



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

Audit Date: 25th – 26th March 2015

Applicant: Williamstown Community and Education
Centre Inc

Applicant Details			
Applicant Name	Williamstown Community and Education Centre Inc	TOID	4640
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Audit Team			
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Auditor/s		Other Attendees	
Registering Body Details			
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Audit Details			
Type of Audit	Re-registration Audit		
Conditions Audited	1, 2, 3, 6, 7, 8, 9		
Standards Audited	1.1, 1.2, 1.3, 1.4, 1.5	2.1, 2.2, 2.3, 2.5, 2.6, 2.7	3.1, 3.2, 3.4
VRQA Guidelines Audited	1, 2, 3, 4, 5		
Audit Date/s	25 th – 26 th March 2015		
RTO Background			
Williamstown Community and Education Centre Inc (WCEC) gained initial registration as an RTO in 1997, with the organisation's head office and training centre located in Williamstown. The organisation provides nationally recognised and non-nationally recognised training and assessment services to a wide target group within local and surrounding communities. Varied funding arrangements are in place for training and assessment services including a current Higher Education Skills Group contract for eligible students; other funding sources and to a lesser extent fee for service arrangements are also available for non-eligible students/programs. WCEC attracts a diverse range of participants, with a focus on older, ESL and disadvantaged learners seeking to enhance employment opportunities as well as social and community participation. WCEC has strong links and networks with other community centres, local agencies, council and local RTOs. These links with local RTOs and TAFE provide pathways for WCEC students and graduates to other courses. The re-registration audit identified a number of areas for rectification and areas for improvement. RTO representatives were positive about moving forward and addressing non-compliances however they were cognisant of the resources and time that this would take. The audit report was developed with the aim of assisting the WCEC team to ensure that all quality system compliance issues were expediently addressed, as appropriate to its scope and scale of operations.			

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Post Audit

Post audit and in conjunction with the completed acceptance form, the RTO submitted a rectification action plan and a range of documents in support of rectification.

Qualifications/Units Audited¹

QUALIFICATION/UNIT OF COMPETENCE/ACCREDITED COURSE		
TGA Code	Qualification/Unit of Competence/Accredited Course (as per TGA)	Delivery Site
22235VIC	Certificate I in General Education for Adults (introductory)	Williamstown
22251VIC	Certificate II in EAL (Access)	Williamstown
22257VIC	Certificate IV in EAL (Employment/Professional)	Williamstown
22250VIC	Certificate I in EAL (Access)	Williamstown

Interviewee(s) – Staff name and position; employer name and position

Mark Brophy	Centre Manager
Lynne Hewet	Education Coordinator
Lara Janka	Finance and Administration Coordinator

Permanent Delivery Sites –

Do the RTO's permanent delivery sites match the information provided by the VRQA?	Yes	No
	X	

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



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Audit Summary - AQTF Conditions of Registration

AQTF Conditions	Compliant	Non - Compliant	Not audited
1 Governance		X	
2 Interactions with the Registering Body	X		
3 Compliance with Legislation		X	
4 Insurance			X
5 Financial Management			X
6 Certification & Issuing of Qualifications & Statements of Attainment		X	
7 Recognition of Qualifications Issued by other RTOs		X	
8 Accuracy and Integrity of Marketing	X		
9 Transition to Training Packages/Expiry of Accredited Courses	X		

Summary of Non-Compliance

CF.1.1.1

The Re-registration Audit identified a number of non-compliances with the AQTF Essential Conditions and Standards, confirming that these requirements had not been fully and/or effectively implemented.

CF.3.1.1

With regard to Commonwealth and State legislation relevant to the RTO's operations and scope of registration, there was no process in place to monitor the currency of legislation or for monitoring compliance with such legislation.

CF.3.1.2

There was no communication strategy in place which informed students of legislative information and the relevance of such information to their participation in VET courses.

CF.6.1.1

Certificates and Statements of Attainment issued by the RTO did not meet current Australian Qualifications Framework (AQF) requirements.

CF.7.1.1

The RTO did not have a process in place for the recognition of AQF Qualifications and Statements of Attainment issued by any other RTO.

CF.7.1.2

The RTO did not have a communication strategy in place to inform staff about national recognition or their roles and responsibilities in relation to the national recognition process.



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Audit Summary - AQTF Standards

AQTF Standards/Elements	Compliant	Non-Compliant	Not audited
Standard 1		X	
1.1 – Continuous Improvement Strategy	X		
1.2 – Training and Assessment Strategies		X	
1.3 – Training and Assessment Resources		X	
1.4 – Trainer and Assessor Competency		X	
1.5 – Assessment Strategies		X	
Standard 2		X	
2.1 – Meeting the Needs of Clients	X		
2.2 – Continuous Improvement of Client Services		X	
2.3 – Provision of Information to Clients	X		
2.4 – Third-Party Engagement in Training and Assessment			X
2.5 – Provision of Support Services to Clients	X		
2.6 – Learner Access to Records of Participation	X		
2.7 – Complaints and Appeals Strategy		X	
Standard 3	X		
3.1 – Operations Management	X		
3.2 – Continuous Improvement of Operations	X		
3.3 – Third-Party Training and/or Assessment Services			X
3.4 – Records Management	X		
Summary of Non-Compliance			
SF.1.2.1 – SF.1.2.4 The training and assessment strategies for 22235VIC Certificate I in General Education for Adults (Introductory), 22251VIC Certificate II in EAL (Access), 22257VIC Certificate IV in EAL (Employment/Professional) and 22250VIC Certificate I in EAL (Access) had a number of omissions including: • Abbreviated delivery hours with no explanation or rationale • Staffing arrangements were not accurate • Delivery and assessment program plans or schedules were not in place • Industry consultation was only in relation to elective choice • Processes for monitoring and regular review of the TAS' were not in place.			
SF.1.3.1 Gaps in assessment materials were noted across sampled units/modules – Refer Standard 1.5 and Guideline 5.1 for further details.			



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SF.1.3.2

Training, learning and assessment materials were not in place for BSBITU304A Produce spreadsheets.

SF.1.3.3 and SF 1.4.1

Offers for or employment of training and assessment staff for the 22257VIC Certificate IV in EAL (Employment/Professional), and 22250VIC Certificate I in EAL (Access) were not in place.

SF.1.5.1, SF1.5.2, SF1.5.4 and SF1.5.5

Assessment methods did not align with those identified in the training and assessment strategies for 22235VIC Certificate I In General Education for Adults (Introductory), 22251VIC Certificate II in EAL (Access), 22257VIC Certificate IV in EAL (Employment/Professional) and 22250VIC Certificate I in EAL (Access).

SF.1.5.3

22257VIC Certificate IV in EAL (Employment/Professional)

Assessment processes and related assessment tools, instruments and documentation were not in place for BSBITU304A (Also refer 1.3)

SF.1.5.6

No systematic process for validation was in place. RTO representatives indicated that validation was undertaken in conjunction with a local cluster of RTOs, however, of the units sampled only two had been validated.

SF.2.2.1

The RTO had not identified or implemented a strategy for the continuous improvement of client services by collecting, analysing and acting upon relevant data.

SF.2.7.1 - SF2.7.4

The complaint s and appeals policies and procedures had a number of omissions.



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Audit Summary – VRQA Guidelines for VET Providers

VRQA Guidelines	Compliant	Non - Compliant	Not audited
1. Governance, Probity and Compliance		X	
1.1 – Strategic Plan and Business Plan			X
1.2 – Financial Viability			X
1.3 – Management Systems		X	
1.4 – Organisational Governance			X
1.5 – Academic/Educational Governance	X		
1.6 – Change Reporting			X
2. Quality Assurance, Review and Evaluation Processes		X	
2.1 – Course Quality		X	
2.2 – Cheating and Plagiarism		X	
2.3 – Quality Education and Training	X		
3. Student Enrolment Records and Certification	X		
3.4 – Provision of Courses to Domestic Students	X		
4. Student Learning Outcomes and Welfare Services	X		
4.1 – Maximum Daily Hours of Attendance	X		
4.2 – Out of Hours Attendance	X		
4.4 – Student Safety	X		
5. Teaching, Learning and Assessment		X	
5.1 – Capacity to Deliver Scope of Registration		X	

Summary of Non-Compliance

GF.1.3.1

The trainer matrix did not map vocational competence or vocational experience to units of competency.

GF.1.3.2

A signed CV was in place, however employment details were not current and vocational experience and skills were in outline only, as such it was not possible to establish whether the trainer and assessor had current and relevant vocational experience, knowledge and skills.

GF.2.1.1

There were no processes in place to manage assessment moderation, and no moderation schedule in place. RTO representatives indicated that moderation was undertaken in conjunction with a local cluster of RTOs, however, of the units sampled none had been moderated.



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GF.2.2.1 – GF2.2.3

A Cheating and Plagiarism Policy was in place, however, it had a number of omissions.

GF.5.1.1

Training and assessment materials were not in place for all units of competency.

GF.5.1.2

Training and assessing staffing arrangements were not in place for 22257VIC and 22250VIC.

GF.5.1.3

Assessment methods identified within Training and Assessment Strategies did not consistently reflect assessment methods at unit level.

GF.5.1.4

Clear written information was not provided to students as to how each unit was to be assessed.

GF.5.1.5

The RTO could not demonstrate that assessment approaches met the requirements of each unit of competency.

GF.5.1.6

Assessment criteria/model answers were not in place for each assessment activity.

GF.5.1.7

Assessment record sheets/tools were not in place for each assessment activity/task.

GF.5.1.8

Validation processes had not been consistently implemented across all units of competency.



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Detailed Findings - AQTF Conditions of Registration

CONDITION 1 - Governance			Non-Compliant
CF.1.1	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
CF.1.1	The Re-registration Audit identified a number of non-compliances with the AQTF Essential Conditions and Standards, confirming that these requirements had not been fully and/or effectively implemented.	Refer following sections of audit report.	Williamstown Community and Education Centre (WCEC) is required to review all systems, processes and documentation supporting the management and operations of the RTO and ensure that these are current and consistent with the requirements of the AQTF Essential Conditions and Standards.
Improvement Opportunities			
CI.1.1	Document a timeframe for renewal of National Police Checks and FPPR declarations and disseminate this requirement to all relevant staff and stakeholders.		



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CONDITION 2: Interactions with the Registering Body			Compliant
Finding	Evidence/Documentation Reviewed	Required Rectification(s)	
Management had ensured that the RTO cooperated with its registering body as confirmed by submission of applications and reports.	• VRQA Application for Re-registration. • Submission of documentation related to Financial Health Assessment • VRQA report of Quality Indicator Learner Engagement data	N/A	



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CONDITION 3 - Compliance with Legislation			
CF.3.1.1	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
CF.3.1.1	With regard to Commonwealth and State legislation relevant to the RTO's operations and scope of registration, there was no process in place to monitor the currency of legislation or for monitoring compliance with such legislation.	Nil	WCEC is required to develop processes for monitoring the currency of legislative obligations and for disseminating such updates to staff and students.
CF.3.1.2	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
CF.3.1.2	There was no communication strategy in place which informed students of legislative information and the relevance of such information to their participation in VET courses.	• RTO Website • Student Handbook	WCEC is required to develop and disseminate a communication strategy which informs students of legislation which is relevant to their participation in VET courses.



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CONDITION 6- Certification & Issuing of Qualifications & Statements of Attainment		
CF.6.1.1 Finding	Evidence/Documentation Reviewed	Required Rectification(s)
Certificates and Statements of Attainment issued by the RTO did not meet current Australian Qualifications Framework (AQF) requirements:	• Certification process verbally outlined by Education Coordinator • Certificate template: – Course nomenclature not detailed in full – NRT applied in wrong colour – A seal/watermark or corporate identifier or similar was not in place • Statement of Attainment Robin Rashet (various units): – NRT applied in wrong colour – Explanatory statement not current – AQF statement incorrectly noted – A seal/watermark or corporate identifier or similar was not in place	WCEC is required to issue Certificates and Statements of Attainment which meet current Australian Qualifications Framework (AQF) requirements.
Improvement Opportunities		
CI.6.1	The RTO should consider developing a documented process to manage the issuance and reissuance of Certificates and Statements of Attainment.	



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CONDITION 7 - Recognition of Qualifications Issued by other RTOs				Non-Compliant
CF.7.1.1	Finding	Evidence/Documentation Reviewed	Required Rectification(s)	
	The RTO did not have a process in place for the recognition of AQF Qualifications and Statements of Attainment issued by any other RTO.	No processes in place, only a statement of intent.	WCEC is required to develop and implement a process for the recognition of AQF qualifications and Statements of Attainment issued by any RTO.	
CF.7.1.2	Finding	Evidence/Documentation Reviewed	Required Rectification(s)	
	The RTO did not have a communication strategy in place to inform staff about national recognition or their roles and responsibilities in relation to the national recognition process.	Nil	WCEC is required to develop a communication strategy which informs staff about national recognition or their roles and responsibilities in relation to the national recognition process.	

Improvement Opportunities	
CI.7.1	Formalise pre-enrolment information provided to applicants by developing a written communication strategy which informs applicants about national recognition and the national recognition application process.



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CONDITION 8 – Accuracy and Integrity of Marketing			Compliant
Finding	Evidence/Documentation Reviewed	Required Rectification(s)	
The RTO had ensured that its marketing and advertising of AQF qualifications to prospective clients was ethical, accurate and consistent with its scope of registration. The NRT logo was employed in accordance with its conditions of use (minor modification at audit).	- Website - Course brochure - Enrolment Form (permission to use personal image section)	N/A	
Improvement Opportunities			
CI.8.1 Within all marketing materials, ensure course titles are detailed in full and course codes are also in place.			



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CONDITION 9 - Transition to Training Packages/Expiry of Accredited Courses			
Finding	Evidence/Documentation Reviewed	Required Rectification(s)	Compliant
The RTO had provisions in place for the management of the transition from superseded Training Packages and expired accredited courses.	Arrangements for transition were verbally outlined by the Education Coordinator.	N/A	
Improvement Opportunities			
CL9.1 As part of the RTOs risk management strategy formalise processes for transition of superseded Training Packages and expired accredited courses.			



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Detailed Findings - AQTF Standards			
ELEMENT 1.1 - The RTO collects, analyses and acts on relevant data for continuous improvement of training and assessment			
Finding	Evidence/Documentation Reviewed	Required Rectification(s)	Compliant
The RTO had processes in place for the collection and analysis of stakeholder feedback and such data was utilised to initiate improvements to training and assessment.	• Training and Assessment Policy and Continuous Improvement Policy • Verbal discussions with RTO management team re collation, analysis, recording and reporting mechanisms.	N/A	
Improvement Opportunities			
SI.1.1			
• Formalise processes for collation, analysis and reporting of stakeholder feedback. • Include requirement to submit QI data to VRQA by 30 June each calendar year within the process.			



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ELEMENT 1.2 – Strategies for training and assessment meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry			Required Rectification(s)	Non-Compliant
SF.1.2.1	Finding	Evidence/Documentation Reviewed		
22235VIC Certificate I in General Education for Adults (Introductory)	- Course packaging rules, directly from the curriculum, were noted within the TAS, however the units listed by the RTO within the TAS did not meet the packaging rules. Sixteen units were required, only six units were noted within the TAS. - Course hours were noted as six hours x 40 weeks = 240 hours which are well below the nominal hours and no rationale was given as to how quality delivery and assessment outcomes could be achieved in the timeframe. (Nominal hour range: 355 – 440). - Staffing arrangements were identified in the TAS as one trainer (Ms Hynes) and one assessor (Ms Hewet). However it became apparent that Ms Hewet did not have a direct assessment role in the course, and was supervising Ms Hynes who did not have the required assessor competencies. This arrangement needed to be clearly documented within the TAS. - A delivery and assessment program plan or schedule was not in place for the course as a whole. - Ms Anita Cutler from Djerriwarth Education and	22235VIC Certificate I in General Education for Adults (Introductory) Training and Assessment Strategy - Verbal discussions with Education Coordinator	WCEC is required to: - undertake a full review of all Training and Assessment Strategies ensuring details are current, comprehensive and accurate and meet curriculum delivery and assessment requirements; - consult with industry stakeholders in the development of all training and assessment strategy components, and record details of this consultation and, where appropriate action recommendations; and - develop a program plan or similar which provides a schedule of delivery and assessment on a per unit/cluster basis, and required resources to support such delivery and assessment.	



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SF.1.2.2 Finding Employment Services and Ms Meg Higgins from Angliss Neighbourhood House were consulted in the development of the TAS however consultation was limited to electives for the course, and such consultation needed to be broadened to the TAS as a whole. Processes for monitoring and regular review of the TAS were not in place.	Evidence/Documentation Reviewed 22251VIC Certificate II in EAL (Access) Training and Assessment Strategy - Verbal discussion with Education Coordinator	Required Rectification(s) WCEC is required to: - undertake a full review of all Training and Assessment Strategies ensuring details are current, comprehensive and accurate and meet curriculum delivery and assessment requirements; - consult with industry stakeholders in the development of all training and assessment strategy components, and record details of this consultation and, where appropriate, action recommendations; and - develop a program plan or similar which provides a schedule of delivery and assessment on a per unit/cluster basis, and required resources to support such delivery and assessment.
22251VIC Certificate II in EAL (Access) - Course packaging rules directly from the curriculum were noted within the TAS, however the units listed by the RTO within the TAS did not meet the packaging rules. Eight units were required, only four units were noted within the TAS. - Course hours were noted as six hours x 40 weeks = 240 hours which are well below the nominal hours and no rationale was given as to how quality delivery and assessment outcomes could be achieved in the timeframe. (Nominal hour range: 490 - 505). - Staffing arrangements were identified in the TAS as one trainer (Ms Hynes) and one assessor (Ms Hewet). However it became apparent that Ms Hewet did not have a direct assessment role in the course, and was supervising Ms Hynes who did not have the required assessor competencies. This		



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SF-1.2.3 Finding	Evidence/Documentation Reviewed	Required Rectification(s)
arrangement needed to be clearly documented within the TAS. - A delivery and assessment program plan or schedule was not in place for the course as a whole. - Ms Anita Cutler from Djerriwarth Education and Employment Services and Ms Meg Higgins from Angliss Neighbourhood House were consulted in the development of the TAS however consultation were limited to electives for the course, and such consultation needed to be broadened to the TAS as a whole. - Processes for monitoring and regular review of the TAS were not in place.	22257VIC Certificate IV in EAL (Employment/ Professional) Training and Assessment Strategy - Verbal discussion with Education Coordinator	WCEC is required to: - undertake a full review of all Training and Assessment Strategies ensuring details are current, comprehensive and accurate and meet curriculum delivery and assessment requirements; - consult with industry stakeholders in the development of all training and assessment strategy components, and record details of this consultation and, where appropriate, action recommendations; and - develop a program plan or similar which provides a schedule of delivery and assessment on a per
22257VIC Certificate IV in EAL (Employment/Professional) - Course hours were noted as six hours x 40 weeks = 240 hours which are well below the nominal hours and no rationale was given as to how quality delivery and assessment outcomes could be achieved in the timeframe. (Nominal hour range: 390 - 595). - Staffing arrangements were not in place for this course (TBA was noted within the TAS). - A delivery and assessment program plan or schedule was not in place for the course as a		



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SF.1.24 Finding	Evidence/Documentation/Reviewed	Required Rectification(s)
whole. - Ms Anita Cutler from Djerriwarth Education and Employment Services and Ms Meg Higgins from Angliss Neighbourhood House were consulted in the development of the TAS however consultation was limited to electives for the course, and such consultation needed to be broadened to the TAS as a whole. - Processes for monitoring and regular review of the TAS were not in place.	22250VIC Certificate I in EAL (Access) Training and Assessment Strategy - Verbal discussion with Education Coordinator	unit/cluster basis, and required resources to support such delivery and assessment.
22250VIC Certificate I in EAL (Access) - Course packaging rules directly from the curriculum were noted within the TAS, however the units listed by the RTO within the TAS did not meet the packaging rules. Eight units were required and nine units were noted within the TAS, there was no explanation or rationale provided for the additional unit. - Course hours were noted as six hours x 40 weeks = 240 hours which are well below the nominal hours and no rationale was given as to how quality delivery and assessment outcomes could be achieved in the timeframe. (Nominal hour range: 390 – 500). - Staffing arrangements were not in place for this course.		WCEC is required to: - undertake a full review of all Training and Assessment Strategies ensuring details are current, comprehensive and accurate and meet curriculum delivery and assessment requirements; - consult with industry stakeholders in the development of all training and assessment strategy components, and record details of this consultation and, where appropriate, action recommendations; and - develop a program plan or similar which provides a schedule of delivery and assessment on a per unit/cluster basis, and required resources to support such delivery and assessment.



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• A delivery and assessment program plan or schedule was not in place for the course as a whole. • Ms Anita Cutler from Djerriwarth Education and Employment Services and Ms Meg Higgins from Angliss Neighbourhood House were consulted in the development of the TAS however consultation was limited to electives for the course, and such consultation needed to be broadened to the TAS as a whole. • Processes for monitoring and regular review of the TAS were not in place.		
Improvement Opportunities		
SI.1.2. • Ensure the correct course titles are used on all documentation.		