



Australian Government

Australian Skills Quality Authority

REPORT

Audit report: Melbourne City Institute of Education Pty. Ltd. as Trustee for MCIE Unit Trust

RTO number:	22172
CRICOS number:	03024A
Date/s of audit:	22 and 23 January 2020
Date report created:	24 January 2020

Organisation details

Organisation's legal name: Melbourne City Institute of Education Pty. Ltd. as Trustee for MCIE Unit Trust

Trading name/s: Explore English
Melbourne City Institute of Education
Core Job Skills
Core Hospitality Skills
Next Tech Training
My Choice in Education
MCIE Apprenticeships Centre
Diversity at Work

RTO number: 22172

CRICOS number: 03024A

Audit team

Lead auditor: Gavin Treacy

Auditor/s: Monica Alonso-Morales

Audit details

Application number/s: CHGCRI0005386
CHGCRI0005388
CHGCRI0005387
CHGCRI0005389
CHGCRI0005390
CHGCRI0005391
CHGCRI0005392
CHGCRI0005384
CHGCRI0005385

Audit number/s: AUDREC0010212

Audit reason/s: Compliance Monitoring

Address of site/s visited: Level 5 234-250 Collins St
MELBOURNE VIC 3000
Australia

Date/s of audit: 22 and 23 January 2020

Organisation's contact for audit: Paramvir (Gary) Coonar
Managing Director
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03 96531801

Original finding at time of audit

Audit finding: Serious non-compliance

Report completed by: Gavin Treacy

Practice	Standards for RTOs	National Code	ELICOS Standards	Finding
Training and Assessment	1.1*, 1.2, 1.3*, 1.8*, 1.13*, 1.14*, 1.15, 1.16*, 1.17, 1.18, 1.20	11.1, 11.2*, 8.18, 8.19, 8.20, 8.21	P1.1, P5.1, P5.2, P7.3, P4.1*, P6.4*, P6.8	Not compliant
Marketing/Recruitment Practices	4.1	1.1, 1.2, 1.3, 1.4		Compliant
Enrolment	5.1*, 5.2, 5.3, 7.3	2.2, 2.1, 3.1, 3.3*, 8.5, 3.4	P3.1, P1.2	Not compliant
Support and Progression	1.7	6.1, 5.2, 6.2, 6.3, 6.4, 6.5, 6.6, 6.9, 8.1, 8.3, 8.4, 8.9, 8.6, 8.7, 8.2	P6.9, P7.2	Compliant
Completion	3.1*		P4.2	Not compliant
Regulatory Compliance / Governance	2.3, 2.4, 8.2	4.1, 4.2, 4.3, 5.1, 5.3	P2.1	Compliant

*Indicates a non-compliant clause

Background

Summary of organisation and management structure:

- Melbourne City Institute of Education Pty. Ltd. as Trustee for MCIE Unit Trust became a registered training organisation on 30 October 2008 and on 20 November 2008 was approved as a CRICOS provider. Both registrations expire on 27 October 2025.
- Mr Paramvir Singh Coonar, Managing Director and Owner, High Managerial Agent, is registered as CEO and PEO. Ms Bryoney Jane Dade, Non-Owner and High Managerial Agent.

Scope of organisation's registration:

- *BSB40215 Certificate IV in Business*
- *BSB42618 Certificate IV in New Small Business*
- *BSB51918 Diploma of Leadership and Management*
- *BSB61015 Advanced Diploma of Leadership and Management*
- *CHC30113 Certificate III in Early Childhood Education and Care*
- *CHC33015 Certificate III in Individual Support*
- *CHC40113 Certificate IV in School Age Education and Care*
- *CHC40213 Certificate IV in Education Support*
- *CHC43015 Certificate IV in Ageing Support*
- *CHC43115 Certificate IV in Disability*
- *CHC50113 Diploma of Early Childhood Education and Care*

- *SIT30816 Certificate III in Commercial Cookery*
- *SIT40816 Certificate IV in Commercial Cookery*
- *SIT50416 Diploma of Hospitality Management*
- *10118NAT Diploma of Social Media Marketing*
- *10695NAT Certificate IV in TESOL (Teaching English to Speakers of Other Languages)*
- Non AQF courses on its CRICOS scope.

Suburb and state of all delivery sites:

- Level 5 and 9, 234-250 Collins Street, Melbourne
- 22 Fanning Street Southbank
- 113 Watton Street Werribee.

Third party usage:

- Education agents (CRICOS)
- Referral (Domestic).

Core clients/target groups:

- Domestic and international students.

Training Revenue (Funded or fee for service):

- Government funding and fee for service.

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

- 922.

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 Melbourne City Institute of Education Pty. Ltd. as Trustee for MCIE Unit Trust to ASQA.
- Existing information and records held by ASQA concerning Melbourne City Institute of Education Pty. Ltd. as Trustee for MCIE Unit Trust.
- Information provided to ASQA's auditors and documentation reviewed during the site audit of Melbourne City Institute of Education Pty. Ltd. as Trustee for MCIE Unit Trust conducted on 22 Jan 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>085252K General English (Elementary to Advanced)</i>	Face to face	118
<i>CHC33015 Certificate III in Individual Support</i>	Face to face	6
<i>CHC50113 Diploma of Early Childhood Education and Care</i>	Face to face, traineeship, workplace	455
<i>SIT30816 Certificate III in Commercial Cookery</i>	Face to face, traineeship	120
<i>BSB51918 Diploma of Leadership and Management</i>	Face to face	47

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

Interviewees

Name	Position	Training products
Gary Coonar	Managing Director	All
Bryony Dade	Director of Quality and Governance	All
Vivienne O'Shannessy	Curriculum Design	All
Andrew Hooper	Academic Manager	General English
Anna Young	Assistant Academic Manager	General English
Gurpreet Singh	Head of Department Hospitality and Business	SIT, BSB
Maryann James	Head of Department Community Care	CHC
Nicole Bottos	Student Administration Manager	N/A
Anchal Kakkar	Assistant Student Administration Manager	N/A

About this Report

This report details findings against the *Standards for Registered Training Organisations (RTOs) 2015* (Standards for RTOs) and/or the *National Code of Practice for Providers of Education and Training to Overseas Students 2018* (National Code) and/or the *ELICOS Standards 2018* (ELICOS Standards). If non-compliance has been identified, this report describes evidence of the non-compliance.

Where non-compliance has been identified, the 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 Organisation

Melbourne City Institute of Education Pty. Ltd. as Trustee for MCIE Unit Trust did not meet the following requirements for:

Standards for RTO's, Clauses 1.1, 1.3, 1.8, 1.13, 1.14, 1.16, 5.1 and 3.1

National Code Standards 11.2 and 3.3

ELICOS Standards P4.1 and P6.4.

The organisation is required to provide evidence that demonstrates:

Enrolment

Standards for RTOs Clauses 5.1 and National Code Standards 3.3

- the organisation now has appropriate systems that are followed to ensure each learner is provided with accurate information to enable them to make an informed decision about undertaking training with your organisation that complies with Standards for RTOs Clause 5.1.
- the provider now has entered into written agreements with all students guardian that provides clear and accurate information regarding the services offered by the provider, the requirements

for maintaining satisfactory course progress, the fees payable and information on refunds, that complies with National Code Standards 3.3.

- the organisation has carried out remedial action to identify and address the impact the non-compliance may have caused to students across all scope items that were not enrolled in appropriate training products. Remedial action needs to cover current students and students who enrolled with your organisation three months.

Training and assessment

Standards for RTOs Clause 1.3 and National Code Standards 11.2

- the organisation now has sufficient resources to comply with Standards for RTOs Clause 1.3, National Code Standard 11.2, proportionate to the number of students enrolled at any time, the mode of delivery, location of delivery, and the strategies for training and assessment.
- the organisation carried out remedial action to identify and address the impact the non-compliance may have caused to students across all scope items that were impacted by insufficient access to resources. Remedial action needs to cover current students and students who enrolled or completed with your organisation in the past six months.

Standards for RTOs Clause 1.1

- the organisation has corrected its training and assessment practices for future students to ensure they meet the requirements of the training product, including the amount of training provided
- the organisation carried out remedial action to identify and address the impact the non-compliance may have caused to students in the industry area sampled that were impacted by training and assessment practices that did not meet the requirements of the training product (including amount of training). Remedial action needs to cover current students who enrolled or completed with your organisation in the past six months.

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. The evidence to be provided must:
 - include the full suite of assessment tools (including RPL) for each unit of competency identified as non-compliant
 - 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 product 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.

ELICOS Standards P4.1

- the organisation now has policies and procedures that provide for formative and summative assessment and clear identification of assessment outcomes as they relate to progress through the course and ensure assessment is valid, reliable, fair, flexible and clearly referenced to criteria.
- the organisation has carried out remedial action to identify and address the impact the non-compliance may have caused to students and that were assessed in a manner that did not meet the requirements of *ELICOS Standards P4.1*. Remedial action needs to cover current students and students who were assessed by your organisation in the past six months.

Standards for RTOs Clauses 1.13, 1.14 and 1.16

- the organisation now has appropriate processes to ensure it only uses trainers/assessors meet the requirements of the standards to provide training and assessment (Clause 1.13, 1.14 and 1.16)
- the trainers/assessors currently used by the organisation meet the requirements of the standards (Clause 1.13, 1.14 and 1.16)
- the organisation has carried out remedial action to identify and address the impact the non-compliance may have caused to students in the industry area sampled that were trained or assessed by a trainer/assessor that did not meet the requirements of the standards. Remedial action needs to cover current students and students who enrolled or completed with your organisation in the past six months.

ELICOS Standards P6.4

- the organisation now has appropriate processes to ensure it only uses ELICOS teachers that meet have a degree or diploma of at least three years full-time or equivalent (teaching or other), a suitable TESOL qualification or qualification that contains TESOL as a method and an appropriate TESOL teaching experience or are formally mentored by a senior staff member with this experience.
- the organisation has carried out remedial action to identify and address the impact the non-compliance may have caused to students in the industry area sampled that were trained or assessed by a trainer/assessor that did not meet the requirements of the standards. Remedial action needs to cover current students and students who enrolled or completed with your organisation in the past three months.

Completion

Standards for RTOs Clause 3.1

- the organisation now has appropriate systems that are followed to ensure AQF certification documentation is only issued to a learner whom it has assessed as meeting the requirements of the training product as specified in the relevant training or VET accredited course
- the organisation has carried out remedial action to identify and address the impact the non-compliance may have caused to students in the industry area sampled that were issued with AQF certification documentation and were not assessed as meeting the requirements of the training product as specified in the relevant training or VET accredited course. Remedial action needs to cover [students issued with AQF certification in the past six months.

Areas of non-compliance

Training and Assessment

Training Delivery and Assessment

Standards for RTOs Clause 1.1

Original Finding: Not 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.

CHC33015 Certificate III in Individual Support

CHC50113 Diploma of Early Childhood Education and Care

SIT30816 Certificate III in Commercial Cookery

BSB51918 Diploma of Leadership and Management

- The following evidence was reviewed:
 - training and assessment strategies
 - timetables
 - website
 - prospectus and student handbook
 - Interview - Maryann James.
- The documented training and assessment strategy for delivery of the above training product is not consistent with the organisation's demonstrated practice. Specifically
 - *CHC50113* (international student's direct entry) assessment strategies matrix does not reflect practice as units of competency are co-delivered (during work placement).
- The organisation's documented training and assessment strategy does not meet the packaging rules for the above training product. For example, but not limited to:
 - work placement hours for unit *CHCCCS023 Support independence and wellbeing* is prescribed under the performance evidence for 120 hours. However, the training and assessment strategy includes a unit sequencing table with 120 work placement hours total for all units in the qualification. During an interview with Maryann James she confirmed that *CHCCCS023* is only assessed in placement two for 60 hours.

National Code Standard 11.2

Original Finding: Not compliant

In seeking approval under 11.1, the provider must demonstrate any matters requested by the ESOS agency, including through the designated State authority if the provider is a school, which may include but are not limited to the following:

- 11.2.1 the expected duration of the course does not exceed the time required to complete the course on the basis of full-time study – for VET courses, this is a minimum of 20 scheduled course contact hours per week unless specified by an accrediting authority
- 11.2.2 the expected duration of the course includes any holiday periods or any work-based training

- 11.2.3 any work-based training to be undertaken as part of the course is necessary for the student to gain the qualification and there are appropriate arrangements for the supervision and assessment of students
- 11.2.4 the course is not to be delivered entirely by online or distance learning
- 11.2.5 the provider and any partner they engage to deliver a course or courses to overseas students has adequate staff and education resources, including facilities, equipment, learning and library resources and premises as are needed to deliver the course to the overseas students enrolled with the provider
- 11.2.6 the maximum number of overseas students proposed by the provider for the location reflects the appropriateness of the staff, resources and facilities for the delivery of the course.

CHC33015 Certificate III in Individual Support

CHC50113 Diploma of Early Childhood Education and Care

SIT30816 Certificate III in Commercial Cookery

- The following evidence was reviewed:
 - trainer and assessor files.
- The organisation has not demonstrated that only persons who meet all requirements of the Standards deliver training and/or conduct assessment.
 - refer to Clause 1.13.

Standards for RTOs Clause 1.3

Original Finding: Not compliant

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.

CHC33015 Certificate III in Individual Support

CHC50113 Diploma of Early Childhood Education and Care

SIT30816 Certificate III in Commercial Cookery

- The following evidence was reviewed:
 - trainer and assessor files
- The organisation has not demonstrated that only persons who meet all requirements of the Standards deliver training and/or conduct assessment.
 - refer to Clause 1.13

Standards for RTOs Clause 1.8

Original Finding: Not 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	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>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.</p>
Flexibility	<p>Assessment is flexible to the individual learner by:</p> <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	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

Table 1.8.2 Rules of Evidence

Validity	<p>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.</p>
Sufficiency	<p>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.</p>
Authenticity	<p>The assessor is assured that the evidence presented for assessment is the learner's own work.</p>
Currency	<p>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.</p>

CHC33015 Certificate III in Individual Support

CHC50113 Diploma of Early Childhood Education and Care

SIT30816 Certificate III in Commercial Cookery

BSB51918 Diploma of Leadership and Management

- The following evidence was reviewed:
 - training and assessment strategies
 - timetables
 - website
 - prospectus and student handbook

- interview with Maryann James (Head of Department Community Services)
- student assessment files:
 - A.K, P.K, O.L, M.T, M.CP, T.W, M.T, K.S, A.MC, T.W, D.C, L.D, E.E, K.F, S.G, G.VC, S.M, P.B.
- The following analysis provides guidance on the areas of non-compliance. Examples of non-compliances are provided however, this is not an exhaustive list. It is the organisation's responsibility to review the assessment system for each unit of competency for all non-compliances identified below and provide evidence:
- Validity and Sufficiency - the assessment tools do not address all unit of competency requirements. For example but not limited to:
 - student M.T for *BSBMGT517* is required to participate in two role plays. The role plays are coaching an underperforming employee and presentation of a report to the Operations General Manager. However, no marking guide was found to record what was to be observed.
 - student K.C.F for workplace assessment tasks (portfolio) visit 2, it is not clear what unit of competence the work placement relates to. Additionally, the logbook reflective journal has not been completed by student, host organisation and assessor. Therefore, it cannot be determined the 240 hours for unit *CHCECE017* has been completed.
 - unit *CHCCCS23 Support independence and wellbeing* has a mandated work placement of 120 hours. Maryann James advised that only 60 hours were undertaken during placement two.
- The assessment practices for the following students do not confirm the organisation conducted adequate assessment of the students that ensured they were competent against all requirements of the training product and that the assessment was conducted in accordance with the Principles of Assessment and the Rules of Evidence. For example, but not limited to:
 - Student A.K, work placement assessment documentation demonstrate that *CHCCCS23 Support independence and wellbeing* was assessed in work placement two for 60 hours, not the mandated 120 hours.

ELICOS Standard P4.1

Original Finding: Not compliant

Providers must clearly outline assessment policies and procedures, which must provide for:

- a) formative and summative assessment**
- b) clear identification of assessment outcomes as they relate to progress through the course**
- c) assessment that is valid, reliable, fair, flexible and clearly referenced to criteria, and**
 - (i) includes appropriate oversight or moderation of assessment outcomes**
 - (ii) in the case of ELICOS courses which are provided under a direct entry arrangement to a tertiary education course, formal measures must be in place to ensure that assessment outcomes are comparable to other criteria used for admission to the tertiary education course of study, or for admission to other similar courses of study.**
- d) clear and regular reporting on assessment outcomes and progress through the course to the student and their parent or guardian, where a student is under the age of 18.**

085252K General English (Elementary to Advanced)

- The following evidence was reviewed:
 - Explore English summative assessment report
 - student files:
 - P.K, G.C, M.S, C.P, H.S.
- The organisation has not demonstrated that its assessment system is valid, reliable, flexible and fair. For example, **but not limited to:**

- student C.P assessment for Intermediate listening, writing, reading and speaking resulted 12/09/2019, 30/09/2019 and 30/10/2019, the organisation was unable to provide assessments on request
- student H.S for Intermediate listening, writing, reading and speaking resulted 22/08/2019, the organisation was unable to provide assessments on request.

Trainer and assessor competency

Standards for RTOs Clause 1.13

Original Finding: Not compliant

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:

- vocational competencies at least to the level being delivered and assessed;
- current industry skills directly relevant to the training and assessment being provided; and
- 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

Original Finding: Not compliant

The RTO's training and assessment 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 1.16

Original Finding: Not compliant

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.

CHC33015 Certificate III in Individual Support
 CHC50113 Diploma of Early Childhood Education and Care
 SIT30816 Certificate III in Commercial Cookery
 BSB51918 Diploma of Leadership and Management

- The following evidence was reviewed:
 - Trainer and assessors files:
 - Hayli Tong
 - Anamika Devi
 - Yingchao Fu
 - Dilbear Kirimof
 - Joseph Hann
 - Arun Vinod Kumar
 - Jens Herrman
 - Student Management System export for 12 months.
- The organisation has not demonstrated that only persons who meet all requirements of the Standards will deliver training and/or conduct assessment.
 - Josef Hahn does not meet assessors' requirement under unit of competency *SITHCCC020* which states: 'Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and: have achieved the Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery to assess this unit as part of a Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery qualification; "
 Specific examples of non-compliance include, but are not limited to:

- the unit result export from the organisations Student Management System indicates Josef Hahn as the primary staff member for students Fabiana Andrade or Ailyn Solano currently enrolled in *SITHCCC020*.
- The organisation did not provide sufficient evidence to demonstrate that the below listed trainers and assessors possess relevant, current knowledge and skills in vocational training and learning: Specific examples of non-compliance include, but are not limited to:
 - Hayli Tong
 - Anamika Devi.
- The organisation did not provide sufficient evidence to demonstrate that the below listed trainers and assessors possess relevant industry currency: Specific examples of non-compliance include, but are not limited to:
 - Dilbear Kirimof staff matrix indicates that she maintains industry currency through her volunteer employment, however, no evidence was provided.
- The organisation has not demonstrated that, for the above training product, the professional development undertaken by its trainers and assessors has been relevant to the knowledge and/or practice of vocational training, learning and assessment. For example, but not limited to:
 - Yinchao Fu
 - Arun Vinod Kumar.

ELICOS Standard P6.4

Original Finding: Not compliant

ELICOS teachers must have the following:

- a) a degree or diploma of at least three years full-time or equivalent (teaching or other)**
- b) a suitable TESOL qualification or qualification that contains TESOL as a method**
- c) appropriate TESOL teaching experience or are formally mentored by a senior staff member with this experience.**

085252K General English (Elementary to Advanced)

- The following evidence was reviewed:
 - teacher files
 - Cheryl Sieker
 - Hediye Guven
 - Anna Young
 - Emmeline Kenna.
- The organisation did not provide sufficient evidence to demonstrate that the teaching staff listed below possess qualifications appropriate to the role:
 - Emmeline Kenna.

Specific examples of non-compliance include, but are not limited to:

- Emmeline Kenna's file contains a letter from Holmesglen indicating that she has met the requirements for Certificate IV in TESOL. However, this was not sufficient to determine the validity of Emmeline's qualification.

Enrolment

Standards for RTOs Clause 5.1

Original Finding: Not compliant

Prior to enrolment or the commencement of training and assessment, whichever comes first, the RTO provides advice to the prospective learner about the training product appropriate to meeting the learner's needs, taking into account the individual's existing skills and competencies.

085252K General English (Elementary to Advanced)
 CHC33015 Certificate III in Individual Support
 CHC50113 Diploma of Early Childhood Education and Care
 SIT30816 Certificate III in Commercial Cookery
 BSB51918 Diploma of Leadership and Management

- The following evidence was reviewed:
 - Letter of Offer and Acceptance Agreement template
 - ESOS 02 Student Recruitment Policy
 - Student files:
 - A.K, P.K, O.L, M.T, M.CP, T.W, M.T, K.S, A.MC, T.W, D.C, L.D, E.E, K.F, S.G, G.VC, S.M and P.B.
- The organisation has not demonstrated that it has entered into a written agreement that meets the requirements of Standard 3.1 for all its students. For example, but not limited to:
 - Letter of Offer and Acceptance Agreement did not include work placement hours and for two students the delivery locations were missing. Although the template provided included specific work placement information for each course, the student files checked did not include this information.

National Code Standard 3.3	
<i>Original Finding: Not compliant</i>	
In addition to all requirements in the ESOS Act, the written agreement must, in plain English:	
3.3.1	outline the course or courses in which the student is to be enrolled, the expected course start date, the location(s) at which the course will be delivered, the offered modes of study for the course, including compulsory online and/or work-based training, placements, and/or other community-based learning and/or collaborative research training arrangements
3.3.2	outline any prerequisites necessary to enter the course or courses, including English language requirements
3.3.3	list any conditions imposed on the student's enrolment
3.3.4	list all tuition fees payable by the student for the course, the periods to which those tuition fees relate and payment options (including, if permitted under the ESOS Act, that the student may choose to pay more than 50 per cent of their tuition fees before their course commences)
3.3.5	provide details of any non-tuition fees the student may incur, including as a result of having their study outcomes reassessed, deferral of study, fees for late payment of tuition fees, or other circumstances in which additional fees may apply
3.3.6	set out the circumstances in which personal information about the student may be disclosed by the registered provider, the Commonwealth including the TPS, or state or territory agencies, in accordance with the Privacy Act 1988
3.3.7	outline the registered provider's internal and external complaints and appeals processes, in accordance with Standard 10 (Complaints and appeals)
3.3.8	state that the student is responsible for keeping a copy of the written agreement as supplied by the registered provider, and receipts of any payments of tuition fees or non-tuition fees
3.3.9	only use links to provide supplementary material.

085252K General English (Elementary to Advanced)
 CHC33015 Certificate III in Individual Support
 CHC50113 Diploma of Early Childhood Education and Care
 SIT30816 Certificate III in Commercial Cookery
 BSB51918 Diploma of Leadership and Management

- The following evidence was reviewed:
 - Letter of Offer and Acceptance Agreement template
 - ESOS 02 Student Recruitment Policy
 - Student files:
 - A.K, P.K, O.L, M.T, M.CP, T.W, M.T, K.S, A.MC, T.W, D.C, L.D, E.E, K.F, S.G, G.VC, S.M and P.B.
- The organisation has not demonstrated that it has entered into a written agreement that meets the requirements of Standard 3.1 for all its students. For example, but not limited to:
 - Letter of Offer and Acceptance Agreement did not include work placement hours and for two students the delivery locations were missing.

Completion

Standards for RTOs Clause 3.1

*Original Finding: **Not compliant***

The RTO issues AQF certification documentation only to a learner whom it has assessed as meeting the requirements of the training product as specified in the relevant training package or VET accredited course.

085252K General English (Elementary to Advanced)

CHC33015 Certificate III in Individual Support

CHC50113 Diploma of Early Childhood Education and Care

BSB51918 Diploma of Leadership and Management

- The following evidence was reviewed:
 - student assessments
- The organisation has not demonstrated that its assessment system complies with the Principles of Assessment and Rules of Evidence (refer to non-compliance identified with Clause 1.8) with respect to students who were assessed as meeting the requirements of the training product and were issued with AQF certification documentation.
- The organisation has not demonstrated that it implements a process which confirms that students have met the requirements of the relevant training package prior to issuing AQF certification documentation. Specifically:
 - refer to Clause 1.8 .