

**Audit Date: 27, 28<sup>th</sup> November 2019**

**RTO: 4640 Williamstown Community and Education Centre Inc**

<b>Applicant Details</b>			
Applicant Name	Williamstown Community and Education Centre Inc	TOID	4640
Address	14 Thompson St, Williamstown, 3016		
	Website	<a href="http://www.williamstown-spotswoodcc.org.au">www.williamstown-spotswoodcc.org.au</a>	
Registration Contact	Mark Brophy, RTO Manager		
Phone Numbers	03 9397 6168, 0401009113	Email	<a href="mailto:manager@wcec.com.au">manager@wcec.com.au</a>
<b>Audit Team</b>			
Audit Firm	Quorum QAA	Auditor/s	Virginia Fenelon
<b>Registering Body Details</b>			
Contact Person	Julie Florence		
Phone Number	9032 1560	Email	<a href="mailto:vet.audit@edumail.vic.gov.au">vet.audit@edumail.vic.gov.au</a>
<b>Audit Details</b>			
Type of Audit	<b>Re-registration Audit</b>		
Conditions Audited	3, 6, 7, 8, 9		
Standards Audited	1.1, 1.2, 1.3, 1.4, 1.5	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7	3.1, 3.2, 3.3, 3.4
2016 VRQA Guidelines Audited		2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8	
	3.1, 3.2, 3.3, 3.4, 3.5	4.1, 4.2, 4.3 to 4.6	
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<b>RTO Background</b>			
<p>Williamstown Community and Education Centre (WCEC) has two sites, one in Williamstown (Joan Kirner House) and one in Spotswood. All accredited training is delivered at the Williamstown site and pre-accredited training is run at both the Williamstown and Spotswood sites.</p> <p>WCEC is currently only delivering two part-time 22485 VIC Certificate II in EAL (Access) programs, one for a Skills First funded general group and one for a SEE Funded group referred from Jobactive providers. WCEC also have 22483VIC Course in EAL (Access) and 22486 VIC Certificate III in EAL (Access) on scope. They are planning to deliver 22483VIC Course in EAL (Access) in Term 4, 2019 and in 2020 for lower level students but are not currently delivering 22486 VIC Certificate III in EAL (Access) and do not anticipate delivering it in 2020.</p> <p>The student cohort undertaking the accredited training in both the Skills First group and the SEE funded 22485 VIC Certificate II in EAL (Access) programs are mostly CALD learners from a diverse range of nationalities with a few English-speaking mature age learners as well. 80% of the Skills First group are on pensions and their main interest in studying is gaining skills to transition to and live in an Australian community setting. They do not have a vocational focus and only want to study part-time. The RTO offers the general group one unit per semester delivered in two sessions a week for 20 weeks. The SEE funded group are</p>			

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required to attend 650 hours of training so they are offered two units each semester delivered in 4 sessions per week. All the CALD students tend to have many physical, mental, or family issues and this affects their attendance and completion of work.

WCEC is actively involved in Learn Local, Neighbourhood House and Learning for Employment (SEE) networks and is currently leading and or participating in several projects developing resources.

The Centre Manager, Dr Mark Brophy, has led two research projects looking at synergies between learning centres and how they can work together.

WCEC also has close links with community agencies and links students to them as needed for counselling, financial, gambling or food/accommodation support.

<b>Qualifications/Units Audited<sup>1</sup></b>		
QUALIFICATION/UNIT OF COMPETENCE/ACCREDITED COURSE		
TGA Code	Qualification/Unit of Competence/Accredited Course (as per TGA)	Delivery Site
22485 VIC	Certificate II in EAL (Access)	14 Thompson St, Williamstown
22486 VIC	Certificate III in EAL (Access)	14 Thompson St, Williamstown

<b>Interviewee(s) – Staff name and position; employer name and position</b>	
Mark Brophy	Centre Manager
Lynne Hewet	Education Coordinator
Lara Janka	Operations Coordinator
Jodie Whitehurst	Trainer 22485VIC Certificate II in EAL (Access)

<b>Permanent Delivery Sites –</b>	Yes	No
Do the RTO's permanent delivery sites match the information provided by the VRQA?	X	

<b>Third party Arrangements –</b>	Yes	No
Do the RTO's third-party arrangements match the information provided by the VRQA?	X	

<sup>1</sup> Samples have been selected in accordance with the VRQA VET Audit Sampling Methodology

**Audit Summary - AQTF Conditions of Registration**

AQTF Conditions		Compliant	Non - Compliant	Not audited
Place an X in the appropriate column				
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		
<b>Summary of Non-Compliance<sup>2</sup></b>				
All Conditions audited were compliant				
<b>Strengths</b>				
The RTO has strong set of policy and procedures and implements them consistently to support their compliance with the Conditions.				

<sup>2</sup> CF = Condition Finding. Finding references are aligned to the Detailed Findings section of this report.

**Audit Summary - AQTF Standards**

AQTF Standards/Elements	Compliant	Non - Compliant	Not audited
<b>Standard 1</b>	<b>X</b>		
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		
<b>Standard 2</b>	<b>X</b>		
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		
<b>Standard 3</b>	<b>X</b>		
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		
<b>Summary of Non-Compliance<sup>3</sup></b>			
All Standards audited were compliant.			
<b>Strengths</b>			
The RTO's training delivery, student services and management of operations were all of a very high level of compliance against the Standards.			

<sup>3</sup> SF = Standard Finding. Finding references are aligned to the Detailed Findings section of this report.

**Audit Summary – 2016 VRQA Guidelines for VET Providers**

2016 VRQA Guidelines	Compliant	Non - Compliant	Not audited
<b>1. Governance, Financial viability and Management systems</b>			
1.1 – Strategic Plan and Business Plan			X
1.2 – Financial Viability			X
1.3 – Management Systems			X
1.4 – Governance			X
<b>2. Transparency and oversight of third parties</b>			
2.1 – Third party agreement			X
2.2 – Co-operation with VRQA			X
2.3 – Notifying VRQA of third party agreements			X
2.4 – Information - Disclosure of third party services			X
2.5 – Pre-enrolment materials - Disclosure of third party services			X
2.6 – Changes to third party services			X
2.7 – Complaints - Third party services			X
2.8 – Appeals - Third party services			X
<b>3. Trainer and assessor qualification (including individuals working under the supervision of a trainer)</b>			
3.1 – Vocational & Industry skill requirements	X		
3.2 – Training and Assessment (TAE) skill requirements	X		
3.3 – Assessment only skill requirements			X
3.4 – Supervision arrangement requirements			X
3.5 – Trainer under supervision skill requirements			X
<b>4. Delivery of training and assessment services</b>			
4.1 – Training and assessment practices	X		
4.2 – Amount of training	X		
4.3 – TAE - Independent validation of assessment system, tools, processes and outcomes			X
4.4 – TAE – Trainer and Assessor skills (1 January 2016 to 31 December 2016)			X
4.5 – TAE – Trainer and Assessor skills (1 January 2017 onwards)			X
4.6 – TAE – Trainer under supervision requirements			X

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4.7 – TAE – Registration requirements			X
<b>5. Annual Declaration of Compliance</b>			
5.1 – Annual Declaration of Compliance			X

**Summary of Non-Compliance<sup>4</sup>**

All guidelines were compliant

**Strengths**

The RTO's training and assessment practices and the amount of training they deliver to students are strongly focused on the particular needs of their mostly CALD student cohort.

<sup>4</sup> GF = Guideline Finding. Finding references are aligned to the Detailed Findings section of this report.

**Detailed Findings - AQTF Conditions of Registration**

**CONDITION 1 - Governance**

**Not audited in  
Phase 2 audit**

**CONDITION 2 - Interactions with the Registering Body**

**Not audited in  
Phase 2 audit**

**CONDITION 3 - Compliance with Legislation**

**Compliant**

**Evidence/Documentation Reviewed**

- Risk Management Compliance Schedule
- Policies and procedures manual
- Teacher generic position description
- Coordinator meeting minutes x 3, 2019
- Teacher meeting minutes x 2, 2019
- Trainer and assessor profile – Jodie Whitehurst
- Interview with trainer Jodie Whitehurst
- RTO newsletters October, November 2019

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<b>CF.3.1</b>	<b>Finding</b>	<b>Required Rectification(s)</b>
	<p>The RTO is aware of its obligations in relation to legislation and communicates to staff re their obligations and advises of updates through staff and Coordinator meetings. Students are made aware of their rights and responsibilities through the Student Handbook, the enrolment process and by ongoing advice from their trainer.</p>	<p><b>NA</b></p>

**CONDITION 4 - Insurance**

**Not audited in  
Phase 2 audit**

**CONDITION 5 - Financial Management**

**Not audited in  
Phase 2 audit**



<b>CONDITION 6 - Certification &amp; Issuing of Qualifications &amp; Statements of Attainment</b>		<b>Compliant</b>
<b>Evidence/Documentation Reviewed</b>		
<ul style="list-style-type: none"> <li>• Training and Assessment policy</li> <li>• Interview with Operations Coordinator</li> <li>• Easystats Student Management System               <ul style="list-style-type: none"> <li>○ Student digital files X 8</li> <li>○ NCVER report – 2018</li> </ul> </li> <li>• Certificate and Statements of Attainment Register</li> <li>• Certificate template</li> <li>• Statement of Attainment template</li> <li>• Student Handbook</li> <li>• Enrolment form</li> <li>• USI: Student Privacy notice</li> </ul>		
<b>CF.6.1</b>	<b>Finding</b>	<b>Required Rectification(s)</b>
	The RTO's processes for certification and issuing of Qualifications and Statements of Attainment meet all the requirements of this Condition, including ensuring all students have a USI.	<b>NA</b>

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<b>CONDITION 7 - Recognition of Qualifications Issued by other RTOs</b>		<b>Compliant</b>
<b>Evidence/Documentation Reviewed</b>		
<ul style="list-style-type: none"> <li>• Training and Assessment policy</li> <li>• Student Handbook</li> </ul>		
<b>CF.7.1</b>	<b>Finding</b>	<b>Required Rectification(s)</b>
	The RTO's Training and assessment policy states that they will recognise Qualifications issued by other RTO's and students are advised of the opportunity for Credit Transfer and RPL, but there have been no applications in recent years due to the foundation level of the programs.	<b>NA</b>

CONDITION 8 - Accuracy and Integrity of Marketing		Compliant
Evidence/Documentation Reviewed		
<ul style="list-style-type: none"> <li>• RTO website <a href="http://www.williamstown-spotswoodcc.org.au">www.williamstown-spotswoodcc.org.au</a></li> <li>• RTO Brochure Semester Two 2019</li> <li>• RTO Newsletters October and November 2019</li> <li>• Enrolment form – permission to use personal images</li> <li>• Evidence of personal permission for images used in October and November newsletters</li> </ul>		
CF.8.1	Finding	Required Rectification(s)
	The RTO's marketing materials are ethical, accurate and consistent with RTO's scope of registration. The NRT logo has been used correctly within marketing materials and there was evidence of permission given by students to use personal images.	NA

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CONDITION 9 - Transition to Training Packages/Expiry of Accredited Courses		Compliant
<b>Evidence/Documentation Reviewed</b>		
<ul style="list-style-type: none"> <li>• Training and Assessment policy</li> <li>• Training and Assessment strategies:               <ul style="list-style-type: none"> <li>○ 22485 VIC Certificate II in EAL (Access) – general group</li> <li>○ 22485 VIC Certificate II in EAL (Access) – SEE group</li> <li>○ 22486 VIC Certificate III in EAL (Access)</li> </ul> </li> <li>• Student files x 4 22485 VIC Certificate II in EAL (Access) – general group</li> <li>• Student files x 4 22485 VIC Certificate II in EAL (Access) – SEE group</li> </ul>		
CF.9.1	Finding	Required Rectification(s)
	The Certificates in EAL curricula were re-accredited in 2019. The RTO is delivering the new accredited 22485VIC Certificate II in EAL (Access) and the Training and Assessment Strategy for 22486 VIC Certificate III in EAL (Access) is based on the new curriculum.	NA

**Detailed Findings - AQTF Standards**

<b>ELEMENT 1.1 - The RTO collects, analyses and acts on relevant data for continuous improvement of training and assessment.</b>		<b>Compliant</b>
<b>Evidence/Documentation Reviewed</b>		
<ul style="list-style-type: none"> <li>• Continuous Improvement Policy and Procedure</li> <li>• Continuous Improvement Register</li> <li>• Risk Management Schedule</li> <li>• Quality Indicator reports: February 2018, 2019</li> <li>• Management Team meeting minutes x 2 2019</li> <li>• Student Handbook</li> <li>• List of Learn Local and Neighbourhood Houses in Western Region that WECE works with on continuous improvement projects and processes</li> <li>• Interview with trainer, Jodie Whitehurst re positive response of management to requests for improvements in resources.</li> <li>• Upgraded set of iPads for student use</li> <li>• Computer classroom</li> </ul>		
<b>SF.1.1.1</b>	<b>Finding</b>	<b>Required Rectification(s)</b>
	The RTO collects qualitative and quantitative feedback from students, trainers and coordinators through surveys and internal audits. Analysis of the data and a review of the continuous improvement register is done at each management team meeting. Outcomes of the continuous improvement sighted at audit included new teaching resources – texts, an upgraded class set of iPads and an upgraded computer training room and evidence of newly established links with local agencies such as the Police and Lifesaving Victoria.	<b>NA</b>

<b>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.</b>		<b>Compliant</b>
<b>Evidence/Documentation Reviewed</b>		
<ul style="list-style-type: none"> <li>• Training and assessment strategies             <ul style="list-style-type: none"> <li>○ 22485 VIC Certificate II in EAL (Access) – general group</li> <li>○ 22485 VIC Certificate II in EAL (Access) – SEE group</li> <li>○ 22486 VIC Certificate III in EAL (Access)</li> </ul> </li> <li>• Interview with Education Coordinator</li> <li>• Interview with trainer, Jodie Whitehurst</li> <li>• Matrix of 19 Learn Locals and Neighbourhood House Centres (industry networks)</li> <li>• Learning for Employment (SEE) Group Management Meeting Minutes July, September 2019</li> <li>• Learning for Employment (SEE) Operations Group Meeting Minutes September 2019</li> <li>• ThinkWest (Learn Local network) Education Manager’s Meeting Minutes, April, October 2019</li> </ul>		
<b>SF.1.2.1</b>	<b>Finding</b>	<b>Required Rectification(s)</b>
<p><u>22485 VIC Certificate II in EAL (Access) – general group</u>            The strategy indicates that two units of 80 nominal hours each are delivered per year in response to a clear preference for the students to study part-time. Two classes of 2.5 hours are scheduled per week for 40 weeks which means that 100 hours of class time is allocated to each unit. The RTO feels that the target group of recently arrived CALD students requires this extra time to complete all course requirements. Most students will take 3 years to complete the course. A variety of teaching strategies are utilised to ensure the students are strongly engaged in the learning process.</p>		NA

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<p>The training strategy and assessment methods have been validated through a Local network of Learn Local and Neighbourhood House centres who also deliver this Qualification.</p> <p>Only learners who are able to complete are enrolled – a Foundation Skills learner assessment tool is used to assess students’ suitability for the group. If their skills are too low they are referred to a non-accredited group and if too high they are referred to another local provider who delivers the 22486 VIC Certificate III in EAL (Access).</p> <p>The trainers and assessors have the necessary training and assessment competencies as determined by the National Quality Council or its successors and meet VRQA Guideline requirements.</p>	
<p><b>SF.1.2.2 Finding</b></p>	<p><b>Required Rectification(s)</b></p>
<p><u>22485 VIC Certificate II in EAL (Access) – SEE funded group</u></p> <p>The SEE group has flexible entry points so units are scheduled over 46 weeks and students join at various points during the year as they are referred from their Jobactive providers. As SEE funded students they are required to undertake 650 hours in each block of training. The RTO offers 11 – 20 hours a week of face to face classes over each semester with students enrolling in two units per semester. Each of the four 80 hour units delivered in 2019 are scheduled for 100 hours class time to ensure the predominantly CALD students have time to complete all course requirements.</p> <p>The training strategy and assessment methods have been validated through a Local network of Learn Local and Neighbourhood House centres who also deliver this qualification.</p> <p>Only learners who are able to complete are enrolled – a Foundation Skills learner assessment tool is used to assess students’ suitability for the group. If their skills are too low, they are referred to a non-accredited group and if too high they are referred to another local provider who delivers the 22486 VIC Certificate III in EAL (Access).</p> <p>Trainers and assessors have the necessary training and assessment competencies as determined by the National Quality Council or its successors and meet VRQA Guidelines.</p>	<p>NA</p>

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Regular industry consultation takes place with 6 local Jobactive providers, Centrelink, the Hobson's Bay Interagency Network, the ThinkWest Cluster (and Network West (neighbourhood houses) members and Hobson Bay City Council. The RTO also actively participates in events/workshops run by SEE for SEE providers.		
<b>SF.1.2.3</b>	<b>Finding</b>	<b>Required Rectification(s)</b>
	<p><u>22486 VIC Certificate III in EAL (Access) – Not currently delivered and not planned for delivery in 2020</u></p> <p>The strategy indicates that it is planned to deliver two to three units per year over a three-year period in expectation that the students will only want to study part-time. Two classes of 2.5 hours are scheduled per week for 40 weeks which indicates a planned allocation of 600 hours over 3 years. The nominal hours are 505 hours so additional time has been allowed, as for the current programs, in recognition of the nature of the student cohort.</p> <p>The training strategy and assessment methods have been validated through a Local network of Learn Local and Neighbourhood House centres who also deliver this Qualification.</p> <p>Learning resources, equipment and qualified teachers are currently available for delivery of this program.</p>	NA



<p><b>ELEMENT 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 own training and assessment strategies.</b></p>	<p><b>Compliant</b></p>
<p><b>Evidence/Documentation Reviewed</b></p>	
<p>Trainer files</p> <ul style="list-style-type: none"> <li>• Jodie Whitehurst</li> <li>• Fedra Bazargani</li> <li>• Lucy Docherty</li> <li>• Rita Dobrotka</li> </ul> <p>WCEC Joan Kirner House training facility:</p> <ul style="list-style-type: none"> <li>• Lease renewal 11 November 2019 for 3 years</li> <li>• Class 9B permit</li> <li>• IT lab – 13 PCs</li> <li>• Open access computer in foyer</li> <li>• Three classrooms</li> <li>• Multi-media equipment in each classroom</li> <li>• Free internet access for students</li> <li>• Student kitchen and recreational areas</li> <li>• Staff offices and kitchen/staff room</li> <li>• Free parking area</li> <li>• Child care centre.</li> </ul>	

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22485 Certificate II in EAL (Access)

22486 VIC Certificate III in EAL (Access)

- Class set of iPads
- Teacher texts and other resources
- Sample teacher session plan VU22605 Read and Write simple descriptive and narrative texts
- Mapping of unit elements delivered for 22485 Certificate II in EAL (Access)
- Class sets e.g. dictionaries, Passages to English, Jazz Chance, Grammar Chance, Sing with Me.
- CDs
- Videos
- Extension packs
- Free reading library

**SF.1.3.1**

**Finding**

**Required Rectification(s)**

WCEC currently delivering 22485 Certificate II in EAL (Access) to two groups of students, one general group and one SEE funded group.

Joan Kirner House – the RTO has three large classrooms and a computer room available for EAL classes. Each classroom has appropriate furniture and multi-media equipment. There is a class set of iPads used by the EAL classes and they can also access the computer room as needed.

The RTO has extensive text and other resources for teacher and student use and a student library of English texts and reading.

**NA**

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There is a student kitchen and an indoor and outdoor recreation area.	
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**ELEMENT 1.4 - Training and assessment is delivered by trainers and assessors who:**

- a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and
- b) have the relevant vocational competencies at least to the level being delivered or assessed, and
- c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
- d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.

**Compliant**

**Evidence/Documentation Reviewed**

Trainer files confirmed the Qualifications and professional development as listed in the table below for four trainer/assessors currently employed at the RTO.

<b>Name of trainer/assessor</b>	<b>Qualification/s delivered</b>	<b>Vocational qualifications held (if any)- please include code and title, RTO where qualification achieved and date</b>	<b>Training and assessment qualification held - please include code and title, RTO where qualification achieved and date</b>	<b>Professional development in past 12 months</b>
Jodie Whitehurst	22485VIC Certificate II in EAL (Access)	Post Graduate Certificate in TESOL. University of Melbourne. July 2012.  Master of TESOL. University of Melbourne. July 2019.	Bachelor of Education. Deakin University. 1994.  TAE40110 Certificate IV in Training and Assessment. Victoria University. April 2013.  <i>TAELLN411 Address adult language, literacy and numeracy skills.</i> Wyndham Community and Education Centre. November 2014.	<i>TAEASS502 Design and develop assessment tools.</i> HBA Learning Centres. February 2019.  Australian Council for Adult Literacy Conference. September 2018.  In house face-to-face IT learning. Monthly. Ongoing.  ISSI Scholarship. July 2019.  VALBEC Conference. May 2019.

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			<p><i>TAEASS502 Design and develop assessment tools.</i> HBA Learning Centres. February 2019.</p> <p>Post Graduate Certificate in TESOL. The University of Melbourne. July 2012.</p> <p>Master of TESOL. The University of Melbourne. July 2019.</p>	<p>Vic TSOL Symposium. August 2019.</p> <p>ACAL Conference October 2019.</p>
Lucy Docherty	<p>22485VIC Certificate II in EAL (Access).</p> <p>22483VIC Course in EAL</p>	<p>Graduate Diploma in TESOL and Literacy. Victoria University. June 2013.</p>	<p>TAE40110. Certificate IV in Training and Assessment. Victoria University. June 2013.</p> <p>Graduate Diploma in TESOL and Literacy. Victoria University. June 2013.</p> <p><i>TAELLN411 Address adult language, literacy and numeracy skills.</i> Wyndham Community and Education Centre. November 2014.</p> <p>Graduate Diploma in TESOL and Literacy. Victoria University. June 2013.</p>	<p>Skills for Education and Employment teacher / assessor workshops. Linda Wise. February 2019.</p> <p>Teacher Training videos. Carringbush Adult Education – online. Ongoing.</p> <p>Skills for Education and Employment Teacher training workshops. February 2019.</p> <p>Learning for Employment online training videos. 2019. Ongoing.</p> <p>Adult Learning Australia. Quest Newsletter and Australian Journal of Adult Learning. Professional reading (Centre is subscriber).</p>

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<p>Rita Dobrotka</p>	<p>22485VIC Certificate II in EAL (Access).</p>	<p>Diploma in Education. La Trobe University. March 2010 (Includes Teaching methods TESL).</p>	<p>TAE40110. Certificate IV in Training and Assessment. RMIT. September 2013 (Includes <i>TAELLN411 Address adult language, literacy and numeracy skills</i>).</p> <p>Diploma in Education. La Trobe University. March 2010.</p> <p>Trained Secondary Teachers Certificate, Melbourne Teachers College, 1975</p>	<p>Skills for Education and Employment teacher / assessor workshops. Linda Wise. February 2019.</p> <p>Learning for Employment online training videos. 2019. Ongoing.</p> <p>Skills for Education and Employment Teacher training workshops. February 2019.</p> <p>Adult Learning Australia. Quest Newsletter and Australian Journal of Adult Learning. Professional reading (Centre is subscriber).</p>
<p>Fedra Bazargani</p>	<p>22483VIC Course in EAL  (Available to cover 22485VIC Certificate II in EAL (Access) as needed).</p>	<p>Master of Education. December 2003. University of Melbourne. December 2003. (Includes Teaching English in the International Context and Teaching English for Academic Purposes).</p> <p>Bachelor of Arts (Equivalent recognised by DIIRD/ NOOSR). Tabriz University, Iran. 'English Language and Literature' - Field of study.</p>	<p>TAE40110. Certificate IV in Training and Assessment. RMIT. July 2012 (Includes <i>TAELLN411 Address adult language, literacy and numeracy skills</i> and <i>TAEASS502 Design and develop assessment tools</i>).</p> <p><i>TAELLN411 Address adult language, literacy and numeracy skills</i>. Wyndham Community and Education Centre. October 2014.</p> <p>Master of Education. December 2003. University of Melbourne. December 2003.</p>	<p>Ongoing professional reading – VALBEC, NHVic, Skills First, ALA, etc.</p> <p>Learning for Employment online training videos. 2019. Ongoing.</p> <p>Regular teacher meetings / interactions with colleagues. Ongoing.</p>

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SF.1.4.1	Finding	Required Rectification(s)
	Trainer and assessor files confirm that Trainer/assessor competence has been established and verified and that professional development has occurred and is planned.	NA

<p><b>ELEMENT 1.5 - Assessment including Recognition of Prior Learning (RPL):</b></p> <ul style="list-style-type: none"> <li>a) meets the requirements of the relevant Training Package or accredited course</li> <li>b) is conducted in accordance with the principles of assessment and the rules of evidence</li> <li>c) meets workplace and, where relevant, regulatory requirements</li> <li>d) is systematically validated.</li> </ul>	<b>Compliant</b>
<b>Evidence/Documentation Reviewed</b>	
<ul style="list-style-type: none"> <li>• Training and Assessment policy</li> <li>• Validation and Assessment procedure</li> <li>• Validation schedule 2018–2023</li> <li>• 2018 Validation Amendment register</li> <li>• Assessment tools – student and trainer versions (benchmarks included) <ul style="list-style-type: none"> <li>○ 22485 VIC Certificate II in EAL (Access) – general group <ul style="list-style-type: none"> <li>▪ VU22603 Read and write simple personal communications and transactional texts</li> <li>▪ VU22605 Read and write simple descriptive and narrative texts</li> </ul> </li> <li>○ 22485 VIC Certificate II in EAL (Access) – SEE group</li> </ul> </li> </ul>	

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<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>▪ VU22602 Give and respond to simple spoken information and directions</li> <li>▪ VU22604 Read and write simple instructional and information texts</li> </ul> </li> <li>○ 22486 VIC Certificate III in EAL (Access)           <ul style="list-style-type: none"> <li>▪ VU22384 Develop and document a learning plan and portfolio</li> <li>▪ VU22612 Read and write straightforward communications and transactional texts</li> </ul> </li> <li>• Student files x 3 VU22603 Read and write simple personal communications and transactional texts</li> <li>• Student files x 3 VU605 Read and write simple descriptive and narrative texts</li> <li>• Student files x 4 VU22602 Give and respond to simple spoken information and directions and VU22604 Read and write simple instructional and information texts</li> </ul>		
SF.1.5.1	Finding	Required Rectification(s)
	<p><u>RPL</u></p> <p>RPL is offered but the low level of education background of the mostly CALD students means that they do not apply for RPL.</p> <p><u>Validation</u></p> <p>22483VIC Course in EAL</p> <p>22485 VIC Certificate II in EAL (Access) – general group</p> <p>22485 VIC Certificate II in EAL (Access) – SEE group</p> <p>19 units across these Qualifications were validated in 2018/19 and the rest of the units in these Qualifications plus units from Certificate III in EAL have been scheduled for validation over the next four years.</p>	<p>NA</p>



SF.1.5.2	Finding	Required Rectification(s)
	<p>All assessment tools listed below:</p> <ul style="list-style-type: none"> <li>• Are compliant with assessment requirements</li> <li>• Comply with the principles of assessment and rules of evidence</li> <li>• Are consistent with the Training and Assessment Strategy</li> </ul> <p>22485 VIC Certificate II in EAL (Access) – general group</p> <ul style="list-style-type: none"> <li>▪ <i>VU22603 Read and write simple personal communications and transactional texts</i></li> <li>▪ <i>VU22605 Read and write simple descriptive and narrative texts</i></li> </ul> <p>22485 VIC Certificate II in EAL (Access) – SEE group</p> <ul style="list-style-type: none"> <li>▪ <i>VU22602 Give and respond to simple spoken information and directions</i></li> <li>▪ <i>VU22604 Read and write simple instructional and information texts</i></li> </ul> <p>22486 VIC Certificate III in EAL (Access)</p> <ul style="list-style-type: none"> <li>▪ <i>VU22384 Develop and document a learning plan and portfolio</i></li> <li>▪ <i>VU22612 Read and write straightforward communications and transactional texts</i></li> </ul> <p>A sample of student files hard copy and digital files for:</p> <p>22485 VIC Certificate II in EAL (Access) – general group</p> <ul style="list-style-type: none"> <li>▪ <i>VU22603 Read and write simple personal communications and transactional texts</i></li> <li>▪ <i>VU22605 Read and write simple descriptive and narrative texts</i></li> </ul>	<p>NA</p>

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22485 VIC Certificate II in EAL (Access) – SEE group

- *VU22602 Give and respond to simple spoken information and directions*
- *VU22604 Read and write simple instructional and information texts*

confirmed that:

- The assessment tools have been implemented
- There is appropriate evidence of assessment decision making
- Students are provided with feedback
- There was no evidence of cheating or plagiarism fraudulent records.

### **Improvement Opportunities**

It is suggested that the current Validation tool, which is called Moderation Validation Tool, is just called Validation Tool because this is its sole purpose.

<b>2.1 - The RTO establishes the needs of clients and delivers services to meet these needs.</b>		<b>Compliant</b>
<b>Evidence/Documentation Reviewed</b>		
<ul style="list-style-type: none"> <li>• Student enrolment policy</li> <li>• Determination and delivery of Foundation Skills training policy and procedure</li> <li>• Foundation Skills learner assessment tool</li> <li>• Pre-training review</li> <li>• 2019 Individual Learner Plan 22485VIC Certificate II in EAL</li> <li>• Quality Indicator Reports</li> <li>• Student Handbook</li> <li>• Interview with Education Coordinator re pre-enrolment processes</li> <li>• Interview with Operations Coordinator re enrolment processes</li> </ul>		
<b>SF.2.1.1</b>	<b>Finding</b>	<b>Required Rectification(s)</b>
	<p>All students have a pre-enrolment interview and assessment with the Training Coordinator via a Foundation skills assessment tool and a Pre-training review interview which collectively consider each student's current LLN skills against ACSF level indicators, any prior education experience, current learning needs and learning pathways. Goals are determined through the development of an Individual Learning Plan.</p> <p>The RTO is linked to a range of community support services e.g., translation services, mediation services, counselling services, financial needs support, gambling support, emergency relief for food and accommodation. The RTO recognises the need for students to be supported to transition into Australian society so regular campus activities for students are held to help students engage with each other e.g. morning teas and BBQ lunches, and</p>	<b>NA</b>

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the community e.g. police visit. Students with disabilities are supported with appropriate equipment and learning resources, e.g. large print.

The Quality Indicator student survey of 2019 showed the overall satisfaction was 85.2% in 2018 and 88.5% in 2019

The Student Handbook lists all the support services available

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<b>2.2 - The RTO continuously improves client services by collecting, analysing and acting upon relevant data.</b>		<b>Compliant</b>
<b>Evidence/Documentation Reviewed</b>		
<ul style="list-style-type: none"> <li>• Continuous Improvement Policy and Procedure</li> <li>• Risk Management register</li> <li>• Continuous Improvement Register 2014–2019</li> <li>• Risk Management Schedule</li> <li>• Quality Indicator reports: February 2018, 2019</li> <li>• Student Handbook</li> </ul>		
<b>SF.2.2.1</b>	<b>Finding</b>	<b>Required Rectification(s)</b>
	Data is collected through face-to-face feedback through the teacher and education coordinator and Quality Indicator annual student surveys. The Continuous Improvement Register provides evidence of regular review, changes and updates for student services.	

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<b>2.3 - Before clients enrol or enter into an agreement, the RTO informs them about the training, assessment and support services to be provided, and about their rights and obligations.</b>		<b>Compliant</b>
<b>Evidence/Documentation Reviewed</b>		
<ul style="list-style-type: none"> <li>• RTO website <a href="http://www.williamstown-spotswoodcc.org.au/">http://www.williamstown-spotswoodcc.org.au/</a></li> <li>• RTO Semester 2 Brochure</li> <li>• Student Handbook</li> <li>• Student Enrolment Policy and Procedure</li> </ul>		
<b>SF.2.3.1</b>	<b>Finding</b>	<b>Required Rectification(s)</b>
	All prospective students have a preliminary interview to assess their training needs and the unit options; timetable and fees are explained to them. They are given a Student Handbook and talked through it. They are then assessed for LLN levels and then a Foundation Skills Learner Assessment. If a mutually satisfactory placement can be made in terms of days and times of suitable classes the students are enrolled and given an orientation to the training venue. If a suitable placement cannot be made the students are referred to another local provider.	NA

<b>2.4 - 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.</b>		<b>Not audited</b>
<b>Evidence/Documentation Reviewed</b>		

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<b>2.5 - Learners receive training, assessment and support services that meet their individual needs.</b>		<b>Compliant</b>
<b>Evidence/Documentation Reviewed</b>		
<ul style="list-style-type: none"> <li>• Student Enrolment policy and procedure</li> <li>• Determination and delivery of Foundation Skills Training policy and procedure</li> <li>• Foundation Skills learner assessment tool</li> <li>• Pre-training review</li> <li>• 2019 Individual Learner Plan 22485VIC Certificate II in EAL</li> <li>• Quality Indicator Reports</li> <li>• Student Handbook</li> <li>• Interview with Education Coordinator re pre-enrolment processes</li> <li>• Interview with Operations Coordinator re enrolment processes</li> </ul>		
<b>SF.2.5.1</b>	<b>Finding</b>	<b>Required Rectification(s)</b>
	Refer to 2.1 and 2.3	NA

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2.6 - Learners have timely access to current and accurate records of their participation and progress.		Compliant
<b>Evidence/Documentation Reviewed</b>		
<ul style="list-style-type: none"> <li>• Records management policy</li> <li>• Student Handbook</li> <li>• Easystat SMS</li> <li>• Student Easystat files x 10</li> </ul>		
SF.2.6.1	Finding	Required Rectification(s)
	The Easystat student records audited confirmed that the RTO has accurate records of learner participation and progress. Learners are told how to access their records in the Student Handbook.	NA



2.7 - The RTO provides appropriate mechanisms and services for learners to have complaints and appeals addressed efficiently and effectively.		<b>Compliant</b>
<b>Evidence/Documentation Reviewed</b>		
<ul style="list-style-type: none"> <li>• Grievance, complaints and appeals policy</li> <li>• Incident Report Register</li> <li>• Incident Report – a student’s grievance re fellow student’s behaviour</li> <li>• Student Handbook</li> </ul>		
<b>SF.2.7.1</b>	<b>Finding</b>	<b>Required Rectification(s)</b>
	<p>Only one complaint has been raised by a student in past two years. It related to the behaviour of a fellow student (who had a brain injury); it was resolved at the first stage of the process below.</p> <p>The RTO has a staged process for resolving any student complaints going through from talking to the student’s trainer, to the Education Coordinator, to the Centre Manager. A final decision will be made within 5 days of this last stage. Students are advised of this process in the Student Handbook and by their Trainer if they raise an issue in the classroom. They are told they can have someone with them at all stages to help them. If a student is not happy with this decision they are advised to write to the Chairperson who will make a final decision. Students are also advised that they have the right to escalate to the VRQA complaints areas and are given the number of the National VET complaints hotline.</p>	<b>NA</b>

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<b>3.1 - The RTO's management of its operations ensures clients receive the services detailed in their agreement with the RTO.</b>		<b>Compliant</b>
<b>Evidence/Documentation Reviewed</b>		
<ul style="list-style-type: none"> <li>• Fees and Refund policy and procedure</li> <li>• Student Handbook</li> <li>• Enrolment form</li> <li>• Student files x 10 – pre-training reviews, assessments and enrolment forms</li> <li>• Staff files x 4</li> <li>• Training and assessment materials</li> <li>• RTO student and training facilities</li> </ul>		
<b>SF.3.1.1</b>	<b>Finding</b>	<b>Required Rectification(s)</b>
	Enrolment forms were held for each student and the services described in the enrolments were available.	NA

<b>3.2 - The RTO uses a systematic and continuous improvement approach to the management of operations.</b>		<b>Compliant</b>
<b>Evidence/Documentation Reviewed</b>		
<ul style="list-style-type: none"> <li>• Continuous Improvement policy and procedure</li> <li>• Continuous Improvement Register 2014–2019</li> <li>• Record of changes made to policies and procedures 2012–2019</li> <li>• Internal AQTF audit 2019</li> <li>• Risk Management Schedule</li> <li>• Quality Indicator reports: February 2018, 2019</li> <li>• Interview with:               <ul style="list-style-type: none"> <li>○ Centre Manager</li> <li>○ Education Coordinator</li> <li>○ Operations Coordinator</li> </ul> </li> </ul>		
<b>SF.3.2.1</b>	<b>Finding</b>	<b>Required Rectification(s)</b>
	The RTO has monthly management meetings and the agenda and minutes showed that operations are reviewed regularly and changes have been implemented. An AQTF internal audit was conducted in 2019. Trainer and assessor profiles are updated annually.	

**3.3 - The RTO monitors training and/or assessment services provided on its behalf to ensure that it complies with all aspects of the AQTF Essential Conditions and Standards for Continuing Registration.**

**Not audited**

**Evidence/Documentation Reviewed**

**3.4 - The RTO manages records to ensure their accuracy and integrity.**

**Compliant**

**Evidence/Documentation Reviewed**

- Records Management policy and procedures
- Fees and Refunds policy
- Fraud Risk Management policy
- Grievance, Complaint and Appeals policy
- Student Enrolment policy
- Training and Assessment policy.
- Incident Register
- Easystats SMS – student records x 10
- Student hard copy files x 10 –personal data, pre-training reviews, foundation skills assessments, learning plans, evidence of participation, assessments
- Staff files x 4
- WCEC Documents Version Control and Electronic Archives policy
- Facility electronic security system
- Interview with Operations Coordinator re backup processes for digital records.

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<b>SF.3.4.1</b>	<b>Finding</b>	<b>Required Rectification(s)</b>
	The RTO has a documented records management process and all records sighted during audit were accurate and consistent.	NA

**Detailed Findings – 2016 VRQA Guidelines for VET Providers**

**GUIDELINE 1.1 - An RTO must ensure that it has a current strategic plan and a detailed business plan which have been approved by its governing body.**

- a) An RTO ensures the strategic plan details the overall vision, mission, board of directors and strategic directions of the RTO and clearly indicates that provision of vocational education is a primary purpose of the RTO.
- b) An RTO ensures the business plan details the operational and workforce development arrangements for a three-year period that incorporates:
  - i. description of the business including an organisation chart, courses, location(s) and facilities
  - ii. a continuous improvement plan or risk management strategy
  - iii. a work force development plan
  - iv. strategic alliances with other education or service providers or third-party arrangements
  - v. training and assessment delivery including proposed facilities and delivery hours

**Not Audited in  
Phase 2 audit**

**GUIDELINE 1.2 - An RTO demonstrates its financial viability and its capacity to sustain quality VET into the future by ensuring it has a three year financial plan that includes:**

- a) projected student enrolments by qualifications
- b) a range of financial indicators, including
  - i. cash flow
  - ii. current ratio of total current assets versus total current liabilities (equal to or greater than 1)
  - iii. debt ratio Total Liabilities/Total Assets (equal to or less than 1)
- c) the VET provider shows that it has a financial guarantor with the capacity to service the guarantee and/or to demonstrate sufficient working capital to operate for at least 6 months without tuition fees.
- d) details about whether any person involved in the management or provision of courses by the RTO meets any of the descriptions listed in section 4.3.11(2) of the Act.

**Not audited in  
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**GUIDELINE 1.3 - An RTO ensures that it has management systems that include:**

- a) management information including:
  - I. details of company incorporation in Australia (alternatively evidence of being an incorporated body in receipt of government funds)
  - II. a physical address of the company in Victoria for the purposes of serving notices
  - III. details of the directors, CEO/PEO and senior management members with associated police checks and Working With Children Checks if students are under 18 years of age
  - IV. confirmation that at least one Director or CEO/PEO has his/her principal residence in Victoria
  - V. contact arrangements for the CEO/PEO including during holidays and other closure periods
  - VI. a physical addresses for the location of financial, student and staff records including archives and computer back up storage
- b) a financial management system including a system for managing student fee payments and student refunds
- c) a student records management system that includes the capacity to provide the VRQA with AVETMISS compliant data and to ensure that copies of student records are
  - I. not able to be withheld from the RTO; and
  - II. able to be provided in electronic and print versions, at no cost to the VRQA in the event that the VET provider ceases operations
- d) a staff records management system including arrangements which ensure that for each staff member involved in training and assessment, the RTO holds verified documentation indicating each staff member's qualification and skills.

**Not audited**

**GUIDELINE 1.4 - An RTO ensures that it has appropriate governance structures that includes:**

- a) transparent governance and ownership arrangements, such as a Board of Directors, governing council, executive management and academic management
- b) a governance structure that includes appropriate appointments of persons for oversight of academic/educational integrity and quality assurance, such that:
  - i. for an RTO with anticipated ongoing operation of less than 150 equivalent full-time students or an annual student fee turnover of less than \$1.5m per annum, persons are appointed with suitable qualifications and experience; and
  - ii. for all other RTOs, a governance committee is established that includes individuals who are independent of the RTO's ownership and are employed with suitable qualifications and experience
- c) a CEO/PEO and members of the RTO's senior management team with appropriate qualifications and educational experience.

**Not audited in  
Phase 2 audit**

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**GUIDELINE 2.1 - An RTO ensures that where services are provided on its behalf by a third party the provision of those services is the subject of a written agreement.**

- A *third party* means any party that provides services on behalf of the RTO but does not include a party to a contract of employment with the RTO.
- *Services* mean training, assessment, related educational or support services and/or any activities related to the recruitment of prospective students, but does not include student counselling, mediation or ICT support services.

**Not audited**

**GUIDELINE 2.2 – An RTO ensures that any third-party delivering services on its behalf is required, under a written agreement, to cooperate with the VRQA:**

- a) by providing accurate and factual responses to information requests from the VET Regulator relevant to the delivery of services; and
- b) for the purposes of the conduct of any audit or monitoring of its operations.

**Not audited**

**GUIDELINE 2.3 – An RTO notifies the VRQA of any written agreement entered into under Guideline 2.2 for the delivery of services on its behalf:**

- a) within 30 calendar days of the agreement being entered into or prior to the obligations under the agreement taking effect, whichever occurs first; and
- b) within 30 calendar days of the agreement coming to an end.

**Not audited**

**GUIDELINE 2.4 – Information, whether disseminated directly by an RTO or by another party on its behalf, is both accurate and factual, including by:**

- a) clarifying whether a third party is recruiting prospective students for an RTO on its behalf; and
- b) distinguishing where it is delivering training and assessment on behalf of another RTO or where training and assessment is being delivered on its behalf by a third party.

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**GUIDELINE 2.5 - Prior to the enrolment of students or the commencement of training and assessment, whichever comes first, an RTO provides, in print or through referral to an electronic copy, current and accurate information that:**

- a) enables the student to make informed decisions about undertaking training with the RTO and
- b) (at a minimum) includes the name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the student on an RTO's behalf

**Not audited**

**GUIDELINE 2.6 - Where there are any changes to agreed services, an RTO advises the student of those changes as soon as practicable, including in relation to any relevant changes to existing or new third-party arrangements or changes in ownership.**

**Not audited**

**GUIDELINE 2.7 - An RTO has a complaints policy to manage and respond to allegations involving the conduct of:**

- a) the RTO, its trainers, assessors or other staff;
- b) a third party providing services on the RTO's behalf, its trainers, assessors or other staff; or
- c) a student of the RTO.

**Not audited**

**GUIDELINE 2.8 - An RTO has an appeals policy to manage a request for the review of a decision, including an assessment decision, made by an RTO or a third party providing services on the RTO's behalf.**

**Not audited**

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<p><b>GUIDELINE 3.1</b> In addition to the requirements specified in Guidelines 3.2 and 3.3, an RTO's training and assessment is only delivered only by persons who have:</p> <ul style="list-style-type: none"> <li>a) vocational competencies at least to the level being delivered and assessed;</li> <li>b) current industry skills directly relevant to the training and assessment being provided; and</li> <li>c) current knowledge and skills in vocational training and learning that informs their training and assessment.</li> </ul> <p>Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.</p>		<b>Compliant</b>
<b>Evidence/Documentation Reviewed</b>		
<p>Trainer files</p> <ul style="list-style-type: none"> <li>• Jodie Whitehurst</li> <li>• Fedra Bazargani</li> <li>• Lucy Docherty</li> <li>• Rita Dobrotka</li> </ul>		
<b>GF 3.1.1</b>	<b>Finding</b>	<b>Required Rectification(s)</b>
	<p>All trainers had:</p> <ul style="list-style-type: none"> <li>a) Vocational competencies at least to the level being delivered and assessed</li> <li>b) Current industry skills directly relevant to the training and assessment being provided</li> <li>c) Current knowledge and skills in vocational training and learning that informs their training and assessment.</li> </ul> <p>Refer to S1.4 for details.</p>	<p>NA</p>

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<b>GUIDELINE 3.2 An RTO's training and assessment is only delivered only by persons who have the qualifications specified in Item 1 or Item 2 of Schedule 1 of these Guidelines.</b>		<b>Compliant</b>
<b>Evidence/Documentation Reviewed</b>		
Trainer files <ul style="list-style-type: none"> <li>• Jodie Whitehurst</li> <li>• Fedra Bazargani</li> <li>• Lucy Docherty</li> <li>• Rita Dobrotka</li> </ul>		
<b>GF 3.2.1</b>	<b>Finding</b>	<b>Required Rectification(s)</b>
All trainers met the requirements of this Guideline. Refer to S1.4 for details.		NA

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**GUIDELINE 3.3** Where a person conducts assessment only, an RTO ensures that the person has the qualification specified in Item 1 or Item 2 or Item 3 of Schedule 1 of these Guidelines.

**Not audited**

**GUIDELINE 3.4** Where the RTO, in delivering training and assessment, engages an individual who is not a qualified trainer and/or assessor, the individual works under the supervision of a qualified trainer and/or assessor and must not determine assessment outcomes.

**Not audited**

**GUIDELINE 3.5** An RTO ensures that any individual working under the supervision of a trainer:

- a) holds the skill set defined in Item 4 of Schedule 1 of these Guidelines;
- b) has vocational competencies at least to the level being delivered and assessed; and
- c) has current industry skills directly relevant to the training and assessment being provided.

**Not audited**

<b>GUIDELINE 4.1 - An RTO's training and assessment strategies and practices, including the amount of training it provides, are consistent with the requirements of the training packages and VET accredited courses and enable each student to meet the requirements for each unit of competency or module in which the student is enrolled.</b>		<b>Compliant</b>
<b>Evidence/Documentation Reviewed</b>		
<ul style="list-style-type: none"> <li>• Training and assessment strategies <ul style="list-style-type: none"> <li>○ 22485 VIC Certificate II in EAL (Access) – general group</li> <li>○ 22485 VIC Certificate II in EAL (Access) – SEE group</li> <li>○ 22486 VIC Certificate III in EAL (Access)</li> </ul> </li> <li>• Interview with Education Coordinator</li> <li>• Interview with trainer, Jodie Whitehurst</li> </ul>		
<b>GF 4.1.1</b>	<b>Finding</b>	<b>Required Rectification(s)</b>
	<p>22485 VIC Certificate II in EAL (Access) – general group 22485 VIC Certificate II in EAL (Access) – SEE group 22486 VIC Certificate III in EAL (Access)</p> <p>The training and assessment strategies for each of the above Qualifications demonstrated consistency with the requirements of the curricula. The RTO's training practices for 22485 VIC Certificate II in EAL (Access) gave students additional time above the nominal hours for each unit in face-to-face classes to ensure each student could meet the requirements of the units they were enrolled in. The hours planned for the delivery of 22486 VIC Certificate III in EAL (Access) will also give students additional hours above the nominated hours for the units planned for delivery.</p> <p>Refer to S1.2 for details.</p>	

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

**Audit Date:** 27, 28<sup>th</sup> November 2019

**RTO:** 4640 Williamstown Community and Education Centre Inc

<p><b>GUIDELINE 4.2 - For the purposes of Guideline 4.1, an RTO determines the amount of training it provides to each student with regard to:</b></p> <ul style="list-style-type: none"> <li>a) the existing skills, knowledge and the experience of the student;</li> <li>b) the mode of delivery; and</li> <li>c) where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.</li> </ul>		<b>Compliant</b>
<b>Evidence/Documentation Reviewed</b>		
<ul style="list-style-type: none"> <li>• Training and assessment strategies <ul style="list-style-type: none"> <li>○ 22485 VIC Certificate II in EAL (Access) – general group</li> <li>○ 22485 VIC Certificate II in EAL (Access) – SEE group</li> <li>○ 22486 VIC Certificate III in EAL (Access)</li> </ul> </li> <li>• Interview with Education Coordinator</li> <li>• Interview with trainer, Jodie Whitehurst</li> </ul>		
<b>GF 4.2.1</b>	<b>Finding</b>	<b>Required Rectification(s)</b>
	<p>The RTO's training practices for 22485 VIC Certificate II in EAL (Access) gave students additional time above the nominal hours for each unit in face-to-face classes to ensure each student could meet the requirements of the units they were enrolled in. The hours planned for the delivery of 22486 VIC Certificate III in EAL (Access) will also give students additional hours above the nominated hours for the units planned for delivery.</p> <p>Refer to S1.2 for details.</p>	<b>NA</b>