

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

Audit Date: 31st March and 1st April

RTO: TAT (Security / Taxi Training) Pty Ltd

Applicant Details			
Applicant Name	TAT (Security / Taxi Training) Pty Ltd	TOID	22274
Address	Broadmeadows Place, Suit 15, 11-17 Pearcedale Parade, Broadmeadows Vic 3047		
	Website	www.advancetraining.com.au	
Registration Contact	Mr Aydin Tat		
Phone Number	03 9309 0059	Email	info@advancetraining.com.au
Audit Team			
Audit Firm	A2 Auditing Pty Ltd	Auditor/s	Anna-Louise Allen
Auditor/s		Other Attendees	
Registering Body Details			
Contact Person	Simon Thorn		
Phone Number	9032 1562	Email	vet.audit@edumail.vic.gov.au
Audit Details			
Type of Audit	Extension to scope		
Conditions Audited	3, 8,		
Standards Audited	1.1, 1.2, 1.3, 1.4, 1.5	2.4,	3.3
2016 VRQA Guidelines Audited	3.1, 3.2, 3.3, 3.4, 3.5	4.1,4.2, 4.3, 4.4, 4.5, 4.6	
Audit Date/s	31 st March and 1 st April 2016		
RTO Background			
<p>Aydin Tat started the RTO in 2005 delivering Security and taxi driver training. With the introduction of the knowledge test for taxi drivers, there was no longer a demand for the taxi courses by the taxi Directorate. Technical Advance Training still delivers a non accredited course on a Saturday to support drivers to develop their knowledge and succeed with the current test.</p> <p>Technical Advance Training (TAT) has been delivering a range of security training including control room and firearms training. There is now a demand from the security companies that place personnel in airports, office blocks and courts to carry out screening.</p> <p>The RTO has needed to look for other areas of demand and have identified Early Childhood Education and Care and the Training and Assessment qualification.</p>			

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TAT has a VTG contract since 2014. A quality review was carried out by John Molenaar on behalf of Protivity on 23rd and 24th March 2016.

Qualifications/Units Audited ¹		
QUALIFICATION/UNIT OF COMPETENCE/ACCREDITED COURSE		
TGA Code	Qualification/Unit of Competence/Accredited Course (as per TGA)	Delivery Site
CHC50113	CHC50113 Diploma of Early Childhood Education and Care	Vic
TAE40110	TAE40110 Certificate IV in Training and Assessment	Vic
CPPSEC1006A	CPPSEC1006A Apply x-ray image interpretation procedures	Vic
CPPSEC1009A procedures	CPPSEC1009A Apply explosive trace detection (ETD) procedures	Vic
CPPSEC1008A	CPPSEC1008A Apply hand-held metal detection procedures	Vic
CPPSEC1007A	CPPSEC1007A Apply walk through metal detection procedures	Vic

Interviewee(s) – Staff name and position; employer name and position	
Aydin Tat	CEO/Training Manager/ Trainer Security
Memhet Tat	General Manager
Nadia Machloud	Trainer, Early Childhood Education and Care
Anette Smith	Trainer, TAE

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

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

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If ' No' , please provided amended details below:

TAT delivers from their head office at Suite 15, 11-17 Pearcedale Parade, Broadmeadows Vic 3047 and unit 19/471 – 475 Sydney Road Coburg. A site visit was carried out to the Coburg training room which houses the security scanning equipment.

Third party Arrangements –	Yes	No
Do the RTO's third party arrangements match the information provided by the VRQA?	X	
<p>If ' No' , please provided amended details below: TAT does not deliver using third party arrangements.</p>		

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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 ²				
CF.8.1 NRT logo is not used correctly CF.8.2 Insufficient information about the time commitments and duration of the programs.				

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

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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			
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-Compliance³			
SF.1.2.1 The Training and Assessment Strategies do not contain current information. SF.1.2.2 The Screening Skill Set Training and Assessment Strategy is not accurate. SF 1.2.3 Insufficient information provided on mode of delivery. SF 1.2.4 Insufficient information provided about entry requirements. SF 1.2.5 Insufficient information provided on learner cohort. SF 1.2.3			

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

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Insufficient information provided about industry engagement in the development of Training and Assessment Strategies.

SF 1.3.1

Insufficient details to determine adequacy of staffing levels.

SF 1.3.2

Insufficient details about facilities and equipment

SF 1.3.3

Training and assessment materials did not meet the requirements of the Training Package.

SF 1.4.1

Insufficient evidence of Trainers and Assessors undertaking professional development.

SF 1.5.1

TAE40110 assessment tools did not meet the requirements of the Training Package.

SF 1.5.2

CHC50113 assessment tools did not meet the requirements of the Training Package.

SF 1.5.3

Assessment tools did not meet the Principles of Assessment and Rules of Evidence

SF 1.5.4

Assessment validation is not systematic.

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Audit Summary – 2016 VRQA Guidelines for VET Providers

2016 VRQA Guidelines	Compliant	Non - Compliant	Not audited
1. Governance, Financial viability and Management systems			X
1.1 – Strategic Plan and Business Plan			X
1.2 – Financial Viability			X
1.3 – Management Systems			X
1.4 – Governance			X
2. Transparency and oversight of third parties			X
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
3. Trainer and assessor qualification (including individuals working under the supervision of a trainer)	X		
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		
4. Delivery of training and assessment services		X	
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
4.7 – TAE – Registration requirements			X
5. Annual Declaration of Compliance			
5.1 – Annual Declaration of Compliance			X

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Summary of Non-Compliance⁴

GF.4.1.1

Insufficient details of how delivery and assessment meets the needs of the learner cohort.

GF.4.1.2

TAE40110 delivery is not sufficient.

GF.4.1.2

CHC50113 delivery is not sufficient.

GF.4.1.2

Insufficient details of strategies to monitor and review training and assessment strategies

GF.4.2.1

Insufficient details of how delivery and assessment meets volume of learning

GF.4.2.2

Insufficient details of how delivery and assessment provides sufficient time for the learner cohort to develop competency.

GF.4.2.3

Insufficient details of how delivery and assessment provides sufficient opportunity for practice.

GF.4.2.4

Insufficient justification for the variation from Volume of Learning.

GF.4.3.1

External validation of TAE4010 will need to be repeated after rectifications from this audit.

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

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Detailed Findings - AQTF Conditions of Registration

CONDITION 3 - Compliance with Legislation			Non-Compliant
CF.3.1	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	The RTO is Compliant with Condition 3.	Evidence reviewed relating to finding CF.3.1 <ul style="list-style-type: none"> Staff Standard Operating Procedures – includes VET obligations Student Handbook – includes VET obligations Induction checklist Orkun Ankara – includes VET obligations Position Description – includes VET obligations Staff Minutes – Contract notifications, legislative updates Legislative updates Policies and procedures manual – selected policies and procedures on the website Website: http://www.advancetraining.com.au/ Legislation Information for Staff & Students policy and procedure Policy and Procedures – on the website <ul style="list-style-type: none"> Code of Practice Course Fee Refund Policy 	No rectification required.

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	<ul style="list-style-type: none"> • Student Discipline Policy & Procedure • Complaints Appeals Policy & Procedure • Student Complaints & Appeals Notification Form • Learning & Assessment Policy • Legislation Information for Staff and Students • Occupational Health & Safety Policy • Plagiarism • Privacy Policy • Scheduled Class Policy • Organisational Chart 	
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CONDITION 8 - Accuracy and Integrity of Marketing			Non-Compliant
CF.8.1	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	<p>The RTO is Non-Compliant with Condition 8.</p> <p>The NRT is not used in accordance with specifications in the Checkpoint Screener Training (Security Screening Officer) brochure. The NRT logo must only be used when the qualification or unit code and title is used. This brochure is using a generic title for this skills set. The unit codes and titles are used inside the brochure. The logo could be moved to this part of the brochure to achieve compliance.</p> <p>The RTO's draft brochures are:</p> <ul style="list-style-type: none"> Supported by copyright permission and personal permission for use of images used 	<p>Evidence reviewed relating to finding CF.8.1</p> <ul style="list-style-type: none"> Marketing and Advertising Policy and Procedure Marketing and Advertising Procedure instructions Media Policy <p>Brochures</p> <ul style="list-style-type: none"> Checkpoint Screener Training (Security Screening Officer) – uses the NRT logo incorrectly Certificate IV in Training and Assessment – TAE40110 – This does not conform with correct nomenclature that required the code before the qualification title CHC50113 Diploma of Early Childhood Education and Care CHC30113 Certificate III in Early Childhood Education and Care 	<p>Details of required rectification relating to finding CF8.1</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> TAT (Security/Taxi Training) Pty Ltd is required to review the Checkpoint Screener Training (Security Screening Officer) brochure to make sure that the NRT logo is used in line with the rules.

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	<ul style="list-style-type: none"> • Bill boards at Stations – Media Space Contract – Captive Vision Outdoor Pty Ltd – Craigieburn Station • Register of marketing contracts for Billboard • Copy of Billboard Advertisement • Email form Minuteman Press confirming that the photos used in marketing are stock photos • Marketing and Advertising form provides permission to use personal photos of p • Website: http://www.advancetraining.com.au/ 		
CF.8.2	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	<p>The RTO is Non-Compliant with Condition 8.</p> <p>The RTO's draft brochures do not provide any information about the time commitments for each of the qualifications and skills set or the duration of the programs.</p>	<p>Brochures</p> <ul style="list-style-type: none"> • Checkpoint Screener Training (Security Screening Officer) – uses the NRT logo incorrectly • Certificate IV in Training and Assessment – TAE40110 – This does not conform with correct nomenclature that required the code before the qualification title • CHC50113 Diploma of Early Childhood Education and Care 	<p>Details of required rectification relating to finding CF8.2</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> • TAT (Security/Taxi Training) Pty Ltd is required to review their draft brochures to make sure they include the durations and time commitments of each program.

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	<ul style="list-style-type: none">• CHC30113 Certificate III in Early Childhood Education and Care	
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Detailed Findings - AQTF Standards

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.	Non-Compliant
<p>The RTO is Non-Compliant with Element 1.2.1</p> <p>Training and Assessment strategies contained insufficient information about how the RTO ensures that the information contained within the strategy is current.</p> <p>The Training and assessment strategies are dated 2015, however they include a 'point of note' regarding the introduction of the Standards for Registered Training Organisations 2015. This is not relevant to a VRQA registered RTO that operates under the AQTF and the VRQA Guidelines for VET Providers 2016. The Strategies also refer to the Standards for NVR Registered Training Organisations 2012.</p> <p>There is no specific reference in the Training and Assessment Strategy that identifies the strategies used to ensure that the Strategy is current.</p>	<p>Evidence reviewed relating to element 1.2.1</p> <p>Training and Assessment strategies for:</p> <ul style="list-style-type: none"> TAE40110 Certificate IV in Training and Assessment CHC50113 Diploma of Early Childhood and Education and Care <p>Screening skill set :</p> <ul style="list-style-type: none"> CPPSEC1006A Apply x-ray image interpretation procedures CPPSEC1007A Walk through metal detection procedures CPPSEC1008A Apply hand-held metal detection procedures CPPSEC1009A Apply explosive trace detection (ETD) procedures CPPSEC2007A Screen people CPPSEC2008A Screen items AVSEC online program which support self study and provides case studies and further <p>Details of required rectification relating to finding SF1.2.1</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> The RTO is required to ensure that it outlines the process used for ensuring the currency of its training and assessment strategies.

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		photos of screening scenarios. Http://campus.avsec.training/	
SF.1.2.2	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
<p>The RTO is Non-Compliant with Element 1.2.</p> <p>The Screening skills set is identified as electives. This is a skill set that takes units from the Certificate I and II in security operations. It would be more accurate to describe it as a skill set</p>		<p>Evidence reviewed relating to element 1.2.2</p> <p>Screening skill set :</p> <ul style="list-style-type: none"> • CPPSEC1006A Apply x-ray image interpretation procedures • CPPSEC1007A Walk through metal detection procedures • CPPSEC1008A Apply hand-held metal detection procedures • CPPSEC1009A Apply explosive trace detection (ETD) procedures • CPPSEC2007A Screen people • CPPSEC2008A Screen items • AVSEC online program which support self study and provides case studies and further photos of screening scenarios. Http://campus.avsec.training/ 	<p>Details of required rectification relating to finding SF1.2.2</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> • The RTO is required to revise their training and assessment strategy for the screening skill set to make it clear that it is a skills set drawn from the Certificate I and II in Security Operations.
SF.1.2.3	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
<p>The RTO is Non-Compliant with Element 1.2.</p>		<p>Evidence reviewed relating to element 1.2.3</p> <p>Training and Assessment strategies for:</p>	<p>Details of required rectification relating to finding SF1.2.3</p>

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<p>The training and assessment strategies do not provide sufficient clear information on the mode of delivery.</p> <p>The TAE40110 states that 'delivery of the course will be one day a week face to face classroom, with provision of catch up and self-study for up to three days. The strategy states that 'the classroom will allow for simulated workplace environments as part of the learning program' There is no further detail about how this will occur or the resources to create this 'simulated workplace environment'.</p> <p>The TAE40110 strategy states that additional independent learning per week for each unit will be required, however there is no indication of how much independent learning is required.</p> <p>The training schedule identifies homework and due dates for assessment. It is unclear if the required deliveries of group based training will occur during the scheduled training hours or be done during the 'catch-up or self-study.</p> <p>The CHC50113 describes delivery of the course as 'face to face classroom with provision of catch up and self-study for up to three days. No details are provided of the 'RTO's simulated workplace environment' or 'self-study for up to 3 days'</p> <p>Page 7 of the strategy states that 'delivery comprises classroom and work placement training sessions with a minimum of 20 hours of training per week'. There are</p>	<ul style="list-style-type: none"> • TAE40110 Certificate IV in Training and Assessment • CHC50113 Diploma of Early Childhood and Education and Care <p>Screening skill set :</p> <ul style="list-style-type: none"> • CPPSEC1006A Apply x-ray image interpretation procedures • CPPSEC1007A Walk through metal detection procedures • CPPSEC1008A Apply hand-held metal detection procedures • CPPSEC1009A Apply explosive trace detection (ETD) procedures • CPPSEC2007A Screen people • CPPSEC2008A Screen items 	<p><u>Actions:</u></p> <p>The RTO is required to demonstrate in the training strategy how the mode of delivery meets the requirements of learners, industry and the training package.</p>
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<p>no further details of how these are scheduled or achieved.</p> <p>The CHC 50113 includes 1858 nominal hours and is delivered over either 258 or 312 face to face hours, depending on which information you are referring to. Self-paced learning and work placement are identified however on the work placement is quantified as 240 hours, there are no details of an estimate of the self-paced hours, nor is there a justification of how these will be sufficient to meet the nominal duration.</p>			
SF.1.2.4	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	<p>The RTO is Non-Compliant with Element 1.2. 4</p> <p>The training and assessment strategies limit the entry requirements to LLN requirements to the ACSF level. The TAE40110 strategy states that there are no specific entry requirements. While this is what is stated in the Training Package, entry requirements are more than this. Entry requirements also need to identify any other skills, knowledge and experience that will support the learner in completing the qualification in which they are enrolling. For the TAE40110 the learner will need to have sufficient experience and vocational competency in order to train others.</p> <p>For entry into the CHC50113 candidates will need to have a will to care for children. Candidates who have a Certificate III in Early Childhood Education and Care</p>	<p>Evidence reviewed relating to element 1.2.4</p> <p>Training and Assessment strategies for:</p> <ul style="list-style-type: none"> • TAE40110 Certificate IV in Training and Assessment • CHC50113 Diploma of Early Childhood and Education and Care <p>Screening skill set :</p> <ul style="list-style-type: none"> • CPPSEC1006A Apply x-ray image interpretation procedures • CPPSEC1007A Walk through metal detection procedures • CPPSEC1008A Apply hand-held metal detection procedures 	<p>Details of required rectification relating to finding SF1.2.4</p> <p><u>Actions:</u></p> <p>The RTO is required to make sure that they identify the entry requirements that will support the learner's ability to successfully complete the qualification in which they enrol.</p>

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<p>and prior experience will have a greater chance of success in completing the diploma.</p>	<ul style="list-style-type: none"> • CPPSEC1009A Apply explosive trace detection (ETD) procedures • CPPSEC2007A Screen people • CPPSEC2008A Screen items 		
SF.1.2.5	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
<p>The RTO is Non-Compliant with Element 1.2.</p> <p>The Training and assessment strategies do not provide sufficient information about the learner cohort and their current skills and knowledge.</p> <p>The CHC50113 training and assessment strategy identifies the learner cohort as:</p> <ul style="list-style-type: none"> • Participants who have been working in the Child Care industry and wish to progress • Prospective childcare educators wanting to enter the industry • Individuals looking to develop a higher level of literacy and numeracy. <p>This is not a homogenous group and no information was provided about the skills and knowledge of each of these participants.</p> <p>The TAE40110 identifies the learner cohort new entrants to VET, however in the same section states that Recognition of prior learning will be provided for workers in the industry who are seeking formal</p>	<p>Evidence reviewed relating to element 1.2.5</p> <p>Training and Assessment strategies for:</p> <ul style="list-style-type: none"> • TAE40110 Certificate IV in Training and Assessment • CHC50113 Diploma of Early Childhood and Education and Care <p>Screening skill set :</p> <ul style="list-style-type: none"> • CPPSEC1006A Apply x-ray image interpretation procedures • CPPSEC1007A Walk through metal detection procedures • CPPSEC1008A Apply hand-held metal detection procedures • CPPSEC1009A Apply explosive trace detection (ETD) procedures • CPPSEC2007A Screen people • CPPSEC2008A Screen items 	<p>Details of required rectification relating to finding SF1.2.5</p> <p><u>Actions:</u></p> <p>The RTO is required to detail the profile of the proposed learner cohort for CHC50113 and TAE\$010, including their current skills and knowledge.</p>	

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<p>qualifications. There was no information provided about the proposed learner cohorts skills and knowledge.</p>		
SF.1.2.6	Finding	Evidence/Documentation Reviewed
<p>The RTO is Non-Compliant with Element 1.2.6</p> <p>While training and assessment strategies include the names of industry who have been consulted and there are also records of consultation/validation activities having been undertaken. The consultation has been to verify that the proposed training and assessment strategy meets their needs, rather than driving the development of the strategy.</p> <p>There are no details of the strategies used to engage with industry and the summary of the feedback listed in the training and assessment strategy does not demonstrate how it has driven its development or promoted changes to the strategy presented.</p> <p>Records of industry consultation include questions relating to trainer/assessor skills, but this is not recorded in the strategy.</p> <p>A schedule for proposed validation and moderation is located in each strategy, however this is blank and does not provide details of how these activities will occur or who will be involved.</p>		<p>Evidence reviewed relating to element 1.2.6</p> <p>Training and Assessment strategies for:</p> <ul style="list-style-type: none"> • TAE40110 Certificate IV in Training and Assessment • CHC50113 Diploma of Early Childhood and Education and Care <p>Screening skill set :</p> <ul style="list-style-type: none"> • CPPSEC1006A Apply x-ray image interpretation procedures • CPPSEC1007A Walk through metal detection procedures • CPPSEC1008A Apply hand-held metal detection procedures • CPPSEC1009A Apply explosive trace detection (ETD) procedures • CPPSEC2007A Screen people • CPPSEC2008A Screen items • AVSEC online program which support self-study and provides case studies and further photos of screening scenarios. <p>Http://campus.avsec.training/</p>
		<p>Required Rectification(s)</p> <p>Details of required rectification relating to finding SF1.2.6</p> <p><u>Actions:</u></p> <p>The RTO is required to detail the strategies used to engage with industry in order to develop their training and assessment approaches. This standard requires the RTO to demonstrate how the input of industry has informed the training and assessment strategies which could include the selection of units, the duration of training, the amount of practice and workplace application of skills and knowledge and the skills and knowledge of trainer/assessors.</p> <p>The RTO is also require to make sure they demonstrate how industry will have an on-going role in the monitoring and review of its training and assessment strategies.</p>

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	<ul style="list-style-type: none"> • Angelo Xerri, National Training Manager, Secure training – letter of support for TAE extension • Industry consultation feedback from validation & moderation of TAT resources – Angelo Xerri, National Training Manager, Secure training - review TAEASS401B, TAELLN411 and BSBRES401A. The respondent raised concern over relevance of the BSBRES401A to their industry. He found the training and assessment resources, trainer skills meet the needs of industry and the principles of assessment and rules of evidence – 19th November 2015 • Industry consultation feedback from validation & moderation of TAT resources – Zeina Chehaita, Kids Early Education Network, Family Day Care Services - review CHCECE00, CHCECE007, CHCECE020, CHCECE026, CHCDIV002 & BSBLED401 found these to meet the needs of industry and the principles of assessment and rules of evidence, trainer skills appropriate – 19th November 2015 • Industry consultation feedback from validation & moderation of TAT resources – Patricia 	
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	<p>Hamill, Mother's Choice Educational Leader – Industry trainer – CHCLEG001, CHCECE016, CHCECE018, BSBLED401, CHCECE013 found the skills of trainers delivery and tools appropriate and assessment meet principles of assessment and rules of evidence.20/10/15</p> <ul style="list-style-type: none"> • Industry consultation feedback from validation & moderation of TAT resources –Dr Sema Kuyruk, HLTAID004 found the skills of trainers delivery and tools appropriate and assessment meet principles of assessment and rules of evidence 21/12/15 	
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Improvement Opportunities

Training and Assessment strategies contain a number of grammatical errors and there is inconsistency in the delivery hours within the strategies for TAE40110 and CHC50113.

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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.			Non-Compliant
SF.1.3.1	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
The RTO is Non-Compliant with Element 1.3.1	<p>The Training and Assessment strategy does not include the names and experience of the trainer/assessors. Pages 7 & 8 reference the Standards for NVR Registered Training Organisations 2012 and the AQTF Standard 1.4. There are no details in the training and assessment strategies of how the RTO has determined the sufficiency of the number trainer/assessors. A review of the Trainer files indicated that they all held the appropriate qualifications to deliver the identified course/qualification.</p>	<p>Evidence reviewed relating to element 1.3.1</p> <p>Training and Assessment strategies for:</p> <ul style="list-style-type: none"> • TAE40110 Certificate IV in Training and Assessment • CHC50113 Diploma of Early Childhood and Education and Care <p>Screening skill set :</p> <ul style="list-style-type: none"> • CPPSEC1006A Apply x-ray image interpretation procedures • CPPSEC1007A Walk through metal detection procedures • CPPSEC1008A Apply hand-held metal detection procedures • CPPSEC1009A Apply explosive trace detection (ETD) procedures • CPPSEC2007A Screen people • CPPSEC2008A Screen items <p>Trainer files audited</p> <ul style="list-style-type: none"> • Rana Karam – CHC50113 • Annette Smith – TAE40110 • Nadia Machlouch – CHC50113 • Rabih Elsayah – Screening skills set 	<p>Details of required rectification relating to finding SF1.3.1</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> • The RTO is required to detail the strategies they have used to determine the adequacy of staffing levels to deliver their proposed training and assessment strategies.

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SF.1.3.2	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
SF.1.3.2	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	<p>The RTO is Non-Compliant with Element 1.3.2</p> <p>The training and assessment strategies for the TAE40110 and CHC50113 did not contain sufficient information about the facilities and equipment to support the delivery and assessment of these qualifications.</p> <p>Agreements were in place for 4 Child Care organisations, however these were not listed in the training and assessment strategy. There were no details of the requirements for the Child Care Centre to be a regulated education and care service, a family day care is not suitable. Two of the agreements presented are for family day care. The agreements in place do not specify the number of students the centre can accommodate or the range of ages of children that they care for.</p> <p>The training and assessment strategy refers to a simulated environment however there was no evidence of such an environment being in place at either training venue. There was also no list of facilities and equipment that the RTO has access to that could be used to set up such a simulated environment in the training rooms.</p> <p>The training and assessment strategy for TAE40110 also refers to a simulated workplace environment for which there was no evidence of this being in place.</p>	<p>Detail of evidence reviewed relating to element 1.3.2</p> <p>Training and Assessment strategies for:</p> <ul style="list-style-type: none"> • TAE40110 Certificate IV in Training and Assessment • CHC50113 Diploma of Early Childhood and Education and Care <p>Screening skill set :</p> <ul style="list-style-type: none"> • CPPSEC1006A Apply x-ray image interpretation procedures • CPPSEC1007A Walk through metal detection procedures • CPPSEC1008A Apply hand-held metal detection procedures • CPPSEC1009A Apply explosive trace detection (ETD) procedures • CPPSEC2007A Screen people • CPPSEC2008A Screen items <p>Tour of training facilities at Suite 15, 11-17 Pearcedale Parade, Broadmeadows – contains appropriately resourced training rooms</p> <p>Tour of training facilities at Coburg: unit 19/471 – 475 Sydney Road Coburg contains the equipment to support the delivery of the screening skills set</p> <p>Agreements for work placement:</p>	<p>Details of required rectification relating to finding SF1.3.2</p> <p>Actions:</p> <ul style="list-style-type: none"> • The RTO is required to make sure that all the facilities and equipment required to deliver the TAE40110 and CHC50113 is detailed in the training and assessment strategy or related document and referenced in the strategy. • The RTO is required to identify the facilities and equipment provided by the RTO, the workplace and the student and outline their strategy for determining suitability of these facilities and equipment. • The RTO is required to review the agreements they have in place with the Child Care Centres to make sure they contain sufficient information to demonstrate compliance with the Training Package requirements and their capacity to support workplace placements.

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<p>Neither the TAE40110 nor CHC50113 strategy includes the process used by the RTO for determining the required facilities and equipment. There was no evidence of an assessment of the appropriateness of the child care centres where agreements are in place.</p> <p>Neither strategy identifies facilities and equipment that students will need to have access to in order to complete the self-study component of their program.</p>	<ul style="list-style-type: none"> • Adventurous Family Day Care – does not specify how many students they can take, the age of the children in the centre or that they are a registered long day care facility. • Darul Ulum College Child Care - does not specify how many students they can take, the age of the children in the centre • Kids Early Education Network - does not specify how many students they can take, the age of the children in the centre • Mother Choice– does not specify how many students they can take, the age of the children in the centre or that they are a registered long day care facility. 		
SF.1.3.3	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	<p>The RTO is Non-Compliant with Element 1.3.3.</p> <p>The training and assessment resources provided at audit to support the TAE40110 and CHC50113 were not sufficient to ensure valid training and assessment. Refer to the findings for Elements 1.5.</p>	<p>Detail of evidence reviewed relating to element 1.3.3</p> <p>Training and Assessment strategies for:</p> <ul style="list-style-type: none"> • TAE40110 Certificate IV in Training and Assessment • CHC50113 Diploma of Early Childhood and Education and Care <p>Units audited</p> <ul style="list-style-type: none"> • TAEASS403B Participate in Assessment Validation 	<p><u>Refer to rectifications identified in Standard 1.5</u></p>

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	<ul style="list-style-type: none"> • TAEDES401A Design and Develop Learning Programs • CHCECE005 - Provide care for babies and toddlers • CHCPRT001 Identify and respond to children and young people at risk 	
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<p>ELEMENT 1.4 - Training and assessment is delivered by trainers and assessors who:</p> <p>a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and</p> <p>b) have the relevant vocational competencies at least to the level being delivered or assessed, and</p> <p>c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and</p> <p>d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.</p>			Non-Compliant
SF.1.4.1	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	<p>The RTO is Non-Compliant with Element 1.4.</p> <p>The Trainers and Assessment meet the training and assessment competency requirements and were able to demonstrate that they hold current vocational skills. Professional development records did not consistently demonstrate that the trainers continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence</p>	<p>Evidence reviewed relating to element 1.4</p> <ul style="list-style-type: none"> • VTG Register of Trainers and Assessors • Executive summary as of 24th December 2015 for non- compliant areas as per audit report • Student Handbook – includes VET obligations • Induction checklist Orkun Ankara – includes VET obligations • Position Description • Letter of offer • trainer skills matrix – have not been verified by the RTO but were updated in response to the Chole Dyson's audit. Trainer skills matrix also 	<p>Details of required rectification relating to element 1.4.1</p> <p>Actions:</p> <ul style="list-style-type: none"> • The RTO is required to make sure that all trainer assessors undertake professional development to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence

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	<p>records professional development activities – does not demonstrate that the trainer is undertaking professional development in the three required areas</p> <p>Trainer files audited</p> <ul style="list-style-type: none"> • Rana Karam – CHC50113 • Annette Smith – TAE40110 • Nadia Machlouch – CHC50113 • Rabih Elsayah – Screening skills set 	
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Improvement Opportunities

The Trainer matrix which details the trainer's vocational experience and qualifications have been prepared to demonstrate equivalence to the units being delivered. These have not been verified or signed off. Interview with the CEO demonstrated that he had reviewed the matrix and was confident that this demonstrated equivalence to the unit being delivered. It is suggested that the RTO implement a process to verify the contents of the trainer matrix and ensure sign off of this by the CEO.

The RTO might also consider encouraging the Early Childhood Education and Care trainers to upgrade their qualifications to the ones they are delivering as part of professional development.

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ELEMENT 1.5 - Assessment including Recognition of Prior Learning (RPL):			Non-Compliant
a) meets the requirements of the relevant Training Package or accredited course b) is conducted in accordance with the principles of assessment and the rules of evidence c) meets workplace and, where relevant, regulatory requirements d) is systematically validated.			
SF.1.5.1	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	<p>The RTO is Non-Compliant with Element 1.5.1 Assessment for TAEDES401A Design and Develop Learning Programs and TAEASS403B Participate in Assessment Validation does not meet the requirements of the training package.</p> <p>A number of the questions in the Skills and Knowledge Activity do not make sense for example: 'What are the possible different purposes and focuses of learning programs?' or do not provide sufficient detail to achieve an appropriate answer such as 'What are learning principles?'</p> <p>Some of the required knowledge has been omitted from the mapping document or has not been addressed by the activities listed. For example 'Methodology relating to developing and documenting new learning activities and related learning materials' is not addressed and not in the mapping document. Knowledge of 'instructional design principles relating to different design options for learning program design and structure' is not addressed. The mapping document claims that Questions 4.1.1, 4.1.2, 4.2.1,</p>	<p>Evidence reviewed relating to element 1.5.1 Training and Assessment strategies for:</p> <ul style="list-style-type: none"> • TAE40110 Certificate IV in Training and Assessment <p>TAE40110 – units audited:</p> <ul style="list-style-type: none"> • TAEDES401A Design and Develop Learning Programs • TAEASS403B Participate in Assessment Validation <p>Supported by</p> <ul style="list-style-type: none"> • Timetable • Session plan – no timing –power point referenced but not provided for audit • Learner guide • Instruction Workbook • LLN Pre-training Appraisal (appropriate for ACSF level 4 and above) & Trainer Instructions • Industry consultation register • Assessment matrix (mapping document) 	<p>Required rectification relating to element 1.5.1 Actions:</p> <ul style="list-style-type: none"> • The RTO is required to review the assessment tools to support the unit TAEDES401A Design and Develop Learning Programs and TAEASS403B Participate in Assessment Validation to make sure that the assessment tasks collect sufficient evidence to meet the required knowledge and that the critical requirement of assessment are demonstrated.

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<p>4.3.1, 4.4.1, 4.5.1, 4.5.2, 4.5.3, however this is not the case.</p> <p>The critical aspects for assessment and evidence required to demonstrate competency in this unit include the ability to prepare and develop a minimum of two learning programs: that contain differentiated learning program designs to reflect particular needs, contexts and timelines at least one of which must be based on competency standards or accredited courses and must cover at least one entire unit of competency or accredited course module. The assessment tasks in place require the learner in question 4.2 to design a 2 hour session on OHS, which is recorded in a session plan. Activity 4.1.1.2 requires the learner to select a topic and determine appropriate chunks for a training program. The Major project requires the students to 'prepare a TAS, session plan LLN assessment, characteristics of learners, VET policy framework, quality assurance, resources, break content into chunks, outline delivery strategy, review the program and analyse risks that can be associated with the learning'. These collective activities and Major Project does not meet these critical requirements.</p> <p>For the unit TAEASS403B Participate in Assessment Validation it is a requirement that the learner actively participate in a minimum of <u>two validation sessions or meetings</u> which, in combination, address the critical aspects of validation using different validation</p>		
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<p>approaches and activities. The activity and the major project does not meet this requirement. The activities presented do not ensure that the student will demonstrate that they can:</p> <ul style="list-style-type: none"> • clearly explain purposes of validation and the legal and ethical responsibilities of assessors • collate documentation relating to validation process in a logical manner • demonstrate communication and liaison with relevant people • provide feedback and interpret documentation in validation sessions • record contribution to validation findings. <p>This unit is deliver over 4 hours which does not provide sufficient time for the Assessor to observe the student participating in the 2 required validation sessions.</p>			
SF.1.5.2	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	<p>The RTO is Non-Compliant with Element 1.5. 2 Assessment for CHCECE005 - Provide care for babies and toddlers and CHCPRT001 Identify and respond to children and young people at risk does not meet the requirements of the training package.</p> <p>CHCECE005 applies to work with babies and toddlers from birth to 24 months in a range of early education and care contexts. This is not clearly specified throughout the unit assessment. Assessment must involve interactions with actual babies and toddlers under the age of 24 months under the supervision of</p>	<p>Evidence reviewed relating to element 1.5.2 Training and Assessment strategies for:</p> <ul style="list-style-type: none"> • CHC50113 Diploma of Early Childhood and Education and Care <p>Units audited</p> <ul style="list-style-type: none"> • CHCECE005 - Provide care for babies and toddlers • CHCPRT001 Identify and respond to children and young people at risk <p>Assessment tools consist of:</p>	<p>Required rectification relating to element 1.5.2 Actions:</p> <ul style="list-style-type: none"> • The RTO is required to review the assessment tools to support the unit CHCECE005 - Provide care for babies and toddlers and CHCPRT001 Identify and respond to children and young people at risk to make sure that the assessment tasks collect sufficient evidence to meet the required knowledge and that the critical requirement of assessment are demonstrated.

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<p>an early childhood educator. The evidence collection tools do not require this information to be recorded.</p> <p>The following performance evidence is not sufficiently addressed:</p> <p>provided care to at least different three babies and toddlers of varying ages using safe and hygienic practices, including:</p> <ul style="list-style-type: none"> • assessing and responding appropriately to babies' needs, including hunger, distress, tiredness and pain • setting up a safe environment conducive to rest • changing nappies • heating breast milk and formula, preparing bottles and preparing and heating food • cleaning equipment and utensils • feeding babies <p>developed a nurturing and securely attached relationship with at least three different babies and toddlers of varying ages, including:</p> <ul style="list-style-type: none"> • settling new babies and toddlers through observing, monitoring and appropriately interacting with them and their caregivers • engaging in one-to-one interactions with babies and toddlers during daily routines <p>supported the learning of at least three different babies and toddlers of varying ages, including:</p>	<ul style="list-style-type: none"> • Workbook Activities • Placement handbook – on-job observations • Employee/volunteer reflections <p>Other support materials</p> <ul style="list-style-type: none"> • Timetable • Session plan – no timing –power point referenced but not provided for audit • Learner guide • Instruction Workbook • LLN Pre-training Appraisal (appropriate for ACSF level 4 and above) & Trainer Instructions • Industry consultation register • Assessment matrix (mapping document) 	
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<ul style="list-style-type: none"> • responding appropriately to babies' and toddlers' cues and language • initiating and modelling language with babies and toddlers • providing stimulating environments that support skill development • modifying the environment and interactions to support babies/toddlers changing requirements • encouraging their attempts to gain new skills • providing opportunities to develop self- knowledge and awareness • contributing to their emotional and psychological well-being • performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service <p>These details are not consistently required across the work placement logbook and the employee/volunteer reflection. The work placement record book does not provide sufficient guidance to the assessor nor does it re-enforce the requirement listed above.</p> <p>Some questions are cumbersome, as they are a cut and paste from the unit without clear explanation to the student as to what they are required to do. Questions 4.1.1 requires the student to design a food log for</p>		
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<p>babies room and toddler's room – the unit actually requires 3 food logs.</p> <p>The major activity states 'the student to individually answer the following questions in full to show their competency of each element:</p> <ul style="list-style-type: none"> • Promote safe sleep • Provide positive nappy-changing and toileting experiences' <p>These are not questions and it is unclear how the student is expected to 'show competency in each element'?</p> <p>The major project also states that the student is required to perform the activities outlined in the performance criteria of this unit during a period of at least 20 hours of work in at least one regulated education and care service. This is an inaccurate representation as the unit actually require 120 hours.</p> <p>CHCPRT001 - Identify and respond to children and young people at risk requires that the work occurs within legislative and policy frameworks and carries a duty of care responsibility. The training and assessment does not meet all legislative and regulatory requirements. In particular there was no evidence of compliance with the relating to updated mandatory reporting requirements for</p>		
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<p>Child protection and abuse. These changes have resulted in an expansion of mandatory reporting, new offences under the Crimes Act 1958 (Vic); 7 new standards, amendments to the Child Wellbeing and Safety Amendment Act 20015, the Education and Training Reform Amendment (Child Safe Schools) Act 2015 (Vic).</p> <p>Again the written questions are poorly written</p>			
SF.1.5.3	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
<p>The RTO is Non-Compliant with Element 1.5. 3 Assessment for the units audited within the TAE40110 Certificate IV in Training and Assessment and CHC50113 Diploma of Early Childhood and Education and Care does not meet the principles of assessment and rules of evidence. The Assessment approach for both qualifications is not fair, as it does not provide any guidance to the assessor on appropriate reasonable adjustments that may be applied to take into account the individual learner's needs. Reasonable adjustment is mentioned in the Training and Assessment strategy, however there are no guidelines in the instructor guide on what adjustments are suitable or within the requirements to no flaw the assessment process. The description of assessment in the learner guides does not provide clear information about how the unit will be assessed or the purpose of the activities in the</p>		<p>Evidence reviewed relating to element 1.5.3 Training and Assessment strategies for:</p> <ul style="list-style-type: none"> • TAE40110 Certificate IV in Training and Assessment • CHC50113 Diploma of Early Childhood and Education and Care <p>Units audited</p> <ul style="list-style-type: none"> • CHCECE005 - Provide care for babies and toddlers • CHCPRT001 Identify and respond to children and young people at risk • TAEDES401A Design and Develop Learning Programs • TAEASS403B Participate in Assessment Validation 	<p>Required rectification relating to element 1.5.3 Actions:</p> <ul style="list-style-type: none"> • The RTO is required to make sure that all assessment tools and processes meet the principles of assessment and rules of evidence. This will involve a full review of each learner workbook to make sure that there are clear instructions to the student and the assessor about context and conditions for the assessment, the actual tasks that need to be completed and an outline of the evidence to be gathered from the candidate. • Assessors need to be provided with guidance on the criteria to be used to judge the quality of performance, including decision making rules, allowable adjustments and specific training package requirements. Assessment tools must

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<p>learner guide and any other additional evidence that is required to demonstrate competency. Every activity in the learner workbook states that the activity may be undertaken individually, in pairs or as a group. This is not accurate.</p> <p>The Unit Record Sheet suggests that a mark is allocated. However this is not the case the number in this column simply represents the number of questions in each written activity. This needs to be clearly explained.</p> <p>The Skills and Knowledge Activities asks the student to provide as much detail as possible? The model answers provided are one or two sentences. This is inconsistent and does not reflect the AQF level 4.</p> <p>The information provided to the student and assessor is unclear and will not support reliable assessment outcomes. For examples instructions to the student states 'do not start the assessment until told to do so? – Is this a test/exam? When do the students undertake these activities?</p> <p>Every activity states that the activity may be undertaken individually, in pairs or as a group. If the activity is done as a group, how can the assessor be confident that the individual has gained the knowledge and skills?</p> <p>The workbook activities and Major Project for each unit does not contain a clear explanation of the tasks to be</p>	<ul style="list-style-type: none"> • Instructor workbooks for each unit provide model answers only 	<p>be designed in order to make sure that they prompt the recording of sufficient valid evidence to meet the training package requirements. Model answers need to reflect the complexity of the questions and the appropriate AQF level.</p>
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	<p>completed, guidance to the learner of the steps they should take and the criteria for assessment. These tasks will not produce reliable evidence to support a demonstration of competency for this unit.</p> <p>The work placement logbook for CHC50113 does not provide sufficient guidance to the assessor around decision making rules or the evidence that the learner is required to present, in particular the record sheets are not designed to ensure that the required evidence of applying the unit to the required 3 babies and toddlers is consistently collected.</p> <p>Model answers are very brief and sometimes incorrect. For example questions 3 and 4 of the Skills and Knowledge Activities for TAEASS403B Participate in Assessment Validation requires the student to provide a definition of the principles of assessment and rules of evidence - the model answer is not consistent with the definition of these in the 2015 Standards for RTOs.</p>		
SF.1.5.4	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	<p>The RTO is Non-Compliant with Element 1.5. 4 Assessment is not systematically validated. While the RTO has validated their assessment materials with industry there was no evidence of any changes or improvements being made to the assessment tools as presented.</p>	<p>Training and Assessment strategies for:</p> <ul style="list-style-type: none"> • TAE40110 Certificate IV in Training and Assessment • CHC50113 Diploma of Early Childhood and Education and Care <p>Industry consultation and validation records:</p>	<p>Required rectification relating to element 1.5.4 Actions</p> <ul style="list-style-type: none"> • The RTO is required to make sure that their approach to assessment validation is systematic. In particular they should put in place a plan for the ongoing systematic validation of assessment practices and judgements. This should include a schedule for when the validation will occur, which units will be the focus of the validation, who

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<p>Validation records presented suggest that all assessment tools and processes meet the requirements of the training package and the principles of assessment and rules of evidence.</p> <p>There was no evidence of a plan for the ongoing systematic validation of assessment practices and judgements. The training and assessment strategy includes a schedule for validation, however this is blank. A Systematic approach would include when the validation will occur, which units will be the focus of the validation, who will lead and participate in the validation and how the outcomes of these activities will be recorded and acted upon.</p>	<ul style="list-style-type: none"> • Angelo Xerri, National Training Manager, Secure training – letter of support for TAE extension • Industry consultation feedback from validation & moderation of TAT resources – Angelo Xerri, National Training Manager, Secure training - review TAEASS401B, TAELLN411 and BSBRES401A. The respondent raised concern over relevance of the BSBRES401A to their industry. He found the training and assessment resources, trainer skills meet the needs of industry and the principles of assessment and rules of evidence – 19th November 2015 • Industry consultation feedback from validation & moderation of TAT resources – Zeina Chehaita, Kids Early Education Network, Family Day Care Services - review CHCECE00, CHCECE007, CHCECE020, CHCECE026, CHCDIV002 & BSBLED401 found these to meet the needs of industry and the principles of assessment and rules of evidence, trainer skills appropriate – 19th November 2015 • Industry consultation feedback from validation & moderation of TAT resources – Patricia 	<p>will lead and participate in the validation and how the outcomes of these activities will be recorded and acted upon.</p>
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SF.1.5.5	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	<p>The RTO is Compliant with Element 1.5.5 Proposed RPL Assessment Kits to support the CHC50113, TAE40110 and Screening skills set – provide a framework for collection of evidence.</p> <p>Assessment tools presented to support the Screening skills set meet the training package requirements and the principles of assessment and rules of evidence. These tools have been reviewed and validated by industry.</p>	<p>Evidence reviewed relating to element 1.5.5 Assessment policy and Procedure Assessment validation policy and procedure RPL Kits for CHC50113, TAE40110 and Screening skills set – provide a framework for collection of evidence.</p> <p>Recognition evidence</p> <ul style="list-style-type: none"> Rabih Elsaya Certificate III in Security Operations – 21/2/15 	<p>No rectification required for element 1.5.5.</p>

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	<ul style="list-style-type: none"> • Credit transfer for 10 units – Certificate and Statement of results from TAT & First Aid unit – First Aid institute • RPL for 3 units • Class require for one unit • RPL Kit – CV, Copies of qualifications, Self-Assessment • Employer testimonial • Assessment Workbook for BSBFLM303C, CPPSEC3004A; BSBWOR301B; CPPSEC3009A • RPL Assessor Handbook – completed assessor record • • Rabih Elsayya – Certificate II in Security Operations – 20/5/15 • 11 CT • 8 RPL • RPL Kit – CV, Copies of qualifications, Self-Assessment • Employer testimonial • RPL Assessor Handbook • Mireille Bazerghi – Certificate II in Security Operations 8/9/15 • 13 CT • 5 RPL • RPL Kit – CV, Copies of qualifications, Self-Assessment • Employer testimonial 	
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RTO: TAT (Security / Taxi Training) Pty Ltd

	<ul style="list-style-type: none"> • Assessment Workbook for Certificate II in Security Operations • RPL Assessor Handbook <p>Assessment for Screening skill set – meets the requirements of each unit and the principles of assessment and rules of evidence</p> <ul style="list-style-type: none"> • CPPSEC1006A Apply x-ray image interpretation procedures • CPPSEC1007A Walk through metal detection procedures • CPPSEC1008A Apply hand-held metal detection procedures • CPPSEC1009A Apply explosive trace detection (ETD) procedures • CPPSEC2007A Screen people • CPPSEC2008A Screen items 	
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Improvement Opportunities

Assessment policy and procedure makes reference to BSZ40198 competencies

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Detailed Findings – 2016 VRQA Guidelines for VET Providers

GUIDELINE 3.1 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:			Compliant
a) vocational competencies at least to the level being delivered and assessed; b) current industry skills directly relevant to the training and assessment being provided; and c) current knowledge and skills in vocational training and learning that informs their training and assessment.			
Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.			
GF.3.1.1	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	The RTO is Compliant with Guideline 3.1 The trainer, Annette Smith meets the requirements of this guideline.	Evidence reviewed relating to Guideline 3.1 Annette Smith's file: <ul style="list-style-type: none"> Dual Diploma of Vocational Education and Training – TAE50211 & TAE50111 – Global Skills Training Academy MBA Bachelor Adult Vocational Teaching Griffith University ; Advanced Dip Management Adv Dip Project Management - productivity Partners Accredited Mediator TAE40110 – productivity Partners Captain Cook College TAELLN411 	No rectification required.

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	<ul style="list-style-type: none">• Trainer matrix• Letter of offer• Interview	
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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.			Compliant
GF.3.2.1	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	<p>The RTO is Compliant with Guideline 3.1 The trainer, Annette Smith meets the requirements of this guideline.</p>	<p>Evidence reviewed relating to Guideline 3.1 Annette Smith's file:</p> <ul style="list-style-type: none"> • Dual Diploma of Vocational Education and Training – TAE50211 & TAE50111 – Global Skills Training Academy • MBA • Bachelor Adult Vocational Teaching Griffith University ; Advanced Dip Management • Adv Dip Project Management - productivity Partners • Accredited Mediator • TAE40110 – productivity Partners Captain Cook College • TAELLN411 • Trainer matrix • Letter of offer • Interview 	<p>No rectification required.</p>

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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.			Compliant
GF.3.3.1	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	<p>The RTO is Compliant with Guideline 3.1 The trainer, Annette Smith meets the requirements of this guideline.</p>	<p>Evidence reviewed relating to Guideline 3.1 Annette Smith's file:</p> <ul style="list-style-type: none"> • Dual Diploma of Vocational Education and Training – TAE50211 & TAE50111 – Global Skills Training Academy • MBA • Bachelor Adult Vocational Teaching Griffith University ; Advanced Dip Management • Adv Dip Project Management - productivity Partners • Accredited Mediator • TAE40110 – productivity Partners Captain Cook College • TAELLN411 • Trainer matrix • Letter of offer • Interview 	<p>No rectification required.</p>

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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.		Compliant	
GF.3.4.1	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	<p>The RTO is Compliant with Guideline 3.1 The trainer, Annette Smith meets the requirements of this guideline.</p>	<p>Evidence reviewed relating to Guideline 3.1 Annette Smith's file:</p> <ul style="list-style-type: none"> • Dual Diploma of Vocational Education and Training – TAE50211 & TAE50111 – Global Skills Training Academy • MBA • Bachelor Adult Vocational Teaching Griffith University ; Advanced Dip Management • Adv Dip Project Management - productivity Partners • Accredited Mediator • TAE40110 – productivity Partners Captain Cook College • TAELLN411 • Trainer matrix • Letter of offer • Interview 	<p>No rectification required.</p>

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GUIDELINE 3.5 An RTO ensures that any individual working under the supervision of a trainer:			Compliant
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.			
GF.3.5.1	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	<p>The RTO is Compliant with Guideline 3.1 The trainer, Annette Smith meets the requirements of this guideline.</p>	<p>Evidence reviewed relating to Guideline 3.1 Annette Smith's file:</p> <ul style="list-style-type: none"> • Dual Diploma of Vocational Education and Training – TAE50211 & TAE50111 – Global Skills Training Academy • MBA • Bachelor Adult Vocational Teaching Griffith University ; Advanced Dip Management • Adv Dip Project Management - productivity Partners • Accredited Mediator • TAE40110 – productivity Partners Captain Cook College • TAELLN411 • Trainer matrix • Letter of offer • Interview 	<p>No rectification required.</p>

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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.		Non-Compliant	
GF.4.1.1	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	<p>The RTO is Non-Compliant with Guideline 4.1</p> <p>The training and assessment strategies did not contain evidence of how the training is sufficient for the learner or cohort of learners to meet the requirements for each unit of competency in which they are enrolled.</p> <p>The Schedule of Training for the CHC50113 identified a training and assessment program running over 43 weeks at 6 hours per week, providing 498 hours of structured training sessions.</p> <p>While the schedule states that placement and on-job observations will be used for assessment it is unclear of the role in the work placement, if any, in the delivery of these units.</p> <p>This schedule states that delivery for:</p> <ul style="list-style-type: none"> • HLTWHS003 and CHCECE002 which have 103 nominal hours will be achieved in 15 face to face hours. • CHCECE003 and CHCECE005 which have 136 nominal hours will be achieved in 18 face to face hours • CHCECE007 which have 70 nominal hours will be achieved in 6 face to face hours 	<p>Evidence reviewed relating to Guideline 4.1 Training and Assessment strategies for:</p> <ul style="list-style-type: none"> • TAE40110 Certificate IV in Training and Assessment • CHC50113 Diploma of Early Childhood and Education and Care <p>Screening skill set :</p> <ul style="list-style-type: none"> • CPPSEC1006A Apply x-ray image interpretation procedures • CPPSEC1007A Walk through metal detection procedures • CPPSEC1008A Apply hand-held metal detection procedures • CPPSEC1009A Apply explosive trace detection (ETD) procedures • CPPSEC2007A Screen people • CPPSEC2008A Screen items 	<p>Required rectification relating to GF4.1.1</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> • The RTO is required to demonstrate how the proposed delivery and assessment strategy for CHC50113 Diploma of Early Childhood and Education and Care provides sufficient training to meet the needs of the defined learner cohort and enables them to achieve the skills and knowledge required by the units of competency.

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<ul style="list-style-type: none"> • CHCECE017 which have 240 nominal hours will be achieved in 18 face to face hours • CHCECE024 which have 170 nominal hours will be achieved in 12 face to face hours. <p>There is no justification for how this provides the learner with sufficient training to meet the requirements of these units of competency.</p>		
GF.4.1.2 Finding	Evidence/Documentation Reviewed	Required Rectification(s)
<p>The RTO is Non-Compliant with Guideline 4.1</p> <p>The Schedule of Training for the TAE40110 identified a training and assessment program running over 10 weeks at 8 hours per week, providing 80 hours of structured training sessions.</p> <p>It is unclear when the student will practice delivery and assessment competencies and when they will conduct their deliver and assessment in line with the unit of competency requirements.</p> <p>This schedule states that delivery for:</p> <ul style="list-style-type: none"> • TAEDES401A which have 50 nominal hours will be achieved in 8 face to face hours. • BSBLED401A which have 40 nominal hours will be achieved in 8 face to face hours. • TAEDEL401A which have 40 nominal hours will be achieved in 8 face to face hours. This unit also requires the delivery of at least two consecutive sessions, of a duration commensurate with a substantive training session (e.g. 40-60 minutes), that follow one 	<p>Evidence reviewed relating to Guideline 4.1 Training and Assessment strategies for:</p> <ul style="list-style-type: none"> • TAE40110 Certificate IV in Training and Assessment • Interview with TAE trainer 	<p>Required rectification relating to GF4.1.2</p> <p><u>Actions:</u></p> <p>The RTO is required to demonstrate how the proposed delivery and assessment strategy for TAE40110 Certificate IV in Training and Assessment provides sufficient training to meet the needs if the defined learner cohort and enables them to achieve the skills and knowledge required by the units of competency.</p>

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<p>of the learning program designs and at least one session delivered to a different learner group, with evidence of how the characteristics and needs of this group were addressed. There is no explanation how this is going to be achieved or when these sessions will occur for assessment.</p> <p>There is no justification for how this provides the learner with sufficient training to meet the requirements of these units of competency.</p>			
GF.4.1.3	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	<p>The RTO is Non-Compliant with Guideline 4.1</p> <p>The CHC50113 training and assessment strategy identifies a range of learners, but provides only one strategy. The clients are identified as:</p> <ul style="list-style-type: none"> • Participants who have been working in the Child Care industry and wish to progress • Prospective childcare educators wanting to enter the industry • Individuals looking to develop a higher level of literacy and numeracy. <p>This is quite a diverse range of learners and it is unlikely that the same approach to training and assessment will suite each client group.</p>	<p>Evidence reviewed relating to Guideline 4.1 Training and Assessment strategies for:</p> <ul style="list-style-type: none"> • TAE40110 Certificate IV in Training and Assessment • CHC50113 Diploma of Early Childhood and Education and Care 	<p>Required rectification relating to GF4.1.3</p> <p><u>Actions:</u></p> <p>The RTO is required to identify the characteristics of each learner cohort, their existing skills and knowledge and needs for support. The proposed delivery and assessment strategy should then be justified in line with the requirements of each learner cohort.</p>

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It is unclear why a person wanting to develop a higher level of literacy and numeracy would want to undertake this qualification?			
GF.4.1.4	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	<p>The RTO is Non-Compliant with Guideline 4.1 The RTO's training and assessment strategies do not specifically contain information on how the strategies will be monitored and updated to take into account changes in industry technology and techniques and legislation.</p> <p>The strategies do include information on assessment validation and industry consultation, although the schedule for validation/moderation is blank in all strategies. All strategies contain a generic section on Transition Arrangements including reference to the ASQA General Direction for Transition.</p> <p>The Screening Training and Assessment Strategy includes reference to feedback from students and other stakeholders.</p>	<p>Evidence reviewed relating to Guideline 4.1 Training and Assessment strategies for:</p> <ul style="list-style-type: none"> • TAE40110 Certificate IV in Training and Assessment • CHC50113 Diploma of Early Childhood and Education and Care <p>Screening skill set :</p> <ul style="list-style-type: none"> • CPPSEC1006A Apply x-ray image interpretation procedures • CPPSEC1007A Walk through metal detection procedures • CPPSEC1008A Apply hand-held metal detection procedures • CPPSEC1009A Apply explosive trace detection (ETD) procedures • CPPSEC2007A Screen people • CPPSEC2008A Screen items 	<p>Required rectification relating to GF4.1.4</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> • The RTO is required to review all training and assessment strategies to ensure they include the process to monitor and regularly update strategies in accordance with changes in industry technology and techniques, legislation, and the training package.

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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:		Non-Compliant	
a) the existing skills, knowledge and the experience of the student; b) the mode of delivery; and c) where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.			
GF.4.2.1	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	<p>The RTO is Non-Compliant with Guideline 4.2. Insufficient evidence was provided in the proposed training and assessment strategies to explain how the requirements of the training product will be met. In particular how the following components will be achieved:</p> <ul style="list-style-type: none"> • the breadth and depth of the knowledge • skills required • application of knowledge and skills, and • the AQF volume of learning. <p>While generic statements are used about the provision of a simulated workplace the delivery schedule does not provide details of how this environment will be incorporated in the strategy and how this will contribute to the development of skills and knowledge. Both strategies makes reference to self-paced learning, however there are no details of what practice and applications of skills and knowledge, outside of completing learning and assessment activities as contained within in the learner workbook.</p> <p>The CHC50110 does have a Work placement logbook and a Volunteer/Employee record book which the</p>	<p>Evidence reviewed relating to Guideline 4.2</p> <p>Training and Assessment strategies for:</p> <ul style="list-style-type: none"> • TAE40110 Certificate IV in Training and Assessment • CHC50113 Diploma of Early Childhood and Education and Care 	<p>Required rectification relating to GF4.2.1</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> • The RTO is required to review the training and assessment strategies for TAE40110 Certificate IV in Training and Assessment and CHC50113 Diploma of Early Childhood and Education and Care to make sure they include an explanation of how their strategies ensure that the learner will develop the breadth and depth of the knowledge and skills required by the unit of competency and how these will be applied to the workplace in a range of contexts. • The RTO is required to justify their delivery and assessment strategies and duration in line with the AQF Volume of Learning.

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<p>learner completes during the 240 hour work placement and when the trainer visits on two occasions throughout the placement. However, no details of how this contributes to the application of knowledge and skills and the AQF volume of learning has been provided in the Training and Assessment strategies</p>		
GF.4.2.2 Finding	Evidence/Documentation Reviewed	Required Rectification(s)
<p>The RTO is Compliant with Guideline 4.2 Insufficient evidence was provided in the proposed training and assessment strategies to demonstrate how the proposed strategies provide the learner cohort with sufficient time to be trained in each skill and knowledge area and the time required to practice and apply these skills and knowledge requirements. There was also insufficient evidence of the allocation of time in the different contexts they would experience in the workplace.</p>	<p>Evidence reviewed relating to Guideline 4.2 Training and Assessment strategies for:</p> <ul style="list-style-type: none"> • TAE40110 Certificate IV in Training and Assessment • CHC50113 Diploma of Early Childhood and Education and Care 	<p>Required rectification relating to GF4.2.2</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> • The RTO is required to review the training and assessment strategies for TAE40110 Certificate IV in Training and Assessment and CHC50113 Diploma of Early Childhood and Education and Care to make sure they include sufficient time in their delivery and assessment schedule for the learner to be trained in the skills and knowledge outlined in each unit of competency. The strategies must also include practice time to apply these skills and knowledge and be exposed to the range of contexts they would experience in the workplace.
GF.4.2.3 Finding	Evidence/Documentation Reviewed	Required Rectification(s)
<p>The RTO is Compliant with Guideline 4.2.3 Insufficient evidence was provided in the proposed training and assessment strategies to demonstrate how</p>	<p>Evidence reviewed relating to Guideline 4.2 Training and Assessment strategies for:</p>	<p>Required rectification relating to GF4.2.3</p> <p><u>Actions:</u></p>

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<p>the various modes of delivery enable the learner sufficient time and practice to achieve competency.</p>	<ul style="list-style-type: none"> • TAE40110 Certificate IV in Training and Assessment • CHC50113 Diploma of Early Childhood and Education and Care 	<p>The RTO is required to review the training and assessment strategies for TAE40110 Certificate IV in Training and Assessment and CHC50113 Diploma of Early Childhood and Education and Care to provide more detail about how their various modes of delivery provide sufficient training and practice to achieve competency in the units of competency.</p>
<p>GF.4.2.4 Finding</p>	<p>Evidence/Documentation Reviewed</p>	<p>Required Rectification(s)</p>
<p>The RTO is Compliant with Guideline 4.2.4 Insufficient evidence was provided in the proposed training and assessment strategies to explain variations from the AQF volume of learning.</p>	<p>Evidence reviewed relating to Guideline 4.2 Training and Assessment strategies for:</p> <ul style="list-style-type: none"> • TAE40110 Certificate IV in Training and Assessment • CHC50113 Diploma of Early Childhood and Education and Care 	<p>Required rectification relating to GF4.2.4</p> <p><u>Actions:</u></p> <p>The RTO is required to review the training and assessment strategies for TAE40110 Certificate IV in Training and Assessment and CHC50113 Diploma of Early Childhood and Education and Care to provide an explanation why their strategies vary from those identified in the AQF volume of learning and how this varied approach enables the learners to achieve the required skills and knowledge in the shorter time frame.</p>

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GUIDELINE 4.3 - From 1 January 2016, to deliver any AQF qualification or assessor skill set from the Training and Education Training Package (or its successor), an RTO must have undergone an independent validation of its assessment system, tools, processes and outcomes in accordance with the requirements contained in Schedule 2 (and the definitions of independent validation and validation) of these Guidelines.			Non-Compliant
GF.4.3.1	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	<p>The RTO is Non-Compliant with Guideline 4.3.</p> <p>The RTO has undertaken industry consultation and assessment validation with the trainer assessor and two RTOs. This activity has found the assessment system to be adopted for the TAE40110 will meet the requirements when fully implemented. This conflicts with the findings of this audit.</p>	<p>Detail of evidence reviewed relating to Guideline 4.3</p> <ul style="list-style-type: none"> • Angelo Xerri, National Training Manager, Secure training – letter of support for TAE extension • Industry consultation feedback from validation & moderation of TAT resources – Angelo Xerri, National Training Manager, Secure training - review TAEASS401B, TAELLN411 and BSBRES401A. The respondent raised concerns over relevance of the BSBRES401A to their industry. He found the training and assessment resources, trainer skills meet the needs of industry and the principles of assessment and rules of evidence – 19th November 2015 • Industry consultation feedback from validation & moderation of TAT resources – Annette Smith and Tim Sell, Director of International Security Training Academy 	<p>Required rectification relating to GF4.3.1</p> <p>Actions</p> <ul style="list-style-type: none"> • The RTO is required to undertake a review of their assessment system, tools and processes to support the TAE40110 in line with the findings of this report and then undertake a further independent validation with appropriate industry and TAE qualified personnel.

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	<ul style="list-style-type: none"> Industry consultation with Geoff Lawrence, MEGT. 	
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GUIDELINE 4.4 - From 1 January 2016, to deliver any AQF qualification or skill set from the Training and Education Training Package (or its successor), an RTO ensures that all trainers and assessors delivering the training and assessment hold the training and assessment qualification at least to the level being delivered, or have demonstrated equivalence of competencies.			Compliant
GF.4.4.1	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	<p>The RTO is Compliant with Guideline 4.4 The Trainer Annette Smith meets the requirements of this Guideline.</p>	<p>Evidence reviewed relating to Guideline 4.4 Annette Smith's file:</p> <ul style="list-style-type: none"> Dual Diploma of Vocational Education and Training – TAE50211 & TAE50111 – Global Skills Training Academy MBA Bachelor Adult Vocational Teaching Griffith University ; Advanced Dip Management Adv Dip Project Management - productivity Partners Accredited Mediator TAE40110 – productivity Partners Captain Cook College TAELLN411 Trainer matrix Letter of offer Interview 	<p>No rectification required.</p>

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GUIDELINE 4.5 - From 1 January 2017, to deliver the training and assessment qualification specified in Item 1 of Schedule 1 of these Guidelines, or any assessor skill set from the Training and Education Training Package (or its successor), an RTO ensures all trainers and assessors delivering the training and assessment:			Compliant
a) hold the qualification specified in Item 5 of Schedule 1 of these Guidelines; or b) work under the supervision of a trainer that holds the qualification specified in Item 5 of Schedule 1 of these Guidelines.			
GF.4.5.1	Finding	Evidence/Documentation Reviewed	Required Rectification(s)
	<p>The RTO is Compliant with Guideline 4.4 The Trainer Annette Smith meets the requirements of this Guideline.</p>	<p>Evidence reviewed relating to Guideline 4.4 Annette Smith's file:</p> <ul style="list-style-type: none"> • Dual Diploma of Vocational Education and Training – TAE50211 & TAE50111 – Global Skills Training Academy • MBA • Bachelor Adult Vocational Teaching Griffith University ; Advanced Dip Management • Adv Dip Project Management - productivity Partners • Accredited Mediator • TAE40110 – productivity Partners Captain Cook College • TAELLN411 • Trainer matrix • Letter of offer • Interview 	<p>No rectification required.</p>



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