-type: none"> The new location is suitable to the learner The learner receives the full services for which they have prepaid at no additional cost to the learner; or 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Be paid a refund of any prepaid fees for services yet to be delivered above the threshold prepaid fee amount 	<input type="checkbox"/>	<input type="checkbox"/>

NOTE – transition arrangements may apply to this clause for audits conducted prior to 30 June 2015

Other RTOs		
All learners are protected by one or more of the following		
1. The RTO holds an unconditional financial guarantee from a bank operating in Australia where: <ul style="list-style-type: none"> The guarantee is for an amount no less than the total amount of prepaid fees held by the RTO in excess of the threshold prepaid fee amount for each learner for services to be provided by the RTO to those learners; and All establishment and ongoing maintenance costs for the bank guarantee are met by the RTO 	<input type="checkbox"/>	<input type="checkbox"/>
2. The RTO holds current membership of a Tuition Assurance Scheme approved by ASQA	<input type="checkbox"/>	<input type="checkbox"/>
3. Any other fee protection measure approved by ASQA	<input type="checkbox"/>	<input type="checkbox"/>

7.4 The RTO holds public liability insurance that covers the scope of its operations throughout its registration period.

Original finding: Not audited

Following rectification: n/a

Evidence guidance	Y	N
Public liability insurance is in place that:		
<ul style="list-style-type: none"> Provides coverage for the RTO 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Covers training and assessment activities 	<input type="checkbox"/>	<input type="checkbox"/>

7.5 The RTO provides accurate and current information as required by the *Data Provision Requirements* as updated from time to time.

Not audited

Standard 8. The RTO cooperates with the VET Regulator and is legally compliant at all times. To be compliant with Standard 8 the RTO must meet the following:

8.1 The RTO cooperates with the VET Regulator: a) by providing accurate and truthful responses to information requests from the VET



- Regulator relevant to the RTO's registration;**
- b) in the conduct of audits and the monitoring of its operations;**
 - c) by providing quality/performance indicator data;**
 - d) by providing information about substantial changes to its operations or any event that would significantly affect the RTO's ability to comply with these standards within 90 calendar days of the change occurring;**
 - e) by providing information about significant changes to its ownership within 90 calendar days of the change occurring; and**
 - f) in the retention, archiving, retrieval and transfer of records.**

Original finding: Not audited

Following rectification: n/a

Evidence guidance

Y N

The RTO co-operates with ASQA:

- By providing accurate and truthful responses to information requests relevant to the RTO's registration ☐ ☐
- In the conduct of audits and the monitoring of its operations ☐ ☐
- By providing quality/performance indicator data ☐ ☐
- By providing information about substantial changes to its operations or significant changes to its ownership or any event that would significantly affect the RTO's ability to comply with these standards within 90 days of the change occurring ☐ ☐
- In the retention, archiving, retrieval and transfer of records ☐ ☐

Reference: [ASQA General Direction – Retention requirements for completed student assessment items](#)

8.2 The RTO ensures that any third party delivering services on its behalf is required under written agreement to cooperate with the VET Regulator:

- a) by providing accurate and factual responses to information requests from the VET Regulator relevant to the delivery of services; and**
- b) in the conduct of audits and the monitoring of its operations.**

Original finding: Not audited

Following rectification: n/a

Evidence guidance

Y N

Third party arrangements are in place for delivery of services (also refer Clause 2.3)

☐ ☒

If no, clause is not audited. If yes:

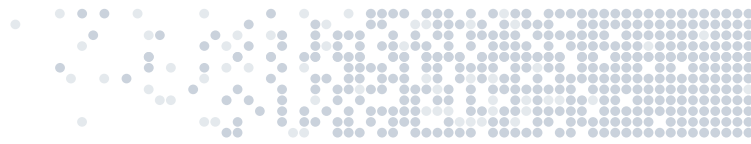
Written agreements include a clause requiring that third parties co-operate with ASQA in:

- Providing accurate and factual responses to information requests from ASQA relevant to the delivery of services ☐ ☐
- In the conduct of audits and the monitoring of its operations ☐ ☐

8.3 The RTO notifies the Regulator:

- a) of any written agreement entered into under Clause 2.3 for the delivery of services on its behalf within 30 calendar days of that 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 audited



- 8.4 The RTO provides an annual declaration on compliance with these Standards to the VET Regulator and in particular whether it:**
- a) currently meets the requirements of the Standards across all its scope of registration and has met the requirements of the Standards for all AQF certification documentation it has issued in the previous 12 months; and**
 - b) has training and assessment strategies and practices in place that ensure that all current and prospective learners will be trained and assessed in accordance with the requirements of the Standards.**

Not audited

- 8.5 The RTO complies with Commonwealth, State and Territory legislation and regulatory requirements relevant to its operations.**

Not audited

- 8.6 The RTO ensures its staff and clients are informed of any changes to legislative and regulatory requirements that affect the services delivered.**

Original finding: Compliant

Following rectification: n/a

Evidence guidance

Y N

Staff and clients are informed of changes to legislative and regulatory requirements that affect the services delivered

☒ ☐