

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

Audit Date: 26/04/2018

RTO: Farnham Street Neighbourhood Learning Centre Inc

Applicant Details			
Applicant Name	Farnham Street Neighbourhood Learning Centre Inc	TOID	22203
Address	28 Farnham St, Flemington 3031		
	Website	http://farnhamst.fsnlc.net/online/home	
Registration Contact	Catherine Connop		
Phone Number	03 9376 9088	Email	info@fsnlc.net
Audit Team			
Audit Firm	Quorum QA Australia Pty Ltd	Auditor/s	Andrea Bateman
Auditor/s	Carol Macreadie	Other Attendees	
Registering Body Details			
Contact Person	Julie Florence		
Phone Number	9032 1560	Email	vet.audit@edumail.vic.gov.au
Audit Details			
Type of Audit	Re-registration Audit		
Conditions Audited	3, 6, 7, 8, 9		
Standards Audited	1.1, 1.2, 1.3, 1.4, 1.5	2.1, 2.2, 2.3, 2.4 , 2.5, 2.6, 2.7	3.1, 3.2, 3.3, 3.4
2016 VRQA Guidelines Audited	4.3	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 (If applicable)	
	3.1, 3.2, 3.3 , 3.4, 3.5	4.1, 4.2, 4.3 to 4.6 (If applicable)	
Audit Date/s	26/4/18		
RTO Background			
<p>The organisation is a not for profit organisation, it started in 1979 and moved to its present site in 1982. The Centre became incorporated in 1983. Accredited training is conducted at the main site and also at Flemington Library.</p> <p>The target group for the EAL programs are generally locals within the area, migrants and refugees, largely from the Flemington housing estate.</p> <p>The adult education program under review is generally targeted at those with a mental illness but may include those with a mental disability. A key aim of this program is to keep the participants engaged and get them the required skills.</p> <p>Funding is through Skills First but there are also some students that are ACFE funded.</p> <p>Students active – 79</p>			

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Qualifications/Units Audited ¹		
QUALIFICATION/UNIT OF COMPETENCE/ACCREDITED COURSE		
TGA Code	Qualification/Unit of Competence/Accredited Course (as per TGA)	Delivery Site
22234VIC	Course in Initial General Education for Adults	Flemington
22253VIC	Certificate III in EAL (Access)	Flemington, Flemington Library

Interviewee(s) – Staff name and position; employer name and position	
Catherine Connop	CEO
Pip Mackey	Education Manager
Dianne Phillips	Compliance Coordinator
Kathy Bocquet	Course in Initial General Education for Adults teacher
Kathleen Nolan	Certificate III in EAL (Access) teacher

Permanent Delivery Sites –	Yes	No
Do the RTO's permanent delivery sites match the information provided by the VRQA?		X
If 'No', please provide amended details below: 28 Farnham St, Flemington 3031 and Flemington Library		

Third party Arrangements –	Yes	No
Do the RTO's third-party arrangements match the information provided by the VRQA?	X	
If 'No', please provide amended details below:		

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

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Audit Summary - AQTF Conditions of Registration

	AQTF Conditions Place an X in the appropriate column	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-Compliance²				
<p>CF.6.1 Certification document was inaccurate.</p>				
Strengths				
<p>The RTO has a well-documented quality system. It is suggested that further review and enhancement is required to better reflect what is undertaken by the RTO.</p>				

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		X	
3.1 – Operations Management	X		
3.2 – Continuous Improvement of Operations		X	
3.3 – Third-Party Training and/ or Assessment Services			X
3.4 – Records Management	X		
Summary of Non-Compliance³			
<p>SF.1.1.1 There was no annual review of AQTF compliance as required under the RTO's quality policy.</p> <p>SF.2.2.1 Refer to St 1.1.</p> <p>SF 3.2.1 Refer to St 1.1.</p>			
Strengths			
The quality improvement processes include reviewing a range of refined data.			

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

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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			
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			
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)			
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			
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

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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

Summary of Non-Compliance⁴

GF.4.1.1

The amount of training cannot be clearly determined in the training and assessment strategies.

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 1 - Governance	Not audited in Phase 2 audit
CONDITION 2 - Interactions with the Registering Body	Not audited in Phase 2 audit
CONDITION 3 - Compliance with Legislation	Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Staff induction checklist • FSNLC Handbook (staff) • Policy and Procedure MANUAL • FSNLC Student Handbook, http://farnhamst.fsnlc.net/online/sites/default/files/student_handbook_v11_2018_04_20.pdf 	
CONDITION 4 - Insurance	Not audited in Phase 2 audit
CONDITION 5 - Financial Management	Not audited in Phase 2 audit

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CONDITION 6 - Certification & Issuing of Qualifications & Statements of Attainment		Non-Compliant
Evidence/Documentation Reviewed		
<ul style="list-style-type: none"> • Sample Statement of Attainment • Qualification sample • Short course sample • Records Management Policy • WiseNet • SVTS upload – validation history 23/4/2018 • Student Enrolment Policy • Enrolment form • Procedure for conducting a pre-training review and enrolment into accredited training at FSNLC. 		
CF.6.1	Finding	Required Rectification(s)
	<p>Certification documentation was inaccurate:</p> <ul style="list-style-type: none"> • The 22234VIC Course in Initial General Education for Adults is noted as a 'Certificate of Completion' rather than a Statement of Attainment. The sample lists the units on the back of the document. The sample does not refer to the AQF (which is correct). This document should be a Statement of Attainment. • The sample certificate for a Certificate III recognised under the AQF, did not reference the AQF or include the AQF logo. 	<p>The RTO is to:</p> <ul style="list-style-type: none"> • Adjust the 'Course in' documentation to be a Statement of Attainment • Adjust the template for the issuance of a Certificate recognised under the AQF to ensure that it includes the required AQF clause or alternatively use the AQF logo.
Improvement Opportunities		

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The Statement of Attainment includes the note 'these modules have been delivered and assessed in English'. It would be better to state 'units' or 'units of competency' as mentioned elsewhere in the document.

It is suggested that a procedure be developed that links with a recording and reporting procedure, suggested in in St 3.4, that describes how and when each of the certification documents are to be used.

CONDITION 7 - Recognition of Qualifications Issued by other RTOs	Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Student Handbook • Procedure for conducting a pre-training review and enrolment into accredited training at FSNLC • Training and assessment policy 	
Improvement Opportunities	
<p>It is suggested that information pertaining to recognition be included in the Student Handbook.</p>	

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CONDITION 8 - Accuracy and Integrity of Marketing	Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Website, http://farnhamst.fsnlc.net/online/ • Course sheets (from website) • Student Handbook • Permission list (for use of photos) 	

CONDITION 9 - Transition to Training Packages/Expiry of Accredited Courses	Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • FSNLC Transition Plan for EAL Framework – new Training Package 2019–2020 • FSNLC Transition Plan for CGEA package 2018-2020 • Training and Assessment Policy 	
Improvement Opportunities	
<p>Critical steps to be addressed in transition are articulated in the Training and Assessment Policy. It would be best if the policy references the plans.</p>	

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Detailed Findings - AQTF Standards

ELEMENT 1.1 - The RTO collects, analyses and acts on relevant data for continuous improvement of training and assessment.

Non-Compliant

Evidence/Documentation Reviewed

- Quality Improvement Policy and Procedure
- Risk Identification and Management Plan
- 2017 Internal audit (folder)
- 2017 Planning of events/tasks calendar
- Review and updates 2017 – actions
- 2018 Planning of events/tasks calendar
- FSNLC Continuous Improvement Register – Training and Assessment 2016/2018
- FSNLC Continuous Improvement Register – Management System 2015/2018
- FSNLC Continuous Improvement Register – Student Services 2016/2018
- Learning EAL participant questionnaire (template)
- Training and assessment policy
- Internal audit – VTG
- AQTF student survey results and report, and submission to VRQA
- Interview with Pip Mackey (Education Manager)
- Interview Dianne Phillips (Compliance Coordinator)

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SF.1.1.1	Finding	Required Rectification(s)
	The RTO is using a suite of measures to inform quality improvements and compliance. However, it has not fully implemented a critical strategy, i.e., it has not undertaken an AQTF internal audit on an annual basis as required.	Undertake the annual review of AQTF compliance to inform improvements.
Improvement Opportunities		
It is suggested that the Quality Improvement Policy and Procedure be reviewed to better articulate how the Centre is improving training and assessment services through its various measures.		

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ELEMENT 1.2 - Strategies for training and assessment meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry.

Compliant

Evidence/Documentation Reviewed

- Training and Assessment Strategy for 22253VIC Certificate III in EAL (Access)
- Training and Assessment Strategy for 22234VIC Course in Initial General Education for Adults – Life Skills Cooking Program
- FSNLC Training and Assessment Manual – for staff
- FSNLC Pre-Training Review Procedure
- FSNLC Pre-Training Review Assessment Kit
- Industry consultation log 2017 and 2018
- Industry engagement information also incorporated in TAS – includes meetings with other training providers, community services agencies and local council, Moonee Valley learning community board, employment services, disability services and volunteer recruitment organisations
- FSNLC Training and Assessment Manual
- Moderation and Validation Record Book (EAL and CGEA)
- 22253VIC Certificate III in EAL (Access) Information for Student and Individual Training Plan 2018
- 22234VIC Course in Initial General Education for Adults Information for Student and Individual Training Plan 2018

The RTO's Training and Assessment Strategies describe the training programs as delivered and meet the Training Package requirements. The cohort is identified, and the strategy is consistent with their needs. Industry consultation has taken place and responses have been incorporated into the strategy. Assessment methods are validated and cover the Training Package requirements.

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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.

Compliant

Evidence/Documentation Reviewed

- Viewed facilities and equipment at Farnham Street location, including a small teaching kitchen facility, during operating classes. Suitable for class sizes and activities as described in TASS.
- Trainer's Skills Matrix for delivery of 22253VIC
- Trainer's Skills Matrix for delivery of 22234VIC
- Staff qualifications and professional development record
- Interview with EAL trainer, Kathleen Nolan
- Lease with City of Moonee Valley for 28 Farnham St until 30 June 2021
- Memorandum of Understanding with Moonee Valley Libraries for use of IT facilities for basic computer training. Locations are Avondale Heights Library, Flemington library, Sam Merrifield Library (Moonee Ponds), and Niddrie Library. Expires December 2018.

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ELEMENT 1.4 - Training and assessment is delivered by trainers and assessors who:

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

Compliant

Evidence/Documentation Reviewed

- Trainer's Skills Matrix for delivery of 22253VIC
- Trainer's Skills Matrix for delivery of 22234VIC
- Qualifications and professional development records for 2 trainers delivering each Qualification –
 - 22234VIC – Donald Wake, Kathy Bocquet
 - 22253VIC – Kathleen Nolan, Joanna Kenny

Evidence of trainers' vocational currency and training and assessment competence was established. Professional development has occurred and is planned.

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ELEMENT 1.5 - Assessment including Recognition of Prior Learning (RPL):

- 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.

Compliant

Evidence/Documentation Reviewed

- Training and Assessment Strategy for 22253VIC Certificate III in EAL (Access)
- Training and Assessment Strategy for 22234VIC Course in Initial General Education for Adults – Life Skills Cooking Program
- Policy on Recognition of Prior Learning (RPL)
- Training and Assessment Policy
- Class sample of student assessment tasks for the following units:
 - 22234VIC x 2 units – *VU21284 Engage with short simple texts for learning purposes* and *VU21288 Create short simple texts for learning purposes*
 - 22253VIC x 2 units – *VU21466 Give and respond to a range of straightforward information and instructions* and *VU21468 Read and write straightforward informational and instructional texts*
- FSNLC Moderation and Validation Records and Schedule.

RPL does not apply to Foundation Skills, adult LLN and EAL (English as an Additional Language).

The assessment tasks comply with the principles of assessment and rules of evidence and are consistent with the TASs.

Assessment tools have been validated through regular scheduled validation and moderation sessions.

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2.1 - The RTO establishes the needs of clients and delivers services to meet these needs.	Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Training and Assessment Strategy for 22253VIC Certificate III in EAL (Access) • Training and Assessment Strategy for 22234VIC Course in Initial General Education for Adults – Life Skills Cooking Program • FSNLC Pre-Training Review Procedure • FSNLC Pre-Training Review Assessment Kit • Student Well-Being Policy in FSNLC Policies, Procedures and Plans • Pathways Support – Mentor/Student Meetings Log and Feedback Form • Interview with Pip Mackey (Registration Coordinator) • Interview with Kathleen Nolan (EAL Teacher) (English as an Additional Language). 	
Improvement Opportunities	
<p>Systematic records are kept of the pathways support program, but not of provision of other support services, and staff had some difficulty locating records of other support services provided, such as housing and mental health. It is suggested that a more systematic record of provision of these support services could be of benefit to the organisation.</p>	

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2.2 - The RTO continuously improves client services by collecting, analysing and acting upon relevant data.	Non-Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Quality Improvement Policy and Procedure • Risk Identification and Management Plan • 2017 Internal audit (folder) • 2017 Planning of events/tasks calendar • Review and updates 2017 – actions • 2018 Planning of events/tasks calendar • FSNLC Continuous Improvement Register – Training and Assessment 2016/2018 • FSNLC Continuous Improvement Register – Management System 2015/2018 • FSNLC Continuous Improvement Register – Student Services 2016/2018 • Learning EAL participant questionnaire (template) • Training and assessment policy • Internal audit – VTG • AQTF student survey results and report, and submission to VRQA • Interview with Pip Mackey (Education Manager) • Interview Dianne Phillips (Compliance Coordinator) 	

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SF.2.2.1	Finding	Required Rectification(s)
	The RTO is using a suite of measures to inform quality improvements of student services. However, it has not fully implemented a critical strategy, i.e., it has not undertaken an AQTF internal audit on an annual basis as required.	Refer to 1.1.
Improvement Opportunities		
It is suggested that the Quality Improvement Policy and Procedure be reviewed to better articulate how the Centre is improving student services through its various measures.		

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2.3 - Before clients enrol or enter into an agreement, the RTO informs them about the training, assessment and support services to be provided, and about their rights and obligations.

Compliant

Evidence/Documentation Reviewed

- Procedure for Conducting a Pre-Training Review and Enrolment into Accredited Training
- Information for Student and Individual Training Plan for 22253VIC Certificate III in EAL (Access)
- Information for Student and Individual Training Plan for 22234VIC Course in Initial General Education for Adults
- Interview with Registration Coordinator – Pip Mackey.
- Student Handbook on website.

Clear and sufficient information is included in the documentation about training and assessment, and support services and student rights and obligations. The PTR process requires that information is conveyed orally to the student due to the nature of the cohort. The Registration Coordinator confirmed that this occurs.

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2.4 - Employers and other parties who contribute to each learner's training and assessment are engaged in the development, delivery and monitoring of training and assessment.

N/A

2.5 - Learners receive training, assessment and support services that meet their individual needs.

Compliant

Evidence/Documentation Reviewed

- Training and Assessment Strategy for 22253VIC Certificate III in EAL (Access)
- Training and Assessment Strategy for 22234VIC Course in Initial General Education for Adults – Life Skills Cooking Program
- FSNLC Training and Assessment Manual – for staff
- FSNLC Pre-Training Review Procedure
- FSNLC Pre-Training Review Assessment Kit
- 22253VIC Certificate III in EAL (Access) Information for Student and Individual Training Plan 2018
- 22234VIC Course in Initial General Education for Adults Information for Student and Individual Training Plan 2018

The RTO's Training and Assessment Strategies describe the training programs as delivered and meet the Training Package requirements. The cohort is identified, and the strategy is consistent with their needs. significant support services are offered and provided to meet the needs of individual learners.

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2.6 - Learners have timely access to current and accurate records of their participation and progress.	Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> Records Management Policy 	
Improvement Opportunities	
<p>Although the Records Management Policy can be publicly accessed, it is suggested that the Student Handbook include information as to how students can access their records.</p>	

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2.7 - The RTO provides appropriate mechanisms and services for learners to have complaints and appeals addressed efficiently and effectively.		Non-Compliant
Evidence/Documentation Reviewed		
<ul style="list-style-type: none"> • Student Handbook • FSNLC Grievance or Incident Report Form 		
SF.2.7.1	Finding	Required Rectification(s)
The Complaints and Appeals policy and procedure in the Student Handbook does not make reference to escalating complaints/appeals to the VRQA, nor information about accessing the national complaints hotline.		The RTO is to adjust the Complaints and Appeals policy and procedure to include escalation to the VRQA and also information about the national complaints hotline.

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3.1 - The RTO's management of its operations ensures clients receive the services detailed in their agreement with the RTO.	Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Student Handbook • Enrolment form 	
3.2 - The RTO uses a systematic and continuous improvement approach to the management of operations.	Non-Compliant
<ul style="list-style-type: none"> • Quality Improvement Policy and Procedure • Risk Identification and Management Plan • 2017 Internal audit (folder) • 2017 Planning of events/tasks calendar • Review and updates 2017 – actions • 2018 Planning of events/tasks calendar • FSNLC Continuous Improvement Register – Training and Assessment 2016/2018 • FSNLC Continuous Improvement Register – Management System 2015/2018 • FSNLC Continuous Improvement Register – Student Services 2016/2018 • Learning EAL participant questionnaire (template) • Training and assessment policy • Internal audit – VTG • AQTF student survey results and report, and submission to VRQA 	

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- Interview with Pip Mackey (Education Manager)
- Interview Dianne Phillips (Compliance Coordinator)

SF.3.2.1	Finding	Required Rectification(s)
	The RTO is using a suite of measures to inform quality improvements of student services. However, it has not fully implemented a critical strategy, i.e., it has not undertaken an AQTF internal audit on an annual basis as required.	Refer to 1.1.
Improvement Opportunities		
It is suggested that the Quality Improvement Policy and Procedure be reviewed to better articulate how the Centre is undertaking its quality improvement processes through its various measures.		

3.3 - The RTO monitors training and/or assessment services provided on its behalf to ensure that it complies with all aspects of the AQTF Essential Conditions and Standards for Continuing Registration.	N/A
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3.4 - The RTO manages records to ensure their accuracy and integrity.	Compliant
<ul style="list-style-type: none"> • Records Management Policy • FSNLC documents version control & electronic archives • Interview with Pip Mackey (Education Manager) • Interview Dianne Phillips (Compliance Coordinator) 	
Improvement Opportunities	
It is suggested that the RTO develop a procedure about how records are transferred and verified prior to entering onto WiseNet.	

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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:

- 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.

Compliant

- Trainer's Skills Matrix for delivery of 22253VIC
- Trainer's Skills Matrix for delivery of 22234VIC
- Qualifications for 2 trainers delivering each Qualification–
 - 22234VIC — Donald Wake, Kathy Bocquet
 - 22253VIC – Kathleen Nolan, Joanna Kenny

Evidence of trainers' vocational currency was established.

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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

- Trainer's Skills Matrix for delivery of 22253VIC
- Trainer's Skills Matrix for delivery of 22234VIC
- Qualifications for 2 trainers delivering each qualification–
 - 22234VIC - Donald Wake, Kathy Bocquet
 - 22253VIC - Kathleen Nolan, Joanna Kenny

All trainers have the relevant Qualification.

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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

- Training and Assessment Strategy for 22253VIC Certificate III in EAL (Access)
- Training and Assessment Strategy for 22234VIC Course in Initial General Education for Adults – Life Skills Cooking Program
- FSNLC Training and Assessment Manual – for staff
- FSNLC Pre-Training Review Procedure
- FSNLC Pre-Training Review Assessment Kit
- 22253VIC Certificate III in EAL (Access) Information for Student and Individual Training Plan 2018
- 22234VIC Course in Initial General Education for Adults Information for Student and Individual Training Plan 2018

The RTO's training and assessment strategies and practices are consistent with the requirements of the VET accredited courses and enable each student to meet the requirements for each module in which the student is enrolled.

GF 4.1.1	Finding	Required Rectification(s)
	<p>The amount of training cannot be determined as the calculation for face-to-face delivery includes assessment, and in EAL program there is the potential for students to undertake self-study which is not recognised.</p>	<p>22253VIC Certificate III in EAL (Access) 22234VIC Course in Initial General Education for Adults</p> <p>Determine the amount of training within the strategy for each Qualification.</p>

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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:

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.

- Training and Assessment Strategy for 22253VIC Certificate III in EAL (Access)
- Training and Assessment Strategy for 22234VIC Course in Initial General Education for Adults – Life Skills Cooking Program
- FSNLC Training and Assessment Manual – for staff
- FSNLC Pre-Training Review Procedure
- FSNLC Pre-Training Review Assessment Kit
- 22253VIC Certificate III in EAL (Access) Information for Student and Individual Training Plan 2018
- 22234VIC Course in Initial General Education for Adults Information for Student and Individual Training Plan 2018

The RTO determines the amount of training it provides to each student with regard to the existing skills, knowledge and the experience of the student and the mode of delivery.