

## AQTF AUDIT REPORT

AUDIT NUMBER/S

### RTO DETAILS

RTO Legal Name JENAGAR PTY LTD	NTIS Number 31963
RTO Trading Name JENAGAR PTY LTD	
Address	Website
Phone Number *	Email

### AUDIT DETAILS

Site Address 'As Above'	Postal Address *
Contact Person/s Details	Garth Beauchamp
Phone Number *	E-mail

### AUDIT TEAM

Lead Auditor	*
Technical Advisor/s Observer/s	*
<input checked="" type="checkbox"/> Technical Adviser declaration/s has/have been provided to Lead Auditor	

### AUDIT DETAILS

ASDH DETAILS				
Type of Audit	<input type="checkbox"/> Initial	<input type="checkbox"/> Post-initial	<input checked="" type="checkbox"/> Extension to scope	
	<input type="checkbox"/> Renewal	<input type="checkbox"/> Monitoring	<input type="checkbox"/> Complaint/Strategic	
Standards audited	<input checked="" type="checkbox"/> 1.2	<input checked="" type="checkbox"/> 1.3	<input checked="" type="checkbox"/> 1.4	<input checked="" type="checkbox"/> 1.5
Conditions audited				
Audit Date/s	29/09/10			
Audit outcome	<input checked="" type="checkbox"/> Compliant		<input type="checkbox"/> Minor non-compliance	
	<input type="checkbox"/> Significant non-compliance		<input type="checkbox"/> Critical Non-compliance	
Date rectification evidence reviewed			Registration supported: <input checked="" type="checkbox"/> Y <input type="checkbox"/> N	

#### Other audit notes

This RTO already has scope to deliver DET and the AQTF. The purpose of this audit is to provide evidence and ultimately authority to deliver the course on behalf of WHSQ with the White Card issuing as the outcome. Specific details about audit activity that auditor should consider when analysing the report – eg Particular regulatory requirements; industry expectations etc.

### INTERVIEWEE/S (Staff-name and position; employer name and position; students (by program, do not list by name))

Garth Beauchamp	Director
Loren Faull	Administration officer

NTIS Code	Qualification/Unit of Competence/Accredited Course (as per NTIS) (Delete those units not audited)	Unit Supported	
		YES	NO
CPC10108	Certificate I in Construction - partial		
CPCCOHS1001A	Work safely in the construction industry	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## 1.2 Strategies for training and assessment meet the requirements of the Training Package or accredited course and are developed in consultation with industry stakeholders

Intent: Industry engagement and support is evident in the development of all training and assessment strategies. All training and assessment strategies meet the requirements of the Training Package or accredited course.

Audit conclusion (Refer Sample Strategy)

A description of the evidence reviewed against the Essential Element

Y	N	N/A	If the RTO does not have a documented strategy, it must provide sufficient information to address each of the criteria below.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Clear articulation of strategies</b> For each full course or unit (partial) provides sufficient information to guide trainers and assessors
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Basing strategies on data gained from effective consultation</b> Regulations or Laws governing the Industry and/or standard operating procedures, equipment and machinery used (license agreement, training plan/record (logbooks), age eligibility for assessment - minimum 18 years of age) Information about the work environment (shifts or seasonal changes to schedules) that may affect delivery and assessment Preferences about the way in which the qualification is delivered Target group characteristics
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Meeting industry/enterprise requirements</b> List of names (feedback, consultation, correspondence, etc., from various organisations/industry or licensing bodies/unions/councils/specific clients/other registered training organisations)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Meeting learners needs (Policies and Procedures)</b> Relevant prior training and/or employment (mandatory challenge test requirement for RPL process) Learning styles Physical or intellectual ability Language, literacy and numeracy Location Cultural or ethnic background Socio-economic factors
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>The training program</b> How units are packaged to meet qualification requirements How pre-requisites and co-requisites are included The mode of delivery to be used (on-line/classroom/on-the-job) Learning approaches or styles that will be used to suit the needs of learners How the needs of groups or individual learners will be met (reasonable adjustment) A recognition of prior learning strategy, where units may be packaged for assessing learners with prior experience How assessments will be conducted Mandated assessments, prerequisites, advice to assessors about how assessments will be conducted)

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Specify human and physical resources to be used in the strategies</b> Training and assessment materials that will be used Trainer and assessor competencies required Facilities and equipment that will need to be available or accessed, including industry placement arrangements Simulated work environment to be used Support staff or resources that may be required to meet the needs of learners Agreements for the use of resources and facilities
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Meeting the requirements of the Training Package or accredited course</b> Specific entry requirements, where these are noted in the training package or accredited course Assessment guidelines and qualification packaging rules (course cannot be customised) Required trainer and assessor competencies Assessment evidence requirements specified in the units of competency or modules
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Monitoring and improvements</b> Revised training and assessment strategies and training programs Data on consultations with trainers and assessors, learners, enterprise clients, industry organisations and where relevant, licensing bodies; and the actions taken in response to such consultations Records of staff meetings about training and assessment strategies and training programs, and the agreed actions

### Findings

☒ Compliant
 ☐ Not compliant
 ☐ Not audited
 ☐ Not applicable

### Evidence sighted:

1. Learning and assessment strategy for CPCCOHS1001A – identifies the course flow.
2. Student enrolment forms which include relevant identification
3. RTO stated trainers interaction with sugar mills namely; Inkerman and Plane Creek, Myuma – Camooweal – Aboriginal program etc
4. Reference to licence agreement in relation to Trainers and assessors understanding requirements.
5. Specific reference to some licence agreement items within the T/A strategy
6. Review processes are intentional using Work smart software.
7. RTO has already obtained scope to deliver this unit of competency.
8. Licence agreement has been signed and sent to WHSQ.

Do you support that the organisation's strategies for training and assessment contain sufficient accurate and relevant detail about its (proposed) operations? ☒ Yes ☐ No [Must identify reason/s below]

### 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 training and assessment strategies

Intent: The resources used by the RTO across all of its operations are consistent with current industry standards.

#### Audit conclusion

A description of the evidence reviewed against the Essential Element

Y	N	N/A	Evidence includes:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Specifying resources in each training and assessment strategy and training program</b> Check that the required resources are in place and are being used across the entire program of the organisation and processes and systems to ensure compliance are implemented
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Ensuring that resources are current, sufficient and effective</b> Development date Applicable to industry Identified in training package are safe, available and operational Meet the training package requirements Enables the student to perform appropriately Use of assessment instruments either mandated or not Consider if there have been changes to the Training Package content, training & assessment activities RTO personnel, equipment & processes used by industry Operating procedures Legislation & regulations Learner's needs Delivery location and delivery mode
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Systematically reviewing and making improvements</b> Continuous improvement Consultation with Industry (feedback) Analysing review data confirming good practice and identifying where improvements need to be made
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Evidence of improvement</b> Updated staff qualifications and experience Adjusted or rewritten training and assessment resources Access to new/different equipment or training/assessment materials gained Redesigned simulated work environments Training and assessment facilities changed to better meet the requirements of learners Changes to resources are consistently applied and staff know when changes have been made to resources, gain access to current resources and are using updated resources

## Findings

☒ Compliant ☐ Not compliant ☐ Not audited ☐ Not applicable

### Evidence sighted:

1. CPCCOHS1001A- Work safely in the construction industry addition 2 – training resources – easy guide
2. "Quick start to workplace Health and Safety Act 1995"
3. National code of Practice for induction for construction industry
4. RPL process kit
5. Construction induction DVD Power point presentation– easy guide
6. Assessment Instrument and benchmarking tool (answers)
7. Supplementary assessment material for trainer and trainee.
8. Employer feedback forms (AQTF and personalised)
9. Trainee feedback forms
10. 2 laptops and two data projectors purchased for the purpose of delivery of training.

Do you support that the organisation's strategies for training and assessment contain sufficient accurate and relevant detail about its (proposed) operations? ☒ Yes ☐ No [Must identify reason/s below]

### Comments or Opportunity for improvement:

The RTO would benefit through holding a moderation meeting with the Trainer and assessor regarding the training and assessment strategy, training materials and assessment materials prior to delivering the unit of competency.



#### 1.4 Training and assessment is delivered by trainers and assessors who:

- have the training and assessment competencies determined by the National Quality Council or its successors
- have the relevant vocational competencies at least to the level being delivered or assessed, and
- continue to develop their vocational and training and assessment competencies to support continuous improvements in the delivery of RTO services

Intent: All trainers and assessors of nationally recognised training meet national benchmark competency requirements and continue to develop their competence.

#### Audit conclusion

A description of the evidence reviewed against the Essential Element

Y	N	N/A	Evidence includes:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Establishing and verifying that trainers and assessors are competent</b> Hold Certificate IV in Training and Assessment (TAA40104) from the Training Assessment Training Package or Demonstrate equivalent competencies or Certificate IV in Assessment and Workplace Training (BSZ98) and Demonstrate vocational competencies at least to a level of those being delivered Meet any additional competency requirements detailed in the Training Package or determined by the regulatory or licensing body (Appropriate License; Form A&C submitted).
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Working together to conduct assessment</b> Where an <b>assessor</b> does not have the appropriate assessor competencies.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Direct supervision</b> Where a <b>trainer</b> does not have the appropriate training competencies.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Continuously developing competencies of trainer/assessor</b> Professional development plan, diaries, seminars, workshops, release to industry, evidence to indicate that the RTO monitors and reviews trainer/assessor performance, participation in networks or other stakeholder groups.

#### Findings

☒ Compliant
 ☐ Not compliant
 ☐ Not audited
 ☐ Not applicable

#### Evidence sighted:

##### David Wheeler

- Resume – 96 to current
- Construction Induction Card – 18/11/09
- Other Licenses – LE, WP, LF, LBG, CN, LS, LL
- Mining Industry Passport – Induction
- Plastic Welding certificate
- SOA – Apply basic First aid, conduct risk management processes, Conduct safety and health investigations , communicate information.
- Manual Handling and lifting certificate
- Certificate iv – training and assessment – TAA40104
- SOA - Fall s Trees Manually and trim cross cut felled Cert II Civil Construction.
- S.O.A. - Rescue of person performing low voltage electrical work.
- SOA – Safety Rep – 15/12/04

12. SOA – Isolate and Access plant – RII30109
13. Certificate iv Metaliferous Mining Operations

Do you support that the organisation's strategies for training and assessment contain sufficient accurate and relevant detail about its (proposed) operations? ☒ Yes ☐ No [Must identify reason/s below]

**Evidence sighted:**

**John Presley**

1. Resume - Letter re- crane competency
2. Cert iv Training and assessing - TAA40104 – 09- 8-2010
3. Diploma Laboratory operation
4. HLT21107 – CPR
5. Statement of fulfilling requirements – Safe Work at Heights
6. SOA – Traffic controller
7. SOA – communicate in the workplace, Work Safely at heights, enter confined space, and work in accordance with an issued permit.
8. SOS LVROO1 – Rescue of a person performing low voltage electrical work.
9. Fall trees Manually, Trim and Cut felled trees
10. Mining industry passport
11. Licenses for – LS, LF, LBG, LL, WP

Do you support that the organisation's strategies for training and assessment contain sufficient accurate and relevant detail about its (proposed) operations? ☐ Yes ☒ No [Must identify reason/s below]

**Reason/s not supported:**

1. The RTO has not provided sufficient evidence of John Presley relevant vocational competencies namely the CPCCOHS1001A
2. The RTO has not provided sufficient evidence of industry experience for John Presley

**Additional and/or amended evidence required for support:**

1. The RTO must collect further sufficient evidence of having vocational competencies for John Presley for CPCCOHS1001A for this trainer to deliver Training and assessment for this competency. This may be done within the RTO's systems for this trainer assessor application.
2. The RTO should collect and maintain further evidence of industry experience to consider this applicant sufficient to train and assess for CPCCOHS1001A.

**Comments or Opportunity for improvement:**

As the RTO has one trainer assessor approved to train and deliver the CPCCOHS1001A there will be no requirement to provide the above information to gain approval to deliver the unit of competency.

### 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, and
- c) meets workplace and, where relevant, regulatory requirements

Intent: The RTO improves training and assessment arrangements in accordance with data collected.

#### Audit conclusion

#### A description of the evidence reviewed against the Essential Element

Y	N	N/A	Evidence includes:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Meeting the requirements</b> Training Package has been fully unpacked including the evidence guide, assessment guidelines, units of competency, elements, performance criteria and range statements RTO uses mandated assessment instruments. Components of the Training Package or accredited course for non- licensed units to be taken into account when designing assessment, i.e. White Card, include the evidence guide, assessment guidelines, units of competency, elements, performance criteria and range statements.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Ensuring consistency with the training and assessment strategy</b> Assessor's are provided with an accurate guide to the way in which the assessment is structured, strategy should explain the assessment tools to use and the characteristics specific to the workplace or candidate, that need to be accommodated in assessment)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Meeting the principals of assessment</b> <b>Validity</b> The process is sound and assesses what it claims to. <b>Reliability</b> Evidence presented is consistently interpreted and results in consistent assessment outcomes. <b>Flexibility</b> Reflecting the candidate's needs and recognises candidate's competencies. <b>and</b> <b>Fairness</b> Takes into account any reasonable adjustments in assessment that need to be applied.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Documenting the standard of performance required</b> Competency standards and assessment guidelines or assessment requirements in accredited courses provides advice on the application of knowledge and skills to the standard of performance required. The whole unit of competency is assessed. Reference to the key competencies/employability skills, the range statement and the evidence guide – including the context of assessment and the critical aspects of evidence – guides the development of appropriate assessment tools.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Ensuring that evidence is Sufficient, Valid, Authentic and Current</b> Provision of comprehensive instruments and clear information to the assessor and the candidate about the conditions under which the assessment is conducted and recorded, assessment moderation activities <b>Sufficient</b> Relates to the quality and quantity of evidenced assessed. Requires the collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that the competency can be demonstrated repeatedly. <b>Valid</b> Assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance. Assessment of knowledge and skills must be integrated with their practical application. Judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). Refer



			the specific evidence requirements of each unit of competency for advice on sufficiency. <b>Authentic</b> An assessor must be assured that the evidence presented for assessment is the candidate's own work. <b>Current</b> The age of the evidence presented by the candidate demonstrates that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Incorporating workplace and regulatory/licensing requirements</b> Assessment conducted by an approved assessor (if required by regulator) Assessment is only conducted using approved materials (if required by regulator) RTO has licence/authority from course owner to use an accredited course Condition 3 requirements of the AQTF Standard are met. Regulatory bodies consulted, WH&S Regulation, License Agreement conditions met, minimum age requirements, formal training and informal learning, training plan, training record (logbook), mandated challenge tests for RPL, Statement of Attainment, Assessment Summary (AS1 or AS2), Application process.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Making consistent judgements</b> Compare and refine assessment tools, validate assessment processes and outcomes against the same unit of competency
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Improving systems, processes, tools and practices</b> Actions taken in response to data from stakeholders, revised assessment tools etc., professional development of assessors, assessment records kept for appropriate period (WHSQ 5 years), benchmarking.

**Student records reviewed**

Evidence was reviewed pertaining to the following students:

☒ N/A - Assessment has not been conducted

Student Name	Qual/Course/Unit	Result issued	Comments

**Findings**

☒ Compliant
 ☐ Not compliant
 ☐ Not audited
 ☐ Not applicable

**Evidence sighted:**

1. Assessment Instrument and benchmarking tool (answers)- easyguide
2. Supplementary assessment material for trainer and trainee.- easyguide
3. Mapping tool – easy guide

Do you support that the organisation's strategies for training and assessment contain sufficient accurate and relevant detail about its (proposed) operations? ☒ Yes ☐ No [Must identify reason/s below]