### RTO DETAILS

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTO Name</td>
<td>Job Training Institute Pty Ltd (JTI)</td>
</tr>
<tr>
<td>NTIS #</td>
<td>122208</td>
</tr>
<tr>
<td>Address</td>
<td>Level 1 Kings Way Glen Waverley VIC 3150</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.jti.com">www.jti.com</a></td>
</tr>
<tr>
<td>Registration Contact</td>
<td>Loice Njanja - Director</td>
</tr>
<tr>
<td>Phone Number</td>
<td>03 9562 5502</td>
</tr>
<tr>
<td>E-mail</td>
<td>Loice Njanja [<a href="mailto:loicewahu@gmail.com">loicewahu@gmail.com</a>]</td>
</tr>
<tr>
<td>Student Numbers</td>
<td>CHC30202 Certificate 111 Aged Care 481; CHC30208 Certificate 111 Aged Care 85; CHC40302Certificate 1V in Disability 39; CHC40308 Certificate 1V in Disability to commence July 1 2010 zero students. Of the 481 Aged Care students, 406 have completed the unit of competency HLTFA301B Apply First Aid and 188 have selected the unit of competency –CHCCS304A Assist with self medication.</td>
</tr>
</tbody>
</table>

### AUDIT TEAM

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead Auditor</td>
<td>Steve Trice</td>
</tr>
<tr>
<td>Auditor/s</td>
<td>None</td>
</tr>
<tr>
<td>Technical Advisor/s</td>
<td>None</td>
</tr>
<tr>
<td>Observer/s</td>
<td>None</td>
</tr>
</tbody>
</table>

### NARA CONTACT DETAILS

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Julie Northridge</td>
</tr>
<tr>
<td>Phone Number</td>
<td>02 9409 3212</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:Julie.Northridge@TVETAUSTRALIA.COM.AU">Julie.Northridge@TVETAUSTRALIA.COM.AU</a></td>
</tr>
</tbody>
</table>

### AUDIT DETAILS

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Audit</td>
<td>Initial [x] Post-initial [x] Extension to scope [ ] Renewal [ ] Monitoring [ ] Complaint [x] Strategic [ ]</td>
</tr>
<tr>
<td>Standards audited</td>
<td>All Standards</td>
</tr>
<tr>
<td>Conditions audited</td>
<td>3,5,6,8,9</td>
</tr>
<tr>
<td>Audit outcome</td>
<td>Compliant [x] Minor non-compliance [ ] Significant non-compliance [ ] Critical Non-compliance [ ]</td>
</tr>
<tr>
<td>Other audit notes</td>
<td>The audit scope included a requirement for the lead auditor to investigate an alleged complaint made against the RTO. [Reference - RTO File F/10/25 Ref no D/10/411 RTO ID 122208]. The complaint alleges that JTI enrols students with limited English language skills into the Certificate 111 in Aged Care course and that students receive qualifications that do not lead to employment in the Aged Care sector.</td>
</tr>
</tbody>
</table>
To verify the issues the auditor completed a frank and open discussion with the Director with respect to (wrt) the complaint. The discussion provided both oral and documentary evidence. The evidence included the review of the Aged Care course enrolments for the period 09/10; relevant Aged Care student feedback data and post course completion employment data. The following facts were identified and were verified by auditing relevant and valid evidence as stated below.

The RTO does enrol students whose first language is not English. However, the RTO effectively manages the potential risks because they ensure that all students who fall into the aforementioned category complete a mandatory LLN assessment prior to enrolment. This test has been evaluated by external subject matter experts and the NARA QC as being appropriate to ensure students’ English written skills are at the level required to maximise their opportunities to successfully complete their selected course once they are enrolled. Where students do not meet the required and accepted level 4/5 standard of written language skills they are not enrolled. They are counselled towards enrolling at local English language teaching and assessment academies that are also emigration approved centres for overseas students with non-English speaking backgrounds. When the students meet the standards for written and spoken English, they can return with their transcript (which is verified by JTI with the appropriate English language academy) and re-apply for enrolment into their selected course - in this case the Certificate 111 in Aged Care.

The students associated with the alleged complaint were enrolled in 2009 into the Aged Care course and at their first assignment assessment it became clear to JTI that their spoken English was not able to cope with the training and assessment requirements. The students were given additional options to build their English language skills. The options included:

- attending additional classes with AMES;
- working every Saturday with a Church Pastor who committed to mentoring and assisting the students to improve their communication skills; and
- additional attendance to work placement sessions, set up by JTI with local Aged Care Homes, to help these students improve their workplace communication skills.

The additional commitments were agreed and recorded on file between JTI and the students. Three students failed to attend the required additional English classes at AMES, missed some of the Saturday attendance with the Church and didn’t attend all of the required days at the workplace.

These students were subsequently interviewed by the JTI Director and asked to show due cause why they should remain on course. After the interviews, a decision was made by the JTI Director to remove the students from course. These students were not given the Certificate 111 Aged Care qualification or a Statement of Attainment and were asked to leave JTI. The students left JTI in March 2010. All students were given the right to appeal and none took up the option. These activities are recorded.
The complaint also alleged that Aged Care students who graduated from the course were not gaining employment in Aged Care.

The auditor was provided with statistical data that shows that of the students from the course in question 78% gained employment within the Aged Care industry. For the most recent group of April 2010 students who successfully completed the Certificate 111 in Aged Care 50% had gained employment in the Aged Care industry within two weeks of completing their course and receiving their Certificates.

Feedback from the Aged Care employers who take JTI students on work placement and also employ JTI graduates indicates an 86% satisfaction with the graduates as employees.

JTI have not failed in their responsibilities to ensure appropriate student selection, enrolment and support processes are used. The auditor also found objective evidence that every reasonable intervention strategy is made available and offered to students who may be at risk.

However, the records clearly demonstrate if students cannot meet the competency requirements they do not receive any issuance documentation. The outcome for the students who were associated with the alleged complaint, was that they were in fact removed from their Aged Care course by the Director because they breached their additional support agreements and part of this agreement stated that if they breached they would have to show due cause. The students in question did not appeal the Directors decision and consequently did not return to JTI into their Aged Care course.

The evidence audited to verify the complaint included: Pre enrolment information (website; course brochures) Quality indicator questionnaire analysed data; Enrolment process; Student selection process; LLN assessment tool and records; Student support internal and external resources; JTI workplace supervision process and competency log book for recording and demonstrating task activities completed and signed off by their work place supervisor; Relevant course student files; Completion rates; Aged Care employment data for Certificate 111 Aged care completing students; Student assessment documentation and Issuance records. Therefore, in the opinion of the lead auditor the combined evidence having been audited, demonstrates that the alleged complaint is not supported and recommends no further action be taken by NARA.

JTI progress towards VRQA Guidelines by July 09 2010:

The audit assignment also required the Lead Auditor to report on the RTO progress towards meeting the new VRQA Guidelines that must be met in full by all Victorian registered RTOs by 1 July 2010. JTI provided a comprehensive compliance management action plan including outcomes to date report (Action plan for implementing VRQA Guidelines-JTI 1-8). The documents and data audited demonstrate JTI are 95% complaint against the VRQA requirements. However, JTI have yet to ensure they can meet Clause 5 of the guidelines i.e. Clause 5 heading - ‘Required additional evidence for all domestic RTOs providing institutional based programs’ dot point 3. The dot point 3 states ‘evidence from appropriate authorities that all educational facilities meet the appropriate building, fire safety, OH&S and other codes for educational premises including relevant Class 9B Certificates.'
JTIs current premises located at Glen Waverley are owned by VICRAIL and VICRAIL are not willing to make the required alterations to the premises. The current premises will now not meet the above clause post July 09 2010. The RTO is currently waiting for a decision from their local Planning and Design Department of the City of Greater Dandenong (letter sighted from City Council REF Class 9B Certificates dated May 27 2010) to see if they can gain the required certification, but this is unlikely without improvements being made to the premises.

JTJ is seeking advice from NARA if they can remain in their current premises in Glen Waverley and use these premises to manage their RTO only and teach their students at another site that does comply with the required Clause 9B certificate. Their other question was to ask NARA if they could confirm with the VRQA if the above action will meet Clause 9B.

**CHC02 qualifications** - The auditor was asked to seek clarification as to why the RTO has students completing O2 versions of the CHC Training Package qualifications. The auditor can confirm that JTI have written permission from VRQA (email sighted by auditor from Trainer 2 at VRQA Senior Accreditation Officer dated February 18 2010 confirming the RTO version of the facts to complete all enrolments into these O2 qualifications by June 30 2010 and teach out any remaining students within 12 months from July 1 2010 and/or provide credit transfer to the CHC08 Version. No more enrolments into O2 have occurred post February 2010. The auditor also audited AVETMIS records that confirmed no new students have been enrolled into the O2 qualifications since February 2010. Opportunities for improvement have been noted in the relevant sections of this report regarding instructions to JTI to make appropriate amendments to the JTI current website information, student handbooks and advertising materials wrt removing all references to CHC02 qualifications prior to June 30 2010. The scope of registration as audited on the 3-4 June 2010 is documented in the table below.

### FOCUS OF AUDIT

<table>
<thead>
<tr>
<th>NTIS Code</th>
<th>Qualifications and selected Units of Competence (as per NTIS)</th>
<th>Delivery Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Services CHC08</td>
<td>CHC30208 Certificate III in Aged Care</td>
<td>Glen Waverley</td>
</tr>
<tr>
<td></td>
<td><strong>CHCDis301A</strong> Work Effectively with people with disability</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>HLTHIR403B</strong> Work effectively with culturally diverse clients and co-workers</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CHCIICS302A</strong> Participate in the implementation of individualised plans</td>
<td></td>
</tr>
<tr>
<td>Community Services CHC08</td>
<td>CHC30308 Certificate III in Home and Community Care</td>
<td>Glen Waverley</td>
</tr>
<tr>
<td></td>
<td><strong>CHCPA301B</strong> Deliver care services using a palliative approach</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CHCHC311A</strong> Work effectively in Home and Community Care</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CHCIICS302A</strong> Participate in the implementation of individualised plans</td>
<td></td>
</tr>
<tr>
<td>Community Services CHC08</td>
<td>CHC40308 Certificate IV in Disability</td>
<td>Glen Waverley</td>
</tr>
<tr>
<td></td>
<td><strong>CHCDis302A</strong> Maintain an environment to empower people with disabilities</td>
<td></td>
</tr>
</tbody>
</table>

NARA QMS Ref: AR008 Version 1.3
Document uncontrolled when printed
26 May 2010
| CHCCS411A Work effectively in the community sector |  |
| CHCCS400A Work within a relevant legal and ethical framework |  |
| HLTAP301A Recognise healthy body systems in a health care context |  |
| CHCCS305A Assist clients with medication *(Note pre-requisite HLTAP301A)* |  |

| Community Services CHC08 | CHC 40302 Cert IV in Disability Work |  |
| | CHCCOM3C Utilise specialist communication skills to build strong relationships |  |
| | CHCDIS4B Design procedures for support |  |
| | CHCCS304A Assist with self medication | Glen Waverley |

| INTERVIEWEE/S |  |
| Staff-name and position | Employer name and position | Students (by program, do not list by name) |
| Loice Njanja - Director JTI | None required to complete the audit | No students were available in class during the site audit |
| Jonni Emerson - Compliance Officer |  |  |
| Jessica Chesswas - Trainer and Assessor |  |  |
| Annette Johnstone-Brown - Trainer and Assessor |  |  |
| Fernando - Trainer and Assessor |  |  |
| Adrian Sutantio – Information Technology Manager |  |  |
AUDIT SUMMARY

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

<table>
<thead>
<tr>
<th>Audit conclusion:</th>
<th>Compliant x</th>
<th>Non-compliant</th>
<th>Not audited</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Job Training Institute (JTI) RTO is compliant with Element 1.1.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

JTI has designed, developed and has implemented a set of management procedures that has ensured relevant client information and data gathered using the quality indicator questionnaires, is subject to collation, analysis and reporting within a controlled continuous improvement management and action tracker environment. This has resulted in proactive deployment and review of their current management procedures resulting in appropriate outcomes. These procedures are regularly monitored either individually by the Compliance Officer and/or with the team members through internal meetings. The JTI procedures are also quality controlled through the application of the RTO’s version control system. This internally evaluated and monitored range of policies and procedures was initially designed, developed and presented for the JTI training organisation’s initial VRQA third party audit. The Policies and Procedures (version 3.2 2010) have undergone reviews since January 2009 and improvement changes have also been completed at the time of this NARA post initial site audit. These include revised learning and assessment strategies, new mapping documentation for each qualification unit of competency associated with this audit scope, staff skills matrix and student intervention management strategy and recording tool.

JTI has also reviewed their industry consultation process and redeveloped customised workplace evidence gathering tools as a result of learner and industry feedback. There has also been a review of current moderation and validation processes of the on job training and assessment solutions. The JTI policies and procedures are deployed and are ensuring an effective continuous improvement regime with all agreed outcomes are documented, actioned and completed with close out dates. All actions are all recorded in the JTI Continuous Improvement Register. JTI has gained an 89% return rate of feedback from learners, 60% from industry stakeholders and their employer workplace clients (all Aged Care operator owners) during 2009/10. In conclusion, all of the above policies, procedures and supporting learning and assessment systems have been applied within a controlled JTI management system i.e. approach, deployment and review, resulting in continuous improvement outcomes for the JTI client’s, learners and stakeholders.

JTI is compliant with Element 1.2. The JTI Learning and Assessment Strategies were audited across the assigned qualifications (as documented in the qualifications/unit of competency table above). The Learning and Assessment Strategies demonstrate JTI has designed and developed detailed off and on the job strategies to meet identified learner needs. These strategies are flexible because they are capable of efficient adaption for use via 'Blackboard on line assignment manager’, face to face, or on the job delivery and assessment purposes. The audited strategies are learner and workplace centred and focused on achieving real workplace outcomes (2010 revised work place log book).

JTI undertakes formative assessments and does not undertake unit of competency summative assessments as a result of the 180 hrs off the job training. Summative assessment activity is undertaken on the job using workplace supervisor third party evidence in conjunction with JTI qualified assessors. JTI also now include a final oral assessment once the off and on the job training and assessments activities are completed. This final assessment verifies all of the assessment evidenced gathered and judged. Once the final oral assessment is completed successfully the students are awarded the appropriate outcome.
## Standard 1: The RTO provides quality training and assessment across all of its operations

The JTI team is also continuing to build customer relationship with the Aged Care industry, encouraging proactive engagement during the development and design of Learning and Assessment Strategies and subsequent evaluation of the training and assessment services and products. However, the RTO has challenges with the Aged Care operators as they are not always willing to be involved in such validation activities. JTI is working to build up these relationships and also with the relevant Industry Skills Council in attempts to improve their current validation process.

The auditor notes the current JTI learning and assessment strategy and some assessment tool design have been a direct result of VQRA auditor requirements and not necessarily the easiest of strategies to manage in terms of efficient formative assessment activity and continuous improvement. JTI is currently examining alternative learning and assessment methodologies to ensure any revised versions will be more user friendly, involve more holistic off the job assessments and overarching learning and assessment strategies will be easier to modify when required.

**JTI is compliant with Element 1.3.** JTI are using internally developed and industry validated learning resources that are available to learners via on line access using Blackboard, face to face access and on the job training and assessment. In addition to these methods, JTI learners as part of their training course also have access to simulated resources that allows practice of all skills required in an Aged Care establishment. JTI students are all employed for up to 400hrs within a range of Aged Care operations and have day to day access to real workplace practice, qualified and approved JTI owner operator supervisors within the Eastern and Northern Melbourne suburbs. The supervisors, as well as JTI qualified trainers and assessors, support learners throughout their training and assessment periods, irrespective of the learning method selected. Overall JTI has access to appropriate learning facilities and has developed learning and assessment materials that meet Training Package requirements. JTI is also undertaking ongoing work to modify their current off the job formative assessment tools to better reflect the workplace skill requirements. JTI combined training management practices and their current audited learning and assessment resources support and meet the identified learner requirements and the scoped qualifications assigned to this audit.

**The JTI is compliant with Element 1.4** All trainers and assessors assigned to train and or assess students aligned to the qualifications as stated in Table on Page 2 provided verified copy of their respective TAA40104 Certificate IV in Training and Assessment qualification certificates and current Aged care vocational work experiences and vocational Aged care qualifications i.e. either CHC30202 or CHC30208 Certificate III in Aged Care or above. JTI also provides access to applicable professional development for all staff when required. All trainers and assessors have attended VRQA workshops on subjects such as moderation, VRQA guidelines, CHC training package updates. Recent professional development has been organised for mid June 2010 to up-skill all trainers and assessors in RPL practices and a subject matter expert has been contracted from Queensland to provide the workshop content. During the past 12 months JTI administration personnel have also undertaken AVETMIS and VETRAC training and updating.

**Finally JTI is compliant to the requirements of Element 1.5.** JTI has designed and made available valid RPL tools. Assessment tools are deployed and subject to review and improvements using moderation and validation processes as documented in the *JTI Policy and Procedures Manual*. These sample assessment tools and corresponding single student RPL assessment outcomes record indicate the RPL assessment practices and tools meet the corresponding training package qualifications.

**Non Compliances: Nil**
### Standard 1: The RTO provides quality training and assessment across all of its operations

#### Strengths

On line use of Blackboard as part of an integrated student learning approach combined with face to face, practical demonstrations, role plays, and group discussions around case studies, one on one mentoring and supervised on the job work placement.

#### Opportunities for Improvement

**Standard 1 Element 1.1**

JTI should review their current method for analysing the student work placement employer and stakeholder feedback and seek more efficient methods for undertaking this required set of tasks. The current method is complicated and relies on triple handling of the information to achieve the required outcome. JTI should consider the benefits of maximising their current IT software to improve the current approach.

**Standard 1 Element 1.2 and 1.3**

Whilst JTI have complied with previously required VRQA style of learning and assessment documentation, JTI should review their current learning and assessment strategy documents and consider a more streamlined model that can clearly and efficiently demonstrate how the course is managed and rolled out for students. A more streamlined model would also assist in reducing the current time taken to ensure national training package changes can be incorporated within the required timelines and any continuous improvement items can also be more efficiently incorporated.

JTI should also review the current formative assessment tools used during the off the job training. They should undertake further validation of these assessment tools and strategies to determine if the current number of individual assessments is required. JTI as part of their current continuous improvement management are encouraged to seek efficiencies within their current assessment regime and are encouraged to explore the potential benefits to students of a more holistic assessment approach. If JTI accepts this recommended review they should also ensure there revised assessment strategies and/or tools remain compliant with the units of competency evidence requirement and relevant AQTF standards and associated elements. With respect to the RTO physical resources JTI must continue to explore their options to ensure they can comply with the VRQA Guidelines Clause 9B requirements applicable from July 09 2010

**Standard 1 Element 1.4c**

JTI should review their current methods to determine and agree to professional development (PD) needs of their staff. The current approach is not linked to the current JTI business plan key performance measures. Therefore, decisions are sometimes made to support staff requests for PD that does not always support the achievement of the JTI business goals. JTI should consider the AQTF 2010 standards and develop a targeted and mapped PD approval process that if deployed will better support the achievement of JTI business goals.
Standard 2: The RTO adheres to principles of access and equity and maximises outcomes for its clients.

Audit conclusion: Compliant x Non-compliant □ Not audited □

**JTI is compliant with Element 2.1.** JTI have developed and deployed a broad approach to continuous improvement that includes the collection and analysis of relevant data on client products and training and assessment services. In addition they have sought ongoing feedback from their Aged Care operational workplace supervisors, responsible for training and provision of third party evidence resulting from the student activities.

**JTI is compliant with Element 2.2.** JTI have developed training policies and procedures backed with student pre enrolment information on their website, course brochures and student handbook to inform clients of their rights and obligations prior to enrolment.

**JTI is compliant with Element 2.3.** The JTI Director and the training management teams have undertaken some industry engagement during the development of training and assessment strategies and course materials. During 2009/10 JTI have reviewed their validation process and practices to encourage greater involvement between the employers and JTI RTO staff. JTI uses a range of effective communication strategies with their learners, during the delivery of services. These include use of notice boards providing JTI responses to student feedback, one on one mentoring, additional language skill support and access to user friendly student assignment website ‘Blackboard’.

**JTI is compliant with Element 2.4.** JTI have relevant and user friendly arrangements to ensure effective and accessible support services to learners that if required will meet individual learner needs. These services include individual mentoring, on line and face to face support services, workplace supervisors involving 1-1 interaction and access to additional literacy and numeracy tutoring if required.

**JTI is compliant with Element 2.5.** JTI have developed suitable arrangements guided by a valid policy and procedure for allowing timely and controlled client access to their current information, records and progress.

**JTI is compliant with Element 2.6.** JTI have used a policy and procedure to enable an appropriate response to client appeals and complaints and a system to track complaints and appeals management and their resolution. The complaint files and records were examined during this audit wrt the alleged complaint investigation undertaken by the lead auditor during the Glen Waverly site visit.

**Non Compliances: Nil**

**Opportunities for Improvement**

**Standard 2 Element 2.1**

JTI would benefit from a review of their current method for analysing the student work placement employer and stakeholder feedback and seek more efficient
Standard 2: The RTO adheres to principles of access and equity and maximises outcomes for its clients.

Methods for undertaking this required set of tasks. The current method is complicated and relies on triple handling of the information to achieve the required outcome. JTI should consider the benefits of maximising their current IT software to improve the current approach.

Standard 2 Element 2.3

JTI should ensure they continue to improve their current internal moderation processes. JTI should maximise moderation sessions (PD) by timing these to coincide with completion of units of competency by student groups. By bringing together JTI assessors using this approach, JTI can moderate their assessors, complete their judgement process, recommend and report student outcomes and provide valuable validation feedback on the assessment tools.

Standard 2 Element 2.6

JTI would benefit from a review of their student information documentation wrt complaints and appeals process. JTI should ensure consistency of information wrt to complaints and appeals process within the current student handbook as the title states complaints process and the content addresses both complaints and assessment appeals. JTI should ensure the title of this section of their student handbook is modified to indicate both complaints and appeals in the title of this section of the handbook.

Strengths

The current student support mechanisms (initial and ongoing) are in the opinion of the Lead Auditor, good practice within the RTO. This is because JTI has a supportive culture that demonstrates their commitment to students whose first language is not English and who are embarking on AQF level 111 courses.

Opportunities for Improvement
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>Compliant x</th>
<th>Non-compliant ☐</th>
<th>Not audited ☐</th>
</tr>
</thead>
</table>

JTI is compliant with Element 3.1. JTI have designed, developed, deployed and reviewed their current management tools which includes the use of internal and external auditing and self assessment reporting against the suitability of the JTI Quality Policies and Procedures, resulting in continuous improvements across a range of areas; a continuous improvement culture is evidenced across the management of RTO operations, supported with their current continuous improvement register and actions completed to date. JTI are currently in the process of reviewing aspects of their current approach to management processes within the RTO in an attempt to streamline the management as it is currently seen as administratively over burdening the RTO. This review and its objectives are aimed to improve alignment of their procedures to RTO business key performance indicators and required outcomes. At present the management processes have evolved by adding process when required without always understanding the impact of these changes to other parts of the RTO processes. This ongoing review includes areas such as –realignment to meet new incoming VQRA Guidelines; streamlining current learning and assessment mapping; increased holistic assessment tools for use in the classroom; feedback data analysis management; automated continuous improvement action tracker system; improvements to the current moderation and validation processes.

JTI is compliant with Element 3.2. JTI is currently engaged in partnership arrangements for the delivery of the CHC30308 Certificate 111 in Aged Care and CHC40308 Certificate 1V in Disability. They do have a policy and procedure to manage the risk and undertake audits. Audit reports were signed and audited during this audit form an external company acting on behalf of JTI. These audit reports are dated March 2010 and signed by the lead auditor. A rectification action plan has been developed in response to this audit with all items identified as a risk rectified. JTI also has a Standard Partnership Agreement contract signed by both parties dated 23rd May 2010 (also audited 2009 version of the same document). JTI will continue to access the external ‘RTO Services’ Auditor to undertake annual audits of the partner organisation based in Saint Albans VIC. JTI processes will ensure all outcomes will be documented and any actions recorded to ensure effective and appropriate monitoring of the partnership and contractual arrangements are valid and complaint to this element of the standards.

JTI is compliant with Element 3.3. JTI has purchased the VETRAC student and records management system. JTI has deployed a suitable procedural arrangement to manage student and management records within VETRAC. The system integrates with the VQRA requirements and those required by AVETMIS. The systems used by JTI ensure student record security, confidentiality, accuracy and integrity as well as meeting AVETMIS compliance.

Strengths

None to report at the time of completing this audit.
Standard 3: Management systems are responsive to the needs of clients, staff and stakeholders, and the environment in which the RTO operates.

Opportunities for Improvement

Standard 3 Element 3.1 - JTI should ensure that responses to the opportunities for improvement identified in this report and future changes to their learning and assessment strategies and/or tools are also reflected in the corresponding and applicable learning resources, management policies and procedures and their information publications - as well as their website.

STANDARDS AND ELEMENTS

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

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

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

Audit conclusion: Compliant x Non-compliant □ Not audited □ Not Applicable □

Evidence reviewed at audit: The focus of evidence audited on site for this element of the standard included:

- JTI Quality Policy and Procedures Manual all policies and procedures; continuous improvement register and current JTI Business 2009/10 plan
- Course qualifications feedback and evaluation survey tools and use of quality indicators
- Aged Care industry consultation and validation procedure and data
- Assessment moderation policy and procedure and reports
- Workplace resources validation and suitability procedures
- Integration of the current Quality Indicator Resources with internally developed data collection, collation and analysis tools.
- Industry validation April 2010 and recorded outcomes for action
- Continuous Improvement Register May 2010 items sampled and audited: review of Certificate 111 in Aged Care and Community Home C and Certificate 1V in Disability training materials; analysis of student feedback data and reports
- Review of current RPL procedure and finalised range of RPL tools; RPL student feedback on process
- Employment data feedback with reference to graduates for Aged Care and disability courses
- On-site consultation with Loice Njanja - Director JTI Jonni Emerson - Compliance Officer Annette Johnstone-Brown - Trainer and Assessor; Fernando Trainer and Assessor & Jessica Chesswas - Trainer and Assessor; Adrian Sutantio – Information Technology Manager

Findings

JTI is compliant with Element 1.1.
1.1 The RTO collects, analyses and acts on relevant data for continuous improvement of training and assessment

There is sufficient and valid evidence that demonstrates that since their initial registration JTI have developed an approach to continuous improvement that incorporates multiple data sources from across their RTO operations.

They have put in place a continuous improvement strategy involving industry clients, students and stakeholders that coordinates continuous improvement, results in decisions about the implementation of improvements and allocates responsibility and completes their agreed actions on time, albeit within administrative systems with multiple layers and complexities.

Management meeting and business review records and assessment moderations sessions were validated with the current staff. The range of evidence audited, demonstrates currency and authenticity.

The lead auditor has determined based on the above combined evidence audited, that the current JTI continuous improvement strategies and arrangements are appropriate and systematic.

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.

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: Compliant x Non-compliant □ Not audited □ Not Applicable □

Evidence reviewed at audit:

On-site consultation with the qualified TAA40104 trainers and assessors /compliance officer and JTI Director

- JTI Learning and Assessment Strategies (LAS) for Certificate 111 in Aged Care and Home and Community Care; Certificate 1V in Disability—including details of:
  - Core and elective units
  - Specified industry need
  - Delivery method (On line/Face to face/on the job)
  - Assessment method and mapping (including RPL)
  - Assessment tools sample 4 per qualification
  - Student assessment evidence sample 3 per qualification
  - Unit of competency sample (as per agreed NARA sample)
  - Duration and hours with entry and exit points
  - Student support processes and strategies
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.

- Internally designed and developed and/or purchased learning guides, resources and materials
- Trainers, assessors and their verifiable qualification certificate copies
- Trainer skills matrix
- Validation expectations and Process
- Aged Care industry consultation and validation with JTI personnel
- Continuous Improvement Register 2009 – May 2010
- Business Plan 2010
- Verified proof of access to applicable and current national training packages

Findings

**JTI is compliant with Element 1.2.**

JTI have undertaken industry consultation with current professionals operating within the Aged Care local industry. The JTI team has used the data from these consultations to better inform the current Learning and Assessment Strategy (LAS) design and development process. The resulting LAS documents (review for the CHC08 training package Certificate 1V in Disability was being finalised at the time of the site audit) integrate relevant feedback and incorporate the current Aged Care industry day to day requirements as well as the training package requirements, ensuring the implementation of the aforementioned qualifications are indicative of client, staff and management views.

The LAS indicates flexibility in the modes of delivery and include on line, face to face and on the job training delivery and assessment. The strategies also include mandatory Aged Care industry workplace requirements supported with applicable and necessary evidence gathering and recording tools for learners, as well as third party reporting by supervisors and regular supervisory visits with JTI staff.

The workplace strategies and tools have been developed by JTI using the context of the learners own workplace. The packaging of units of competence meets the requirements of the relevant Training Package and provides clear guidance on any mandatory rules that must be applied within each qualification.

1.3 Staff, facilities, equipment and training and assessment materials used by the RTO is consistent with the requirements of the Training Package or accredited course and the RTO’s own training and assessment strategies.

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

**Audit conclusion:** Compliant □ Non-compliant □ Not audited □ Not Applicable □
1.3 Staff, facilities, equipment and training and assessment materials used by the RTO is consistent with the requirements of the Training Package or accredited course and the RTO’s own training and assessment strategies.

Evidence reviewed at audit:

- On-site consultation with qualified TAA40104 trainers and assessors; compliance officer; IT manager and JTI Director
- JTI Learning and Assessment Strategies (LAS) for all audit scoped qualifications as stated on Page 4 of this report
- JTI Policy and Procedure Manual
- RPL policy procedure and tools and student file
- RPL evidence records x 1 student
- Learning Guides for all audit scoped qualifications
- Qualification and Evidence Mapping – for all audit scoped qualifications as stated on Page 4 of this report
- Learner resources for all audit scoped qualifications as stated on Page 4 of this report
- Summative and formative Assessment tools (28 sampled) used in assessing students enrolled on the programs
- Validated questions and answers for all knowledge based formative testing
- Training and assessment evidence records sample of 6 across the Learner resources for all audit scoped qualifications as stated on Page 4 of this report
- Aged Care industry employers data base of current providers and supervisors with Aged Care enrolled learners

Findings

The Learning and Assessment Strategy documents, including evidence mapping, demonstrates appropriate integration between the learning resources and the current qualification requirements i.e. covers the elements, critical evidence, required knowledge, context and application requirements for the Aged Care and Disability qualifications as listed on Page 4 of this report.

The courses associated with the CHC02 and CHC08 Certificate 111 and 1V qualifications are contextualised to reflect the Aged Care industry tasks normally associated with the AQF levels indicated and contemporary industry practice. The delivery modes selected and audited are sequenced to provide a progressive building process to allow the learners to gain workplace practice, knowledge and skills reflective of the position employed and within closely supported learning environment.

The auditor sampled fourteen (14) units of competency from the qualifications as well as current and valid learning strategies and corresponding assessment tools across the same audited qualifications (as per listing on page 4 of this report. The information contained within these learning and assessment resources aligned with and met the CHC02 and CHC08 Training Package qualification requirements.

Learners are set practical activities that have designated deliverables for workplace supervisors, trainers and assessors including the provision of effective review and feedback. Using the sampled assessment tools and the end of course interview, judgments can be made as to the competency of an individual in relation to the unit of competency assessed.
1.3 Staff, facilities, equipment and training and assessment materials used by the RTO is consistent with the requirements of the Training Package or accredited course and the RTO’s own training and assessment strategies.

The onsite classroom facilities and training delivery methods provided by JTI are of appropriate standard and are in accordance with CHC 02 and CHC08 training package requirements.

Clients also have access to JTI support staff when required. In particular the Director and workplace JTI assessor/supervisor of learners make regular visits in supporting learners in their Aged Care workplace organisations.

The combined learner and training and assessment resources, staff support, demonstrate currency as well as valid and sufficient evidence that the consultation, validation, design development and resulting resources meets the requirements of the relevant training package as represented within the current JTI LAS documents.

<table>
<thead>
<tr>
<th>1.4</th>
<th>Training and assessment is delivered by trainers and assessors who:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>have the training and assessment competencies determined by the National Quality Council or its successors</td>
</tr>
<tr>
<td>b)</td>
<td>have the relevant vocational competencies at least to the level being delivered or assessed, and</td>
</tr>
<tr>
<td>c)</td>
<td>continue developing their vocational and training and assessment competencies to support continuous improvements in the delivery of the RTO’s services.</td>
</tr>
</tbody>
</table>

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

Audit conclusion: Compliant x, Non-compliant □, Not audited □, Not Applicable □

Evidence reviewed at audit:

- Learning and assessment strategies for CHC30202 Certificate 111 Aged Care; CHC30208 Certificate 111 Aged Care; CHC40302 Certificate 1V in Disability and CHC40308 Certificate 1V in Disability
- Verified copy of the TAA40104 qualifications and verified copy documentation and current CVs for all listed trainers and assessors
- Training and Professional Development (PD) skills and qualification matrix indicating all relevant JTI and externally contracted and partner trainers and assessors qualifications and PD
- PD schedule of proposed future PD for JTI staff 2010/2011
- Staff Performance management reports
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 developing their vocational and training and assessment competencies to support continuous improvements in the delivery of the RTO’s services.

Findings

JTI is compliant with Element 1.4.

The onsite interview evidence gained during consultations with JTI staff listed plus the documentary evidence audited demonstrate sufficient JTI staff hold the applicable training and assessment qualifications and competency, as well as currency of vocational competence within the JTI vocational context.

The above evidence ensures that only appropriately qualified and competent personnel deliver training and assess candidates within the JTI scope of qualifications.

This evidence was validated using the references provided. Therefore, on the basis of evidence observed and audited, JTI has satisfied the requirements of Element 1.4.

1.5 Assessment including Recognition of Prior Learning (RPL):
   a) meets the requirements of the relevant Training Package or accredited course
   b) is conducted in accordance with the principles of assessment and the rules of evidence
   c) meets workplace and, where relevant, regulatory requirements.

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

Audit conclusion: Compliant x Non-compliant □ Not audited □ Not Applicable □

Evidence reviewed at audit:

- Qualification and unit of competency mapping and student sample evidence logs and files for the Aged Care qualifications as listed on page 4 of this report
- Learning and Assessment Strategies for the Aged Care qualifications as listed on page 4 of this report
### 1.5 Assessment including Recognition of Prior Learning (RPL);

- a) meets the requirements of the relevant Training Package or accredited course
- b) is conducted in accordance with the principles of assessment and the rules of evidence
- c) meets workplace and, where relevant, regulatory requirements.

- Student records and associated documentary evidence of summative assessment for one (1) student enrolled in the CHC30202 Certificate 111 in Aged Care
- Workplace supervisor third party reports and assessment findings and feedback x 8 students as sampled from the Aged Care qualifications as listed on page 4 of this report

**Findings**

**JTI is compliant with Element 1.5.**

The aforementioned Unit mapping provided by JTI indicates that assessments, including RPL activities, across the aforementioned Aged Care courses meet the requirements for these qualifications.

Assessment arrangements for CHC02 and CHC08 Aged Care qualifications meet the requirements of the training package.

Based on the evidence audited JTI has provided current, valid and sufficient evidence that ensures the critical aspects within the units of competency qualification requirements, are being met in full. Based on the findings indicated above, JTI has met the requirements for Element 1.5
### Standard 2: The RTO adheres to principles of access and equity and maximises outcomes for its clients.

#### 2.1 The RTO continuously improves client services 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.

**Audit conclusion:**
- Compliant ✗
- Non-compliant ☐
- Not audited ☐
- Not Applicable ☐

**Evidence reviewed at audit:**
- On-site consultation with – Trainers and Assessors; Compliance officer; IT Manager and the JTI Director
- JTI Policy and Procedures Manual
- 2010 Guide to JTI Programs
- Continuous Improvement Policy and Procedure and Continuous improvement register and actions
- Access and Equity policy
- Language, Literacy and Numeracy Support Procedure
- Student Course Information and Enrolment Procedure
- Aged Care Industry Engagement and Workplace Validation checking Procedure
- Assessment Moderation Policy and Procedure and reports
- Course evaluation survey tools and reports - Integration of the Quality Indicator Resources with internally developed data collection and analysis tools
- Complaints and Appeals Policy and Procedure
- Student assessment and feedback records
- VETRAC reports - Competency completion records as at May 2010 and Issuance records versus enrolments

**Findings**

**JTI is compliant with Element 2.1.**

In accordance with the Lead Auditor’s findings recorded at Element 1.1, it is considered that this RTO does produce controlled continuous improvements for their current Aged Care students Stakeholders and clients in relation to the range of training, assessment and support products and services. These improvements are based on reliable (but very labour intensive process) collection, collation, analysis and improvement actions as a result of feedback data from all relevant parties.
2.2 Before clients enrol or enter into a contract, the RTO informs them about the training, assessment and support services to be provided, and about their rights and obligations.

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

**Audit conclusion:** Compliant

**Evidence reviewed at audit:**
- JTI website
- On-site consultation with Trainers and Assessors; Compliance Officer; IT manager and the JTI Director.
- 2010 JTI Courses Guide
- Student Enrolment and Induction Policy
- Advertising Policy
- Access and Equity Policy
- Complaints and Appeals Procedure
- Fees and Charges arrangements in accord with the current SA guidelines for traineeships
- Reasonable Refund Policy
- VQRA fees and charges guidelines
- Recognition of Prior Learning Policy and Procedure
- Language Literacy and Numeracy Support Policy
- JTI Individual Course brochures/leaflets

**Findings**

**JTI is compliant with Element 2.2.**

JTI provides a range of access information points and media for potential students. These include the current JTI RTO web portal and user friendly email options; Industry contacts with industry and workplace supervisors for students to access for work placement purposes; the 2010 JTI Course Guides; student information. Course brochures are also sent to prospective clients at their request. This information is also available on the organisation’s web-site.

A mailing checklist within the student management software system is maintained to ensure all the validated information can be forwarded to prospective clients.

During the pre-enrolment, clients are asked if sufficient information was provided to them and follow up actions are taken if a student reports a negative response to these questions. This is recorded on the client enrolment form and student files.

The current JTI arrangements and methods to ensure clients receive accurate and relevant course and RTO information prior to enrolment results in clients who are well informed regarding their terms of agreement. Therefore, JTI has provided current and valid evidence to demonstrate JTIs arrangements to inform clients of...
### 2.2 Before clients enrol or enter into a contract, the RTO informs them about the training, assessment and support services to be provided, and about their rights and obligations.

Before clients enrol or enter into a contract, the RTO informs them about the training, assessment and support services to be provided, and about their rights and obligations prior to enrolment and agreeing to contractual training arrangement are effective for the learners and compliant for this Element.

### 2.3 Employers and other parties who contribute to each learner’s training and assessment are engaged in the development, delivery and monitoring of training and assessment.

**Intent:** Learners, including apprentices and trainees, receive support from all parties engaged in their training and assessment.

<table>
<thead>
<tr>
<th>Audit conclusion:</th>
<th>Compliant x</th>
<th>Non-compliant</th>
<th>Not audited</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

#### Evidence reviewed at audit:
- Learning and Assessment Strategies for the Aged Care qualifications as listed on page 4 of this report
- RTO Policy and Procedure Manual
- On-site consultation with – Trainers and Assessors; Compliance Officer; IT manager and the JTI Director
- Business Plan 2010
- Continuous Improvement Register 2009/10
- Evaluation reports on past and current training and assessment activity
- Quality Indicator Resources and feedback data analysis reports
- Competency completion rates
- Local Aged Care industry consultation and validation input during the design and development of learning strategies and training and assessment resources
- Third party reports from Aged Care industry workplace supervisors with respect to JTI enrolled students

#### Findings

**JTI is compliant with Element 2.3.**

JTI has designed and developed a range of methods for delivery and assessment (RPL, on line, face to face and on the job) that all involve employers working with JTI students across the AQF levels III and IV qualification requirements.

JTI has demonstrated sustained engagement with industry in the development of the Aged Care industry qualification Learning and Assessment Strategies and learning and assessment materials audited during the site audit visit.

JTI has practical arrangements in place to engage with the Aged Care industry during the evaluation of training and assessment services as well as seeking validation input for the JTI developed and designed learning and assessment resources. JTI has accessed relevant industry representatives during the evaluation of services and the validation of materials when possible to do so; current JTI training and assessment services accurately reflect and respond to changing industry and learner needs.
2.3 Employers and other parties who contribute to each learner’s training and assessment are engaged in the development, delivery and monitoring of training and assessment requirements.

JTI effectively uses and records third party evidence from Aged Care operatives and the workplace supervisors who are the trainers for the JTI students. These supervisors work with qualified assessors to verify third party on the job evidence.

JTI assessor panels make the final judgement on learner competency. The competency decisions are made by the panel after the final student interview has been completed.

Feedback data from students and other relevant stakeholders demonstrates satisfaction rates (86%) with the current training and assessment offerings provided by JTI. The audited evidence provides a sufficient and valid basis to deem the JTI practices with respect to this Element compliant.

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.

Audit conclusion: Compliant x Non-compliant □ Not audited □ Not Applicable □

- Evidence reviewed at audit:
  - Learning and Assessment Strategies (LAS) for the Aged Care qualifications as listed on page 4 of this report
  - Policy and Procedures Manual
  - Enrolment and Induction Policy and Procedures
  - Access and Equity Policy
  - Complaints and Appeals Procedure
  - Fees and Charges Policy
  - Reasonable Refund Policy
  - VRQA Guidelines
  - Language Literacy and Numeracy Support Policy Assessing Individual Needs Policy and LLN assessment tool and student testing evidence
  - Recognition of Prior Learning Policy and Procedure and one completed RPL application
  - Validation input from Rural and Agriculture industry subject matter experts into the design and development of learner training and assessment resources
  - Contextualised on job evidence gathering and recording resources

Findings
2.4 Learners receive training, assessment and support services that meet their individual needs.

JTJ is compliant with Element 2.4.
The RTO has recognised the individual needs of learners in the design, development and validation of their Learning and Assessment Strategies.

JTJ has developed practical procedures and policies to support learners in all aspects of their learning. The audited resources demonstrate JTJ has suitable arrangements to provide support services to clients that meet individual needs. These services include initial LLN assessment pre enrolment; additional learning support in the subject areas of language, literacy and numeracy if requested; flexible modes of access and delivery, such as on line (Blackboard) face to face, RPL and on the job options as well as supervisors for the on the job activities required by enrolled students.

JTJ has provided procedures that have resulted in industry focused and practical programs of learning for their students who are operating and learning within the Aged Care Local industry in and around Melbourne.

The approaches currently deployed and the student management (particularly with respect to students whose first language is not English) undertaken by JTJ staff provides a valid basis for concluding that these policies and procedures supported with valid strategies are complaint for 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.

Audit conclusion: Compliant x Non-compliant □ Not audited □ Not Applicable □

Evidence reviewed at audit:
- Learning and Assessment Strategy for the Aged Care qualifications as listed on page 4 of this report
- Policy and Procedures Manual
- Access and Equity Policy
- Language, Literacy and Numeracy Support Policy
- Quality Indicator data analysis reports
- Competency completion records 2009/10
- Student Support Policy
- Administrative and Record Management Policy
- Records Access Policy
- RPL evidence record sampled during the site audit process
- On-site consultation with Trainers and Assessors/Compliance Officer/IT Manager and the JTJ Director
2.5 Learners have timely access to current and accurate records of their participation and progress.

- Student assessment records – samples from student files enrolled in CHC02 and CHC08 Certificate 111 and 1V qualifications as listed on page 4 of this report
- VETRAC

Findings

JTI is compliant with Element 2.5.

The RTO has developed appropriate arrangements for student access to information and records relating to their progress. These arrangements are suitable for the current scale of operation and the range of delivery modes.

Communications are predominately accessed and achieved either through formal face to face requests, correspondence via email and hard copy personal files. Students on request have agreed access to trainer and supervisor feedback and assessment results. Students are required to acknowledge their learning and assessment results as well as respond to feedback given.

Students also have regular access if required, to trainer support via the workplace trainers and supervisors, telephone, web portal and via email.

All students are informed about their rights to access information prior to and at the point of enrolment, as well as during their training period. JTI has provided sufficient evidence that it has deployed, reviewed and improved valid arrangements for student access to current and accurate records that are secure and confidential.

2.6 Complaints and appeals are addressed efficiently and effectively.

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

Audit conclusion: Compliant x Non-compliant □ Not audited □ Not Applicable □

Evidence reviewed at audit:
- JTI Policy and Procedure Manual
- Access and Equity Policy
- Language, Literacy and Numeracy Assistance Policy
- Student Induction Process and content
- Complaints and Appeals Policy and Procedure
2.6 Complaints and appeals are addressed efficiently and effectively.

Findings

JTI is compliant with Element 2.6.

JTI has an appropriate policy and procedure for handling all levels of complaint and appeals from clients. The current process is effective when required to respond to client complaints and appeals.

The current JTI student management system (VETRAC) and the intervention strategy (the student performance management process) can record and track complaints and appeals management and final resolutions. This includes the central management of complaints by the Director and the compliance officer. Continuous Improvement and the recording of relevant information are evidenced. The evidence presented at audit indicates there have been complaints but no appeals. There have been alleged complaints against JTI that were sent through to NARA and investigated during this site audit. The RTO was not aware of the alleged complaint processed through NARA until they were notified as part of this monitoring audit.

In the opinion of this auditor based on the combined evidence within the RTO, there is a transparent culture of support and cooperation between the JTI teams, their students and workplace clients. This has engendered a culture of openness between all relevant parties involved in the learning and assessment process. As a result, the evidenced presented and audited supports compliance by JTI to this Element.

Standard 3: Management systems are responsive to the needs of clients, staff and stakeholders, and the environment in which the RTO operates

3.1 The RTO uses a systematic and continuous improvement approach to the management of operations.

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

Audit conclusion: Compliant x Non-compliant □ Not audited □ Not Applicable □

Evidence reviewed at audit:

- Version and document control process
- Industry Engagement evidence through the current Learning and Assessment Strategies
- Internal audit reports and independent external consultancy audit reports
- Policy and Procedures Manual
- Assessment Moderation Policy and Procedure
3.1 The RTO uses a systematic and continuous improvement approach to the management of operations.

- Learner Resource Validation Policy and Procedure
- Workplace supervisor process and professional development training
- Integration of the Quality Indicator Resources with internally developed data collection and analysis tools.
- Continuous Improvement Policy and Procedure
- Continuous Improvement Register 2009/10
- Competency completion records 2010
- Student Support Policy and LLN pre enrolment assessment and student support referral process
- Administrative and Record Management Policy and VETRAC
- Records Access Policy
- On-site consultation with JTI Trainers and Assessors/Compliance Officer/IT Manager and the Director

Findings

JTJ is compliant with Element 3.1.

In accordance with the audit findings provided at Element 1.1 and 2.1, it is considered that JTI management has deployed and reviewed processes that utilise data feedback from a range of sources that produces systematic and continuous improvements across the management of its current RTO operations.

3.2 The RTO monitors training and/or assessment services provided on its behalf to ensure that they comply with all aspect of the AQTF 2007 Essential Standards for Registration.

Intent: Services delivered under partnership arrangements comply with the AQTF 2007 Essential Standards for Registration.

Audit conclusion: Compliant x Non-compliant □ Not audited □ Not Applicable □

Evidence reviewed at audit:
- Policy and Procedure Manual, including: Partnering and contractual arrangement Policy, Procedure and contract document
- Current signed Standard Partnership Agreements Dated May 2009 and 2010
- Of site physical and staffing resources statements and staff qualification evidence from partnering organisation ‘Guidestar Training and Professional Services’
- External AQTF audit report commissioned by JTI covering the AQTF compliance evidence from ‘Guidestar Training and Professional Services’.
- On-site consultation with JTI Trainers and Assessors/Compliance Officer/IT Manager and the Director
3.2 The RTO monitors training and/or assessment services provided on its behalf to ensure that they comply with all aspect of the AQTF 2007 Essential Standards for Registration.

Findings

**JTI is compliant with Element 3.2.**

Consultation during the site audit with the JTI Director and the Compliance Officer indicated that there is only one (1) partnership or contractual arrangement currently in place.

JTI has appropriate and valid instruments in place to establish, record, monitor and report on current and any future partnership arrangements.

JTI also uses the services of an external AQTF audit team to independently audit the partner organisation ‘Guidestar Training and Professional Services’ against the AQTF standards and conditions of registration aligned to their contractual obligations. May 2009 and March 2010 audit reports were also audited as part of the site visit NARA audit.

<table>
<thead>
<tr>
<th>3.3 The RTO manages records to ensure their accuracy and integrity.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intent:</strong> 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.</td>
</tr>
<tr>
<td><strong>Audit conclusion:</strong> Compliant x Non-compliant □ Not audited □ Not Applicable □</td>
</tr>
</tbody>
</table>

**Evidence reviewed at audit:**

- JTI Policy and Procedure Manual
- On-site consultation with JTI Director, Administration Management staff and IT Manager
- Inspection of on-site records storage arrangements VETRAC; lockable cabinets in the JTI Director office – JTI Director is the only person who has access to release files under a strictly controlled and recorded process
- Internal student records sighted
- Sampled student records with reference to active enrolments as per qualifications listed on page 4 of this report

**Findings**

**JTI is compliant with Element 3.3.**

JTI has put in place suitable arrangements to appropriately manage student records and ensure their security, confidentiality, accuracy and integrity.
3.3 The RTO manages records to ensure their accuracy and integrity.

Student training and assessment records are managed effectively within the Blackboard and VETRAC system of electronic management.

JTI also has suitable storage compartments for the archiving of records and to ensure their integrity. Based on the above evidence JTI have provided, current, valid an evidence to ensure JTI are compliant to this element.

### CONDITIONS OF REGISTRATION

<table>
<thead>
<tr>
<th>CONDITIONS OF REGISTRATION</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
<th>Evidence</th>
<th>Corrective Action to be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONDITION 1 – GOVERNANCE</strong></td>
<td></td>
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<tr>
<td>The RTO’s chief executive must ensure that the RTO complies with the AQTF 2007 Essential Standards for Registration and any national guidelines approved by the National Quality Council across all of its operations within its scope of registration listed on the National Training Information Service.</td>
<td></td>
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<td>x</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td><strong>CONDITION 2 – INTERACTIONS WITH THE REGISTERING BODY</strong></td>
<td></td>
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<tr>
<td>The RTO’s chief executive must ensure that the RTO cooperates with its registering body in the conduct of audits and the monitoring of its operations, the provision of accurate and timely data relevant to measures of its performance and information about significant changes to its operations and in the retention, archiving, retrieval and transfer of records consistent with its registering body requirements.</td>
<td></td>
<td></td>
<td>x</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### CONDITIONS OF REGISTRATION

<table>
<thead>
<tr>
<th>CONDITION 3 – COMPLIANCE WITH LEGISLATION</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
<th>Evidence</th>
<th>Corrective Action to be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>The RTO must comply with relevant Commonwealth, state or territory legislation and regulatory requirements that are relevant to the RTO’s operations and its scope of registration and ensure that its staff and clients are fully informed of these requirements where they affect their duties or participation in vocational education and training.</td>
<td>x</td>
<td></td>
<td></td>
<td>VQRA requirements to date and current guidelines due in July 2010</td>
<td>Opportunity for improvement JTI will need to pursue their option to ensure as an RTO operating in Victoria that they can meet the new VQRA Guidelines wrt clause 9b, Building Requirements. This must be completed and evidence provided to VQRA by 1 July 2010.</td>
</tr>
<tr>
<td>JTI rectification action plans 98% completed wrt compliance with the 2010 VQRA Guidelines</td>
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<tr>
<td>Police clearance statements for all RTO staff wrt working in Victoria with students</td>
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<tr>
<td>This audit report also confirms the RTO complies with the relevant VET legislation</td>
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<tr>
<td>Staff Induction Handbook 2010</td>
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</table>

### CONDITION 4 – INSURANCE

| The RTO must hold insurance for public liability throughout its registration period. | No | No | Yes | N/A | N/A |

### CONDITION 5 – FINANCIAL MANAGEMENT
<table>
<thead>
<tr>
<th>CONDITIONS OF REGISTRATION</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
<th>Evidence</th>
<th>Corrective Action to be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>The RTO must protect fees paid in advance and have a fair and reasonable refund policy.</td>
<td></td>
<td></td>
<td></td>
<td>Compliance with the requirements against relevant sections of the current Financial Health Guidelines 10 December 2009 pursuant to section 4.5.1(3) of the education and training reform Act 2006 requirements</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td>VQRA Guidelines due in July 2010 JTI 98% compliant</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>JTI 2010 Fees and charges; collection of fees in advance and refunds policy and guidelines. JTI Enrolment form and Student handbook contain information on all fees and charges including conditions. These comply with the requirements currently in place in Victoria through VQRA pre July 2010 guidelines and requirements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Annual accounts signed off for 2008/09 by JTI appointed Anderson and Roscoe CPA; CPA audit sign off on annual accounts sighted.</td>
<td>N/A</td>
</tr>
<tr>
<td>The RTO must have its accounts certified by a qualified accountant to Australian Accounting Standards, at least annually, and provide the certificate of accounts to its registering body on request. If the registering body reasonably deems it necessary, the chief executive must provide to the registering body, a full audit report</td>
<td></td>
<td></td>
<td></td>
<td>Annual accounts signed off for 2008/09 by JTI appointed Anderson and Roscoe CPA; CPA audit sign off on annual accounts sighted.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## Conditions of Registration

<table>
<thead>
<tr>
<th>Condition</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
<th>Evidence</th>
<th>Corrective Action to be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>of the RTO’s financial accounts from a qualified and independent accountant.</td>
<td></td>
<td></td>
<td></td>
<td>Independent internal financial audits undertaken annually by Jedlo Cherish Pty Ltd. Internal audit sign off on bi-annual accounts also sighted</td>
<td>Business Viability Assessment and Certificate 2009 -2010</td>
</tr>
</tbody>
</table>

## Condition 6 – Certification & Issuing of Qualifications & Statements of Attainment

<table>
<thead>
<tr>
<th>Condition</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
<th>Evidence</th>
<th>Corrective Action to be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>The RTO must issue to persons it has assessed as competent, in accordance with the requirements of the Training Package or accredited course, a qualification or statement of attainment (as appropriate) that meets the Australian Qualifications Framework (AQF) requirements, identifies the RTO by its national provider number from the National Training Information Service and includes the Nationally Recognised Training (NRT) logo in accordance with the current conditions of service.</td>
<td>x</td>
<td></td>
<td></td>
<td>Statement of Attainment and qualification certificate templates, provided during the audit are compliant with the requirements set down in Condition 6</td>
<td>N/A</td>
</tr>
<tr>
<td>The RTO must retain client records of attainment of units of competence and qualifications for a period of 30 years.</td>
<td>x</td>
<td></td>
<td></td>
<td>VETRAC student records management system in place</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Conditions of Registration

<table>
<thead>
<tr>
<th>Conditions of Registration</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
<th>Evidence</th>
<th>Corrective Action to be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Condition 7 – Recognition of Qualifications Issued by Other RTOs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The RTO must recognise the AQF qualifications and statements of attainment issued by any other RTO.</td>
<td>□</td>
<td>□</td>
<td>x</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Condition 8 – Accuracy and Integrity of Marketing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The RTO must ensure its marketing and advertising of AQF qualifications to prospective clients is ethical, accurate and consistent with its scope of registration and the NRT logo is used in accordance with its conditions of use. The RTO must only use references or endorsements about their services or products in its marketing and advertising from a person or organisation in accordance with permission given by that person or organisation.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>JTI Web site all relevant sections and corresponding information audits and is compliant</td>
<td>Opportunity for Improvement JTI to ensure that before July 1 2010 all references and information to the current permissible CHC02 qualifications in Aged Care and Disability are removed from their website Ensure when amending the website RTO information that any NRT logo locations within amended information remain compliant with Condition 8. Course brochures for Aged Care and Disability qualifications compliant Student Handbook and enrolment form information as well as newspaper advertising samples are compliant and meet the requirements for Condition 8.</td>
</tr>
<tr>
<td><strong>Condition 9 – Transition to Training Packages/Expiry of Accredited Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The RTO must manage the transition from superseded Training Packages within 12 months of their publication on the National</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>VRQA email providing guidance and permission for</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*TVET Australia (National Audit and Registration Agency)*

AQTF 2007 Audit Report

NARA QMS Ref: AR008 Version 1.3

Document uncontrolled when printed

26 May 2010
<table>
<thead>
<tr>
<th>CONDITIONS OF REGISTRATION</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
<th>Evidence</th>
<th>Corrective Action to be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Information Service and also manage the transition from superseded accredited courses so that it delivers only currently endorsed Training Packages or currently accredited courses.</td>
<td></td>
<td></td>
<td></td>
<td>JTI to continue using CHC02 Aged Care and Disability qualifications until June 30 2010 and allow students to complete their qualifications within 12 months. Enrolment data shows no enrolments into CHC02 Aged Care and/or Disability qualifications since February 2010.</td>
<td></td>
</tr>
</tbody>
</table>