

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

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

Intent: *The RTO improves training and assessment arrangements in accordance with data collected.* **At time of audit:**
 Compliant
 Not Compliant

The organisation's continuous improvement approach to training and assessment:
 Y N
 ensures that the RTO systematically validates and improves processes, assessment tools and evidence requirements
 involves staff, clients and industry stakeholders (eg employers, skills councils etc)
 uses qualitative and/or quantitative data to determine improvement opportunities.

Y N N/A
 Improvements to training and assessment are demonstrated.

1.2: Strategies for training and assessment meet the requirements of the relevant training package or accredited course and are developed in consultation with industry stakeholders.

Intent: *Industry engagement and support is evident in the development of all training and assessment strategies. All training and assessment strategies meet the requirements of the training package or accredited course.* **At time of audit:**
 Compliant
 Not Compliant

The organisation demonstrates strategies for training and assessment that:
 Y N
 provide accurate and sufficient information regarding training and assessment methods
 ensure that learners receive training and assessment that meets their needs
 are supported by industry clients and/or representatives
 meet all requirements of the training package or accredited course, including identifying units of competency.

1.3: Staff, facilities, equipment and training and assessment materials used by the RTO are consistent with the requirements of the training package or accredited course and the RTO's training and assessment strategies.

Intent: *The resources used by the RTO across all of its operations are consistent with current industry standards.* **At time of audit:**
 Compliant
 Not Compliant

The organisation has demonstrated access to:
 Y N
 suitable and sufficient facilities for its training and assessment activities
 suitable and sufficient equipment to meet all requirements of industry and the training package or accredited course
 training materials that meet all requirements of industry stakeholders and the training package or accredited course, and which adequately support the learner in achieving the required level of competence.

Note: If the above categories are confirmed, refer to Elements 1.4 and 1.5 where non-compliances relating to human resources and or assessment materials may be recorded.

1.4: Training and assessment are conducted by trainers and assessors who:

- have the necessary training and assessment competencies as determined by the National Quality Council or its successors
- have the relevant vocational competencies at least to the level being delivered or assessed, and
- continue developing their vocational and training and assessment competencies to support continuous improvements in the delivery of the RTO's services.

Intent: All trainers and assessors of nationally recognised training meet national benchmark competency requirements and continue to develop their competence.

At time of audit:
 Compliant
 Not Compliant

The organisation verifies that trainers and assessors:

Y N

meet national benchmark competency requirements (as detailed below)

continue to develop their competency by:

- supporting them in meaningful engagement with industry and relevant professional bodies
- supporting their professional development in teaching and learning methods
- fostering a culture of critical evaluation and innovation

deliver quality training and assessment by monitoring their performance and development.

Elizabeth Smith
 Trainer/assessor of following qualifications/units/courses within scope of audit:

- CHC30102 Certificate III in Aged Care Work.

Y N

Training and assessment competencies

- resume indicated TAA40104 Certificate IV in Training and Assessment.

Relevant vocational qualifications

- none provided.

Relevant vocational experience and ongoing development

- 2009 - 2006 Trainer/assessor, Cengage Education-Workplace assessor for Certificate III in Aged Care
- 2008 Training and Development Officer, Help Enterprises
- 2008 - 2005 Enrolled Endorsed Nurse, Qld Health; Lincs Health Care; Aged Care Facilities; various private and public agencies.
- attendance at Australian Core Skills Conference
- member of professional associations - Enrolled Nurse-QNC (QLD000831974 MED; Expiry Date: 30/06/2010).

Relevant professional development in training/assessment

- currently enrolled in Diploma of E-Learning; 30619QLD Certificate IV in Language, Literacy and Numeracy Assessment and Training
- attendance at Australian National Literacy, Numeracy and Language Conference
- RTO disseminates monthly e-newsletters, for example: ACPET; VocEd; Professional Support Coordination Qld.

Lea Manglicmot
 Trainer/assessor of following qualifications/units/courses within scope of audit:

- CHC30102 Certificate III in Aged Care Work.

Y N

Training and assessment competencies

- TAA40104 Certificate IV in Training and Assessment; Carson Australasia Pty Ltd # 31298 20/08/09. Whilst this trainer and assessor has recently completed this qualification, she was previously under a satisfactory direct

supervision arrangement.

- Relevant vocational qualifications
- CHC30102 Certificate III in Aged Care Work; Charlton Brown # 2508, 7/04/09
 - Statement of attainment HLTF301B; Life International Training Pty Ltd # 303026 7/01/09
 - academic transcript of Integrated Comprehensive Nurses Licensure Examination; Professional Regulation Commission Board Of Nursing – Philippines 24/08/2007 stated 'PASSED' in the following subjects:
 - Nursing Practice I – Foundation of Professional Nursing Practice
 - Nursing Practice II – Community health nursing and care of the mother and child
 - Nursing Practice III – Care of clients with physiologic and psychosocial alterations (Part A)
 - Nursing Practice IV - Care of clients with physiologic and psychosocial alterations (Part B)
 - Nursing Practice V - Care of clients with physiologic and psychosocial alterations (Part C)
 - Bachelor of Science in Nursing; Mindanao Medical Foundation College, Philippines, 17/04/2007 accompanied with a Summary Related Learning Experience (RLE) dated 12/04/2007:
 - NCM100 Foundation of Nursing Practice
 - NCM101 Promotive & Preventive NCM
 - Delivery Room - Actual Handles; Assisted Handles; Cord care
 - NCM102 Curative & Rehabilitative NCM I
 - Delivery Room - Major Scrub; Minor Scrub
 - NCM103 Related Learning Experience
 - NCM104 Curative & Rehabilitative NCM II
 - NCM105 Nursing Management Leadership
 - FAMILY CASE STUDY
 - Primary Health Care I
 - Primary Health Care II.
- Relevant vocational experience and ongoing development
- 26/11/2007 Registered Nurse #458464 (Philippines)
 - resume indicated registered as a Therapist and Medical Technologist. Work history incorporates medical-surgical, obstetrics, community health, emergency, psychiatric, renal dialysis acute care and hospital nursing, haematology, blood banking, serology, clinical microscopy, bacteriology, parasitology, clinical chemistry and histopathology
 - resume indicated industry placement at: RSL Carrington; Beth Eden Aged Person's Homes; Bethany Christian Care; Regis Corina, Regis Tree Top Manor, Kawana Waters Nursing Homes, Bellevue Care Centre
 - RTO advised of ongoing placement at an aged care residential facility in Caboolture every 6 months.
 - Attendance at Retirement living conference and trade exhibition - May 2009.
- Relevant professional development in training/assessment
- Statements of attainment - ACPET/Skills First Creative & Innovative Approaches to RPL (15/04/2009); ACPET/Skills First Recording RPL Evidence Effectively (15/04/2009)
 - resume indicated attendance at the department's Partners in SMART Training and Assessment Conference - 2009
 - RTO disseminates monthly e-newsletters, for example, ACPET; VocEd; Early Childhood Association; Professional Support Coordination Qld.

Michelle Tuffley

Trainer/assessor of following qualifications/units/courses within scope of audit:

- CHC30402 Certificate III in Children's Services
- CHC30708 Certificate III in Children's Services
- CHC50302 Diploma of Children's Services.

Y N

Training and assessment competencies

- TAA40104 Certificate IV in Training and Assessment
- BSZ40198 Certificate IV in Assessment and Workplace Training, 2005.

- Relevant vocational qualifications
- CHC60399 Advanced Diploma of Community Services (Children's Services), 2002
 - CN0325 Diploma of Child Care and Education, 1998
 - Resume indicates Certificate in Child Care and Education, 1997
 - Statement of attainment for: *HLTCPR201A Perform CPR; HLTF201A Provide basic emergency life support; HLTF301B Apply first aid.*

- Relevant vocational experience and ongoing development
- 2009 – 2008 Trainer/assessor, Charlton Brown
 - 2008 – 2001 Co-director/Group leader, Little Stars Early Learning Centre
 - 2001 – 1997 Group leader/Assistant Director, Club Junior Child Care Centre
 - 1997 – 1996 After school care supervisor for eight schools
 - Certificate of attendance – First aid management of anaphylaxis and the use of Epipens.

- Relevant professional development in training/assessment
- Recently completed TAA40104 Certificate IV in Training and Assessment
 - Attendance at ACPET/Skills First – Enough is Enough workshop; Planning, Validation and Moderation of Assessment workshop; Partners in SMART Training and Assessment Conference; Charlton Brown – ESOS Act 2000/National Code workshop; PowerPoint presentations – Training Tool and Lesson Plan
 - RTO disseminates monthly e-newsletters, for example, ACPET; VocEd; Early Childhood Association; Professional Support Coordination Qld
 - Membership to Better Health Channel.

Samantha Bourke

Trainer/assessor for partnering organisation Sesame Lane Child Care – partnering agreement

Trainer/assessor of following qualifications/units/courses within scope of audit:

- CHC30402 Certificate III in Children's Services
- CHC50302 Diploma of Children's Services.

Y N

- Training and assessment competencies
- TAA40104 Certificate IV in Training and Assessment, 2006

- Relevant vocational qualifications
- CHC60202 Advanced Diploma of Children's Services, 2008
 - CHC50302 Diploma of Children's Services, 2006
 - Statements of attainment - *HLTF301B Apply first aid, HLTCPR201A Perform cardio-pulmonary resuscitation (CPR), 2008; HLTCPR201A Perform cardio-pulmonary resuscitation (CPR), 2009.*

- Relevant vocational experience and ongoing development
- 2009 – 2006 Trainer/assessor at 13 Sesame Lane Child Care
 - 2006 – 2004 Group leader/Assistant, Sesame Lane Child Care.

- Relevant professional development in training/assessment
- 2009

- Current role incorporates regular industry release/participation at Sesame Lane Childcare Centres
- Attendance at all networking meetings with Directors of all Sesame Lane Childcare Centres
- Attendance at Childcare conference; Training package implementation workshop
- RTO disseminates monthly e-newsletters, for example, RTO mail; ACPET; VocEd; Early Childhood

| |
|---|
| <p>Association; Professional Support Coordination Qld</p> <ul style="list-style-type: none">• Membership to Better Health Channel. <p>2008</p> <ul style="list-style-type: none">• Quarterly industry release• Updated First aid competencies• Attendance at workshops e.g. Child protection; Food handling. <p>2007</p> <ul style="list-style-type: none">• Quarterly industry release• Updated First aid competencies• Attendance at workshops e.g. Fire training; 'Positive learning environments'; 'Communication'. |
| <p>Emma Quartermaine Trainer/assessor for partnering organisation in Adelaide, Enhance Training (Adelaide) Trainer/assessor of following qualifications/units/courses within scope of audit:</p> <ul style="list-style-type: none">• CHC30402 Certificate III in Children's Services• CHC50302 Diploma of Children's Services. <p>Y N</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Training and assessment competencies</p> <ul style="list-style-type: none">• TAA40104 Certificate IV in Training and Assessment, 2009 <p><input checked="" type="checkbox"/> <input type="checkbox"/> Relevant vocational qualifications</p> <ul style="list-style-type: none">• Bachelor of Early Childhood Education, University of South Australia, 2000 <p><input checked="" type="checkbox"/> <input type="checkbox"/> Relevant vocational experience and ongoing development</p> <ul style="list-style-type: none">• 10 years experience in the childcare and teaching industries. Roles include: Kindergarten teacher (current); Early childhood worker. Curriculum Vitae outlined relevant duties in these roles. <p><input checked="" type="checkbox"/> <input type="checkbox"/> Relevant professional development in training/assessment</p> <ul style="list-style-type: none">• Recently completed TAA40104 Certificate IV in Training and Assessment• Mentored by RTO – six monthly personal visits and phone/email support• RTO disseminates monthly e-newsletters, for example, RTO mail; ACPET; VocEd; Early Childhood Association; Professional Support Coordination Qld• Membership to Better Health channel. |
| <p>Imelda Hutapea Trainer/assessor for partnering organisation in Indonesia, PT Ideal Sasana Apprentisia <u>Note:</u> Whilst this trainer and assessor is in a direct supervisory agreement (which incorporates Skype meetings) the organisation advised that all delivery in Indonesia is currently on hold until such time as Imelda Hutapea completes TAA40104 Certificate IV in Training and Assessment.</p> <p>Trainer/assessor of following qualifications/units/courses within scope of audit:</p> <ul style="list-style-type: none">• CHC30402 Certificate III in Children's Services. <p>Y N</p> <p><input type="checkbox"/> <input checked="" type="checkbox"/> Training and assessment competencies</p> <ul style="list-style-type: none">• Currently undertaking TAA40104 Certificate IV in Training and Assessment• Resume indicates Master of Education, University of Leeds, 2001. <p><input type="checkbox"/> <input checked="" type="checkbox"/> Relevant vocational qualifications</p> <ul style="list-style-type: none">• none provided. <p><input type="checkbox"/> <input checked="" type="checkbox"/> Relevant vocational experience and ongoing development</p> |

- 2009 – 2002 Curriculum and Staff Development Manager, Tutor Time International Preschool, Jakarta. Duties include dissemination of curriculum of Tutor Time schools in Indonesia; monitor staff performance; arrange and conduct staff training
- Two days training - Jolly Learning Training, 2008.

- Relevant professional development in training/assessment
- Currently undertaking TAA40104 Certificate IV in Training and Assessment
 - RTO disseminates monthly e-newsletters, for example, RTO mail; ACPET; VocEd; Early Childhood Association; Professional Support Coordination Qld
 - Membership to Better Health channel.

Michelle Ann Wayman

Trainer/assessor of following qualifications/units/courses within scope of audit:

- CHC40308 Certificate IV in Disability.

Y N

- Training and assessment competencies
- TAA40104 Certificate IV in Training and Assessment; Southern Queensland Institute of TAFE # 0526 - 02/04/2009
 - Bachelor of Education, University College of Southern Queensland 19/04/1991
 - resume indicates Graduate Diploma of Education (E.C), Queensland University of Technology 1998.

- Relevant vocational qualifications
- none provided.

- Relevant vocational experience and ongoing development
- Currently working as a teacher in a special education unit - duties are relevant to the units delivered in this qualification
 - 2009 - 2008 Student Education Profile Teacher, Darling Heights State School
 - member of professional associations such as Queensland Teacher Registration; Expiry 31/12/2010.

- Relevant professional development in training/assessment
- attendance at ESL Bandscales Professional Development Workshop; DET 11/06/2008
 - RTO disseminates monthly e-newsletters, for example, RTO mail; ACPET; VocEd; Early Childhood Association; Professional Support Coordination Qld.

Gregory Stenzel

Trainer/assessor of following qualifications/units/courses within scope of audit:

- CHC50608 Diploma of Community Services Work.

Y N

- Training and assessment competencies
- TAA40104 Certificate IV in Training and Assessment; Carson Australasia Pty Ltd # 31298, 3/09/08
 - Certificate of Training and Development; Queensland Corrective Services Commission, 30/03/1995
 - Workplace Assessor (Category 2); Queensland Corrective Services Commission, 17/04/1997.

- Relevant vocational qualifications
- CHC50702 Diploma of Community Welfare Work; Charlton Brown # 2508, 28/10/2008
 - CSC40198 Certificate IV in Correctional Practice; Queensland Government Department of Corrective Services # 5292, 1/07/2002
 - Bachelor of Arts, Mr Stenzel advised that he majored in Sociology and Psychology
 - Philosophy and Theology Study; Pius XII Seminary (Certificate in Latin, no translation provided).

- Relevant vocational experience and ongoing development
- duties within employment at Charlton Brown include: counselling of students and co-ordination of vocational placements
 - 2008 -2006 Chaplaincy role (Supervised) Royal Brisbane Hospital
 - 2006-1989 Area Manager, Department of Corrective Services (Probation and Parole)
 - letter of support from David Bidgood, District Manager, Department of Corrective Services Redcliffe Probation and Parole – outlined ‘facilitation of group programs’; ‘interviewing and counselling’; ‘drug and alcohol counselling’; ‘chaplains skills’; ‘established a service (Cherbourg) in Kingaroy’; ‘extensive knowledge of human services sector’.
 - resume indicated core responsibilities as ‘developing and maintaining collaborative relationships with other community agencies’.
 - currently enrolled in Certificate in Hospital Chaplaincy; Multifaith Academy for Chaplaincy and Community Ministries in partnership with University of Queensland
 - member of Probation and Parole Officer Association
 - attendance at CHC08 Implementation Forum of the Community Services Training Package; Community Services & Health Industry Skills Council 31/03/2009
 - evidence of extensive industry engagement and attendance at various industry related workshops conducted, for example, Red Cross; Sherwood Community Centre.

- Relevant professional development in training/assessment
- attendance at various workshops, for example, Planning validation & moderation of assessment; ACPET Skills First 26/09/2008; ‘RPL evidence, an auditor’s perspective’
 - RTO disseminates monthly e-newsletters, for example, RTO mail; ACPET; VocEd; Professional Support Coordination Qld.

John Sant

Trainer/assessor of following qualifications/units/courses within scope of audit:

- CHC50608 Diploma of Community Service Work.

Y N

- Training and assessment competencies
- none provided.

- Relevant vocational qualifications
- Graduate Diploma of Counselling, Australian College of applied psychology, 14/11/2008.

- Relevant vocational experience and ongoing development
- 2008 – 2007 Youth Worker, The Lodge Youth Services, Life Without Barriers. Duties include case management, youth supervision and intensive support
 - 2007 industry workshop regarding challenging behaviours and crisis intervention.

- Relevant professional development in training/assessment
- none provided.

Carla Craig

Trainer/assessor of following qualifications/units/courses within scope of audit:

- HLT32807 Certificate III in Health Support Services (partial)
 - *HLTFS207B Follow basic food practices*
 - *HLTNA302B Plan and evaluate meals and menus to meet recommended dietary guidelines.*

Y N

- Training and assessment competencies
- BSZ40198 Certificate IV in Assessment and Workplace Training; Career Accelerators Division # 5540,

5/01/2005.

- Relevant vocational qualifications
- Momentum Food Handling Training Course Good Food: Safe Food Introduction; Momentum 23/01/03.
- Relevant vocational experience and ongoing development
- evidence of industry engagement included Oakland; Ferny Hills and Children Outside School Care.
- Relevant professional development in training/assessment
- currently undertaking upgrade to TAA40104 Certificate IV in Training and Assessment
 - attendance at various workshops, for example, Power Point Presentations Training Tool and Lesson Plan
 - RTO disseminates monthly e-newsletters, for example, RTO mail; ACPET; VocEd; Early Childhood Association; Professional Support Coordination Qld
 - Membership to Better Health channel.

Amanda Young

Trainer/assessor of following qualifications/units/courses within scope of audit:

- HLT32807 Certificate III in Health Support Services (*partial delivery*)
 - HLTNA302B Plan and evaluate meals and menus to meet recommended dietary guidelines
 - HLTFS207B Follow basic food practices

Y N

- Training and assessment competencies
- BSZ40198 Certificate IV in Assessment and Workplace Training, 2001.

Y N

- Relevant vocational qualifications
- Diploma of Food Preparation and Cooking (Culinary Arts), The City and Guilds of London Institute, 2006
 - THH51202 Diploma of Hospitality Management, 2007
 - Certification of 'Access Workplace Assessor' licensed to assessment numerous hospitality related units of competency, expiry date 5 July 2010
 - Culinary judge of competitions

Y N

- Relevant vocational experience and ongoing development
- Currently a trainer and course coordinator, Hospitality Training Association
 - Current – 2003 Casual head chef, Tony Ching, Specialist catering in Asian cuisine and Guest chef, Black Pearl Cooking School

Y N

- Relevant professional development in training/assessment
- none provided.

| | |
|---|---|
| 1.5: Assessment: | |
| <ul style="list-style-type: none"> • meets the requirements of the relevant training package or accredited course • is conducted in accordance with the principles of assessment and the rules of evidence • meets workplace and, where relevant, regulatory requirements. | |
| Intent: <i>Assessment ensures that only learners who hold the requisite skills and knowledge are certified as competent.</i> | At time of audit: <input type="checkbox"/> Compliant <input checked="" type="checkbox"/> Not Compliant |
| CHC30102 Certificate III in Aged Care Work | |
| Assessment mode/s: face to face and correspondence | |
| Assessment venue/s: workplace | |
| <u>CHCAC1C Provide support to an older person</u> | |
| <input type="checkbox"/> | Unit is assessed on its own through individual assessment activities |
| <input checked="" type="checkbox"/> | Unit is assessed with other unit/s through holistic assessment activities |
| Assessment tools consist of: | |
| <ul style="list-style-type: none"> • four written assessments • observation checklist (incorporating third party report). | |
| For this unit, the organisation's assessment materials: | |
| Y N N/A | |
| <input type="checkbox"/> <input checked="" type="checkbox"/> | sufficiently address all elements and performance criteria |
| <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | sufficiently address critical aspects of evidence |
| <input checked="" type="checkbox"/> <input type="checkbox"/> | sufficiently address required knowledge |
| <input type="checkbox"/> <input checked="" type="checkbox"/> | sufficiently address required skill |
| <input type="checkbox"/> <input checked="" type="checkbox"/> | sufficiently address context and consistency of assessment requirements |
| <input checked="" type="checkbox"/> <input type="checkbox"/> | comply with training package or course assessment guidelines |
| <input type="checkbox"/> <input checked="" type="checkbox"/> | provide for judgement to be made on basis of sufficient, valid, authentic and current evidence |
| <input checked="" type="checkbox"/> <input type="checkbox"/> | align to the training and assessment strategy. |
| The organisation has: | |
| Y N | |
| <input type="checkbox"/> <input checked="" type="checkbox"/> | developed suitable benchmark criteria for all assessment tools |
| <input type="checkbox"/> <input checked="" type="checkbox"/> | provided information to students about the context and purpose of assessment |
| <input checked="" type="checkbox"/> <input type="checkbox"/> | developed and implemented mechanisms to provide feedback to learners on assessment outcomes |
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | gathered and recorded the employer's support for the competency decision (apprentices and trainees only) |
| <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | gathered sufficient evidence to make a valid judgement of competence (including RPL outcomes) for all students reviewed: |
| <ul style="list-style-type: none"> • Gloria Buan – PPP funded • Joanne Dacayanan. | |
| The overall assessment process for this unit: | |
| <input type="checkbox"/> <input checked="" type="checkbox"/> | is valid, reliable, flexible and fair |
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | addresses employability skills, where relevant |
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | addresses departmental <u>Position Statements</u> , where relevant |
| <input type="checkbox"/> <input checked="" type="checkbox"/> | considers all dimensions of competency (task skills, task management skills; job role environment skills; contingency management skills). |
| <u>CHCAC2C Provide personal care</u> | |
| <input type="checkbox"/> | Unit is assessed on its own through individual assessment activities |
| <input checked="" type="checkbox"/> | Unit is assessed with other unit/s through holistic assessment activities |

Assessment tools consist of:

- nine written assessments incorporating short answer questioning and a case study
- observation checklist (incorporating third party report).

For this unit, the organisation's assessment materials:

Y N N/A

- sufficiently address all elements and performance criteria
- sufficiently address critical aspects of evidence
- sufficiently address required knowledge
- sufficiently address required skill
- sufficiently address context and consistency of assessment requirements
- comply with training package or course assessment guidelines
- provide for judgement to be made on basis of sufficient, valid, authentic and current evidence
- align to the training and assessment strategy.

The organisation has:

Y N

- developed suitable benchmark criteria for all assessment tools
- provided information to students about the context and purpose of assessment
- developed and implemented mechanisms to provide feedback to learners on assessment outcomes
- gathered and recorded the employer's support for the competency decision (apprentices and trainees only)
- gathered sufficient evidence to make a valid judgement of competence (including RPL outcomes) for all students reviewed.
 - Gloria Buan – PPP funded
 - Joanne Dacayanan.

The overall assessment process for this unit:

- is valid, reliable, flexible and fair
- addresses employability skills, where relevant
- addresses departmental Position Statements, where relevant
- considers all dimensions of competency (task skills, task management skills; job role environment skills; contingency management skills).

Validation of User Choice funding claims was audited for this qualification: Yes No

CHC30402 Certificate III in Children's Services

Assessment mode/s: face to face and correspondence

Assessment venue/s: workplace and RTO

CHCIC1C Interact effectively with children

CHCPR1C Deliver services/activities to stimulate children's development and enhance their leisure

- Unit is assessed on its own through individual assessment activities
- Unit is assessed with other unit/s through holistic assessment activities

Assessment tools consist of:

- assessment booklet containing written assessment tasks
- skills assessment – workplace supervisor's observation.

For this unit, the organisation's assessment materials:

Y N N/A

- sufficiently address all elements and performance criteria
- sufficiently address critical aspects of evidence

- sufficiently address required knowledge
- sufficiently address required skill
- sufficiently address context and consistency of assessment requirements
- comply with training package or course assessment guidelines
- provide for judgement to be made on basis of sufficient, valid, authentic and current evidence
- align to the training and assessment strategy.

The organisation has:

- | | | |
|-------------------------------------|--------------------------|---|
| Y | N | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | developed suitable benchmark criteria for all assessment tools |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | provided information to students about the context and purpose of assessment |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | developed and implemented mechanisms to provide feedback to learners on assessment outcomes |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> gathered and recorded the employer's support for the competency decision (apprentices and trainees only) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> gathered sufficient evidence to make a valid judgement of competence (including RPL outcomes) for all students reviewed. |

- Ellie Hays
- Jacquelyne Lindsay
- Katie Macgregor.

The overall assessment process for this unit:

- is valid, reliable, flexible and fair
- addresses employability skills, where relevant
- addresses departmental Position Statements, where relevant
- considers all dimensions of competency (task skills, task management skills; job role environment skills; contingency management skills).

Validation of User Choice funding claims was audited for this qualification:

- Yes No

If YES; notes impacting on validation of User Choice funding claims:

- User Choice claims validated.

CHC30708 Certificate III in Children's Services

Assessment mode/s: face to face and correspondence

Assessment venue/s: workplace and RTO

CHCIC301D Interact effectively with children

Assessment tools consist of:

- written questions, scenarios (nine assessments)
- practical on job placement – observation checklist

CHCPR301A Provide experiences to support children's play and learning

Assessment tools consist of:

- written questions
- project
- skills assessment – observation checklist

- Units are assessed on its own through individual assessment activities
- Unit is assessed with other unit/s through holistic assessment activities

For this unit, the organisation's assessment materials:

- | | | |
|-------------------------------------|--------------------------|--|
| Y | N | N/A |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | sufficiently address all elements and performance criteria |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> sufficiently address critical aspects of evidence |

| |
|--|
| <input checked="" type="checkbox"/> <input type="checkbox"/> sufficiently address required knowledge <input checked="" type="checkbox"/> <input type="checkbox"/> sufficiently address required skill <input checked="" type="checkbox"/> <input type="checkbox"/> sufficiently address context and consistency of assessment requirements <input checked="" type="checkbox"/> <input type="checkbox"/> comply with training package or course assessment guidelines <input checked="" type="checkbox"/> <input type="checkbox"/> provide for judgement to be made on basis of sufficient, valid, authentic and current evidence <input checked="" type="checkbox"/> <input type="checkbox"/> align to the training and assessment strategy. |
| The organisation has: Y N <input checked="" type="checkbox"/> <input type="checkbox"/> developed suitable benchmark criteria for all assessment tools <input checked="" type="checkbox"/> <input type="checkbox"/> provided information to students about the context and purpose of assessment <input checked="" type="checkbox"/> <input type="checkbox"/> developed and implemented mechanisms to provide feedback to learners on assessment outcomes <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> gathered and recorded the employer's support for the competency decision (apprentices and trainees only) <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> gathered sufficient evidence to make a valid judgement of competence (including RPL outcomes) for all students reviewed. <ul style="list-style-type: none"> • Nil. |
| The overall assessment process for this unit: <input checked="" type="checkbox"/> <input type="checkbox"/> is valid, reliable, flexible and fair <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> addresses employability skills, where relevant <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> addresses departmental <u>Position Statements</u> , where relevant <input checked="" type="checkbox"/> <input type="checkbox"/> considers all dimensions of competency (task skills, task management skills; job role environment skills; contingency management skills). |
| Validation of User Choice funding claims was audited for this qualification: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| CHC40308 Certificate IV in Disability Assessment mode/s: face to face and correspondence Assessment venue/s: workplace |
| <u>CHCICS402A Facilitate individualised plans</u> <input checked="" type="checkbox"/> Unit is assessed on its own through individual assessment activities <input type="checkbox"/> Unit is assessed with other unit/s through holistic assessment activities Assessment tools consist of: <ul style="list-style-type: none"> • three written assessments • observation checklist (incorporating third party report). For this unit, the organisation's assessment materials: Y N N/A <input checked="" type="checkbox"/> <input type="checkbox"/> sufficiently address all elements and performance criteria <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> sufficiently address critical aspects of evidence <input checked="" type="checkbox"/> <input type="checkbox"/> sufficiently address required knowledge <input checked="" type="checkbox"/> <input type="checkbox"/> sufficiently address required skill <input checked="" type="checkbox"/> <input type="checkbox"/> sufficiently address context and consistency of assessment requirements <input checked="" type="checkbox"/> <input type="checkbox"/> comply with training package or course assessment guidelines <input checked="" type="checkbox"/> <input type="checkbox"/> provide for judgement to be made on basis of sufficient, valid, authentic and current evidence <input checked="" type="checkbox"/> <input type="checkbox"/> align to the training and assessment strategy. |
| The organisation has: Y N <input type="checkbox"/> <input checked="" type="checkbox"/> developed suitable benchmark criteria for all assessment tools <input type="checkbox"/> <input checked="" type="checkbox"/> provided information to students about the context and purpose of assessment |

developed and implemented mechanisms to provide feedback to learners on assessment outcomes
 gathered and recorded the employer's support for the competency decision (apprentices and trainees only)
 gathered sufficient evidence to make a valid judgement of competence (including RPL outcomes) for all students reviewed.
 • NIL delivery.

The overall assessment process for this unit:

is valid, reliable, flexible and fair
 addresses employability skills, where relevant
 addresses departmental Position Statements, where relevant
 considers all dimensions of competency (task skills, task management skills; job role environment skills; contingency management skills).

CHCDIS405A Facilitate skills development and maintenance

- Unit is assessed on its own through individual assessment activities
 Unit is assessed with other unit/s through holistic assessment activities

Assessment tools consist of:

- three written tasks
- observation checklist (incorporating third party report).

For this unit, the organisation's assessment materials:

Y N N/A

- sufficiently address all elements and performance criteria
 sufficiently address critical aspects of evidence
 sufficiently address required knowledge
 sufficiently address required skill
 sufficiently address context and consistency of assessment requirements
 comply with training package or course assessment guidelines
 provide for judgement to be made on basis of sufficient, valid, authentic and current evidence
 align to the training and assessment strategy.

The organisation has:

Y N

- developed suitable benchmark criteria for all assessment tools
 provided information to students about the context and purpose of assessment
 developed and implemented mechanisms to provide feedback to learners on assessment outcomes
 gathered and recorded the employer's support for the competency decision (apprentices and trainees only)
 gathered sufficient evidence to make a valid judgement of competence (including RPL outcomes) for all students reviewed.
 • NIL delivery.

The overall assessment process for this unit:

- is valid, reliable, flexible and fair
 addresses employability skills, where relevant
 addresses departmental Position Statements, where relevant
 considers all dimensions of competency (task skills, task management skills; job role environment skills; contingency management skills).

Validation of User Choice funding claims was audited for this qualification: Yes No

CHC50302 Diploma of Children's Services

Assessment mode/s: face to face and correspondence

Assessment venue/s: workplace

CHCCN8B Plan care routines

- Units are assessed on its own through individual assessment activities
 Unit is assessed with other unit/s through holistic assessment activities

Assessment tools consist of:

- assessment 1 – personal philosophy
- assessment 2 – routines
- assessment 3 – review of routines
- assessment 4 – considerations and strategies regarding routines
- observation checklist (incorporating third party report – copy of training record book).

CHCIC10C Establish and implement plans for developing responsible behaviour

Assessment tools consist of:

- assignment (1250 words)
- two scenarios
- observation checklist (incorporating third party report – copy of training record book).

For this unit, the organisation's assessment materials:

Y N N/A

- sufficiently address all elements and performance criteria
 sufficiently address critical aspects of evidence
 sufficiently address required knowledge
 sufficiently address required skill
 sufficiently address context and consistency of assessment requirements
 comply with training package or course assessment guidelines
 provide for judgement to be made on basis of sufficient, valid, authentic and current evidence
 align to the training and assessment strategy.

The organisation has:

Y N

- developed suitable benchmark criteria for all assessment tools
 provided information to students about the context and purpose of assessment
 developed and implemented mechanisms to provide feedback to learners on assessment outcomes
 gathered and recorded the employer's support for the competency decision (apprentices and trainees only)
 gathered sufficient evidence to make a valid judgement of competence (including RPL outcomes) for all students reviewed.
- Brooke Hood – User Choice funded
 - Marika Thurston – User Choice funded
 - Terri-ann Kay – User Choice funded.

The overall assessment process for this unit:

- is valid, reliable, flexible and fair
 addresses employability skills, where relevant
 addresses departmental Position Statements, where relevant
 considers all dimensions of competency (task skills, task management skills; job role environment skills; contingency management skills).

| Validation of User Choice funding claims was audited for this qualification: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-------------------------------------|---|--|-------------------------------------|-------------------------------------|---|-------------------------------------|--|---|-------------------------------------|--------------------------|---|-------------------------------------|--------------------------|---|---|-------------------------------------|---|--|-------------------------------------|-------------------------------------|--------------------------|--|---|-------------------------------------|--------------------------|--|--|-------------------------------------|--------------------------|--|--|-------------------------------------|--------------------------|--|--|
| If YES; notes impacting on validation of User Choice funding claims: <ul style="list-style-type: none"> • User Choice claims were validated. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CHC50608 Diploma of Community Services Work Assessment mode/s: face to face and correspondence Assessment venue/s: workplace | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u><i>CHCCM503C Develop, facilitate and monitor all aspects of case management</i></u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> Unit is assessed on its own through individual assessment activities <input type="checkbox"/> Unit is assessed with other unit/s through holistic assessment activities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment tools consist of: <ul style="list-style-type: none"> • four written assessments and a scenario • observation checklist (incorporating third party report). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| For this unit, the organisation's assessment materials: <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: left; padding-right: 10px;">Y</th> <th style="text-align: left; padding-right: 10px;">N</th> <th style="text-align: left; padding-right: 10px;">N/A</th> <th></th> </tr> </thead> <tbody> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td>sufficiently address all elements and performance criteria</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>sufficiently address critical aspects of evidence</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td>sufficiently address required knowledge</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td>sufficiently address required skill</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td>sufficiently address context and consistency of assessment requirements</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td>comply with training package or course assessment guidelines</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td>provide for judgement to be made on basis of sufficient, valid, authentic and current evidence</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td>align to the training and assessment strategy.</td> </tr> </tbody> </table> | Y | N | N/A | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | sufficiently address all elements and performance criteria | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | sufficiently address critical aspects of evidence | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | sufficiently address required knowledge | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | sufficiently address required skill | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | sufficiently address context and consistency of assessment requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | comply with training package or course assessment guidelines | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | provide for judgement to be made on basis of sufficient, valid, authentic and current evidence | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | align to the training and assessment strategy. |
| Y | N | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | | sufficiently address all elements and performance criteria | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | sufficiently address critical aspects of evidence | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | | sufficiently address required knowledge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <input checked="" type="checkbox"/> | <input type="checkbox"/> | | sufficiently address context and consistency of assessment requirements | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | | comply with training package or course assessment guidelines | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <input checked="" type="checkbox"/> | <input type="checkbox"/> | | align to the training and assessment strategy. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Y | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | developed suitable benchmark criteria for all assessment tools | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | provided information to students about the context and purpose of assessment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | developed and implemented mechanisms to provide feedback to learners on assessment outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> gathered and recorded the employer's support for the competency decision (apprentices and trainees only) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> gathered sufficient evidence to make a valid judgement of competence (including RPL outcomes) for all students reviewed. <ul style="list-style-type: none"> • Nil delivery. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <input checked="" type="checkbox"/> | <input type="checkbox"/> | is valid, reliable, flexible and fair | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> addresses employability skills, where relevant | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> addresses departmental <u>Position Statements</u> , where relevant | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <u><i>CHCCS500A Conduct complex assessment and referral</i></u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> Unit is assessed on its own through individual assessment activities <input type="checkbox"/> Unit is assessed with other unit/s through holistic assessment activities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment tools consist of: <ul style="list-style-type: none"> • six written assessments • observation checklist (incorporating third party report). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

For this unit, the organisation's assessment materials:

- | Y | N | N/A | |
|-------------------------------------|-------------------------------------|--------------------------|--|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | | sufficiently address all elements and performance criteria |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | sufficiently address critical aspects of evidence |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | | sufficiently address required knowledge |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | | sufficiently address required skill |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | | sufficiently address context and consistency of assessment requirements |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | | comply with training package or course assessment guidelines |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | | provide for judgement to be made on basis of sufficient, valid, authentic and current evidence |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | | align to the training and assessment strategy. |

The organisation has:

- | Y | N | |
|-------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | developed suitable benchmark criteria for all assessment tools |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | provided information to students about the context and purpose of assessment |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | developed and implemented mechanisms to provide feedback to learners on assessment outcomes |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> gathered and recorded the employer's support for the competency decision (apprentices and trainees only) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> gathered sufficient evidence to make a valid judgement of competence (including RPL outcomes) for all students reviewed. |
- Nil delivery.

The overall assessment process for this unit:

- | | | |
|-------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | is valid, reliable, flexible and fair |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> addresses employability skills, where relevant |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> addresses departmental <u>Position Statements</u> , where relevant |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | considers all dimensions of competency (task skills, task management skills; job role environment skills; contingency management skills). |

Validation of User Choice funding claims was audited for this qualification: Yes No

HLT32807 Certificate III in Health Support Services (partial delivery)

Assessment mode/s: face to face and correspondence

Assessment venue/s: workplace and distance

HLTFS207B Follow basic food practices

HLTNA302B Plan and evaluate meals and menus to meet recommended dietary guidelines

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Unit is assessed on its own through individual assessment activities |
| <input type="checkbox"/> | Unit is assessed with other unit/s through holistic assessment activities |

Assessment tools consist of:

- smallPrint assessment tools – eight workbook assessment activities; six written/oral questions; three projects; supervisor/third party/assessor demonstration report
- skills assessment (RTO's tool).

For this unit, the organisation's assessment materials:

- | Y | N | N/A | |
|-------------------------------------|--------------------------|--------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | | sufficiently address all elements and performance criteria |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | sufficiently address critical aspects of evidence |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | | sufficiently address required knowledge |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | | sufficiently address required skill |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | | sufficiently address context and consistency of assessment requirements |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | | comply with training package or course assessment guidelines |

| | | |
|--|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | provide for judgement to be made on basis of sufficient, valid, authentic and current evidence |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | align to the training and assessment strategy. |
| The organisation has: | | |
| Y | N | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | developed suitable benchmark criteria for all assessment tools |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | provided information to students about the context and purpose of assessment |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | developed and implemented mechanisms to provide feedback to learners on assessment outcomes |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> gathered and recorded the employer's support for the competency decision (apprentices and trainees only) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> gathered sufficient evidence to make a valid judgement of competence (including RPL outcomes) for all students reviewed. |
| | | <ul style="list-style-type: none"> NIL delivery. |
| The overall assessment process for this unit: | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | is valid, reliable, flexible and fair |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> addresses employability skills, where relevant |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> addresses departmental <u>Position Statements</u> , where relevant |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | considers all dimensions of competency (task skills, task management skills; job role environment skills; contingency management skills). |
| Validation of User Choice funding claims was audited for this qualification: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | |

Standard 2: The RTO adheres to principles of access and equity and maximises outcomes for its clients.

| | | |
|-------------------------------------|---|--|
| 2.1: | The RTO continuously improves client services by collecting, analysing and acting on relevant data. | |
| Intent: | <i>Client services meet clients' needs and are continuously improved in accordance with data collected about their effectiveness.</i> | |
| | At time of audit: <input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Not Compliant | |
| The organisation: | | |
| Y | N | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | establishes what client needs are |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | collects data about whether these needs are being met |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | systematically improves services in response to this data. |

| | | | |
|---|---|--|---|
| 2.2: | Before clients enrol or enter into a contract, the RTO informs them about the training, assessment and support services to be provided and about their rights and obligations. | | |
| Intent: | <i>Clients are provided with accurate and sufficient information to make an informed choice about their enrolment and/or contractual agreement.</i> | | |
| | At time of audit: <input type="checkbox"/> Compliant <input checked="" type="checkbox"/> Not Compliant | | |
| The organisation: | | | |
| Y | N | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | provides appropriate information to prospective clients and learners | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | ensures the information is accurate, current and not misleading | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | provides the information systematically. | |
| Induction information contains <u>User Choice specific information</u> regarding: | | | |
| Y | N | NA | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | rate of student contribution fees |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | how student contribution fees are calculated (Unit nominal hours X rate per nominal hour) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | student contribution fee partial and full exemption categories and rates |

- | | | | |
|-------------------------------------|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | terms to apply for full or partial contribution fee exemption |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | rate of student contribution fees for recognition of prior learning applications |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | reference to full or proportionate refunds for units not commenced or commenced but not completed. |

2.3: Employers and other parties who contribute to each learner's training and assessment are engaged in the development, delivery and monitoring of training and assessment.

Intent: *Learners, including apprentices and trainees, receive support from all parties engaged in their training and assessment.*

At time of audit:
 Compliant
 Not Compliant
 Not Applicable

The organisation:

- Y N
- involves workplace personnel in planning relevant workplace programs
 - ensures that the training and assessment program makes full use of opportunities at the workplace
 - monitors each learner's progress and the support provided to them by the workplace
 - aligns with the department's *Employer contribution to assessment decisions* Position Statement.

2.4: Learners receive training, assessment and support services that meet their individual needs.

Intent: *Learners have every reasonable opportunity to complete their training program.*

At time of audit:
 Compliant
 Not Compliant

The organisation ensures that:

- Y N
- individual learners' needs are systematically assessed
 - learners know how to access the services they will require to complete their training and assessment program.

Standard 3: Management systems are responsive to the needs of clients, staff and stakeholders and the environment in which the RTO operates.

3.1: The RTO uses a systematic and continuous improvement approach to the management of operations.

Intent: *The management system ensures that the RTO meets the AQTF 2007 Essential Standards for Registration and any legislation and regulations under which it is registered.*

At time of audit:
 Compliant
 Not Compliant

The organisation ensures that:

- Y N
- there is relevant and sufficient documentation of management systems for the scope and scale of its operations
 - staff know and meet their responsibilities for implementing the system
 - the system is systematically monitored and improved.

3.2: The RTO monitors training and/or assessment services provided on its behalf to ensure that they comply with all aspects of the AQTF 2007 Essential Standards for Registration.

Intent: *Services delivered under partnership arrangements comply with the AQTF 2007 Essential Standards for Registration.*

At time of audit:
 Compliant
 Not Compliant
 Not Applicable

The organisation manages training and assessment provided on its behalf by:

- Y N
- documenting or recording agreements that cover the responsibilities of both parties
 - monitoring the implementation of these agreements
 - making improvements where required.

| | | |
|--|--|---|
| 3.3: The RTO manages records to ensure their accuracy and integrity. | | |
| Intent: | <i>Records maintained by the RTO support the continuous improvement of its operations and provide evidence of compliance with the AQTF 2007 Essential Standards for Registration.</i> | At time of audit: <input type="checkbox"/> Compliant <input checked="" type="checkbox"/> Not Compliant |
| Y N | | |
| <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | The organisation uses a systematic approach that ensures it maintains all records relevant to its operations as an RTO, including the continuous improvement of its operations. | |
| <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | The organisation complies with the department's <u>Retention of Student Results and Assessment Records Policy for RTOs</u> . | |
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Qualifications and statements of attainment comply with the requirements of the <u>AQF Implementation Handbook</u> and the relevant training package or accredited course. | |
| Clause 3 (h): The Supplier must comply with the User Choice Fees and Charges requirements set out in Appendix 3. | | |
| The organisation has: | | |
| Y N NA | | |
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | charged student contribution fees for all students at AQF Level II and above | |
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | calculated student contribution fees based on the correct number of nominal hours | |
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | calculated student contribution fees at the correct rates | |
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | charged any additional fees in accordance with Schedule 1 of the <i>Vocational Education, Training and Employment Regulation 2000</i> | |
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | calculated partial student contribution fee exemptions at the correct rate | |
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | retained sufficient evidence to support the granting of partial student contribution fee exemptions | |
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | not charged any school based student contribution fees (post 1 July 2006) | |
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | retained sufficient evidence to support the provision of full and partial refunds. | |
| Clause 6 (a): The Supplier must fully and correctly provide to the Department the reports set out in Item 1 of Appendix 5 in accordance with the timeframes set out in Item 2 of that Appendix. | | |
| For <u>User Choice requirements</u> relating to <u>AVETMISS</u> data submission and records retention, the organisation has: | | |
| Y N NA | | |
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | correctly reported the Delivery Mode Identifier of the predominant mode of delivery | |
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | retained sufficient evidence to support Outcome Identifier Code 20 – competency achieved | |
| <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | retained sufficient evidence to support Outcome Identifier Code 30 – competency not achieved; but the student has attempted <u>all</u> assessment requirements | |
| <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | retained sufficient evidence to support Outcome Identifier Code 40 – withdrawn; but the student has participated in <u>some</u> learning activity prior to withdrawing | |
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | retained sufficient evidence to support Outcome Identifier Code 51 – recognition of prior learning granted | |
| <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | retained sufficient evidence to support Outcome Identifier Code 52 – recognition of prior learning not granted | |
| <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | retained sufficient evidence to support Outcome Identifier Code 53 – recognition of current competency granted | |
| <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | retained sufficient evidence to support Outcome Identifier Code 54 – recognition of current competency not granted | |
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | retained sufficient evidence to support Outcome Identifier Code 60 – credit transfer | |
| <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | retained sufficient evidence to support SRT0 1 Administration Payment – either an induction was conducted and training plan developed prior to the student's training contract being cancelled; or the student changed SRTOs | |
| <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | submitted AVETMISS postcodes that accurately reflect the location in which the majority of training has been undertaken. | |

Clause 7 (b) Unless otherwise specified, the Department will not pay, without limitation, the Supplier for the provision of the Services set out in Item 5 of Appendix 6.

The organisation has:

Y N

- | | | |
|-------------------------------------|--------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | not been funded in any instances where an entire qualification has been achieved through RPL |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | not submitted claims for payment for units in excess of the competency count for that qualification |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | not submitted claims for payment for units of competency previously assessed as competent |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | not, unless approved by the department, provided services to apprentices/trainees employed within the Cape York Region. |

Clause 18: The Supplier must collect and retain documents, records and information in accordance with Appendix 2.

The organisation has:

- | | | | |
|-------------------------------------|--------------------------|-------------------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | a process in place to determine the eligibility of trainees when Schedule A identifies priority population group 3 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | retained sufficient evidence to substantiate the eligibility of all trainees |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | implemented and retained the full range of assessment evidence as per assessment master versions |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | retained full and complete records of each participant's participation |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a process in place to capture the employer's verification regarding the on-the-job component |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | retained evidence to support that the on-the-job training component has been achieved for each Unit of Competency/Module per each individual participant prior to submission of claims for payment |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | accurately submitted AVETMISS end dates. |