



Australian Government

Australian Skills Quality Authority

# REPORT

## Audit report: GLOBAL BUSINESS COLLEGE OF AUSTRALIA PTY LTD

Dates of audit: 18 – 20 October 2017

Date report created: 31/10/2017

Date report updated: 13/02/2018

## Organisation details

|                            |  |
|----------------------------|--|
| Organisation's legal name: | GLOBAL BUSINESS COLLEGE OF AUSTRALIA PTY LTD |
| Trading name/s:            | Global Business College of Australia Pty Ltd |
| RTO number:                | 41292  |
| CRICOS number:             | 03443D                                       |

## Audit team

|               |            |
|---------------|------------|
| Lead auditor: | Brad Kovak |
| Assistant/s:  | N/A        |

## Audit details

|                                   |   |                         |
|-----------------------------------|---|-------------------------|
| Application number/s:             | ADDVET0027289, ADDCRI0003007, CHGCRI0002772                           |                         |
| Audit number:                     | AUDREC0000639, AUDREC0007629  |                         |
| Audit reason                      | Post initial change of scope VET & CRICOS, change registration CRICOS |                         |
| Address of site/s visited:        | 337 La Trobe Street & 338 Queen Street, MELBOURNE, VIC, 3000          |                         |
| Date/s of audit:                  | 18/10/2017 - 20/10/2017   |                         |
| Organisation's contact for audit: | Ms Ping (Celina) Yu<br>celina.yu@gbca.edu.au                          | PEO/CEO<br>03 9041 3050 |

## Original finding at time of audit

### Audit finding: Serious non-compliance

Report completed by: Brad Kovak

| Practice                           | Standards for RTOs 2015       | National Code 2017 | Finding       |
|------------------------------------|-------------------------------|--------------------|---------------|
| Marketing/Recruitment              | 4.1                           |                    | Compliant     |
| Enrolment                          | 5.1, 5.2, 5.3,                |                    | Compliant     |
| Support and Progression            | 1.7                           |                    | Not compliant |
| Training and Assessment            | 1.1, 1.3, 1.8, 1.13-1.16, 2.2 | D14.1, D14.2       | Not compliant |
| Completion                         | 3.1                           |                    | Compliant     |
| Regulatory Compliance / Governance | 2.3, 2.4, 8.2                 |                    | Compliant     |

## Audit finding following analysis of additional evidence

Audit finding following analysis of additional evidence provided on enter date : Compliant

Report completed by: Brad Kovak

| Practice                | Standards for RTOs 2015 | National Code 2017 | Finding   |
|-------------------------|-------------------------|--------------------|-----------|
| Support and Progression | 1.7                     |                    | Compliant |

## Background

Summary of organisation and management structure:

- Global Business College of Australia Pty Ltd (GBCA) was registered in September 2015 as a VET and CRICOS provider. The organisation is owned by Guangdong Huashang Education Group Pty Ltd, a privately owned education conglomerate based in the city of Guangzhou, China. GBCA is the organisation's first campus based outside of China and at the time of audit had 124 overseas students enrolled into VET award courses. This is in comparison to the parent company that has approximately 40,000 students enrolled in Vocational and Higher Education courses in China. The overwhelming majority of students recruited by GBCA were recruited onshore in Australia. GBCA has also formed a partnership with the University of Canberra to deliver Higher Education courses to overseas students to provide a pathway into higher education for learners enrolled into VET award courses
- GBCA's management structure consists of a Managing Director who reports directly to the Chairman of Guangdong Huashang Education Group Pty Ltd, Mr Liu Yung Chau, and at the time of audit GBCA employed 30 staff.

Scope of registration:

- The RTO has 11 VET award courses on its scope of registration:
  - 3 courses from the *BSB Business Services* training package
  - 2 courses from the *FNS Financial Services* training package
  - 1 course from the *ICT Information and Communications Technology* training package
  - 1 course from the *PSP Public Sector* training package.

Suburb and state of all delivery locations:

- The RTO has a delivery location at 337 La Trobe Street, Melbourne, VIC, 3000 and has applied for an additional delivery site to its CRICOS registration at 338 Queen Street, Melbourne, VIC, 3000.

Core clients/target groups:

- The RTO's core clients are fee for service overseas students from China. The RTO has also applied for the addition of the *course CHC50113 Diploma of Early Childhood Education and Care* to its VET and CRICOS scope of registration and had also applied for funding of its courses from the Victorian State Government.

Training Revenue (Funded or fee for service):

- Fee for service.

Total number of current enrolments as at audit date:

- 124

In preparing the audit report, consideration has been given and reference made, where relevant, to:

- Information provided by students as part of a student survey or interview.
- Information provided directly by GLOBAL BUSINESS COLLEGE OF AUSTRALIA PTY LTD to ASQA
- Existing information and records held by ASQA concerning GLOBAL BUSINESS COLLEGE OF AUSTRALIA PTY LTD
- Information provided to ASQA's auditors and documentation reviewed during the site audit of GLOBAL BUSINESS COLLEGE OF AUSTRALIA PTY LTD conducted on 18 – 20 October 2017.
- Other publically available information - including but not limited to, information published on the organisations and third party websites.

## Audit Sample

| Code     | Training products                             | Mode/s of delivery / assessment* | Current enrolments |
|----------|---|----------------------------------|--------------------|
| PSP50916 | Diploma of Interpreting (LOTE-English)        | Face to face                     | 84                 |
| BSB50215 | Diploma of Business                           | Face to Face                     | 10                 |
| CHC50113 | Diploma of Early Childhood Education and Care | Face to Face                     | Nil                |

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

## Interviewees

| Name                | Position                       | Training products |
|---------------------|--------------------------------|-------------------|
| Ms Ping (Celina) Yu | Managing Director              | ALL               |
| Mr Anh Tran         | Compliance Manager             | ALL               |
| Ms Joanne Yang      | Student Administration Manager | ALL               |
| Ms Amelie Guan      | Training Manager               | ALL               |

## About this Report

This report details findings against the *Standards for Registered Training Organisations 2015* (Standards for RTOs 2015) and/or the *National Code of Practice for Providers of Education and Training to Overseas Students 2017* (National Code). If non-compliance has been identified, this report describes evidence of the non-compliance.

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

Correcting non-compliance may require:

- correcting a process or system that has led to the non-compliance, and implementing a revised process or system
- identifying the impact on learners and carrying out remedial action for current and past learners

## Original Action required by RTO

GLOBAL BUSINESS COLLEGE OF AUSTRALIA PTY LTD did not meet all requirements for clauses 1.1, 1.3, 1.7, 1.8.

Remedial action is required for the following training products:

- *PSP50916 Diploma of Interpreting (LOTE-English)*
- *CHC50113 Diploma of Early Childhood Education and Care*
  - *CHCECE003 Provide care for children*
  - *CHCECE005 Provide care for babies and toddlers.*

The RTO is required to

### Clause 1.1

- Provide evidence that:
  - it has corrected its training and assessment strategies and practices for future learners to ensure they meet the requirements of the training products sampled
  - confirms remedial action has been carried out to identify and address the impact the non-compliance may have caused to learners currently enrolled in the training products sampled that were impacted by training and assessment strategies and practices that did not meet the requirements of the training products sampled. Remedial action needs to cover current learners enrolled in the training products sampled.

### Clause 1.8

*PSP50916 Diploma of Interpreting (LOTE-English)*

- Provide evidence that:
  - it has corrected its assessment system (to comply with Clause 1.8) for future learners and has systems in place to ensure it is this system that is applied
  - confirms remedial action has been carried out to identify and address the impact the non-compliance may have caused to learners that were assessed in a manner that did not comply with the requirements of Clause 1.8. Remedial action must be provided to learners that were assessed within 6 months prior to the date the audit was conducted

*CHC50113 Diploma of Early Childhood Education and Care*

- Provide evidence that:
  - it has corrected its assessment system (to comply with Clause 1.8) for future students and has systems in place to ensure it is this system that is applied.

Clause 1.3, Part D 14.1 & 14.2

*CHC50113 Diploma of Early Childhood Education and Care*

- Provide evidence that:
  - it now has sufficient resources to comply with Clause 1.3, proportionate to the number of students enrolled at any time, the mode of delivery, location of delivery, and the strategies for training and assessment.

Clause 2.2

- Provide evidence that:
  - the RTO has an appropriate system in place to systematically monitor its training and assessment strategies and practices to ensure ongoing compliance with Standard 1.
- confirms the RTO has implemented appropriate systems to systematically monitor the RTO's training and assessment strategies and practices to ensure ongoing compliance with Standard 1.

## **Audit finding following analysis of additional evidence**

Following analysis of additional evidence provided by GLOBAL BUSINESS COLLEGE OF AUSTRALIA PTY LTD on 22 January 2018 the RTO:

- remains not compliant with clause 1.8.

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

## Areas of non-compliance

### Support and Progression

#### Standards for RTOs Clause 1.7

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

#### **Findings: Not compliant**

The RTO's support and progression practices and behaviours are not compliant with the requirements of the *Standards for RTOs 2015* as learners were not progressing with the course in a manner that would enable them to complete the training product, with consideration to the expected enrolled duration of the course they are enrolled in, and learners were not provided with access to educational and support services where required.

Evidence of non-compliant practice includes but is not limited to the following learner:

- Learner: APP0502842017
  - The learner had only attempted one assessment task for one unit of competency at the time of audit despite the timetable and training plan indicating the learner should have attempted assessments for six units of competency. The evidence reviewed did not demonstrate the RTO had determined the support needs of the learner or provided access to educational and support services necessary to address the learner's failure to progress with the course in a manner that would enable them to complete the course within the requirements of their student visa.

These practices and behaviours are non-compliant with Clause 1.7 of the *Standards for RTOs 2015*.

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#### *Analysis of additional evidence*

Evidence provided:

- Policy 27 Completion within the expected duration of study
- TL032 Information for trainer\_Management of assessment and student progress
- List of students not progressing with letter of advice.

The evidence provided has addressed the non-compliance.

## Training and Assessment

#### Standards for RTOs Clause 1.1

The RTO's training and assessment strategies and practices, including the amount of training they provide, are consistent with the requirements of training packages and VET accredited courses and enable each learner to meet the requirements for each unit of competency or module in which they are enrolled.

#### Standards for RTOs Clause 1.2

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

- a) the existing skills, knowledge and the experience of the learner;
- b) the mode of delivery; and
- c) where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.

### **Findings: Not compliant**

The RTO's training and assessment strategies and practices are not compliant with the requirements of the *Standards for RTOs 2015* as the RTO's training and assessment strategies and practices are not consistent with the requirements of the training packages audited and do not enable each learner to meet the requirements for each of unit of they are enrolled in.

The following was reviewed in relation to training and assessment practices:

- Training and assessment strategies for the following training products:
  - *PSP50916 Diploma of Interpreting (LOTE-English)*
  - *BSB50215 Diploma of Business*
  - *CHC50113 Diploma of Early Childhood Education and Care.*
- Assessment tools and learning resources for the following units of competency
  - *PSPTIS003 Prepare to translate and interpret*
  - *PSPTIS042 Manager discourses in general settings*
  - *CHCECE003 Provide care for children*
  - *CHCECE005 Provide care for babies and toddlers.*
  
- *PSP50916 Diploma of Interpreting (LOTE-English)*
  - Learner files for:
    - APP0503222017
    - APP0503502017
    - APP0503752017
    - APP0502842017
    - APP0503522017.
- *BSB50215 Diploma of Business*
  - Learner files for:
    - APP1201272016
    - APP0302652017
    - APP0302642017
    - APP0302742017
    - APP0804842017.

Evidence of non-compliant training and assessment practice includes:

#### **PSP50916 Diploma of Interpreting (LOTE-English)**

#### **CHC50113 Diploma of Early Childhood Education and Care**

- The RTO did not demonstrate it will implement an assessment system that ensures assessment:
  - complies with the assessment requirements of the *PSP – Public Sector* and *CHC Community Services* training package, and;
  - is conducted in accordance with the Principles of Assessment in Table 1.8-1 and Rules of Evidence in Table 1.8-2 (refer to Clause 1.8).

#### **CHC50113 Diploma of Early Childhood Education and Care**

- The RTO did not demonstrate it has sufficient:
  - trainers and assessors to deliver the training and assessment (refer to clause 1.13 & 1.16)
  - learning resources to enable the learner to meet the requirements for each unit of competency and which are accessible to the learner regardless of location or mode of delivery (refer to Clause 1.3)

These practices and behaviours are non-compliant with Clause 1.1 of the *Standards for RTOs 2015*.

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#### *Analysis of additional evidence*



Evidence provided:

- Refer to clause 1.3 & 1.8.

### **Standards for RTOs Clause 1.3**

The RTO has, for all of its scope of registration, and consistent with its training and assessment strategies, sufficient:

- a) trainers and assessors to deliver the training and assessment;
- b) educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment;
- c) learning resources to enable learners to meet the requirements for each unit of competency, and which are accessible to the learner regardless of location or mode of delivery; and
- d) facilities, whether physical or virtual, and equipment to accommodate and support the number of learners undertaking the training and assessment.

### **National Code Standard D14.1**

The registered provider must have and implement policies and procedures to ensure its staffing resources are adequate and have the capabilities as required by the quality assurance framework applying to the course.

### **National Code Standard D14.2**

The registered provider must have adequate education resources, including facilities, equipment, learning and library resources and premises as required by the quality assurance framework applying to the course.

**Findings: Not compliant**

The following was reviewed in relation to training and assessment practices:

- Training and assessment strategies for the following training products:
  - *PSP50916 Diploma of Interpreting (LOTE-English)*
  - *BSB50215 Diploma of Business*
  - *CHC50113 Diploma of Early Childhood Education and Care.*
- Assessment tools and learning resources for the following units of competency:
  - *PSPTIS003 Prepare to translate and interpret*
  - *PSPTIS042 Manager discourses in general settings*
  - *BSBADM502 Manage meetings*
  - *BSBPMG522 Undertake project work*
  - *CHCECE003 Provide care for children*
  - *CHCECE005 Provide care for babies and toddlers.*
- Memorandum of Understanding between the RTO and Childcare provider
- *PSP50916 Diploma of Interpreting (LOTE-English)*
  - Learner files for:
    - APP0503222017
    - APP0503502017
    - APP0503752017
    - APP0502842017
    - APP0503522017.
- *BSB50215 Diploma of Business*
  - Learner files for:
    - APP1201272016
    - APP0302652017
    - APP0302642017
    - APP0302742017
    - APP0804842017.

### **CHC50113 Diploma of Early Childhood Education and Care**

The RTO's training and assessment strategies and practices are not compliant with the requirements of the *Standards for RTOs 2015* as the RTO did not have for all of its scope of registration, and consistent with its training and assessment strategies sufficient:

- trainers and assessors to deliver the training and assessment (refer to clauses 1.13 & 1.16)
- learning resources to enable the learner to meet the requirements for each unit of competency, and which are accessible to the learner regardless of location or mode of delivery.

Evidence of non-compliant training and assessment practice includes:

- the evidence did not demonstrate the actions the RTO has taken to identify if the workplace has the learning resources to enable the learners to meet the requirements of each unit of competency.

These practices and behaviours are non-compliant with Clause 1.3 of the *Standards for RTOs 2015* and with Standards 14.1 and 14.2 of the *National Code 2017*.

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*Analysis of additional evidence*

**CHC50113 Diploma of Early Childhood Education and Care**

Evidence provided:

- Vocational placement suitability checklist
- Signed checklist Kool Kidz Dockland
- Photos of Kool Kidz Dockland facilities

The evidence provided has addressed the non-compliance.

**Standards for RTOs Clause 1.8**

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

- a) complies with the assessment requirements of the relevant training package or VET accredited course; and**
- b) is conducted in accordance with the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.**

***Findings: Not compliant***

The RTOs assessment system is not compliant with the requirements of the *Standards for RTOs 2015* as the evidence did not demonstrate that assessment complies with the assessment requirements of the relevant training package and is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

The following was reviewed in relation to training and assessment practices:

- Training and assessment strategies for the following training products
  - *PSP50916 Diploma of Interpreting (LOTE-English)*
  - *BSB50215 Diploma of Business*
  - *CHC50113 Diploma of Early Childhood Education and Care.*
- Assessment tools and learning resources for the following units of competency
  - *PSPTIS003 Prepare to translate and interpret*
  - *PSPTIS042 Manager discourses in general settings*
  - *BSBADM502 Manage meetings*
  - *BSBPMG522 Undertake project work*
  - *CHCECE003 Provide care for children*
  - *CHCECE005 Provide care for babies and toddlers.*

- ***PSP50916 Diploma of Interpreting (LOTE-English)***
  - Learner files for:
    - APP0503222017
    - APP0503502017
    - APP0503752017
    - APP0502842017
    - APP0503522017.
- ***BSB50215 Diploma of Business***
  - Learner files for:
    - APP1201272016
    - APP0302652017
    - APP0302642017
    - APP0302742017
    - APP0804842017.
- Analysis of completed assessments indicates the RTO's assessment system has not ensured assessments are valid. For example, but not limited to the learner APP0503502017, the learner was deemed as having performed satisfactorily in assessment tasks for three units of competency despite observations from the trainer and assessor indicating the learner's performance was unsatisfactory for some of the criteria being assessed. Furthermore, it is not clear how the learner was deemed as having performed satisfactorily when the trainer and assessor declarations in the observation checklists were blank.
- Learner APP0503522017 was deemed as having performed unsatisfactorily in the assessments conducted during study period 2, yet the learner's performance was deemed as satisfactory despite there being no evidence of re-assessment being conducted.

The examples listed above are not an exhaustive list, however, it demonstrates a systemic practice by the RTO of not conducting assessment that complies with the requirements of the *PSP – Public Sector* training package and is not in accordance with the Principles of Assessment (validity) and Rules of Evidence (validity), (authenticity) and (currency).

### **CHC50113 Diploma of Early Childhood Education and Care**

- *CHCECE003 Provide care for children*
- *CHCECE005 Provide care for babies and toddlers*
  - The observation checklists are a copy and paste from the elements and performance criteria of the units of competencies listed above and do not provide any detail or context for the tasks to be performed or the observable skills and behaviours against which competencies are to be assessed.

These practices and behaviours are non-compliant with Clause 1.8 of the *Standards for RTOs 2015*.

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### *Analysis of additional evidence*

### **PSP50916 Diploma of Interpreting (LOTE-English)**

Evidence provided:

- Non-compliance rectification table
- Training and assessment strategy for:
  - *PSP50916 Diploma of Interpreting (LOTE-English)*
  - Remedial action report
  - Register of remedial action taken for past and current learners
  - Samples of further assessment conducted for past learners
  - Samples of reassessment conducted for current learners
  - TL032 Information for trainer\_Management of assessment and student progress

- Training record log
- Cover letter.

The evidence provided has addressed the impact of the non-compliance to students.

### **CHC50113 Diploma of Early Childhood Education and Care**

- *CHCECE003 Provide care for children*
- *CHCECE005 Provide care for babies and toddlers*

Evidence provided:

- Non-compliance rectification table
- Assessment tool for:
  - *CHCECE003 Provide care for children*
  - *CHCECE005 Provide care for babies and toddlers*
- Observation checklists for:
  - *CHCECE003 Provide care for children*
  - *CHCECE005 Provide care for babies and toddlers*
- Introduction and assessment requirements for:
  - *CHCECE003 Provide care for children*
  - *CHCECE005 Provide care for babies and toddlers*
- Mapping documents for:
  - *CHCECE003 Provide care for children*
  - *CHCECE005 Provide care for babies and toddlers*
- Training and assessment strategy for *CHC50113 Diploma of Early Childhood Education and Care*.

The RTO's training and assessment strategies are not compliant with the requirements of the *Standards for RTOs 2015* as it does not ensure assessment (including recognition of prior learning)

- a) Complies with the assessment requirements of the *CHC - Community Services* training package, and;
- b) Is conducted in accordance with the Principles of Assessment conducted in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

The RTO provided evidence of three assessment instruments consisting of:

- theory assessment task
- observation checklist
- Third party

The observation checklists submitted by the RTO are not in accordance with the Principles of Assessment (validity), (reliability) and Rules of Evidence (validity), (sufficiency) because:

- The observation checklist simply records a "yes" or a "no" for each criterion in the checklist and the learner's performance for each of the observable behaviours is not recorded.
- There are no instructions to the trainer and assessor and student in relation to what the requirements are if a learner is deemed as not performing satisfactorily for an observable behaviour, for example, if the learner required to be re-assessed against all the observable behaviours in the criteria or only for the observable behaviour where the trainer and assessor deemed their performance as not satisfactory.

The evidence provided has not addressed the non-compliance.

#### **Standards for RTOs Clause 1.13**

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

- a) vocational competencies at least to the level being delivered and assessed;
- b) current industry skills directly relevant to the training and assessment being provided; and
- c) current knowledge and skills in vocational training and learning that informs their training and assessment.

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

#### **Standards for RTOs Clause 1.14**

The RTO's training and assessment:

- a) if delivered on or prior to 31 March 2019, is delivered only by persons who have the training and assessment credential specified in Item 1 or Item 2 or Item 3 of Schedule 1.
- b) if delivered on or after 1 April 2019, is delivered only by persons who have the training and assessment credential specified in Item 2 or Item 3 of Schedule 1

#### **Standards for RTOs Clause 1.15**

Where a person conducts assessments only, the RTO ensures that:

- a) on or prior to 31 March 2019, the person has the training and assessment credential specified in Item 1, or Item 2, or Item 3, or Item 4, or Item 5 of Schedule 1; or
- b) on or after 1 April 2019, the person has the training and assessment credential specified in Item 2, or Item 3, or Item 5 of Schedule 1.

#### **Standards for RTOs Clause 1.16**

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

#### **Findings: Not compliant**

The following was reviewed in relation to training and assessment practices:

- Trainer and assessor files for:
  - *BSB50215 Diploma of Business*
  - *BSB51915 Diploma of Leadership and Management*
    - Mr Lucas Merlo.
  - *PSP50916 Diploma of Interpreting (LOTE-English)*
    - Ms Elline Siew Hong Khoo
    - Ms Serena Ho
    - Ms Cathy Johnson
    - Ms Helen Wang
    - Ms Nina Du
    - Ms Zhuron Zhu
    - Ms Man Ting Chong.
  - *CHC50113 Diploma of Early Childhood Education and Care*
    - Ms Jaspreet Kaur
    - Ms Sandy Buhler
    - Ms Ramnik Sood.
- Learner files for:
  - *BSB50215 Diploma of Business*
    - APP1201272016
    - APP0302652017
    - APP0302642017
    - APP0302742017
    - APP0804842017.
  - *PSP50916 Diploma of Interpreting (LOTE-English)*
    - APP0503222017
    - APP0503502017
    - APP0503752017
    - APP0502842017

- APP0503522017.

The evidence did not demonstrate for the following trainer and assessors:

- Ms Cathy Johnson
- Ms Jaspreet Kaur
- Ms Sandy Buhler
- Ms Ramnik Sood.

the trainer's and assessor's had current industry skills directly relevant to the training and assessment being provided.

The evidence did not demonstrate for the trainer and assessor Ms Ramnik Sood, had current knowledge and skills in vocational training and learning that informs their training and assessment.

The evidence did not demonstrate the RTO ensured that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment.

These practices and behaviours are non-compliant with Clauses 1.13 and 1.16 of the *Standards for RTOs 2015*.

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#### *Analysis of additional evidence*

Evidence provided:

- Payslip for Cathy Johnson
- PD certificates for Cathy Johnson
- Jaspreet Kaur reference letter
- Jaspreet Kaur PD plan
- Contract of employment for Sandy Buhler
- Sandy PD Plan
- Ramnik reference
- Ramnik PD Plan

The evidence provided has addressed the non-compliance.

#### **Standards for RTOs Clause 2.2**

**The RTO:**

- a) systematically monitors the RTO's training and assessment strategies and practices to ensure ongoing compliance with Standard 1; and**
- b) systematically evaluates and uses the outcomes of the evaluations to continually improve the RTO's training and assessment strategies and practices. Evaluation information includes but is not limited to quality/performance indicator data collected under Clause 7.5, validation outcomes, client, trainer and assessor feedback and complaints and appeals.**

#### ***Findings: Not compliant***

The following was reviewed in relation to training and assessment practices:

- Training and assessment strategies for:
  - *PSP50916 Diploma of Interpreting (LOTE-English)*
  - *BSB50215 Diploma of Business.*
- Continuous improvement policy
- Continuous improvement register
  
- *PSP50916 Diploma of Interpreting (LOTE-English)*

- Learner files for:
  - APP0503222017
  - APP0503502017
  - APP0503752017
  - APP0502842017
  - APP0503522017.
- *BSB50215 Diploma of Business*
  - Learner files for:
    - APP1201272016
    - APP0302652017
    - APP0302642017
    - APP0302742017
    - APP0804842017.

The RTO is not compliant with the requirements of this clause because:

- the RTO has not ensured compliance with Standard 1
- the RTO was unable provide evidence of any practices and behaviours of how it is systematically monitoring its training and assessment strategies and practices.

These practices and behaviours are non-compliant with Clause 2.2 of the *Standards for RTOs 2015*.

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*Analysis of additional evidence*

Evidence provided:

- Training and assessment strategy for *PSP50916 Diploma of Interpreting (LOTE-English)*
- Training and assessment strategy for *CHC50113 Diploma of Early Childhood Education and Care*
- Remedial action report
- List of students not progressing with letter of advice
- TL032 Information for trainer\_Management of assessment and student progress
- Policy 27 Completion within the expected duration of study

The evidence provided has addressed the non-compliance.