REPORT

Audit report: Child and Family Care Network Inc

RTO number:	3695
CRICOS number:	N/A
Date/s of audit:	17 – 18 March 2020
Date report created:	18 March 2020
Date report updated:	28 April 2020

Organisation details

Organisation's legal name:	Child and Family Care Network Inc
Trading name/s:	bestchance Training
RTO number:	3695
CRICOS number:	N/A

Audit team

Lead auditor:	Eliza Chiam
Auditor/s:	Mary Oppy

Audit details

Application number/s:	N/A
Audit number/s:	AUDREC0010319
Audit reason/s:	Compliance Monitoring
Address of site/s visited:	583 Ferntree Gully Rd Glen Waverley VIC 3150 Australia
Date/s of audit:	17 -18 March 2020
Organisation's contact for audit:	Mrs. Robyn Anne Donaldson Executive Manager Quality rdonaldson@bestchance.org.au (03) 8562 5179

Original finding at time of audit

Audit finding: Serious non-compliance
Report completed by: Eliza Chiam

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

*Indicates a non-compliant clause

Audit finding following analysis of additional evidence

Audit finding following analysis of additional evidence provided on 27/04/2020: Serious non-compliance

Report completed by: Eliza Chiam

Practice	Standards for RTOs	Finding
Training and Assessment	1.2, 1.8*, 1.13*, 1.16*	Not compliant
Enrolment	5.1	Compliant
Support and Progression	1.7	Compliant

*Indicates a non-compliant clause

Background

Child and Family Care Network Inc (the organisation) is a charity organisation, and was first registered as an RTO in December 1992. The organisation's delivery is focused in the Community Services (CHC) Training Package.

Summary of organisation and management structure:
- Chief Executive Officer: Chris Chronis
- General Manager Education and Training: David Greenwood
- General Manager Business Operations: Mark Gibbens
- General Manager Early Years Service: Tracey McKay
- General Manager People and Culture: Thera Storie
- Executive Manager Quality: Robbi Donaldson.

Scope of organisation's registration:
- *CHC30113 Certificate III in Early Childhood Education and Care*
- *CHC30213 Certificate III in Education Support*
- *CHC33015 Certificate III in Individual Support*
- *CHC43115 Certificate IV in Disability*
- *CHC50113 Diploma of Early Childhood Education and Care*
- *HLTAID001 Provide cardiopulmonary resuscitation.*

Suburb and state of all delivery sites:
- Victoria.

Third party usage:
- the organisation does not engage any third parties.

Core clients/target groups:
- mature aged job seekers from culturally and linguistically diverse backgrounds.

Training Revenue (Funded or fee for service):
- funded.

Total number of current enrolments in the organisation as at audit date: **399**

- *CHC30113 Certificate III in Early Childhood Education and Care*: 61
- *CHC30213 Certificate III in Education Support:* 137
- *CHC50113 Diploma of Early Childhood Education and Care*: 201.

In preparing the audit report, consideration has been given and reference made, where relevant, to:
- Information provided by students as part of a student survey or interview.
- Information provided directly by Child and Family Care Network Inc to ASQA.
- Existing information and records held by ASQA concerning Child and Family Care Network Inc.
- Information provided to ASQA's auditors and documentation reviewed during the site audit of Child and Family Care Network Inc conducted on 17 - 18 March 2020.
- Other publicly available information - including but not limited to, information published on the organisation's websites.

Audit Sample

Training Products	Mode/s of delivery/assessment*	Current enrolments
CHC30113 Certificate III in Early Childhood Education and Care	Face to face	61
CHC30213 Certificate III in Education Support	Face to face	137
CHC50113 Diploma of Early Childhood Education and Care	Face to face	201

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

Interviewees

Name	Position	Training products
Chris Chronis	Chief Executive Officer	All
David Greenwood	General Manager Education and Training	All
Robyn Anne Donaldson	Executive Manager Quality	All

About this Report

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

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

Correcting a non-compliance may require:
- correcting a process or system that has led to the non-compliance, and implementing a revised process or system

- identifying the impact on learners and carrying out remedial action for current and past learners

Original action required by Organisation

Child and Family Care Network Inc did not meet all requirements for Clauses 1.2, 1.7, 1.8, 1.13, 1.16, and 5.1 of the *Standards for RTOs*.

Remedial action is required for the following training products:
- ***CHC30213 Certificate III in Education Support***
  - *HLTAID004 Provide an emergency first aid response in an education and care setting*
  - *CHCEDS016 Support learning for students with disabilities in a classroom environment*
  - *CHCEDS025 Facilitate learning for students with disabilities*
- ***CHC30113 Certificate III in Early Childhood Education and Care***
  - *HLTAID004 Provide an emergency first aid response in an education and care setting*
  - *CHCECE006 Support behaviour of children and young people*
- ***CHC50113 Diploma of Early Childhood Education and Care***
  - *HLTAID004 Provide an emergency first aid response in an education and care setting*
  - *CHCECE018 Nurture creativity in children*
  - *CHCECE022 Promote children's' agency.*

The organisation is required to provide evidence that demonstrates:

Training and assessment
Standards for RTOs Clause 1.2
- the organisation has corrected its training and assessment practices for future students to ensure they meet the requirements of the training product, including the amount of training provided

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

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

Standards for RTOs Clauses 1.13 – 1.20
- the trainers/assessors currently used by the organisation meet the requirements of the standards (Clause 1.13-1.20)

Support and progression

Standards for RTOs Clause 1.7
- the organisation now has appropriate systems that are followed to ensure the support needs of individual learners are determined that complies with Standards for RTOs Clause 1.7

- the organisation has carried out remedial action to identify and address the impact the non-compliance may have caused to students in the training product sampled where support needs were not determined and/or where identified, educational/support services were not provided. Remedial action needs to cover current students and students who enrolled or completed with your organisation in the past three months

Enrolment

Standards for RTOs Clauses 5.1
- the organisation now has appropriate systems that are followed to ensure new learners are enrolled into an appropriate training product, considering their existing knowledge, experience and skills that complies with Standards for RTOs Clause 5.1.

Audit finding following analysis of additional evidence

Following analysis of additional evidence provided by Child and Family Care Network Inc **on** 27/04/2020**, the organisation:**

- provided sufficient evidence to demonstrate compliance with Clauses 1.2, 1.7, and 5.1 of the *Standards for RTOs*.
- remains not compliant with Clauses 1.13, 1.16, and 1.8 of the *Standards for RTOs*.

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

Areas of non-compliance

Training and Assessment

Training Delivery and Assessment

Standards for RTOs Clause 1.2

Original Finding: Not compliant

Finding following additional evidence: Compliant

For the purposes of Clause 1.1, the RTO determines the amount of training they provide to each learner with regard to:

a) the existing skills, knowledge and the experience of the learner;

b) the mode of delivery; and

c) where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.

CHC30113 Certificate III in Early Childhood Education and Care
CHC30213 Certificate III in Education Support
CHC50113 Diploma of Early Childhood Education and Care

- The following evidence was reviewed:
    o TAS *CHC30113 Certificate III in Early Childhood Education and Care* – March 2020
    o TAS *CHC30213 Certificate III in Education Support* – March 2020
    o TAS *CHC50113 Diploma of Early Childhood Education and Care* – Working – March 2020
    o TAS *CHC50113 Diploma of Early Childhood Education and Care* – Non-Working – March 2020.

- The organisation's documented training and assessment strategies (all) do not separate training from assessment; therefore, it cannot be confirmed what the actual amount of training is. For example but not limited to:
    o *CHC50113 Diploma of Early Childhood Education and Car*e: the non-working program structure allocates 1240 hours for self-paced learning – '*learners also undertake a set of structured independent learning tasks on a self-paced basis after the completion of face-to-face training in each unit'*. Insufficient information has been provided in the training and assessment strategy to identify what components make up this self-paced learning, and how this is being monitored. It is further noted that the training and assessment strategy does not identify any practical placement hours as this component has been include in the self-paced learning.

Analysis of additional evidence

CHC30113 Certificate III in Early Childhood Education and Care
CHC30213 Certificate III in Education Support
CHC50113 Diploma of Early Childhood Education and Care

- The following additional evidence was reviewed:
    o 1 – CHC30113 Cert III ECEC TAS
    o 2 – ASQA Audit response Training and Assessment Strategies
    o 5 – CHC50113 Dip ECEC W TAS
    o 6 – CHC50113 Dip ECEC NW TAS
    o 7 – CHC30213 Cert III ES TAS
    o 3 – Sample email to teachers 22 April enclosing TAS
    o 4 – Email 22 April 2020 enclosing TAS to students.

- The organisation has addressed the non-compliance for future students.

Standards for RTOs Clause 1.8

*Original Finding: **Not compliant***

*Finding following additional evidence: **Not compliant***

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

a) complies with the assessment requirements of the relevant training package or VET accredited course; and

b) is conducted in accordance with the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

Table 1.8.1 Principles of Assessment

Fairness	The individual learner's needs are considered in the assessment process.
	Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.
	The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
Flexibility	Assessment is flexible to the individual learner by:
	• reflecting the learner's needs;
	• assessing competencies held by the learner no matter how or where they have been acquired; and
	• drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity	Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.
	Validity requires:
	• assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;
	• assessment of knowledge and skills is integrated with their practical application;
	• assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and
	• judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Table 1.8.2 Rules of Evidence

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

CHC30213 Certificate III in Education Support

- *HLTAID004 Provide an emergency first aid response in an education and care setting*
- *CHCEDS016 Support learning for students with disabilities in a classroom environment*

- *CHCEDS025 Facilitate learning for students with disabilities*

CHC30113 Certificate III in Early Childhood Education and Care

- *HLTAID004 Provide an emergency first aid response in an education and care setting*
- *CHCECE006 Support behaviour of children and young people*
- *CHCECE020 Establish and implement plans for developing cooperative behaviour*

CHC50113 Diploma of Early Childhood Education and Care

- *HLTAID004 Provide an emergency first aid response in an education and care setting*
- *CHCECE018 Nurture creativity in children*
- *CHCECE022 Promote children's' agency*

- The following evidence was reviewed:
  - assessment tools for:
  HLTAID004 Provide an emergency first aid response in an education and care setting
    - marking guide
    - assessments:
    - assessment task 1: theory assessment (part I – 42 questions; part I - 91 questions)
    - assessment task 2: practical assessment
    - assessment task 3: completed incident, injury, trauma and illness reports
    - completed assessments for:
      - SK 03997
      - EM 04147
      - NJ 04138
      - AH 04118
      - NH 03886
      - KR 03791
      - RK 04005.
    - Interview with Sahana Satapathy
    CHCECE018 Nurture creativity in children & CHCECE022 Promote children's agency (cluster 11)
    - mapping matrix (version 3 – September 2018) (non-working group) – CHCECE018
    - mapping matrix (version 3 – September 2018) (non-working group) – CHCECE022
    - assessor guides
    - assessments (version 2 – January 2016; version 4 – May 2019) (working group):
      - assessment task a: creativity and movement
        - learning plan
        - work reports
        - evaluation and reflection
      - assessment task b: creativity and construction
        - learning plan
        - work reports
        - evaluation and reflection
      - assessment task c: creativity and visual art
    - assessments (version 3 – September 2018) (non-working group):
      - integrated workplace task 1
      - integrated workplace task 2
      - integrated workplace task 3
      - integrated workplace task 4
    - completed student assessments:
      - MC 03269
      - RD 03901
      - KR 03791
      - RK 04005
    CHCEDS016 Support learning for students with disabilities in a classroom environment & CHCEDS025 Facilitate learning for students with disabilities (cluster 4)
    - marking guide
    - assessments:
      - assessment task 1: written questions (32 questions)
      - assessment task 2: case studies (5)
      - assessment task 3: projects (3 projects)

- assessment task 4: observations
  - completed student assessments:
    - LT 04048
    - YW 04054

CHCECE006 Support behaviour of children and young people
  - marking guide
  - assessments:
    - assessment task 1: written questions (3 questions)
    - assessment task 2: group activity
    - assessment task 3: group activity
    - assessment task 4: written questions (6 questions)
    - assessment task 5: written questions (3 questions)
    - assessment task 6: written questions (3 questions)
    - assessment task 7: major activity
    - assessment task 8: third party report

CHCECE020 Establish and implement plans for developing cooperative behaviour
  - marking guide
  - assessments:
    - assessment task 1: written questions (4 questions)
    - assessment task 2: written questions (5 questions)
    - assessment task 3: written questions (3 questions)
    - assessment task 4: case study
    - assessment task 5: written questions (6 questions)
    - assessment task 6: written questions (4 questions)
    - assessment task 7: case study.

- The following analysis provides guidance on the areas of non-compliance. Examples of non-compliances are provided however, this is not an exhaustive list. It is the organisation's responsibility to review the assessment system and implementation of the assessment system for each unit of competency for all non-compliances identified below and provide evidence:
  - of a revised assessment system for each unit of competency listed above that addresses all requirements of Clause 1.8
  - that confirms students were assessed as meeting all the requirements of the training product in which they were enrolled.

HLTAID004 Provide an emergency first aid response in an education and care setting

- **Authenticity** - the evidence provided does not confirm the authenticity of the student's own work. For example, but not limited to:
  - the instructions for Assessment Task 1 states '*to prepare you for your First Aid course, we suggest that you attempt to answer the questions contained in this assessment task, using the First Aid Text Book provided in your welcome pack, prior to attending. This will help you to understand the theory required for this unit. Your teacher will then step through this assessment with the class, however, by completing what you can, will ensure that the teacher avoids spending time on things that you already know*'. It is unclear how the trainer and assessor determines the authenticity of the completed assessment.
- **Fairness** - the assessment tools do not provide clear information to the student to fully inform them of the assessment process and conditions. For example, but not limited to:
  - assessment task 1 and assessment task 3 did not provide guidance on the following:
    - how the assessment is conducted, will the student be assessed in class or can the student complete the assessment at their own time
    - the duration of the assessment
    - the percentage required to be deemed competent
    - the reassessment opportunities available.
  - the instructions for Assessment Task 1, the instructions states '*To prepare you for your First Aid course, we suggest that you attempt to answer the questions contained in this assessment task, using the First Aid Text Book provided in your welcome pack, prior to attending. This will help you*

to understand the theory required for this unit. Your teacher will then step through this assessment with the class, however, by completing what you can, will ensure that the teacher avoids spending time on things that you already know'. At audit the organisation advised that students complete the theory assessment in their own time. During training, the trainer and assessor delivers content via a PowerPoint presentation, the students then submit their completed Theory Assessment. The assessment is marked and returned to students. If a student gets a response wrong, they are expected to correct their submission – this is treated as a reassessment. It is unclear at what point the student is deemed as not satisfactory as this is not reflected in the records or how this system ensures that student has the knowledge.

- **Reliability** - the assessment tools do not contain sufficient performance benchmarks for each skill and/or behaviour to be demonstrated; therefore, it cannot be confirmed that all training package requirements will be met and that consistent judgements will be made across a range of students and assessors. For example, but not limited to:
  o *'demonstrates the appropriate recovery position'*
  o *'locates correct position for compressions and administers them with two hands'*
  o *'displays respectful behaviour to victim through whole process'*
  o *'rotates with first aider with minimal interruptions to compressions'*
  o *'use safe manual handling techniques at all times'.*

- The assessment practices for the following students do not confirm the organisation conducted adequate assessment of the students that ensured they were competent against all requirements of the training product and that the assessment was conducted in accordance with the Principles of Assessment and the Rules of Evidence. For example, but not limited to:
  o **RK 04005** – there are multiple instances where the student's response is not consistent with the response provided in the marking guide and marked as satisfactory:
    Part I:
    ▪ question 2 – Which of the following statements is incorrect:
      a) once you have a first-aid certificate, you are required to help anyone in need
      b) you do not have to help unless you have a duty of care to the individual
      c) once you start cpr, you have a duty of care to continue assisting the person unless circumstances prevent this or the casualty starts breathing.
      The student selected c), when the answer is a).
    ▪ question 28 – Which of the following would be considered a sign of a severe asthma attack
      a) unable to speak more than a few words in one breath
      b) persistent cough
      c) wheezing
      d) dizziness
      The student answered b), then changed to c), and was marked as correct when the answer should be a).
    ▪ question 29 – which is the correct method to treating a casualty who is bleeding from the scalp after a head injury?
      a) apply direct pressure to the wound
      b) lay casualty on ground, with wound facing downwards
      c) apply wet towel to head and call 000
      d) check if would is spongy, and if not, carefully apply direct pressure.
      The student's ticked both a), and b), when answer should be d), and marked as correct
    Part II
    ▪ question 52 – how do you treat a Bee Sting? The model answer is '*crap [sic] the sting out your fingernail or a flat object, do not pull out. Apply a ice compress'.* The student's response was *'honey may help with wound healing, pain, and (illegible). Baking soda paste made and water can help neutralise bee venom to reduce pain. Apple cider vinegar, toothpaste, (illegible) wet Aspirin tablet can help you reduce pain'.* This response was marked as correct.
    ▪ question 55c – what would warrant you contacting an ambulance? The model answer is *'if the victim was unconscious at all. If systems become worse (eg develops confusion and*

disorientation, slurred speech, blurred vision). The student's response was *'squeeze shoulder; are you ok? Call – 000 which service you required (ambulance, police, fire). Tell the operator to need the ambulance. They will transfer you an ambulance. Call takes (illegible) where is sick person is?'* This response was marked as correct.

CHCECE018 Nurture creativity in children & CHCECE022 Promote children's agency (Cluster 11)

- **Fairness** - the assessment tools do not provide clear information to the student to fully inform them of the assessment process and conditions. For example, but not limited to:
  - how the assessment is conducted, will the student be assessed in class or can the student complete the assessment at their own time
  - the duration of the assessment
  - the reassessment opportunities available.

- **Reliability** - the assessment tools do not contain sufficient performance benchmarks for each skill and/or behaviour to be demonstrated; therefore, it cannot be confirmed that all training package requirements will be met and that consistent judgements will be made across a range of students and assessors. For example, but not limited to:
  - *'worked with colleagues to plan and deliver a range of learning experiences that focused on art, architecture, inventions, music and dance in order to nurture children's creativity'*
  - *'worked with colleagues to develop active learning environments that reflected children's interests and provided opportunities to stimulate learning and development'*
  - *'used a range of materials and resources to encourage the imaginative play of children with their peers'*
  - *'verbally encouraged children to participate in a range of creative activities'*
  - *'facilitated creative discussions with children of various ages'*
  - *'used a range of teaching strategies to engage and encourage children in their creative endeavours'.*

- The assessment practices for the following students do not confirm the organisation conducted adequate assessment of the students that ensured they were competent against all requirements of the training product and that the assessment was conducted in accordance with the Principles of Assessment and the Rules of Evidence. For example, but not limited to:
  - **EM 04147** – there are multiple instances where the student's response is not consistent with the response provided in the marking guide. Specifically,
    - question 56a - how would you manage the crowd gathering?
      The model answer is '*ask people to move to give the patient room; ask for assistance from others at the scene to keep onlookers out of the way'*. The student's response was '*get them to stay back and not record anything, while removing hard objects nearby (provide them a job)*'.
    - question 80 – what are the normal respiratory rate for an infant (0-6 months). The model answer is 40 – 60 breaths per min, whereas the student's response was '*30-40 breathes/ minute'*
    - question 82 – what are the normal respiratory rate for a child aged 5 – 12 years. The model answer is 16 – 25 breaths per min. The student's answer was '*20 – 25 breath/minute'*

CHCEDS016 Support learning for students with disabilities in a classroom environment & CHCEDS025 Facilitate learning for students with disabilities (Cluster 4)

- **Reliability** - the assessment tools do not contain sufficient performance benchmarks for each skill and/or behaviour to be demonstrated; therefore, it cannot be confirmed that all training package requirements will be met and that consistent judgements will be made across a range of students and assessors. For example, but not limited to:
  - *'identify health issues that currently have an impact in the classroom and/or in the community, their causes and the potential impacts they may have on student learning'*
  - *'recognising routine job-related hazards'*
  - *'consistently used effective communication strategies when dealing with the supervising teacher, other staff and parents'*

- *'communicated any identified issues with supervisor and negotiated solutions in a clear and appropriate manner'*
- *'participant recognised and encouraged personal learning styles and abilities of students'*
- *'participant demonstrated knowledge and skills required to work with students from cultural or and/or linguistically diverse backgrounds'*
- *'communicated well with colleagues and students of all cultural backgrounds'*
- *'ensure all children were included in day to day classroom activities'*
- *'be a positive role model'*
- *'use effective communication strategies when dealing with all members of the school community'*
- *'was able to redirect students' disruptive or inappropriate behaviour and to use suitable strategies to diffuse situations'*.

CHCECE006 Support behaviour of children and young people

- **Reliability** - the assessment tools do not contain sufficient performance benchmarks for each skill and/or behaviour to be demonstrated; therefore, it cannot be confirmed that all training package requirements will be met and that consistent judgements will be made across a range of students and assessors. For example, but not limited to:
    - *'contribute to a safe and supportive environment: Did the learner demonstrate that they can use safe, supportive and equitable practices appropriate to the development stage and needs of the child and/or young person?'*
    - *'contribute to a safe and supportive environment: did the learner demonstrate that they can identify contributing environmental factors?'*
    - *'use positive support techniques: did the learner demonstrate that they can establish expectations for behaviour in consultation with supervisor and in line with work role?'*.

Analysis of additional evidence

CHC30213 Certificate III in Education Support
- *HLTAID004 Provide an emergency first aid response in an education and care setting*
- *CHCEDS016 Support learning for students with disabilities in a classroom environment*
- *CHCEDS025 Facilitate learning for students with disabilities*

CHC30113 Certificate III in Early Childhood Education and Care
- *HLTAID004 Provide an emergency first aid response in an education and care setting*
- *CHCECE006 Support behaviour of children and young people*
- *CHCECE020 Establish and implement plans for developing cooperative behaviour*

CHC50113 Diploma of Early Childhood Education and Care
- *HLTAID004 Provide an emergency first aid response in an education and care setting*
- *CHCECE018 Nurture creativity in children*
- *CHCECE022 Promote children's' agency*

- The following additional evidence was reviewed:
    - 13 – ASQA Audit Response First Aid
    - 26 – First Aid completions from Jan 2020
    - 8 – Email to FA Teacher 20 April 2020
    - 9 – Email 22 April regarding remarking to teacher
    - 14 – Teacher FA Assessment Compliance Checklist
    - 12 – Assessment Processing Workflow
    - 27 – FA Internal Audit Template
    - 12 – Assessment Processing Workflow
    - Course ID Schedules
    - 19 – HLTAID004 AND HLTAID001 Theory MG
    - 20 – HLTAID004 AND HLTAID001 Theory Assessment
    - 21 – HLTAID004 AND HLTAID001 Short Quiz
    - 22 – HLTAID004 AND HLTAID001 Short Quiz MG
    - 23 – HLTAID004 AND HLTAID001 Practical MG

- 24 – HLTAID004 AND HLTAID001 Practical Assessment
- 10 – Client_Enrolment Report – Rupinder Kaur
- 11 – Client_Enrolment Report – McMasterE
- 15 – QA Verification Audits Workflow
- 16 – Incident, injury, trauma and illness record Fillable PDF
- 18 – HLTAID004 CPR and FA Powerpoints
- 25 – First Aid Scheduled Courses
- 28 – Email to Students 21 April 2020
- 57 – ASQA Audit response TA Diploma
- 59 – W Dip C11 Marking Guide
- 60 – W Dip C11 Assessment
- 61 – NW Integrated WP Tasks MG Appendix 1
- 62 – NW Integrated WP Task Pt1
- 63 – NW Integrated WP Task Pt4
- 64 – NW Integrated WP Task Pt3
- 58 – Remarked Students (K Regnier; M Colbert; R De Haas)
- 65 – NW Integrated WP Task Pt2
- 66 – NW Integrated WP Task MG Appendix 2
- 67 – NW Integrated WP Task 4 MG
- 68 – NW Integrated WP Task 3 MG
- 69 – NW Integrated WP Task 2 MG
- 70 – NW Integrated WP Task 1 MG
- 71 – NW Diploma Cluster 11 Theory Assessment
- 72 – NW Cluster 11 Marking Guide
- 73 – Email to teachers 20 April 2020
- 74 – Email to teacher for students AC 20 April 2020
- 75 – CHC50113 W Dip Continuing Students
- 76 – CHC50113 W Dip – 2020 Completions last 3 months
- 77 – CHC50113 NW Diploma Continuing Students
- 78 – CHC50113 NW Dip – 2020 Completions last 3 months
- 79 – Assessment Conditions W Cluster 11
- 80 – Assessment Conditions NW Cluster 11
- 82 – ASQA Audit response TA Cert II ES
- 81 – Assessment Conditions Cluster 4
- 83 – Sample Email Teachers Marking Guides
- 84 – Placement 2 Marking Guide
- 85 – Placement 2 Assessment
- 86 – CHC30213 Continuing Students
- 87 – CHC30213 Completions last 3 months
- 88 – C 4 Theory Marking Guide
- 89 – C 4 Theory Assessment
- 82a – Remarked Students (L Dodd; Y Wang)
- 101 – ASQA Audit response TA Cert III ECEC
- 99 – CHC30113 2020 Completions last 3 months
- 100 – Assessment Conditions CHCECE006
- 102 – Sample email to Teachers regarding Marking Guides 21 April
- 103 – Remarked Students (N Huysman; S Khan)
- 104 – CHC30113 Continuing Students
- 105 – CHCECE006 Learner Assessment
- 106 – CHCECE006 Marking Guide.
- CHC30113 ECEC Cert III Placement Agreement
- CHC30213 Ed Support Placement Agreement
- CHC50113 2019 W Dip Pract Placement Agreement
- CHC50113 NW Dip ECEC Pract Placement Agreement
- 48 – RPL Application form Cert III ES
- 49 – RPL Application form Cert III ECEC
- 50 – RPL Guide Diploma
- 51 – RPL Guide Certificate III ES
- 52 – RPL Guide Certificate III ECEC
- 53 – RPL Assessors Instructions Diploma ECEC
- 54 – RPL Assessors Instructions Cert III ES

- o 55 – RPL Assessors Instructions Cert III ECEC
- o 56 – RPL Application form Diploma
- o Current course schedules.

- The organisation has not addressed the non-compliance for future students.

HLTAID004 Provide an emergency first aid response in an education and care setting
- **Validity and Sufficiency** - the assessment tools do not address all unit of competency requirements. For example, but not limited to:
  - o the updated assessment tool now includes scoring system where the student has to achieve a minimum percentage to be deemed satisfactory:
    - ▪ assessment task 1:
      - - 80% mark for CPR Theory which is 33 out of 42
      - - 80% mark for FA Theory which is 72 out of 91
      - - 80% mark for the CPR and FA Short Quiz which is 16 out of 20.
    - ▪ assessment task 2:
      - - 80% mark for CPR & FA Practical Demonstrations which is 4 out of 5
      - - 80% mark for CPR & FA Role Plays which is 6 out of 8.
    - ▪ assessment task 3:
      - - Role Play: Question 6
      - - Tasks 1 – 4: CPR demonstrations.

  While acknowledging the high volume of questions within the theory assessment, it is unclear how the student would be deemed satisfactory when they are only required to satisfactorily answer 80% of the assessments. The organisation did not provide sufficient information to demonstrate how it is able to determine that a student's satisfactorily meets all elements within the training package based on this assessment system.

  By way of example, if a student incorrectly answers 9 questions all related to the same element in CPR Theory, and again incorrectly answers 4 questions from the same element in the CPR and FA Short Quiz, this student would still be deemed as satisfactory when they have not met the specific knowledge element. It is noted that this assessment does not list any critical questions where they must be answered correctly.

CHCECE018 Nurture creativity in children & *CHCECE022 Promote children's agency* (Cluster 11)
- **Validity and Sufficiency** - the assessment tools do not address all unit of competency requirements. For example, but not limited to:
  - o the updated assessment tool now includes scoring system where the student is not required to achieve 100% to be deemed satisfactory/ competent:
    Assessment for 'working' cohort:
    - ▪ 80% mark for Supervisor's Report which is 14 out of 18 (each performance is valued at 3 points)
      - - While the assessment tool determines competence through assessments, and the third party evidence (Supervisor's Report), it is unclear how a student would satisfactory meet all requirements if they have only achieved 80% from the third party evidence. It is also noted that the guidance to assessors also state '*supervisor's report verifies this collaboration'*.

        Based on the mapping guide, this third party evidence contributes to the foundation skills for oral communication for *CHCECE018 Nurture creativity in children*, and '*develop the curriculum in consultation with educators and stakeholders'*, and '*planning and implementing developmentally appropriate curriculum in consultation with other educators'* for *CHCECE022 Promote children's agency*.

    Assessment for 'non-working' cohort:
    - ▪ Theory Task – 80% which is 55 out of 69
    - ▪ Integrated Work Placement Task 1 – 80% which is 4 out of 5
    - ▪ Integrated Work Placement Task 2 – 80% which is 4 out of 5
    - ▪ Integrated Work Placement Task 3 – 80% which is 4 out of 5
    - ▪ Integrated Work Placement Task 4 – 80% which is 4 out of 5
      - - It is unclear how the student would be deemed satisfactory when they are only required to satisfactorily answer 80% of the assessments. The organisation did not provide sufficient

information to demonstrate how it is able to determine that a student's satisfactorily meets all elements within the training package based on this assessment system.

Based on the remarked assessments, it is noted that M Colbert answered 61 out of 63 questions correctly and R De Haas answered 60 out of 69 questions correctly.

- **Reliability** - the assessment tools do not contain sufficient performance benchmarks for each skill and/or behaviour to be demonstrated; therefore, it cannot be confirmed that all training package requirements will be met and that consistent judgements will be made across a range of students and assessors. For example, but not limited to:

  Assessment for 'working' cohort:
  - *'worked with colleagues to plan and deliver a range of learning experiences that focused on art, architecture, inventions, music and dance in order to nurture children's creativity'*
  - *'worked with colleagues to develop active learning environments that reflected children's interests and provided opportunities to stimulate learning and development'*
  - *'used a range of materials and resources to encourage the imaginative play of children with their peers'*
  - *'verbally encouraged children to participate in a range of creative activities'*
  - *'facilitated creative discussions with children of various ages'*
  - *'used a range of teaching strategies to engage and encourage children in their creative endeavours'.*

  Insufficient guidance has been provided to the supervisors that are required to complete this third party report.

CHCEDS016 Support learning for students with disabilities in a classroom environment & CHCEDS025 Facilitate learning for students with disabilities (Cluster 4)

- **Validity and Sufficiency** - the assessment tools do not address all unit of competency requirements. For example, but not limited to:
  - the updated assessment tool now includes scoring system where the student is not required to achieve 100% to be deemed satisfactory/ competent:
    - Theory Assessment: Case Studies - 80% which is 12 out of 15
    - Theory Assessment: Projects - 80% which is 10 out of 12
      - It is unclear how the student would be deemed satisfactory when they are only required to satisfactorily answer 80% of the assessments. The organisation did not provide sufficient information to demonstrate how it is able to determine that a student's satisfactorily meets all elements within the training package based on this assessment system.

        It is noted that Theory Assessment: Written Questions does list critical questions where the student must answer correctly to be deemed satisfactory.

CHCECE006 Support behaviour of children and young people

- **Validity and Sufficiency** - the assessment tools do not address all unit of competency requirements. For example, but not limited to:
  - the updated assessment tool now includes scoring system where the student is not required to achieve 100% to be deemed satisfactory/ competent:
    - Assessment 1: Observation / Demonstration - 80% which is 12 out of 15
    - Assessment 4: Third Party Checklist – 80% which is 12 out of 15
      - It is unclear how the student would be deemed satisfactory when they are only required to satisfactorily answer 80% of the assessments. The organisation did not provide sufficient information to demonstrate how it is able to determine that a student's satisfactorily meets all elements within the training package based on this assessment system.

        It is noted that assessment task 2 and 3 lists critical questions where the student must answer correctly to be deemed satisfactory.

- The organisation has planned and/or carried out sufficient remedial action to identify and address the impact the non-compliance may have caused students.

Trainer and assessor competency

Standards for RTOs Clause 1.13

*Original Finding: **Not compliant***

*Finding following additional evidence: **Not compliant***

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

a) vocational competencies at least to the level being delivered and assessed;

b) current industry skills directly relevant to the training and assessment being provided; and

c) current knowledge and skills in vocational training and learning that informs their training and assessment.

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

Standards for RTOs Clause 1.16

*Original Finding: **Not compliant***

*Finding following additional evidence: **Not compliant***

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

CHC30113 Certificate III in Early Childhood Education and Care
CHC30213 Certificate III in Education Support
CHC50113 Diploma of Early Childhood Education and Care

- The following evidence was reviewed:
  - trainer and assessor files:
    CHC30213 Certificate III in Education Support
    - Adam Palmer
    - Debbie Hector
    - Karina Griffiths
    - Sangeeta Kahol.

    CHC30113 Certificate III in Early Childhood Education and Care
    - Christina Savolainen
    - Ekaterina Chinarova.

    CHC50113 Diploma of Early Childhood Education and Care
    - Christina Savolainen
    - Debbie Hamilton
    - Ekaterina Chinarova
    - Karen McIntyre
    - Ramandeep Shoker.

    HLTAID004 Provide and emergency first aid response in an education and care setting
    - Bruce Roberton.

- The organisation did not provide sufficient evidence to demonstrate that the below listed trainers and assessors possess vocational competencies to the level required by the relevant units of competency from the training package:
  - Karen McIntyre.

  Specific examples of non-compliance include:
  - Karen McIntyre's vocational competency matrix did not provide sufficient information to demonstrate that she has the vocational competencies to the level required to deliver *CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety*. Her vocational

competency matrix stated '*visited Melbourne museum to enhance my understanding of A&TSI's communities; arranging an assessment and incursion for staff on cultural competence and embedding it within the service; read 'cultural diversity in early years' to support and review in the service; participated in QIP development to identify areas to develop, which resulted in fore coming incursion on cultural inclusions'*

- The organisation did not provide sufficient evidence to demonstrate that the below listed trainers and assessors possess relevant, current knowledge and skills in vocational training and learning:
    - Adam Palmer
    - Debbie Hamilton
    - Karina Griffiths
    - Ramandeep Shoker.

    Specific examples of non-compliance include:
    - There is insufficient information in the professional develop in VET document to demonstrate that they possesses relevant, current knowledge and skills in vocational training and learning.
    - Ramandeep Shoker: Ramandeep Shoker's most recent vocational training and learning related activity was in October 2017.

- The organisation has not demonstrated that, for the above training product, the professional development undertaken by its trainers and assessors has been relevant to the knowledge and/or practice of vocational training, learning and assessment For example:
    - Adam Palmer
    - Debbie Hamilton
    - Karina Griffiths
    - Ramandeep Shoker.

Analysis of additional evidence

CHC30113 Certificate III in Early Childhood Education and Care
CHC30213 Certificate III in Education Support
CHC50113 Diploma of Early Childhood Education and Care

- The following additional evidence was reviewed:
    - 30 – ASQA Remedial Action Plan Teachers
    - 37 – McIntyre Karen Vocational Competence (CHC50113)
    - 36 – McIntyre Karen_Staff Class Report
    - 32a – 2020 In House PD Plan
    - 35 – Palmer A – Professional Development Log 2020
    - 38 – Halmilton D – Professional Development Log
    - 39 – Griffiths K – Professional Development Log
    - 33 – Shoker R – Professional Development Log
    - 31 – Trainers Matrix
    - 32 - Teacher Recruitment Workflow
    - 32b – Email reminder to teachers 27 April
    - 32c – HR vocational competence list

- The organisation has not addressed the non-compliance for future students.

- The organisation did not provide sufficient evidence to demonstrate that the below listed trainers and assessors possess relevant, current knowledge and skills in vocational training and learning:
    - Adam Palmer
    - Debbie Hamilton
    - Karina Griffiths
    - Ramandeep Shoker.

- The organisation has not provided sufficient evidence to demonstrated that, for the above training product, the professional development undertaken by its trainers and assessors has been relevant to the knowledge and/or practice of vocational training, learning and assessment. For example:
  - Adam Palmer
  - Debbie Hamilton
  - Karina Griffiths
  - Ramandeep Shoker.

- In response, the organisation provided updated professional development logs for Adam Palmer, Debbie Hamilton, Karina Griffiths, and Ramandeep Shoker. The professional development log consists of date(s), title of activity, a brief description of the activity, and how the activity can be validated. While the professional development logs have been completed, the organisation did not provide evidence to support that the professional development undertaken. Examples within the professional development log included, for example but not limited to:
  - emails
  - diary notes
  - letter of attendance
  - certificate of completion.

Enrolment

Standards for RTOs Clause 5.1

Original Finding: Not compliant

Finding following additional evidence: Compliant

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.

CHC30113 Certificate III in Early Childhood Education and Care

CHC30213 Certificate III in Education Support

CHC50113 Diploma of Early Childhood Education and Care

- The following evidence was reviewed:
  - training and assessment strategies for:
    - *CHC30113 Certificate III in Early Childhood Education and Care* – March 2020
    - *CHC30213 Certificate III in Education Support* – March 2020
    - *CHC50113 Diploma of Early Childhood Education and Care* – Working – March 2020
    - *CHC50113 Diploma of Early Childhood Education and Care* – Non-Working – March 2020
  - education background summary 2019 – 2020 (including LLN levels)
  - student files for:
    - SK 03997
    - EM 04147
    - NJ 04138
    - AH 04118
    - NH 03886
    - KR 03791
    - MC 03269
    - RD 03901
    - SE 03205
    - KD 04455
    - AD 04112
    - TT 04212
    - RK 04005
    - Training administration QMS – Information session and pre-training review workflow
    - qualifications held by Henrietta Cure:

- testamur: *TAA40104 Certificate IV in Training and Assessment*. Issued by HBA Consulting Group Pty Ltd on 3 Nov 2008
- testamur: T*AE40110 Certificate IV in Training and Assessment*. Issued by HBA Consulting Group Pty Ltd on 19 Dec 11.

- The organisation has not demonstrated that it has a system in place which captures information regarding the existing skills and/or competencies of prospective students sufficient to give appropriate advice. For example:
  - the training and assessment strategies requires students to have technology literacy. In the pre-training review, students complete a self-assessment to rate their own computer skills; however, this has not been validated by the organisation at any point during the enrolment process
  - the organisation's documented pre-training review workflow requires students to complete a pre-training review and marked by a trainer and assessor. A TAE qualified staff member is required to verify the PTR results and provide feedback to the student regarding their results and suitability to undertake the course.
    - the final language, literacy and numeracy (LLN) judgment for students SK 03997 and RK 04005 has been determined by an internal staff member that does not meet full TAE requirements.
    - the LLN assessments for students NH 03886, RD 03901, KR 03791 and MC 03269 cannot be confirmed as the final judgement section did not include the name of the staff member that verified the document
  - the organisation's did not provide sufficient evidence to demonstrate how its LLN assessment maps to the Australian Core Skills Framework (ACSF) to determine that it is suitable to the qualification requirements.
  - the organisation's LLN assessment requires the student to achieve 15 out of 41 questions to be identified as not needing LLN support. It is unclear how this threshold is appropriate for its student cohort, '*many are from culturally and linguistically diverse backgrounds*'.
  - student RP 04005's pre-training review included unfilled sections and multiple questions that were incorrect but marked as satisfactory, for example but not limited to:
    - part one and part two of the LLN assessment were incomplete
    - part four, question 2 – write the following using numerals '*one thousand, four hundred and seventy eight dollars and sixty* cents', the incorrect response of '*1478.62 cents'* has been marked as correct
    - Part four, question 3 - write the following using numerals '*seven eighths'*, the incorrect response of '*78/88888888'* has been marked as correct

    The overall score for the assessment is 13 (lower than the minimum of 15); however, the student was not offered any support programs.

Analysis of additional evidence

CHC30113 Certificate III in Early Childhood Education and Care
CHC30213 Certificate III in Education Support
CHC50113 Diploma of Early Childhood Education and Care

- The following additional evidence was reviewed:
  - 107 – ACSF mapping Cert III LLN
  - 108 – ACSF mapping Diploma LLN
  - 109 – ASQA Remedial Action Plan 15 Audited Students PTR
  - 110 – ASQA Remedial Action Plan Enrolment Plan
  - 122 – PTR Marking Guide_CERT III ES
  - 124 – PTR Cert III ES
  - 119 – PTR Cert III ECEC
  - 121 – PTR Marking Guide_Cert III ECEC
  - 120 – PTR Diploma ECEC
  - 123 – PTR Marking Guide_Diploma ECEC
  - 113 - Digital Literacy Demonstration
  - 117 – Post Information Session Emial Template (Diploma ECEC)
  - 118 – Post Information Session Email Template (Others)

- o 126 – Sample Course ID Schedule
- o 128a – Student Monitoring Report
- o 112 – Copy Email 7 April 2020
- o 116 – Information Session and PTR Workflow
- o 127 – Student File Audit Checklist
- o 125 – QA Verification Audits Workflow
- o 114 – Digital Literacy flyer
- o 115 – Homework Club Flyer
- o 111 – Conversational English flyer
- o 128 – Student Withdrawal Workflow.

- The organisation has addressed the non-compliance for future students.

Support and Progression

Support

Standards for RTOs Clause 1.7

*Original Finding: **Not compliant***

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

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

CHC30113 Certificate III in Early Childhood Education and Care

CHC30213 Certificate III in Education Support

CHC50113 Diploma of Early Childhood Education and Care

- The following evidence was reviewed:
  - o training and assessment strategies for:
    - *CHC30113 Certificate III in Early Childhood Education and Care* – March 2020
    - *CHC30213 Certificate III in Education Support* – March 2020
    - *CHC50113 Diploma of Early Childhood Education and Care* – Working – March 2020
    - *CHC50113 Diploma of Early Childhood Education and Care* – Non-Working – March 2020
  - o education background summary 2019 – 2020 (including LLN levels)
  - o student administration files for:
    - SK 03997
    - EM 04147
    - NJ 04138
    - AH 04118
    - NH 03886
    - KR 03791
    - MC 03269
    - RD 03901
    - SE 03205
    - KD 04455
    - AD 04112
    - TT 04212
    - RK 04005
    - Training administration QMS – Information session and pre-training review workflow
    - qualifications held by Henrietta Cure:
      - testamur: *TAA40104 Certificate IV in Training and Assessment*. Issued by HBA Consulting Group Pty Ltd on 3 Nov 2008
      - testamur: T*AE40110 Certificate IV in Training and Assessment*. Issued by HBA Consulting Group Pty Ltd on 19 Dec 11.

- The organisation has developed but not implemented a method of determining the support needs of individual students necessary for them to meet the requirements of the training product. Refer to Clause 5.1 for full detail.

__Analysis of additional evidence__

CHC30113 Certificate III in Early Childhood Education and Care
CHC30213 Certificate III in Education Support
CHC50113 Diploma of Early Childhood Education and Care

- The following additional evidence was reviewed:
  - 98 – ASQA Audit Response Support and Progression
  - 94 – Information Session and PTR Workflow
  - 90 – 04293 student advice example
  - 93 – Withdrawn Analysis Completed students
  - 97 – Student Withdrawal Workflow-draft
  - 96 – Attendance Percentages
  - 91 – 2020 Student Demographics Matrix
  - 92 – 2019 Student Demographics Matrix
  - 95 – Email to teachers regarding Monitoring Reports.

- The organisation has addressed the non-compliance for future students.

- The organisation has planned and/or carried out sufficient remedial action to identify and address the impact the non-compliance may have caused students.