![Australian Government — Australian Skills Quality Authority]

REPORT

Audit report: AMES Australia

RTO number:	0590
CRICOS number:	01275J
Date/s of audit:	09 October 2019 - 10 October 2019
Date report created:	14 October 2019

Organisation details

Organisation's legal name:	AMES Australia
Trading name/s:	AMES Australia
RTO number:	0590
CRICOS number:	01275J

Audit team

Lead auditor:	Bronwyn Turton
Auditor/s:	N/A

Audit details

Application number/s:	RENVET0004660
Audit number/s:	AUDREC0009869
Audit reason/s:	Application - Renewal
Address of site/s visited:	Level 5 255 William St MELBOURNE VIC 3000 Australia
Date/s of audit:	09 Oct 2019 - 10 Oct 2019
Organisation's contact for audit:	Catherine Scarth Chief Executive Officer scarthc@ames.net.au 0399384224

Original finding at time of audit

Audit finding: Concerning non-compliance
Report completed by: Bronwyn Turton

Practice	Standards for RTOs	Finding
Marketing/Recruitment Practices	4.1	Compliant
Enrolment	5.1, 5.2, 5.3	Compliant
Support and Progression	1.7	Compliant
Training and Assessment	1.1, 1.2, 1.3, 1.8*, 1.9*, 1.13*, 1.14, 1.15, 1.16	Not compliant

*Indicates a non-compliant clause

Background

Summary of organisation and management structure:

- AMES Australia is an autonomous Adult Education Institution, accountable to the Victorian Minister for Skills and Training under the Education and Training Reform Act 2006. The organisation offers a range of settlement services for migrants and refugees which includes English language and literacy training, and vocational education and training. The Education and Employment portfolio is overseen by the CEO, Catherine Scarth and COO, Belinda McLennan. There are currently 30 full time and 64 sessional trainers and assessors.

Scope of organisation's registration:

- Summary; refer to training.gov.au for detail:
  - o 3 qualifications
  - o 17 skill sets
  - o 16 accredited courses.

Suburb and state of all delivery sites:

- 197-199 Moreland Road Coburg VIC 3058
- Levels 4-5, 280 Thomas Street Dandenong VIC 3175
- 289 Barkly Street Footscray VIC 3011
- 255 William Street Melbourne VIC 3000
- Suites 3-5-8, 3 Alexandra Street Melton VIC 3337
- 9/418 Princes Highway Narre Warren VIC 3805
- 60 Douglas Street Noble Park VIC 3174
- 1A Palmerston Grove Oakleigh VIC 3166
- 16 Victoria Square St Albans VIC 3021
- Level 2, 75-79 Watton Street Werribee VIC 3030.

Third party usage:

- the organisation does not utilise third parties.

Core clients/target groups:

- newly arrived, culturally and linguistically diverse migrants.

Training Revenue (Funded or fee for service):

- Federal and State government funding.

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

- 2493.

In preparing the audit report, consideration has been given and reference made, where relevant, to:

- information provided by students as part of a student survey or interview
- information provided directly by AMES Australia to ASQA
- existing information and records held by ASQA concerning AMES Australia
- information provided to ASQA's auditors and documentation reviewed during the site audit of AMES Australia conducted on 09 Oct 2019 - 10 Oct 2019
- other publicly available information - including but not limited to, information published on the organisation's and third-party websites.

Audit Sample

Training Products	Mode/s of delivery/assessment*	Current enrolments
CHC30113 Certificate III in Early Childhood Education and Care	Face to face	130
CHC33015 Certificate III in Individual Support	Face to face	69
SIT20416 Certificate II in Kitchen Operations	Face to face	0
22472VIC Certificate I in General Education for Adults	Face to face	21
22488VIC Certificate II in EAL (Employment)	Face to face	345

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

Interviewees

Name	Position	Training products
Catherine Scarth	CEO	N/A
Belinda McLennan	COO	N/A
Peter Harrison	GM – Education & Employment	N/A
Colleen Williams	VET Registrar	N/A
Ann O'Connor	Manager- Learning and Development	N/A
Nicky Di Marco	Coordinator – Compliance and Performance	N/A
Marika Poon	Compliance and Improvement Officer	N/A
Catherine O'Grady	GM – People and Development	N/A
Lauren St Clair	Manager – Skills First	N/A
Anne Cosentino	Senior Manager – Education & Employment	N/A
Anita Matthew	Teacher	CHC33015
Luke Treadwell	Teacher	22488VIC
Mary Finfinis	Teacher	22488VIC
Meera Backory	Teacher	CHC30113
Lucinda McCook	Teacher	SIT20416
Zac Jones	Teacher	22472VIC
Sokrates Athanasi	Teacher	22472VIC

About this Report

This report details findings against the *Standards for Registered Training Organisations (RTOs) 2015* (Standards for RTOs). If non-compliance has been identified, this report describes evidence of the non-compliance.

Where non-compliance has been identified, the Registered Training Organisation is accountable for identifying and correcting non-compliant practices and behaviours, particularly those that have had a negative impact on learners.

Correcting a non-compliance may require:

- correcting a process or system that has led to the non-compliance, and implementing a revised process or system

- identifying the impact on learners and carrying out remedial action for current and past learners

Original action required by Organisation

AMES Australia did not meet all requirements for Standards for RTOs clauses 1.8, 1.9 and 1.13.

The organisation is required to provide evidence that demonstrates it:

Training and assessment

- has corrected its assessment system (to comply with Clause 1.8) for future students and has systems in place to ensure it is this system that is applied. The evidence to be provided must:
  - o include the full suite of assessment tools (including RPL) for each unit of competency identified as non-compliant
  - o demonstrate the organisation will implement an assessment system that ensures assessment:
    - complies with the assessment requirements of the relevant training product(s)
    - will be conducted in accordance with the Principles of Assessment and Rules of evidence.

- has a fully implemented validation plan for ongoing systematic validation of assessment practices and judgements that meet the requirements of the standards (Clause 1.9)

- has appropriate processes to ensure it only uses trainers/assessors meet the requirements of the standards to provide training and assessment (Clause 1.13-1.20)

- has trainers/assessors currently used by the organisation that meet the requirements of the standards (Clause 1.13-1.20).

Areas of non-compliance

Training and Assessment

Training Delivery and Assessment

Standards for RTOs Clause 1.8

*Original Finding: **Not compliant***

The RTO implements an assessment system that ensures that assessment (including recognition of prior learning):

a) complies with the assessment requirements of the relevant training package or VET accredited course; and

b) is conducted in accordance with the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

Table 1.8.1 Principles of Assessment

Fairness	The individual learner's needs are considered in the assessment process.
	Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.
	The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
Flexibility	Assessment is flexible to the individual learner by:
	• reflecting the learner's needs;
	• assessing competencies held by the learner no matter how or where they have been acquired; and
	• drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity	Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.
	Validity requires:
	• assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;
	• assessment of knowledge and skills is integrated with their practical application;
	• assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and
	• judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Table 1.8.2 Rules of Evidence

Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.

Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

CHC30113 Certificate III in Early Childhood Education and Care

CHC33015 Certificate III in Individual Support

SIT20416 Certificate II in Kitchen Operations

22472VIC Certificate I in General Education for Adults

22488VIC Certificate II in EAL (Employment)

The following evidence was reviewed:
- *CHC30113 Certificate III in Early Childhood Education and Care*
  - Training and Assessment Strategy v4.3
  - Timetable Sem1 2019
  - Delivery Plan – 20 weeks
  - training resources –handouts, slides
  - work placement agreement, TDM14 Form 3, February 2017
  - course evaluation surveys, Form 3 May 2019, printed 24/6/19
- *CHC33015 Certificate III in Individual Support*
  - Training and Assessment Strategy V4.3
  - Training resources, Aspire Release 1
- *SIT20416 Certificate II in Kitchen Operations*
  - Training and Assessment Strategy_ Short course V1.1
  - Training and Assessment Strategy_Full course V1.3 October 2019
  - training resources – handouts, slides
- *22472VIC Certificate I in General Education for Adults*
  - Training and Assessment Strategy_July 2019 V1.4
  - training resources – formative and summative assessment tasks
- *22488VIC Cert II in EAL (Employment)*
  - Training and Assessment Strategy_10 week_V1.2
  - Training and Assessment Strategy_20 week_V1.2
  - training resources – formative and summative assessment tasks
- Interviews with trainers and assessors:
  - Anita Matthew (CHC33015)
  - Luke Treadwell and Mary Finfinis (22488VIC)
  - Meera Backory (CHC30113)
  - Lucinda McCook (SIT201416)
  - Zac Jones and Sokrates Athanasi (22474VIC)
- *SITXFSA001 Use hygienic practices for food safety*
  - Assessment Record Form
  - cleaning roster for the class 23 and 30 July
  - assessment tool competency map version 2 dated 18/12/18
- *CHCCCS015 Provide individualised support*
  - Trainers and Assessors Guide, Aspire Version 1.2, November 2015
  - AMES observation checklist 2018 version
  - AMES observation checklist 2019 version
- *CHCECE009 Use an approved learning framework*
  - Computer Session assessment task dated 23/03/2019, created 9/10/2019 learner version
  - Computer Session assessment task dated 23/03/2019, created 9/10/2019 trainer version

The following analysis provides guidance on the areas of non-compliance. Examples of non-compliances are provided however, this is not an exhaustive list. It is the organisation's responsibility to review the assessment system for each unit of competency for all non-compliances identified below and provide evidence:

- of a revised assessment system for each unit of competency listed above that addresses all requirements of Clause 1.8
- that confirms students were assessed as meeting all the requirements of the training product(s) in which they were enrolled.

Reliability - the assessment tools do not contain sufficient performance benchmarks for each skill and/or behaviour to be demonstrated; therefore, it cannot be confirmed that all training package requirements will be met and that consistent judgements will be made across a range of students and assessors. For example, but not limited to:

- the Assessment Record Form for the unit of competency *SITXFSA001 Use hygienic practices for food safety* requires five assessment tasks. Task 2 is a case study and has been marked as not applicable; however, the Assessment Tool Competency Map shows that all five assessment tasks are required to assess all elements and knowledge evidence of the competency
- the observation checklist used to assess all 12 units of the qualification *CHC33015 Certificate III in Individual Support* has not been mapped. There is no evidence that all required knowledge and skills are being assessed
- the marking guide for the computer session assessment task related to *CHCECE009 Use an approved learning framework* does not specify the requirements for a satisfactory response. For example, Question 10 'Reflect on the five Principles of EYLF and list these Principles in order of importance to you……….Principles' has a response guide 'Individual responses will vary'

The assessment practices for the following students do not confirm the organisation conducted adequate assessment of the students that ensured they were competent against all requirements of the training product and that the assessment was conducted in accordance with the Principles of Assessment and the Rules of Evidence. For example, but not limited to:

- Students VI & IH
  - *SIT20416 Certificate II in Kitchen Operations*
    - the cleaning roster for classes held on 23 and 30 July 2019 does not indicate that either student was rostered for cleaning tasks and there is no record of observation for the students; however, the Task 4 Observation checklist indicates they have been assessed as having demonstrated cleaning task skills on these dates

---

Standards for RTOs Clause 1.9

Original Finding: Not compliant

The RTO implements a plan for ongoing systematic validation of assessment practices and judgements that includes for each training product on the RTO's scope of registration:

a) when assessment validation will occur;

b) which training products will be the focus of the validation;

c) who will lead and participate in validation activities; and

d) how the outcomes of these activities will be documented and acted upon.

CHC30113 Certificate III in Early Childhood Education and Care

CHC33015 Certificate III in Individual Support

SIT20416 Certificate II in Kitchen Operations

22472VIC Certificate I in General Education for Adults

22488VIC Certificate II in EAL (Employment)

The following evidence was reviewed:
- Updated Validation Calendar 2015 – 19 V7_180619X

The organisation was unable to demonstrate that it had fully implemented its documented validation plan. For example, but not limited to:

- there was no evidence that the validation plan had been actioned beyond December 2018.

Trainer and assessor competency

Standards for RTOs Clause 1.13

*Original Finding: **Not compliant***

In addition to the requirements specified in Clause 1.14 and Clause 1.15, the RTO's training and assessment is delivered only by persons who have:

a) **vocational competencies at least to the level being delivered and assessed;**

b) **current industry skills directly relevant to the training and assessment being provided; and**

c) **current knowledge and skills in vocational training and learning that informs their training and assessment.**

Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.

CHC30113 Certificate III in Early Childhood Education and Care

CHC33015 Certificate III in Individual Support

SIT20416 Certificate II in Kitchen Operations

22472VIC Certificate I in General Education for Adults

22488VIC Certificate II in EAL (Employment)

The following evidence was reviewed:
- AMES Australia teacher qualifications matrix
- Personnel files:
  - Nicolette Bowell
  - Danny Gevergizian
  - Meera Backery
  - Fadzai Simango
  - Sheela Nair
  - Margaret Galvin
  - Luke Treadwell
  - Teacher/Trainer Skills Matrix TDM-10 Form 1 Revised:May 2019 for Mehtap Genc, dated 3/10/19
  - Resume Fadzai Simango, dated 20 March 2012

The organisation did not provide sufficient evidence to demonstrate that trainers and assessors possess relevant industry currency. Specific examples of non-compliance include, but are not limited to:
- information contained in the skills matrix for Mehtap Genc has not been verified by the organisation
- the information provided regarding Fadzai Simango in the AMES Australia teacher qualifications matrix did not align with information provided in the resume on file. For example, experience gained at ABC Learning Centre, Werribee is noted as being three years in the teacher qualifications matrix and one year and ten months in the resume.