



REPORT

Audit report: Foresite Training Pty. Ltd.

RTO number:	22227
CRICOS number:	N/A
Date/s of audit:	10 March 2020 – 11 March 2020
Date report created:	11 March 2020
Date report updated:	12 May 2020

Organisation details

Organisation's legal name:	Foresite Training Pty. Ltd.
Trading name/s:	Foresite Training Pty Ltd
RTO number:	22227
CRICOS number:	N/A

Audit team

Lead auditor:	Fred Bonaventura
Auditor:	Mary Oppy

Audit details

Application number/s:	N/A
Audit number/s:	AUDREC0010333
Audit reason/s:	Compliance Monitoring
Address of site/s visited:	105 South Gippsland Hwy DANDENONG SOUTH VIC 3175
Date/s of audit:	10 March 2020 – 11 March 2020
Organisation's contact for audit:	James Maund Chief Executive Officer james.maund@foresitetraining.com.au 1300366015

Original finding at time of audit

Audit finding: Serious non-compliance
Report completed by: Fred Bonaventura

Practice	Standards for RTOs	Finding
Training and Assessment	1.1*, 1.2*, 1.3, 1.8*, 1.9, 1.10, 1.11, 1.13, 1.14, 1.15, 1.16	Not compliant
Marketing/Recruitment Practices	4.1	Compliant
Enrolment	5.1, 5.2, 5.3	Compliant
Support and Progression	1.7	Compliant
Completion	3.1	Compliant

*Indicates a non-compliant clause

Audit finding following analysis of additional evidence

Audit finding following analysis of additional evidence provided on 11/05/2020: Compliant
Report completed by: Fred Bonaventura

Practice	Standards for RTOs	Finding
Training and Assessment	1.1, 1.2, 1.8	Compliant

*Indicates a non-compliant clause

Background

Summary of organisation and management structure:

Foresite commenced in 2006 as a forklift training provider, becoming an RTO in 2009. Since, the business has diversified. Firstly, to warehousing and logistics, then civil construction and driving. In 2013 OnSite Recruitment was established to provide labour hire services to industry.

In 2014 Arbortrim was acquired, as a niche training provider for the arboriculture sector. It now also provides training in rural operations, but has maintained a “green” focus. Following the integration of the training arm of Campbell Page the organisation now delivers community care training in Tasmania as well as custodial education services in the ACT.

In April 2017, The Foresite Group was established to consolidate the ownership, and management structure of the businesses, which although different entities, operate as one team. The Foresite Group has 75 staff, two campuses in Melbourne, and further sites in Hobart and Canberra. Recently the organisation was awarded the contract to provide Career Transition Assistance to mature aged job seekers in South East Melbourne and the Mornington Peninsula.

The Foresite Group comprises:

- Foresite Holdings Pty Ltd (100% owned)
- Foresite Training Pty Ltd (100% owned)
- Arbortrim Australia Pty Ltd (100% owned)
- OnSite Recruitment (80% owned)

Scope of organisation's registration:

CHC30113 Certificate III in Early Childhood Education and Care

CHC33015 Certificate III in Individual Support

CHC50113 Diploma of Early Childhood Education and Care

CPC20211 Certificate II in Construction Pathways

FSK10113 Certificate I in Access to Vocational Pathways

FSK10213 Certificate I in Skills for Vocational Pathways

FSK20113 Certificate II in Skills for Work and Vocational Pathways

RII30815 Certificate III in Civil Construction Plant Operations

RII30915 Certificate III in Civil Construction

RII30919 Certificate III in Civil Construction Certificate III in Civil Construction

CPCCWHS1001 Prepare to work safely in the construction industry

CPPCLO3003 Clean using safe work practices

CPPWMT3044A Identify wastes and hazards

FBPRBK3005 Produce basic bread products

FBPRBK3008 Produce sponge cake products

FBPRBK3009 Produce biscuit and cookie products

RIIWHS302D Implement traffic management plan

RIIWHS302E Implement traffic management plans

SITHFAB005 Prepare and serve espresso coffee

SITXFSA001 Use hygienic practices for food safety

TLILIC0003 Licence to operate a forklift truck

TLILIC0004 Licence to operate an order picking forklift truck

TLILIC0005 Licence to operate a boom-type elevating work platform (boom length 11 metres or more)

TLILIC2001 Licence to operate a forklift truck

TLILIC2002 Licence to operate an order picking forklift truck

TLILIC2014 Licence to drive a light rigid vehicle

TLILIC2015 Licence to drive a medium rigid vehicle

TLILIC2016 Licence to drive a heavy rigid vehicle

Australian Skills Quality Authority

Audit report – Foresite Training Pty. Ltd.

TLILIC3017 Licence to drive a heavy combination vehicle

TLILIC3018 Licence to drive a multi-combination vehicle

Suburb and state of all delivery sites:

- 105 South Gippsland Highway, Dandenong South, VIC
- 92-94 William Angliss Drive, Laverton North, VIC
- 9 Main Road, Moonah, TAS
- Alexander Maconochie, 10400 Monaro Highway, Hume ACT

Third party usage:

The organisation does have any third party arrangements.

Core clients/target groups:

The organisation trains both job seekers looking to get skills to join/rejoin the workforce and industry experienced employees, looking to further their skills.

Training Revenue (Funded or fee for service):

Fee-for-service and funded.

The RTO has held government contracts over the past two years with:

- Department of Education and Training, Victoria
- Department of State Growth, Tasmania
- Corrective Services, Justice and Community Safety Directorate, ACT
- Department of Education, Skills and Employment, Australia

Total number of current enrolments in the organisation as at audit date:

993 Students

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 Foresite Training Pty. Ltd. to ASQA.
- Existing information and records held by ASQA concerning Foresite Training Pty. Ltd..
- Information provided to ASQA's auditors and documentation reviewed during the site audit of Foresite Training Pty. Ltd. conducted on 10 Mar 2020 - 11 Mar 2020.
- Other publicly available information - including but not limited to, information published on the organisation's and third-party websites.

Audit Sample

Training Products	Mode/s of delivery/assessment*	Current enrolments
<i>CHC30113 Certificate III in Early Childhood Education and Care</i>	Face-to-face	59
<i>CHC33015 Certificate III in Individual Support</i>	Face-to-face	119
<i>CPC20211 Certificate II in Construction Pathways</i>	Face-to-face	182
<i>RII30815 Certificate III in Civil Construction Plant Operations</i>	Face-to-face	212
<i>TLI31216 Certificate III in Driving Operations</i>	Face-to-face	33
<i>TLI32416 Certificate III in Logistics</i>	Face-to-face	48
<i>CPCCWHS1001 Prepare to work safely in the construction industry</i>	Face-to-face	712
<i>TLILIC2001 Licence to operate a forklift truck</i>	Face-to-face	185
<i>TLILIC2016 Licence to drive a heavy rigid vehicle</i>	Face-to-face	580

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

Interviewees

Name	Position	Training products
James Maund	CEO	All
Sandra Hout	GM (Finance)	All
Penny Houben	National BDM	All

About this Report

This report details findings against the *Standards for Registered Training Organisations (RTOs) 2015* (Standards for RTOs). 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 a 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 Organisation

Foresite Training Pty. Ltd. did not meet all requirements of the Standards for RTOs, Clauses 1.1, 1.2, and 1.8.

Remedial action is required for the following training products:

CHC30113 Certificate III in Early Childhood Education and Care

CHC33015 Certificate III in Individual Support

CPC20211 Certificate II in Construction Pathways

RII30915 Certificate III in Civil Construction

TLI31216 Certificate III in Driving Operations

TLI32416 Certificate III in Logistics

CPCCWHS1001 Prepare to work safely in the construction industry

TLILIC2001 Licence to operate a forklift truck

TLILIC2016 Licence to drive a heavy rigid vehicle

The organisation is required to provide evidence that demonstrates:

Training and Assessment

Standards for RTOs Clauses 1.1 and 1.2

- the organisation has corrected its training and assessment practices for future students to ensure that the documented training and assessment strategy for delivery of each of the above training products is consistent with the organisation's demonstrated practice, including the amount of training provided

Standards for RTOs Clause 1.8

- the organisation 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, and has taken remedial action to identify and address the impact the non-compliance may have caused to students. The evidence to be provided must:
 - demonstrate the organisation will implement an assessment system that ensures assessment:
 - complies with the assessment requirements of the relevant training product(s)
 - will be conducted in accordance with the Principles of Assessment and Rules of Evidence.
 - the organisation has carried out remedial action to identify and address the impact the non-compliance may have caused to students in the training products sampled that were assessed in a manner that did not meet the requirements of Clause 1.8. Remedial action needs to cover current students and students who were assessed by your organisation in the past six months.

Audit finding following analysis of additional evidence

Following analysis of additional evidence provided by Foresite Training Pty. Ltd. on 11/05/2020, the organisation provided sufficient evidence to demonstrate compliance with the Standards for RTOs: Clauses 1.1, 1.2 and 1.8.

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

Areas of non-compliance

Training and Assessment

Training Delivery and Assessment

Standards for RTOs Clause 1.1

Original Finding: Not compliant

Finding following additional evidence: Compliant

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

Original Finding: Not compliant

Finding following additional evidence: Compliant

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.

CHC30113 Certificate III in Early Childhood Education and Care

CHC33015 Certificate III in Individual Support

CPC20211 Certificate II in Construction Pathways

RII30915 Certificate III in Civil Construction

TLI31216 Certificate III in Driving Operations

TLI32416 Certificate III in Logistics

CPCCWHS1001 Prepare to work safely in the construction industry

TLILIC2001 Licence to operate a forklift truck

TLILIC2016 Licence to drive a heavy rigid vehicle

The following evidence was reviewed:

- RII30915 Cert III Cluster Plan V2.1 Feb 2019
- ST048 Foresite Cert III ECEC TAS 26.03.2019
- ST048 Foresite CHC33015 (Disability) TAS 26.03.2019
- ST048 TAS CHC33015 Cert III in Individual Support (Ageing, H&C) V3.0 22.08.2019
- ST050 CHC33015 (Disability) Training and Assessment Strategy V1.0 16.10.2019
- ST050 TAS CHC30113 Cert III ECEC V1.0 14.10.2019
- ST050 TAS CHC33015 Cert III in Individual Support (Ageing, Home & Comm) V1.0 16.10.2019
- TA1.2 - RII30815 Certificate III in Civil Construction Plant Operations TAS. V3.0. January 2020
- TA1.2 - TAS - CPC20211 + RII30915 Dual Civil (Road) V3.0 January 2020
- TA1.2 - TAS - CPC20211 Certificate II in Construction Pathways V4.0 (17.01.2020)

- TA1.2 - TAS - RII30915 Certificate III in Civil Construction (Road) V3.0 (17.01.2020)
- TA1.2 - TAS - TLI32416 Cert III in Logistics V3.0 (17.01.2020)
- TA1.2 - TLI31216 TAS V3.0 January 2020
- TA1.2.1 - Cluster Delivery Plan - CPC20211 Certificate II in Construction Pathways V2.2 Feb 2019
- TA1.2.1 - Cluster Plan - CPC20211 & RII30915 Dual Civil (Road) V2.3 Feb 2019
- Timetables and Delivery Schedules:
 - Certificate II in Construction Pathways & Certificate III in Civil Construction (Dandenong)
 - 2nd Sep 2019 Intake
 - 30th Sep 2019 Intake
 - Aug 2019 Intake
 - Dec 2019 Intake
 - Feb 2020 Intake –
 - Jan 2020 Intake
 - July 2019 Intake
 - November 2019 Intake
 - Oct 2019 Intake
 - Certificate II in Construction Pathways & Certificate III in Civil Construction (Laverton Nth)
 - 05 Sep 2019 intake
 - 30th Sep 2019 intake
 - Aug 2019 intake
 - Dec 2019 intake
 - Feb 2020 intake
 - Jan 2020 intake
 - Jul 2019 intake
 - Nov 2019 intake
 - Oct 2019 intake
 - Certificate III in Early Childhood Education and Care
 - CHC30113 Cert III ECEC - commencing 02.12.2019
 - CHC30113 Cert III ECEC - Huon commencing 03.03.2020
 - CHC30113 Cert III ECEC- commencing 22.08.2019
 - Certificate III in Individual Support
 - CHC33015 Cert III Ind Supp ALF MOONAH 2020 - 28.4.20 V1.0
 - CHC33015 Cert III Ind Supp BWTR GRP 1 2020 SF 13.02.20 V1.0
 - CHC33015 Cert III Ind Supp HUON 2020 ALF 02.03.2020 V1.0
 - CHC33015 Cert III Ind Supp MOONAH GRP 2 SKILLS FUND 03.09.2019 V1.0
 - CHC33015 Cert III Ind Support DISABILITY SF GROUP 2 28.10.2019 version 1
 - CHC33015 Cert III Ind Support MOONAH GRP 1 ALF 16.01.2020 V1.0
 - Certificate III in Logistics and Cert III In Driving Ops (Dandenong)
 - 3rd Feb 2020 intake
 - 17th Feb 2020 intake
 - Dec 2019 intake
 - Nov 2019 intake
 - Oct 2019 intake
 - Certificate III in Logistics and Cert III In Driving Ops (Laverton Nth)
 - Aug 2019 intake - Cert III DOps and Cert III Logi
 - Dec 2019 intake - Cert III DOps and Cert III Log
 - Jan 2020 intake - Cert III DOps and Cert III Log
 - Jul 2019 intake - Cert III DOps and Cert III Log
 - Nov 2019 intake - Cert III DOps and Cert III Log.pdf
 - Oct 2019 intake - Cert III DOps and Cert III Log
 - Sep 2019 intake - Cert III DOps and Cert III Log
 - Certificate III in Logistics and Cert III In Driving Ops (Offsite)
 - Nov 2019 intake
 - Oct 2019 intake
 - Foresite Short Course Schedule-Calendar (Early 2020)
 - Skills Uplift - Feb 2020 Intake
- Interviews with James Maund (CEO) and Sandra Hoult (GM (Finance)).

The organisation's documented training and assessment strategy does not define an amount of training which enables each student to meet the requirements for each unit of competency in which they are enrolled. For example, but not limited to:

- The organisation's documented training and assessment strategies (TAS) do not separate training from assessment; therefore, the actual amount of training cannot be confirmed.
- The organisation references the 'volume of learning', 'amount of training' and 'nominal hours'. However, the actual weeks/hours allocated to delivery, assessment, supervised learning and independent learning are not sufficiently clear, and are at times inconsistent.
- The organisation has not provided a rationale, educational justification, or data to support the proposed amount of training, having given due consideration to the age, experience, level of education, and learning characteristics each student, and of student cohorts as a whole.
- The documented training and assessment strategy for delivery for each of the above training products is not consistent with the organisation's demonstrated practice. Specifically, the organisation advised that students would be provided with additional training as required, but this is not reflected in the organisation's TAS documents or delivery/timetable schedules.

Additional Evidence (11 May 2020)

- RTO-22227 Foresite response to outcome of audit (11-05-2020)
- RTO-22227 - Audit Response and Rectification Plan
- TA1.2 - TAS - CHC30113 Certificate III in Early Childhood Education V1.1 (01.05.2020)
- TA1.2 - TAS - CHC33015 Cert III in Individual Support (AHC) V1.1 (01.05.20)
- TA1.2 - TAS - CHC33015 Cert III in Individual Support (Dis) V1.1 (01.05.2020)
- TA1.2 - TAS - CPC20211 Certificate II in Construction Pathways V4.2 (01.05.2020)
- TA1.2 - TAS - CPCCWHS1001 White Card V2.1 (01.05.2020)
- TA1.2 - TAS - RII30915 Certificate III in Civil Construction (Road) V4.0 (01.05.2020)
- TA1.2 - TAS - TLI31216 Certificate III in Driving Operations V3.1 (01.05.2020)
- TA1.2 - TAS - TLI32416 Certificate III in Logistics V1.4 (01.05.2020)
- TA1.2 - TAS - TLILIC0003 V3.1 (01.05.2020)
- TA1.2 - TAS - TLILIC2016 V1.4 (01.05.2020)
- Subsequent to a review of the additional evidence, the organisation has demonstrated compliance with clauses 1.1 and 1.2. The organisation has corrected its training and assessment practices for future students to ensure that the documented training and assessment strategy for delivery of each of the above training products is consistent with the organisation's demonstrated practice, including the amount of training provided.

Standards for RTOs Clause 1.8

*Original Finding: **Not compliant***

*Finding following additional evidence: **Compliant***

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.**

Table 1.8.1 Principles of Assessment

Fairness	The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
Flexibility	Assessment is flexible to the individual learner by:

	<ul style="list-style-type: none"> reflecting the learner's needs; assessing competencies held by the learner no matter how or where they have been acquired; and drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; assessment of knowledge and skills is integrated with their practical application; assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
Table 1.8.2 Rules of Evidence	
Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

CHC30113 Certificate III in Early Childhood Education and Care

CHC33015 Certificate III in Individual Support

CPC20211 Certificate II in Construction Pathways

RII30915 Certificate III in Civil Construction

TLI31216 Certificate III in Driving Operations

TLI32416 Certificate III in Logistics

CPCCWHS1001 Prepare to work safely in the construction industry

TLILIC2001 Licence to operate a forklift truck

TLILIC2016 Licence to drive a heavy rigid vehicle

The following evidence was reviewed:

- RII30915 Certificate III in Civil Construction*
RIISAM204D Operate small plant equipment
Student: BD (43821) (14/8/2019)
Student: AJ (45208) (12/08/2019)
- CHC30113 Certificate III in Early Childhood Education and Care*
CHCECE003 Provide care for children
CHCECE011 Provide experiences to support children's play and learning
Student: LTB (41229) (18/11/2019)
Student: LN (41180) (5/11/2019)
- CHC33015 Certificate III in Individual Support*
CHCCCS015 Provide individualised support
CHCCCS023 Support independence and well being
Student: TV (41625) (18/11/2019)

- Student: OT (41802) (14/10/2019)
- *CPC20211 Certificate II in Construction Pathways*
Student: TEA (46043) (14/10/2019)
Student: MLI (42372) (21/10/2019)
- *RII30815 Certificate III in Civil Construction Plant Operations*
RIICCM205E Carry out manual excavation
RIIWMG203D Drain and dewater civil construction site
Student: AALO (42358) (17/10/2019)
Student: VEW (42410) (16/10/2019)
- *TLILIC0003 / TLILIC2001 Licence to operate a forklift truck*
Student: MB (46845)
- *HLTAID003 Provide first aid*
Student: MG (43263)
Student: DTM (44917)
Student: MB (46845)
- *TLI32416 Certificate III in Logistics*
TLIF0001 Apply chain of responsibility legislation, regulations and workplace procedures
TLILIC2016 Licence to drive a heavy rigid vehicle
Student: TMMT (43244) (4/10/2019)
Student: BCL (43544) (30/09/2019)
- *TLI31216 Certificate III in Driving Operations*
TLIF2010 Apply fatigue management strategies
Student: OAA (42230) (26/09/2019)
Student: RRMA (45423) (25/09/2019)
- *CPCCWHS1001 Prepare to work safely in the construction industry*
Student: MG (43263)
Student: DTM (44917)
- Administrative files for students sampled
- Student enrolment forms
- Pre-enrolment and pre-training forms, LLN assessments
- Assessment tools for units reviewed
- Assessor/Marking guides for units reviewed
- Work placement – Project & assessment booklet – Trainer guide Version 1.0 09 Oct 2019
- Assessments Release 2 – Aspire version 1.2
- Organisation SMS records
- Validation policy, procedures and validation register
- Interviews with James Maund (CEO) and Sandra Hoult (GM (Finance)).

The following analysis provides guidance on the areas of non-compliance. Some examples of non-compliances are provided, however, this is not an exhaustive list. It is the organisation's responsibility to review the assessment system and implementation of the assessment system for each unit of competency for all non-compliances identified below and provide evidence:

- of a revised assessment system for each unit of competency listed above that addresses all requirements of Clause 1.8
- that confirms students were assessed as meeting all the requirements of the training product(s) in which they were enrolled.
- Principles of Assessment, Validity and Fairness. Rules of Evidence, Validity, Authenticity and Sufficiency.
 - Student LTB (41229) completed the units *CHCECE003 Provide care for children* and *CHCECE011 Provide experiences to support children's play and learning* as part of the *CHC30113 Certificate III in Early Childhood Education and Care*. On 18 February 2019, this student completed the organisation's pre-training review and LLN test.
 - The student's written responses provided when completing the 'Suitability and Appropriateness of Training' form demonstrate very low levels of English literacy and writing skills. Similarly, the student's responses to the 'Pre-course Interview' questions are further evidence of the student's poor literacy and writing skills.

- For the Unit *CHCECE003 Provide care for children*, students complete 5 assessment tasks:
 - Assessment Task 1 – Research Questions
 - Assessment Task 2 – Test Bank
 - Assessment Task 3 – Observation
 - Assessment Task 4 – Workplace Logbook
 - Assessment Task 5 – Third Party Report
- Assessment Task 1 – Research Questions:
 - The assessment instrument does not comply with Principles of Assessment, specifically ‘Fairness’. The instructions to students do not include time permitted to complete the task or whether it is an open book or closed book assessment.

The student’s work cannot be authenticated as being the student’s own work, as their response to Activity 10.2 reflects a level of literacy significantly higher than that evidenced by the student’s written responses to the pre-enrolment and pre-course interview questions.

The evidence submitted by the student is not sufficient to be able to determine that the task has been completed satisfactorily, as the student’s responses to Activities 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8 and 10.9 are not consistent with the responses provided in the unit ‘Solutions Manual’, yet the assessor has marked these as ‘satisfactory’. Consequently, the assessor could not have been assured that the learner had the knowledge and attributes as described in the unit of competency and associated assessment requirements.

For the ‘End of Chapter Review Questions’, the student’s responses to questions 2, 3, 4 and 5 are substantially the same as, and sometimes verbatim, the responses provided in the unit ‘Solutions Manual’. Given the student’s low level language and literacy skills, it is reasonable to question whether the student understands and fully comprehends the information they provided in their responses. The student was assessed as satisfactorily completing this task.

As a consequence of the issues identified in authenticating the completed assessments as being completely the student’s own work, the assessor could not have had sufficient valid evidence to make judgements regarding the student’s competency.

- Assessment Task 2 – Test Bank:
 - The assessment instrument does not comply with Principles of Assessment, specifically ‘Fairness’ and ‘Validity’, and Rules of Evidence, ‘Authenticity’. The instructions to students do not include time permitted to complete the task or clearly indicate whether it is an open book or closed book assessment. However, under ‘Resource requirements’ students are advised that they will need to have access to course materials either ‘via the internet or hard copy provided’. It therefore appears to be an ‘open book’ assessment, in which case responding to multiple choice and true/false questions would not provide valid evidence of the competencies which the ‘questions’ purport to assess.

Further, the student’s response to question 16 is identical to the response provided in the unit ‘Solutions Manual’, and therefore cannot be confirmed as being the student’s own work. Also, the student’s response to question 17 is significantly inconsistent with the model response provided in the unit ‘Solutions Manual’, yet the assessor has marked the student’s response as ‘satisfactory’.

- Assessment Task 3 – Observation:
 - In the unit descriptor for the unit *CHCECE003 Provide care for children*, it is stipulated, under ‘Performance Evidence’, that:

‘There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- provided care and responded appropriately to at least three children of varying ages, including:
 - promoting physical activity and encouraging participation
 - engaging children in discussions around physical health and wellbeing
 - adapting the physical environment to ensure challenge and appropriate risk-taking
 - ensuring the smooth transition of new arrivals

- o supporting children through transition and change

The assessment instrument does not comply with Principles of Assessment, specifically 'Validity', and the Rules of Evidence, 'Validity'. The organisation's assessment instruments for this unit do not assess the above mentioned "Performance Evidence" criteria. Whilst there is mention of the requirement in the footer of the 'Observation' checklist, there is no evidence that the student has been assessed as having specifically demonstrated the necessary skills and knowledge associated with the unit Performance Evidence requirements. It should be noted that this requirement has not been reported as having been addressed elsewhere in the other assessment tasks.

- Principles of Assessment, Validity. Rules of Evidence Validity, Sufficiency and Authenticity.

- Student DTM (44917) completed the unit *HLTAID003 Provide first aid*, for which assessment comprised two assessment tasks, a Knowledge Test and Skills Demonstration. The 'Knowledge Test' was a combination of 92 multiple choice and true/false questions. The organisation's 'Theory Assessment Workbook', included the following 'Pre-Reading Instructions':

'The following Assessment Questions have been provided as part of your compulsory pre-learning (Questions 1-92) You will be required to provide responses to these questions as part of your final assessment...'

The student, or assessor, copy for this assessment task does not include any information regarding the time in which the assessment task needs to be completed, or whether it is to be completed under exam conditions, open or closed book. However, in fact, the organisation provides the multiple choice and true/false questions to the students prior to their actually undertaking the assessment. Considering the method of assessment, and the fact that students were provided with the questions in advance of undertaking the assessment, the evidence of competency, which is purported to be collected through this assessment, cannot not be valid.

- Student OT (41802) was enrolled in the *CHC33015 Certificate III in Individual Support* on 20 February 2019. The student also completed the organisation's 'Suitability and appropriateness of training' form, 'Pre-course interview questions', LLN assessment, and the 'Participation and medical pre-screening' form. Based on the information and data collected, the no individual support requirements were identified. The course start date was recorded as 20 February 2019 and finish date 14 October 2019.

Completed assessments were reviewed for student OT for the unit *CHCCCS015 Provide individualised support*, where assessment was clustered with the unit *CHCCCS011 Meet personal support needs*.

The final assessment task (Disability) required students to respond to 24 questions that related to a case study. The following are examples of where the student's responses did not meet the requirements of the 'rules of evidence':

- o Question 1 'Choose two area of personal care. For each area, identify any equipment, assistance (care processes) and aids that would be required to support Jun-Wei, ensuring that they are appropriate for his level of ability.'

The response provided by the student does not list the personal care area. For example, oral hygiene and respiration, or identify the equipment required such as a toothbrush.

- o Question 3. 'What do you think the effect might be on Jun-Wei if a worker insisted on washing him in the shower rather than encouraging him to do it himself? What long term effect might this have on him and his care?'

The response provided by the student does include some of the long term effects, but has not explained how these 'effects' may manifest themselves. The marking guide includes, 'Jun-Wei might be embarrassed. It may cause him stress. This could precipitate asthma and eczema. He may start to refuse showering. He may refuse other help from that worker. He may "act out" in other ways.'

- The student's responses for questions 4 and 5 are inconsistent with the marking guide, yet the assessor has marked these as satisfactory.
- The student's responses for questions 14 and 16 have not been marked as satisfactory or unsatisfactory. There are notes made against the questions 'discussed 22/07/2019 and see Q6 for more detail. Discussed abuse, meeting yearly, making complaints and the reporting mechanism'. It is unclear if the student has responded satisfactorily to the questions.
- The student's response for question 17 is inconsistent with the marking guide. The learner has not included an oxygen cylinder and nasal tubes in the response, yet the assessor has marked the student's response as satisfactory.
- As the student did not include oxygen cylinder and nasal tubes in the response to question 17, the student's response to question 18 does not identify the risks for Margaret's safety in relation to these aids, yet the assessor has marked the student's response as satisfactory.
- The student's responses to questions 19 and 20 are inconsistent with the marking guide, yet the assessor has marked the student's response as satisfactory.
- The student's responses to questions 23 and 24 are not marked satisfactory or unsatisfactory. There are notes annotated against these questions 'discussed 22/07/2019 and tag, remover, environmental cleaning, waste disposal, cough etiquette). It is unclear if the student has responded satisfactorily to these two questions.

Assessment for the unit *CHCCCS015 Provide individualised support* included maintaining a workplace diary, listing dates when placements took place, and the completion of Supervisor and Third Party reports. The following are examples of where the student's responses did not meet the requirements of the 'rules of evidence':

- For student OT, no workplace diary was provided for review, therefore it cannot be established whether the student has met the course workplace requirements.
- The Supervisor and Third Party workplace reports include instructions that these need to be completed by the 'Employer representative'. However, there is no guidance as to who would be considered as a suitable and appropriate 'employer representative', and whether they would need to hold any specific qualifications, or have had any related workplace/industry experience. Therefore, it cannot be determined if the observations of the student, reported through the workplace reports, constitute valid evidence of competency.
- Assessment in the workplace required that the supervisor observe the student undertaking specific job-related activities, satisfactory completion requiring observation of competent performance. The records of assessments in the workplace were reported on the 'Assessor observation and demonstration of skills checklists'. For the unit *CHCCCS015 Provide individualised support*, the assessor was required to complete 3 observation checklists. Instructions for the first and third checklists required the assessor to conduct 2 workplace observations. The supervisor has signed off the student as having being observed for only 1 of the 2 required workplace observations on both checklists. Also, all completed workplace observation checklists have exactly the same, single, completion date of 26 September 2019, and time 3:45 – 4:45. These 'observations' comprised 19 individual discrete job-related tasks. Further, on the same day and at the same time, the assessor also completed another 5 observation checklists, covering 23 job-related activities. In addition to the records showing that the student did not meet the assessment requirements, not having been observed on the required number of occasions, it is reasonable to conclude that the student could not have been observed competently performing all of the job-related tasks in one hour.

Additional Evidence (11 May 2020)

- Assessment CHCCCS011 + CHCCCS015 (08.05.2020)
- Assessment CHCECE003 (06.05.20)
- Assessment CHCECE011 V1.0 (08.05.20)
- Assessment HLTAID001 HLTAID003 V3.0 (07.02.2020)
- Assessor Guide CHCCCS011 + CHCCCS015 (08.05.2020)
- Assessor Guide CHCECE003 (06.05.20)
- Assessor Guide CHCECE011 V1.0 (08.05.20)
- Assessor Guide HLTAID001 HLTAID003 V3.0 (07.02.2020)
- Subsequent to a review of the additional evidence, the organisation has demonstrated compliance with clause 1.8. The organisation has corrected its assessment system for future students and has systems in place to ensure it is this system that is applied, and has taken remedial action to identify and address the impact the non-compliance may have caused to students.