Standard 1: The RTO provides quality training and assessment across all of its operations

<table>
<thead>
<tr>
<th>Audit conclusion</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>The RTO was not compliant with this standard.</td>
<td>✓ Compliant</td>
</tr>
</tbody>
</table>

Findings

1.1 Training and assessment is continuously improved
There is no formal avenue for the data to be analysed and actions taken and recorded to formalize the process.

Recommendation:
Devises a process to ensure that data will be analysed and actions taken and recorded to provide evidence of continuous improvement.

1.2 Training and assessment strategies
There is no learning and assessment strategy for Certificate III in Retail Supervision, or for any retail qualification.

Recommendation:
Develop training and assessment strategies for retail qualifications in consultation with industry.

1.3 Staff facilities, equipment, training and assessment materials
Refer to 1.5 for assessment tools.
Resources for retail programs were out of date and not appropriate.
Workbook for hospitality require deletion of the NRT logo and correction of inappropriate course title in the footer.

Recommendations:
Develop training and assessment materials for retail programs
Revise Workbooks to ensure that the NRT logo is not used and that the titling is accurate.

1.4 Staff
There were no trainers nominated for retail.

Recommendation:
Ensure that the RTO can demonstrate that they have access to trainers/assessors for retail that have the requisite competencies.

### 1.5 Assessment

**Retail:** Assessment tools were out of date and did not meet the requirements of the Training Package.

**Hospitality:**

**THHCOR01B: Work with colleagues and customers:** Practical Assessment tool are the elements and performance criteria listed, option to record what assessment method is used, description of task achieved. This is completed in collaboration with the trainer and student. There are 4 role scenarios – this is used by the teacher asking the student what they would do in this situation – there were no expected responses. There are questions to be asked – but there are no expected answers.

**THHBC058 Prepare and cook poultry and game**

Strategy notes that the assessment instruments include:
- Practical assessment tools
- Worksheets
- Questions sheets – written or oral
- Third party checklist
- Non-routine work report
- Assessment report sheets
- Assessment activities.

This list is generic and could apply to both apprentices and international students. In place is a record sheet that lists different assessment methods and is used for processing results. This is considered the assessment tool but it is purely a recording sheet. Class participation is included in this list and this should be deleted.

**Apprentices:** Practical assessments are the elements and performance criteria listed, some short role play/scenarios and a series of questions. Again there are no expected responses provided to guide assessors. As the Futura resources are used, the Hiccup sheets are used and the set menu/recipes are selected for the next visit. Visit for assessment and then get them to make a sample of dishes as at the visit, and details are recorded on the element/performance criteria sheet. The supervisor signs the element/performance checklist as confirmation of workplace application.

**International students:** are provided with Futura resources. The students are required to complete a series of recipes.

Currently, the cooking marking sheet – includes hygiene & benchmarks, OH&S, workflow preparation & cooking techniques, dish 1, dish 2. It is proposed that new recording sheets will include presentation, aroma, texture, flavour. This is an improvement since the last audit however the auditor suggests that this could be expanded to be specific to the recipes. It was proposed early in the discussions with the RTO representative that assessment evidence for poultry and game is evidence for the holistic units. However, the context for assessment is not appropriate, either for the practical cookery units and the holistic units. The assessment strategy for international students is not well articulated or thought through to meet the requirements of the Training Package.
THHCCH01A: Prepare, cook and serve food & THHCCH02A: Prepare, cook and serve food for menus
Used for apprentices and for international students is a Cooking passport. Passport is provided before the end of week 20 for international students. At this stage the rosters for the restaurant has not been established as the restaurant is newly opened. The daily log in the passport is purely a log and does not provide advice to the students as to what information to include.
THHCCH02A is started at week 40 and expected to be finished by end of 52 week. Again the workplace scenario and therefore the context for assessment for international is not formally established. The daily log in the passport is purely a log and does not provide advice to the students as to what information to include. It does not ensure that that the key variables (i.e. breakfast, lunch, dinner, special occasions, set, a la carte, buffet) will be met.
On discussions with the RTO representative, the holistic units will also be used to collect evidence for the practical cookery units. Therefore the Cookery Passport will need to be adjusted to incorporate evidence collection of other pre-requisite units.

THHGLE14B Prepare and monitor budgets
The assessment tool has been re-crafted and has not been developed into the provider agreed template.
Activities are noted – but it is not clear if these are assessable. The activities are 6 questions (with answers) based on a small set of data and small scenarios. The test includes 8 questions of which there were no expected answers. The assessment does not meet the context for assessment nor the critical aspects, such as ability to prepare realistic and accurate budgets within the context of a tourism or hospitality workplace, as well as ability to analyse the internal and external factors that impact on the budget development process. The assessment does not meet the context of assessment:
• project or work activities conducted over a period of time so that the monitoring and implementation aspects of the unit can be assessed
• budget development within typical workplace time constraints
• involvement of multiple stakeholders in the budget development and monitoring process
• use of industry-current technology for the budget preparation process
The tasks do not involve diploma students ‘managing’ the Schon restaurant as part of their assessment.

RPL:
Historically, RPL is addressed through a guide provided to students. The guide refers to ‘RPL/RGC’ which is inappropriate. This is not now used and the auditor suggests that this document be deleted from the management system.
RPL processes are managed through a procedure – Administration: Recognition of Prior Learning 5-2001. There is no advice to students as to how the process is undertaken.
Students are required to complete an application form. Students are required to complete the Practical Assessment sheet which is used a summary of their experience (it is not used as practical assessment item). This is supported by CVs, and letters of support. This is checked by an assessor accompanied by an interview.
There was no advice to assessors as to acceptable or required performance to make a determination of competence.

Recommendations:
**Victorian Registration & Qualifications Authority**

**RTO:** Hospitality Training Victoria Pty Ltd

**AQTF Post Initial Audit**

**Audit Date:** 17 & 18 February 2009

| Ensure that the assessment tools are reviewed and that they meet the requirements of the Training Package, are promote both validity and reliability. Ensure that the context of assessment can be met. Develop or source RPL assessment tools. |   |

The RTO has installed a new training kitchen facility and has also included a ‘training’ restaurant for the public. This however, needs to be incorporated into the assessment strategy to ensure that students are rostered into the restaurant ‘kitchen’ to meet the requirements of the training package.

|   |   |

1.1 There is evidence of teachers working together to develop assessment tools, however the auditor *suggests* that the organization should ensure that there is a sense of on-going validation and that it incorporates assessor judgement.
**Standard 2: The RTO adheres to principles of access and equity and maximises outcomes for its clients**

<table>
<thead>
<tr>
<th>Audit conclusion</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>The RTO was not compliant with this standard.</td>
<td>Compliant</td>
</tr>
<tr>
<td><strong>Findings:</strong></td>
<td>Non-compliant</td>
</tr>
<tr>
<td><strong>2.1 Client services are continuously improved</strong></td>
<td>Not audited</td>
</tr>
<tr>
<td>There is no formal avenue for the data to be analysed and actions taken and recorded to formalize the process. The auditor suggests that the RTO needs a management team to provide a central point for managing continuous improvement. There was no focus on collecting and analyzing feedback related to client services.</td>
<td></td>
</tr>
<tr>
<td><strong>Recommendation:</strong></td>
<td></td>
</tr>
<tr>
<td>Devise a process to ensure that data will be analysed and actions taken and recorded to provide evidence of continuous improvement.</td>
<td></td>
</tr>
</tbody>
</table>

**2.2 Client information**

There was no marketing material for retail programs. Information provided to domestic students (trainees and apprentices) prior to enrolment included:

- Brochure which only included information pertaining to each course. Packaging of Certificate III in Hospitality (Commercial Cookery) included inaccurate packaging, only 30 units are listed instead of 31. Outdated references to ANTA and that these courses are 'nationally accredited' rather than 'nationally recognised'. Includes references to short courses when the generic titles of these courses is used e.g. RSA.
- Student Workbook 1: is used to brief trainees and apprentices prior to start up. However, this information implies that the students are already enrolled (they have been sign up by the Australian Apprenticeship Centre) and the information is more based around the training and assessment mode of delivery, certificate issuance, fair treatment, special assistance, complaints and grievance, file access.

Short courses:

- Enrolment or lodging interest is undertaken via the Internet.
- Brochure is limited in information and only includes fees and delivery times; there is no indication that this organization is an RTO; titles of courses are generic titles rather than unit of competency.

International students:

- Student Handbook and Diary 2009 includes inaccurate titles e.g. Diploma of Hospitality (Commercial Cookery Stream).
The website does not provide key information pertaining to refund policy and grievance and complaints processes. Hard copy brochure for domestic students does not include information pertaining to student rights and obligations.

**Recommendations:**
- Develop marketing material for retail programs.
- Ensure that marketing material include information pertaining to students rights and obligations.
- Ensure that packaging rules are accurate.
- Ensure that for short courses the information also includes the correct unit code and title.

**2.5 Accurate records**
PRISMS data indicates that for international students there are said to be 318 students studying. However the organization is clear that there are only 241 international students. One sample of Manishkumar Kantilal PATEL who has 2 COEs both for Diploma of Hospitality with durations of 1 year and 2 years. The administrative staff member noted that COEs for the Certificate III and the Diploma have overlapping durations which is incorrect. This needs to be rectified.

**Recommendation:**
Review and revise PRISMS to ensure that multiple COEs have consecutive dates rather than overlapping dates.

**2.6 Complaints and appeals**
There are 2 complaints and appeals processes, one for domestic students and one for international students. The procedures were not sufficiently robust to enable the process to fully lead to an external body for resolution. Section pertaining to grievances while in-Centre training does not explain a process for resolution.

For international students the CEO stated that ACPET can be used as the external mediation point and that this is explained in the academic monitoring procedure and the attendance procedure. However, this process therefore is different to that documented in the International Students Grievance Procedure. The academic monitoring procedure and the attendance procedure should reference the International Students Grievance Procedure rather than have a process of their own.

**Recommendation:**
Review and revise the complaints and grievance procedures.
Standard 3: Management systems are responsive to the needs of clients, staff and stakeholders, and the environment in which the RTO operates

<table>
<thead>
<tr>
<th>Audit conclusion</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>The RTO was not compliant with this standard.</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Findings**

**3.1 Management systems**

The complaints and grievances processes required review, refer to 2.6.

**Recommendation:**

Refer to 2.6.

**3.3 Records management**

PRISMS data appears inaccurate in terms of multiple COEs with overlapping dates – which indicates that there are more international students here than in reality.

There is no formal avenue for the data to be analysed and actions taken and recorded to formalize the process. The auditor **suggests** that the RTO needs a management team to provide a central point for managing continuous improvement. There was no focus on collecting and analyzing feedback related to client services.

**Recommendation:**

Review and revise PRISMS to ensure that multiple COEs have consecutive dates rather than overlapping dates.

**Strengths**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>

**Opportunities for improvement**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>
**Condition 6 – Certification And Issuing Of Qualifications And Statements Of Attainment**

<table>
<thead>
<tr>
<th>Audit conclusion</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>The RTO was not compliant with this condition. The certificate is accompanied by a statement of results which itemizes the units achieved. Original paper sighted that included correct VRQA and NRT logos. <strong>Certificate included 'registrations' rather than 'registration' in reference to VRQA.</strong> Certificate is also used for 'short courses' which is one unit of competency delivery, e.g. RSA. <strong>This is not appropriate.</strong></td>
<td>✓ Compliant</td>
</tr>
<tr>
<td>The Statement of Attainment <strong>included outdated standard clause and did not include 'This Statement of Attainment is recognised within the Australian Qualifications Framework'.</strong></td>
<td>Non-compliant ✓</td>
</tr>
<tr>
<td>There is a procedure for the issuance of certificates and statements of attainment and the auditor <strong>suggests</strong> that this be adjusted to provide further detail so that correct 'testamurs' are used.</td>
<td></td>
</tr>
<tr>
<td>Employability skills have not been allocated to the THH Training Package. The auditor reminds that organization that the standard clause will need to be added to the certificate (not the Statement of Attainment) for SIT training package as per the AQF Implementation handbook 2007, p. 76.</td>
<td></td>
</tr>
</tbody>
</table>

**Recommendation:**
Submit revised certificate and Statement of Attainment(for unit or units completed). Ensure that they comply with the requirements of the AQF.

**Strengths**

**Opportunities for Improvement**
STANDARDS AND ELEMENTS

Standard 1: The RTO provides quality training and assessment across all of its operations

1.1 Training and assessment is continuously improved by collecting, analysing and acting on relevant data.

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

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>The RTO was not compliant with this element.</td>
<td>Compliant</td>
</tr>
<tr>
<td>Feedback is sought from students, employers, trainees, apprentices, international students using a range of surveys.</td>
<td>Non-compliant</td>
</tr>
<tr>
<td>The main groups described in the procedures are:</td>
<td>Not audited</td>
</tr>
<tr>
<td>• Short course trainees during the program and on completion – questions pertain to booking the course, meeting expectations, and trainers' knowledge of the subject.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Samples sighted related to early 2008, and there was one Short Course Review Meeting 2 December 2008.</td>
<td></td>
</tr>
<tr>
<td>• Employers of trainees and apprentices during the program and on completion. Information is sought via interview by the RTO manager and anecdotally fed into the continuous improvement processes.</td>
<td></td>
</tr>
<tr>
<td>• Marketing agents undertaken by the students – addresses information provided by agents. Samples sighted and 2 minutes of meetings July and December 2008. Actions were noted but there is no avenue to record issues and closure of actions.</td>
<td></td>
</tr>
<tr>
<td>• All apprentices/trainees – use form in back of training resources. Data covered information provided, trainer and topic issues, and assessment issues. Data collation has been undertaken but there was no analyses of actions to be taken or closure.</td>
<td></td>
</tr>
<tr>
<td>• Training Workshops – are used when trainers get together to discuss issues – these are held about every 3 months. Agenda’s of meetings sighted for September and December 2008, however neither agenda covered feedback analysis of data and how it informs continuous improvement. There were no minutes to these agendas.</td>
<td></td>
</tr>
<tr>
<td>Survey samples are undated – it is suggested that this be addressed.</td>
<td></td>
</tr>
<tr>
<td>There is no formal avenue for the data to be analysed and actions taken and recorded to formalize the process. The auditor suggests that the RTO needs a management team to provide a central point for managing continuous improvement.</td>
<td></td>
</tr>
</tbody>
</table>

Validation:
All 52 units on list.
Currently there is a project for revising the unit training and assessment resources. Back in December 2008 trainers were requested to be involved in a selection of units. Trainers were assigned up to 8 units each, and provided with at least 2 others to work on the units. Developed session plans, and developed assessments. Sighted was THHBC01B Use Basic methods of cookery has been prepared. The Student Workbook is more a guide for training and assessment to inform the students. The assessment for this unit does not include the context and needs review. Approximately 2/3 guides are drafted. The focus is more on assessment tool developed rather than on assessor judgements. For the sample sighted tests were developed as well as answers. There is evidence of teachers working together to develop assessment tools, however the auditor considers that the organization should ensure that there is a sense of on-going validation and that it incorporates assessor judgement.

Findings

There is no formal avenue for the data to be analysed and actions taken and recorded to formalize the process.

Suggestion: There is evidence of teachers working together to develop assessment tools, however the auditor suggests that the organization should ensure that there is a sense of on-going validation and that it incorporates assessor judgement.

<table>
<thead>
<tr>
<th>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 stakeholders.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant: 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>The RTO was not compliant with this element. The qualifications selected were:</td>
<td></td>
</tr>
<tr>
<td>- THH51202 Diploma of Hospitality Management</td>
<td></td>
</tr>
<tr>
<td>- THH31502 Certificate III in Hospitality (Commercial Cookery)</td>
<td></td>
</tr>
<tr>
<td>- WRR30102 Certificate III in Retail Supervision</td>
<td></td>
</tr>
<tr>
<td>There is no learning and assessment strategy for Certificate III in Retail Supervision, or for any retail qualification.</td>
<td>Compliant</td>
</tr>
<tr>
<td></td>
<td>Non-compliant</td>
</tr>
<tr>
<td></td>
<td>Not audited</td>
</tr>
<tr>
<td></td>
<td>Not applicable</td>
</tr>
</tbody>
</table>
The learning strategy for the hospitality unit is organized according to units and how many weeks devoted to each unit. The weeks total 20 hours of classes. This strategy pertains specifically to international students. There was no specific strategy developed for apprentices (Certificate III) however, the relevant information is in a range of documents such as training plans, student workbook.

The summary plan is accompanied by a unit by unit outline that includes assessment strategies, delivery strategies, resources & equipment and assessment instruments. The plans were developed at Board level and what was wanted which was the aim to get students who will be able to run restaurants. The Board includes 1 industry person who is well known within the industry. The apprentices are able to negotiate the elective units.

The plan for the Diploma includes only 19 units (instead of 42 units) which are the remaining units after a student has completed a Certificate III in Hospitality – the plan does not indicate that this is the case. However, the plan is accompanied by a course outline which indicates all units required.

Findings:

There is no learning and assessment strategy for Certificate III in Retail Supervision, or for any retail qualification.

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.

Evidence

The RTO was not compliant with this element as it pertains to retail programs.

Refer to 1.4 and 1.5 for issues pertaining to staffing and assessment.

Resources:

Retail:

Students are provided with a workbook for information and assessment tasks. The tasks relate to outdated units such as WRRCS.1B and WRRER1B (which is from the WRR97 training package). There are 2 text books that are proposed for training, there are no plans as to how these would be used. The CEO indicated that he would delete the retail qualifications from scope as soon as possible and the auditor did not review any other additional details in regards to this or other retail qualifications.
Hospitality

Apprentices are provided with 'The road to hospitality' and 'Apprentice Workbook'. 'Workbook 1' included the NRT logo and this is not in line with NRT logo specifications. The footer indicates that the qualification is 'THH31502 Certificate III in Hospitality (Commercial Catering)' which is an incorrect title.

THHCC01B: Work with colleagues and customers: Workbooks include an outline of the training method for each unit, overview of the topic/information, some short questions and answers and activities.

THHBC05B: Workbook is supplemented by the Futura resource.

THHGLE14B Prepare and monitor budgets: There are 2 set texts, and session plans were very brief and did not address how the texts would be used across the sessions.

Training resources are currently being reviewed and rewritten – including guides to lead the student through the work. The aim is to have both student cohorts using the same materials.

Premises/facilities:

250 Collins St: There were 4 classrooms. Room One had chairs for 24 students; Room Two had chairs for 20 students and Room Three was a computer room with 10 workstations. The provider is also using the kitchen tearoom space 20 students, which is not considered ideal by the auditor as other staff and students cannot use this space.

New sites:

Since the last audit the provider has fitted out a training kitchen and a restaurant to provide students with industry experience and to meet the requirements of the Training Package.

112 Peel St:

Lease with Michael Georgiou, 5 years plus 5 year option, with option date renewal 15 November 2012.

Training kitchen:

10 stoves with oven (4 burner) + 1 demonstration set as well
2 combi ovens
4 microwaves
6 salamanders
3 double was sinks + demonstration area as well
5 benchtop fryers
1 cold store
1 dry goods store
1 freezer
RTO: Hospitality Training Victoria Pty Ltd

Auditor: 

1 Icecream machine
12 – 16 generous benchspace
Chopping boards, large soup pots, varied pans, woks and saucepans, dinner set
Toilets and change rooms x 2

Upstairs
1 toilet upstairs
2 offices
1 photocopying room

Restaurant:
20+ seating
Coffee making facilities
Cold fridge
Serving area
Toilets x 2

108 Peel St:
Lease with Luigino and Celestina Baggio for 2 years and option for another 3 years from August 2008.
Two rooms for 14 and 14 - 17 students.
Toilets x 2

These rooms do not have a sense of being a classroom and it is suggested that further work could be undertaken on these rooms, such as wall fixed white boards, fixed overhead projectors, clearing of walls (of shelving and sinks).

Council permits include:
112 Peel St – City of Melbourne planning permit for commercial kitchen, convenience restaurant, education centre with waiver of standard car parking requirements. Restaurant can take 40 patrons,

Training materials for retail were not up to date.
Workbook for hospitality require deletion of the NRT logo and correction of inappropriate course title in the footer.
**AQTF Post Initial Audit**

Audit Date: 17 & 18 February 2009

**RTO:** Hospitality Training Victoria Pty Ltd

1.4 Training and assessment is delivered by trainers and assessors who:
   a) have the training and assessment competencies determined by the National Quality Council or its successors.
   b) have the relevant vocational competencies at least to the level being delivered or assessed, and
   c) 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.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>The RTO is not compliant for this element as it pertains to retail programs. In place is:</td>
<td>✓</td>
</tr>
<tr>
<td>- Staff induction – staff are provided with a kit that includes all policies and procedures, some of which pertain to National Code. Updates are provided to staff and replaced.</td>
<td></td>
</tr>
<tr>
<td>Trainers/assessors are also provided with which are the training materials pertaining to the units talk provide in soft copy. Staff sign for receipt of kit. Staff induction checklist covers a number of weeks which enables information to be provided when appropriate. Samples are sighted for sample staff.</td>
<td></td>
</tr>
<tr>
<td>- There is professional log, and workshops are conducted every 3 months. Performance review is attached to the renewal of contract. Apprenticeship and traineeship program meet with Training Coordinator every 2 weeks, and complete worksheets. Issues are identified here and feed into the performance review.</td>
<td></td>
</tr>
<tr>
<td>- Recruitment processes are documented in Selection of Staff &amp; Contractors – which notes the BSZ as the minimum requirement. It is suggested that this be changed.</td>
<td></td>
</tr>
</tbody>
</table>

The organization reviewed all staff in the recent past and noted that 3 staff required TAA upgrades. This has been now implemented.

**Retail:**

There were no students in this program and there are no teachers currently allocated or on file.

**Hospitality:**

There are 20 trainers allocated to these programs. Selected were:

Julie Micallef: Staff file indicated verification of qualifications form, induction checklist; CV, TAA40104, Certificate III in Cookery (Commercial), STB apprenticeship – cooking, RSA, RSG, various employer statements.

**RTO:** Hospitality Training Victoria Pty Ltd  

**Audit Date:** 17 & 18 February 2009

---

**Findings**

There were no students in retail program and there are no teachers currently allocated or on file.

---

**1.5 Assessment:**

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:** Assessment ensures that only learners who hold the requisite skills and knowledge are certified as competent.

---

**Evidence**

<table>
<thead>
<tr>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliant</td>
</tr>
<tr>
<td>Non-compliant</td>
</tr>
<tr>
<td>Not audited</td>
</tr>
<tr>
<td>Not applicable</td>
</tr>
</tbody>
</table>

The RTO was not compliant with this element.

**Retail:**

Workbook for assessment tasks relate to outdated units such as WRRCS.1B and WRRER1B (which is from the WRR97 training package). There are 2 text books that are proposed for training, there are no plans as to how these would be used. The assessment tasks are simplistic and do not cover the scope of the units, e.g. WRRER1B Work effectively in a retail environment: List 5 forms of discrimination in the workplace. Describe what is affirmative action legislation covers? All questions are knowledge checks or 'how would you' questions.

There were no practical assessments to confirm application of knowledge and skills in the workplace. The CEO indicated that he would delete the retail qualifications from scope as soon as possible and the auditor did not review any other additional details in regards to this or other retail qualifications.

**Hospitality**

THHCO0R1B: Work with colleagues and customers: Practical Assessment tool are the elements and performance criteria listed, option to record what assessment method is used, description of task achieved. This is completed in collaboration with the trainer and student. There are 4 role scenarios – this is used by the teacher asking the student what they would do in this situation – there were no expected responses. There are questions to be asked – but there are no expected answers.
THHBC05B Prepare and cook poultry and game

Strategy notes that the assessment instruments include:
- Practical assessment tools
- Worksheets
- Questions sheets – written or oral
- Third party checklist
- Non-routine work report
- Assessment report sheets
- Assessment activities.

This list is generic and could apply to both apprentices and international students. In place is a record sheet that lists different assessment methods and is used for processing results. This is considered the assessment tool but it is purely a recording sheet. Class participation is included in this list and this should be deleted.

Apprentices: Practical assessments are the elements and performance criteria listed, some short role play/scenarios and a series of questions. Again there are no expected responses provided to guide assessors. As the Futura resources are used, the Hiccup sheets are used and the set menu/recipes are selected for the next visit. Visit for assessment and then get them to make a sample of dishes as at the visit, and details are recorded on the element/performance criteria sheet. The supervisor signs the element/performance checklist as confirmation of workplace application.

International students are provided with Futura resources. The students are required to complete a series of recipes.

Currently, the cooking marking sheet – includes hygiene & benchmarks, OH&S, workflow preparation & cooking techniques, dish 1, dish 2. It is proposed that new recording sheets will include presentation, aroma, texture, flavour. This is an improvement since the last audit however the auditor suggests that this could be expanded to be specific to the recipes.

It was proposed early in the discussions with the RTO representative that assessment evidence for poultry and game is evidence for the holistic units. However, the context for assessment is not appropriate, either for the practical cookery units and the holistic units. The assessment strategy for international students is not well articulated or thought through to meet the requirements of the Training Package.

THHCH01A: Prepare, cook and serve food & THHCH02A: Prepare, cook and serve food for menus

Used for apprentices and for international students is a Cooking passport. Passport is provided before the end of week 20 for international students. At this stage the rosters for the restaurant has not been established as the restaurant is newly opened. The daily log in the passport is purely a log and does not provide advice to the students as to what information to include.

THHCH02A is started at week 40 and expected to be finished by end of 52 week. Again the workplace scenario and therefore the context for assessment for international is not formally established. The daily log in the passport is purely a log and does not provide advice to the students as to what information to include. It does not ensure that the key variables (i.e. breakfast, lunch, dinner, special occasions, set, a la carte, buffet) will be met.

On discussions with the RTO representative, the holistic units will also be used to collect evidence for the practical cookery units. Therefore the Cookery Passport will need to be
adjusted to incorporate evidence collection of other pre-requisite units.

**THHGLE14B Prepare and monitor budgets**

The assessment tool has been re-drafted and has not been developed into the provider agreed template. Activities are noted – but it is not clear if these are assessable. The activities are 8 questions (with answers) based on a small set of data and small scenarios. The test includes 8 questions of which there were no expected answers. The assessment does not meet the context for assessment nor the critical aspects, such as ability to prepare realistic and accurate budgets within the context of a tourism or hospitality workplace; as well as ability to analyse the internal and external factors that impact on the budget development process.

The assessment does not meet the context of assessment:

- project or work activities conducted over a period of time so that the monitoring and implementation aspects of the unit can be assessed
- budget development within typical workplace time constraints
- involvement of multiple stakeholders in the budget development and monitoring process
- use of industry-current technology for the budget preparation process

The tasks do not involve diploma students 'managing' the Schon restaurant as part of their assessment.

**RPL:**

Historically, RPL is addressed through a guide provided to students. The guide refers to 'RPL/RCC' which is inappropriate. This is not now used and the auditor suggests that this document be deleted from the management system.

RPL processes are managed through a procedure – Administration: Recognition of Prior Learning 5-2001. There is no advice to students as to how the process is undertaken. Students are required to complete an application form. Students are required to complete the Practical Assessment sheet which is used a summary of their experience (it is not used as practical assessment item). This is supported by CVs, and letters of support. This is checked by an assessor accompanied by an interview.

There was no advice to assessors as to acceptable or required performance to make a determination of competence.

**Findings**

- International students: The context for assessment has not been formally established through the Cookery Passport, the assessment tools for the cookery units and the strategic timetabling.
- Cookery passport does not enable the key variables to be recorded and analysed to ensure that the requirements of the unit of competency can be met.
- RPL assessment tools have not been developed.
- Issues were identified with individual units e.g. **THHGLE14B Prepare and monitor budgets**
- Retail assessment tools were out dated and simplistic and did not meet the requirements of the Training Package.
Standard 2: The RTO adheres to principles of access and equity and maximises outcomes for its clients

2.1 Client services are continuously improved by collecting, analysing and acting on relevant data.

**Intent:** Client services meet clients' needs and are continuously improved in accordance with data collected about their effectiveness.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>The RTO was not compliant with this element. Feedback is sought from international students, employers, trainees, apprentices using a range of surveys. The main groups are:</td>
<td>Compliant</td>
</tr>
<tr>
<td>• Short course trainees during the program and on completion – questions pertain to booking the course, meeting expectations, trainers' knowledge of the subject. Samples sighted related to early 2008, and there was one Short Course Review Meeting 2 Dec 2008.</td>
<td>Non-compliant</td>
</tr>
<tr>
<td>• Employers of trainees and apprentices during the program and on completion. Information is sought via interview by the RTO manager and anecdotally fed into the continuous improvement processes.</td>
<td>Not audited</td>
</tr>
<tr>
<td>• Marketing agents undertaken by the students – addresses information provided by agents. Samples sighted and 2 minutes of meetings July and December 2008. Actions were noted but there is no avenue to record issues and closure of actions.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>• All apprentices/trainees – use form in back of training resources. Data addressed information provided, trainer and topic issues, and assessment issues. Given that these students are trainees and apprentices fully on the job (with trainers aiming to see them every 3 weeks) additional questions relevant to their situation would be useful. Data collation has been undertaken but there was no analysis of actions to be taken or of closure.</td>
<td></td>
</tr>
<tr>
<td>• Training Workshops – are used when trainers get together to discuss issues – these are held about every 3 months. Agenda's of meetings sighted for September and December 2008, however neither agenda covered feedback analysis of data and how it informs continuous improvement.</td>
<td></td>
</tr>
</tbody>
</table>

Survey samples are undated – it is suggested that this be addressed.

There is no formal avenue for the data to be analysed and actions taken and recorded to formalize the process. The auditor suggests that the RTO needs a management team to provide a central point for managing continuous improvement. There was no focus on collecting and analyzing feedback related to client services.

Findings
There is no formal avenue for the data to be analyzed and actions taken and recorded to formalize the process. The auditor suggests that the RTO needs a management team to provide a central point for managing continuous improvement. There was no focus on collecting and analyzing feedback related to client services.

### 2.2 Clients are informed about the learning, assessment and support services to be provided and their rights and obligations prior to enrolment and/or entering into a contract with the RTO.

**Intent:** Clients are provided with accurate and sufficient information to make an informed choice about their enrolment and/or contractual agreement.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>The RTO was not compliant with this element. Information is grouped according to trainees/apprentices and international students. There was no marketing material for retail programs Information provided to domestic students (trainees and apprentices) prior to enrolment included:</td>
<td>Compliant</td>
</tr>
<tr>
<td>- Brochure which only included information pertaining to each course. Packaging of Certificate III in Hospitality (Commercial Cookery) included inaccurate packaging; only 30 units are listed instead of 31. Outdated references to ANTA and that these courses are 'nationally accredited' rather than 'nationally recognised'. Includes references to short courses when the generic titles of these courses is used e.g. RSA.</td>
<td>Non-compliant</td>
</tr>
<tr>
<td>- Student Workbook 1: is used to brief trainees and apprentices prior to start up. However, this information implies that the students are already enrolled (they have been sign up by the Australian Apprenticeship Centre) and the information is more based around the training and assessment mode of delivery, certificate issuance, fair treatment, special assistance, complaints and grievance, file access.</td>
<td>Not audited</td>
</tr>
</tbody>
</table>

**Short courses:**
- Enrolment or lodging interest is undertaken via the internet
- Brochure is limited in information and only includes fees and delivery times; there is no indication that this organization is an RTO; titles of courses are generic titles rather unit of competency.

**International students:**

**Student Handbook and Diary 2009** includes inaccurate titles e.g. Diploma of Hospitality (Commercial Cookery Stream).
The website does not provide key information pertaining to refund policy and grievance and complaints processes. Hard copy brochure for domestic students does not include information pertaining to student rights and obligations.

Findings

The website does not provide key information pertaining to refund policy and grievance and complaints processes. Hard copy brochure for domestic students does not include information pertaining to student rights and obligations. Packaging of units were inaccurate across both domestic and international brochures.

| 2.3 Employers and other parties who contribute to each learner’s training and assessment are engaged in the development, delivery and monitoring of learning and assessment. |
|---|---|
| **Intent:** Learners, including apprentices and trainees, receive support from all parties engaged in their training and assessment. |
| **Evidence** | **Result** |
| The RTO was compliant with this element. | Compliant ✓ |
| For the apprentices and trainees to inform employers of their roles and responsibilities, the Venue Contact Log: Employer Responsibilities is provided. This booklet includes withdrawal advice, analysis of venue to support the qualification, record of non routine work, supervisor/employer contact log. With international students the workbased agreement addresses this issue. | Non-compliant |
| The CEO makes regular contact with the employers and seeks information pertaining to the program to inform continuous improvement. The auditor suggests that the information gained would be better noted in management meetings so that actions can be formally recorded. | Not audited |

Findings

The RTO was compliant with this element.
### 2.4 Learners receive training, assessment and support services that meet their individual needs.

**Intent:** Learners have every reasonable opportunity to complete their training program.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Result</th>
</tr>
</thead>
</table>
| The RTO was compliant with this element. The Support Services includes:  
  • 1 student counselor and 1 student counselor assistance  
  • Training coordinator  
  • Trainers.  
  
All international students are provided with the short courses (RSA etc) to enable them to find causal employment. Job placement support is also provided. Orientation is provided for all students.  
International students: Certificate III is 1 year duration, and the Diploma in Hospitality is an additional 1 year. Domestic: Certificate III is a 3 year apprenticeship. | ✓ |

**Findings**

The RTO was compliant with this element.

### 2.5 Learners have timely access to current and accurate records of their participation and progress.

**Intent:** Learners have access to their records.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Result</th>
</tr>
</thead>
</table>
| The RTO was not compliant against this element.  
HTA Code of Practice includes reference to students ability to request access to view their files.  
Domestic – Student Workbook 1 – notes that students do have access to their files. | ✓ |

C:\Documents and Settings\Simon\Local Settings\Temporary Internet Files\OLK7F090220 AQTF HTA.doc
PRISMS data indicates that for international students there are said to be 318 students studying. However, the organization is clear that there are only 241 international students. One sample of Manish Kumar Kantial Patel who has 2 COEs both for Diploma of Hospitality with durations of 1 year and 2 years. The administrative staff member noted that COEs for the Certificate III and the Diploma have overlapping durations which is incorrect. This needs to be rectified.

The RTO utilizes iCare for student data management, including international students. Two students files were checked for accuracy (Gurjeet Singh & Gaurav Gogna). Both students have credits, 1 had finalized assessments and results were entered. The other was a new student and no additional results were entered.

Findings

PRISMS data appears inaccurate in terms of multiple COEs with overlapping dates – which indicates that there are more international students here than in reality.

2.6 Complaints and appeals are addressed efficiently and effectively.

Intent: Complaints and appeals are managed fairly, efficiently and effectively.

Evidence

The RTO was not compliant with this element.
There are 2 complaints and appeals processes, one for domestic students and one for international students. The training coordinator manages the process for domestic students and the international student process is managed by the counselor.

Domestic:
- Human resources: Principals for resolving grievances
- Administration: Grievance Handling: includes assessment, student and HTA trainer, student and host employer, student and the trainer. The procedure refers to the state training body as an external party and this is not appropriate. For issues pertaining to assessment the students can refer their concerns if not resolved to the CEO. For issues pertaining to a trainer the student can take the matter to the CEO but this is not an independent person. Section pertaining to grievances while in-Centre training does not explain a process. The processes do not formally state that action will be taken if complaint or appeal is substantiated.

International students:
Victorian Registration & Qualifications Authority

AQTF Post Initial Audit

Audit Date: 17 & 18 February 2009

- International Students Grievance Policy
- International Students Grievance Procedure – includes assessment, student and HTA trainer, student and host employer, student while in-centre training. The procedure does not meet the requirements of the National Code. The procedure refers to the state training body as an external party and this is not appropriate. For issues pertaining to assessment the students can refer their concerns if not resolved to the student counselor. For issues pertaining to a trainer the student can take the matter to the Board of Director’s but this is not an independent body. The processes do not formally state that action will be taken if complaint or appeal is substantiated.

For international students the CEO stated that ACPET can be used as the external mediation point and that this is explained in the academic monitoring procedure and the attendance procedure. However, this process is different to that documented in the International Students Grievance Procedure. The academic monitoring procedure and the attendance procedure should reference the International Students Grievance Procedure rather than have a process of their own.

The CEO stated that there have been only a few complaints with apprentices/trainees and that these do not reach the formal stage. There is one complaint lodged (over the weekend) which was a group of students complaining about the trainer. This complaint has been only recently lodged and to be actioned. The auditor suggests that the provider develop a register to record summary of issues to enable overview of the issues arising.

Findings

The procedures were not sufficiently robust to enable the process to fully lead to an external body for resolution. Section pertaining to grievances while in-Centre training does not explain a process for resolution.

For international students the CEO stated that ACPET can be used as the external mediation point and that this is explained in the academic monitoring procedure and the attendance procedure. However, this process therefore is different to that documented in the International Students Grievance Procedure. The academic monitoring procedure and the attendance procedure should reference the International Students Grievance Procedure rather than have a process of their own.

For domestic students the notion of independence from disputes especially appeals should be clear.
Standard 3: Management systems are responsive to the needs of clients, staff and stakeholders, and the environment in which the RTO operates

3.1 A systematic and continuous improvement approach to the management of operations is used.

Intent: The management system ensures that the RTO meets:
- the AQTF 2007 Essential Standards for Registration
- legislation and regulations under which it is registered.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>The RTO was not compliant with this element.</td>
<td></td>
</tr>
<tr>
<td>There are two documented systems, one for domestic students and one for international students. The auditor suggests that processes that are generic to the student community should only have one procedure.</td>
<td></td>
</tr>
<tr>
<td>The system is well documented, in place was processes for:</td>
<td></td>
</tr>
<tr>
<td>Recruitment and selection and PD of staff</td>
<td></td>
</tr>
<tr>
<td>RPL</td>
<td></td>
</tr>
<tr>
<td>Credit transfer</td>
<td></td>
</tr>
<tr>
<td>Complaints and grievances</td>
<td></td>
</tr>
<tr>
<td>The complaints and grievances processes required review, refer to 2.6.</td>
<td></td>
</tr>
</tbody>
</table>

Findings
The complaints and grievances processes required review, refer to 2.6.

3.2 Training and/or assessment services provided on behalf of the RTO are monitored to ensure they comply with all aspects of the Essential Standards for Registration.

Intent: Services delivered under partnership arrangements comply with the AQTF 2007 Essential Standards for Registration.
### Victorian Registration & Qualifications Authority

**AQTF Post Initial Audit**

**RTO:** Hospitality Training Victoria Pty Ltd  
**Audit Date:** 17 & 18 February 2009

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are no auspice arrangements.</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>The RTO was not compliant with this element. PRISMS data appears inaccurate in terms of multiple COEs with overlapping dates – which indicates that there are more international students here than in reality. Refer to 2.5. There is no formal avenue for the data to be analysed and actions taken and recorded to formalize the process. The auditor suggests that the RTO needs a management team to provide a central point for managing continuous improvement. There was no focus on collecting and analyzing feedback related to client services.</td>
<td>✓</td>
</tr>
</tbody>
</table>

3.3 Records are managed to ensure their accuracy and integrity.

**Intent:** Records maintained by the RTO support the continuous improvement of its operations and provide evidence of compliance with the AQTF-2007 Essential Standards for Registration.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>The RTO was not compliant with this element. PRISMS data appears inaccurate in terms of multiple COEs with overlapping dates – which indicates that there are more international students here than in reality. Refer to 2.5. There is no formal avenue for the data to be analysed and actions taken and recorded to formalize the process. The auditor suggests that the RTO needs a management team to provide a central point for managing continuous improvement. There was no focus on collecting and analyzing feedback related to client services.</td>
<td>✓</td>
</tr>
</tbody>
</table>

C:\Documents and Settings\Simon \Local Settings\Temporary Internet Files\OLK7F\090220 AQTF HTA.doc
<table>
<thead>
<tr>
<th>PRISMS data appears inaccurate in terms of multiple COEs with overlapping dates – which indicates that there are more international students here than in reality.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no formal avenue for the data to be analysed and actions taken and recorded to formalize the process. The auditor suggests that the RTO needs a management team to provide a central point for managing continuous improvement. There was no focus on collecting and analyzing feedback related to client services.</td>
</tr>
</tbody>
</table>
**CONDITION 6 – CERTIFICATION AND ISSUING OF QUALIFICATIONS AND STATEMENTS OF ATTAINMENT**

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>The RTO was not compliant with this condition.</td>
<td>✓</td>
</tr>
<tr>
<td>The certificate is accompanied by a statement of results which itemizes the units achieved. Original paper sighted that included correct VRQA and NRT logos. Certificate included ‘registrations’ rather than ‘registration’ in reference to VRQA. Certificate is also used for ‘short courses’ which is one unit of competency delivery, e.g. RSA. <strong>This is not appropriate.</strong></td>
<td></td>
</tr>
<tr>
<td>The Statement of Attainment included outdated standard clause and did not include ‘This Statement of Attainment is recognised within the Australian Qualifications Framework’.</td>
<td></td>
</tr>
<tr>
<td>There is a procedure for the issuance of certificates and statements of attainment and the auditor suggests that this be adjusted to provide further detail so that correct ‘testamurs’ are used.</td>
<td></td>
</tr>
<tr>
<td>Employability skills have not been allocated to the THH Training Package. The auditor reminds that organization that the standard clause will need to be added to the certificate (not the Statement of Attainment) for SIT training package as per the AQF Implementation handbook 2007, p. 76.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>The certificate is accompanied by a statement of results which itemizes the units achieved. Original paper sighted that included correct VRQA and NRT logos. Certificate included ‘registrations’ rather than ‘registration’ in reference to VRQA. Certificate is also used for ‘short courses’ which is one unit of competency delivery, e.g. RSA. <strong>This is not appropriate.</strong></td>
</tr>
<tr>
<td>The Statement of Attainment included outdated standard clause and did not include ‘This Statement of Attainment is recognised within the Australian Qualifications Framework’.</td>
</tr>
</tbody>
</table>

**Recommendation:**
Submit revised certificate and Statement of Attainment (for unit or units completed). Ensure that they comply with the requirements of the AQF.