

Training and assessment strategy

SIT20213 Certificate II in Hospitality

Our Lady's College

TAS version:

Delivery period: Latest student completion date is September 2017

Approval School RTO training and assessment strategy			
School RTO name	Our Lady's College	QCAA number	024
Qualification code	SIT20213	National provider number	30521
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QCAA template as at March 2016

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About this template

Every qualification on an RTO's scope of registration must have documented training and assessment strategies and practices. As these must be current, the TAS must be a dynamic document, which is updated whenever strategies and practices change. Further, the TAS must be of an auditable standard, meaning that it contains verifiable information and meets the requirement of the *Standards for Registered Training Organisations (RTOs) 2015*.

Who should use it

This document has been provided by the Queensland Curriculum and Assessment Authority (QCAA) for use in Queensland school RTOs.

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Queensland school RTOs may use this document to assist with their quality assurance processes and systematic monitoring of RTO operations as outlined within the regulatory *Standards for Registered Training Organisations (RTOs) 2015*. These standards form part of the VET Quality Framework.

How to use it

Read through and customise the information in this TAS to represent the RTO's current policies and practices. The format is recommended, but not mandatory. Sections 1 to 4 may be provided direct to students to meet disclosure requirements. To complete the TAS, the following people will need to be involved: RTO Manager/s (RTOM), Principal, trainers/assessors and industry representatives.

Text in grey in the tables may be overwritten. Text in black is intended to remain. Guidance and instructions are set in italics: these range from instructions to copy or match information in other sections, or to adjust the provided text as appropriate to the RTOs situation, to samples and notes.

- **Relevant standards:** Standard 1 relates to the training and assessment strategy and practices, but due to the overlapping nature of the standards, the TAS also contributes evidence for a number of other Standards. Each section of the TAS indicates which standards and clause/s apply. You can access the Standards at: www.comlaw.gov.au/Details/F2014L01377.
- **Industry relevance:** In Section 7, RTOs show that the TAS was developed through engagement with industry. Auditable-quality information on engagement, recommendations and resulting actions can be recorded here.
- **Assessment tools:** Register all assessment tools used to determine competency outcomes for this qualification in Section 8. Having a register of all assessment tools makes it easier to identify and select the assessment tools to validate, and contributes to systematic monitoring.
- **Systematic validation:** All RTOs must have a five-year validation plan that covers all qualifications on scope. Section 9 explains how to conduct the validation and record the outcomes and resulting actions. It has provision to record validation of up to 16 assessment tools with auditable-quality information to meet the requirements of Standards 1.9–1.11.
- **Systematic monitoring:** Sections 10 and 11 are checklists to provide evidence of systematic monitoring. Evidence that RTO management has a system for monitoring training, assessment and practices is an auditable requirement of the Standards. Checkboxes throughout the TAS allow for more specific monitoring evidence of practices.

Section 1 Program overview

1.1 National requirements			
School name	Our Lady's College		
RTO ID	30521		
QCAA no.	024		
Qualification code	SIT20213		
Qualification title	Certificate II in Hospitality		
Relevant standards	1.1–1.7, 1.8(a), 1.9–1.19, 1.26, 2.2, 5, 8.4		
Training package code	SIT12		
Current release date	November 2012		
Training package title	TOURISM, TRAVEL AND HOSPITALITY		
National register	http://training.gov.au/Training/Details/SIT20213		
Companion volume	Enter the hyperlink to the companion volume/s (if relevant). Check the Industry Skills Council website as linked from TGA.		
Qualification status	Current	<p>Note Standards 1.26b and 1.26a (extracts below).</p> <p>1.26 b) Where an AQF qualification is <i>no longer current and has not been superseded</i>, all [students'] training and assessment is completed and the relevant AQF certification documentation issued <i>within a period of two years</i> from the date the AQF qualification was removed or deleted from the National Register.</p> <p>1.26 a) Where a [qualification] on [the RTO's] scope of registration is <i>superseded</i>, all [students'] training and assessment is completed and the relevant AQF certification documentation is issued or [students] are transferred into its replacement, <i>within a period of one year</i> from the date the replacement [qualification] was released on the National Register.</p>	
Superseded, deleted, or no longer current date	Supersedes and is equivalent to SIT07 – Certificate II in Hospitality precedes SIT20316 Certificate II in Hospitality		
Latest date for student completion and AQF certification (Complete only if qualification status ≠ current)	1/09/2017		
TAS development date	12 September 2016	TAS expiry date	September 2017
Date of latest industry engagement		Date of validation	02/12/2013 28/11/2016
Delivering and assessing information			
Developed for (Select one only)	Individual student/s <input type="checkbox"/>	If yes, name/s of student/s	
	OR Class cohort <input checked="" type="checkbox"/>	If yes, current number of students enrolled	
Total number of assessment tools for this qualification	19	Delivery period Start End	Not being delivered to a cohort

1.2 Qualification		
Requirement	Packaging rules	Confirmed by RTOM
Qualification description and job roles	This qualification allows for the development of skills and knowledge for individuals to perform food and beverage preparation and service in a variety of hospitality settings. Students may progress to a wide range of other qualifications in the hospitality and broader service industries. http://training.gov.au/Training/Details/SIT20213	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Packaging rules	Total number of units = 12 <ul style="list-style-type: none"> • 6 core units • 6 elective units, consisting of: <ul style="list-style-type: none"> - 1 unit from Group A - 3 units from Group B 2 units from Group B, elsewhere in SIT12 Training Package, or any other current Training Package or accredited course http://training.gov.au/Training/Details/SIT20213	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Elective unit rules	Enter any elective rules. The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Information on elective choices and mandatory requirements	All core units and a selection of Group B units are offered by this RTO. <ul style="list-style-type: none"> • <i>Only the 6 electives listed in this strategy are available</i> 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment		
Requirement	Pre-enrolment information	Confirmed by RTOM
Entry requirements	There are no formal qualification entry requirements. Entry requirements for this program include the student's agreement and ability to undertake the following: <ul style="list-style-type: none"> • Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level. • Attend and participate in scheduled training and assessment. • Participate in workplace tasks to employer expectations. • Be able to work in an industry environment and handle industry standard equipment. • Comply with the RTO code of conduct requirements, directions on work, and health and safety matters. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	https://my.bne.catholic.edu.au/Pages/Teacher-MyDocs.aspx	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Mode of delivery	The mode of delivery includes any combination of the following: <ul style="list-style-type: none"> • face to face in a workplace training environment for required skills • work experience in commercial work site — third party report • in a classroom ('off the job') for some components of training for knowledge evidence • 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
Delivery location	The delivery location is the college kitchen, café, dining area, College hall, Hall kitchen Class room	<i>If work experience is mandatory and travel to another location is required, this information must be included in Section 4.</i> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Program duration	Total program duration is 2 years of delivery and assessment. The expected completion time is 4 semesters / 220 hours. Assessments may be conducted at the school RTO, through a combination of work experience, work placement, simulated work environments	<i>School RTOs may only deliver to students enrolled in a Queensland school in Years 10–12.</i> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Amount of learning	The 'amount of learning' identifies the notional duration of all activities required for the achievement of the learning outcomes of this program. The nominal volume of learning for this program is <input type="checkbox"/> 2 years . This includes: <ul style="list-style-type: none"> <input type="checkbox"/> 220 hours of scheduled training and assessment activity one-on-one instruction as required personal study time, either off the job or at home additional language, literacy and numeracy training while enrolled and undertaking full-time school-based studies online learning activities Total amount of learning: <input type="checkbox"/> 1200–2400 hours	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Learning resources (Std 1.3)	There are sufficient learning resources, equipment and facilities to: <ul style="list-style-type: none"> enable students to meet the requirements for each unit of competency support the number of students undertaking the training and assessment. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment resources (Adjust as appropriate)	Assessments will be formative and conducted on the job, where skills, knowledge and understanding may be demonstrated in the simulated workplace environment. Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Submission of written work is based on the requirements of the units of competency. Evidence of skills and knowledge will be gathered simultaneously.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Evidence-gathering conditions	<ul style="list-style-type: none"> Will be progressively gathered for groups of units simultaneously. Methods will confirm consistency of performance over time and in a range of workplace-relevant contexts, rather than a single assessment event. Will be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, training journals and reviews of work products/folios and third party reports. Will be done under the specific assessment conditions required by the units. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Work placement arrangements for students	Students are required to undertake 5 days of Industry placement. This can be organised during school holiday periods by School Community Industry Partnership Services (SCIPS) www.scips.org.au on behalf of the College. Work experience will be organised in compliance with the Education (work experience) Act 1996. The cost of this is \$50 to cover Public Liability insurance. This is correct at the time of publication by may be subject to change. No student will be denied the opportunity to participate in work experience on economic grounds.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment		
Requirement	Pre-enrolment information	Confirmed by RTOM
	VET Student hand book My site and College website www.ourladyscollege.qld.edu.au	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Third party arrangements (Adjust as appropriate)	No services are delivered on behalf of the RTO. <i>'Third party' means any party that provides services on behalf of the RTO, but does not include a contract of employment between an RTO and its employee.</i> <i>The RTO ensures that where services are provided on its behalf by a third party the provision of those services is the subject of a written agreement.</i> <i>The RTO must disclose to the student the name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the student on the RTO's behalf.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Educational and support services	Learners in this cohort are school students. The RTO will schedule supervised training and assessment sessions based on the timetable. Students may negotiate support in addition to scheduled hours, to develop the required skills and knowledge.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	VET Student hand book My site and College website www.ourladyscollege.qld.edu.au	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Early termination of program	In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program: <ul style="list-style-type: none"> students will be issued with a statement of attainment for any successfully completed units of competency 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	VET Student hand book My site and College website www.ourladyscollege.qld.edu.au	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment		
Requirement	Pre-enrolment information	Confirmed by RTOM
Transition	<p>Subject to Clause 1.27 of the Standards for Registered Training Organisations (RTO's) 2015 and unless otherwise approved by the VET Regulator, Our Lady's College ensures that:</p> <p>a. Where a training product on our scope of registration is superseded, all learners' training and assessment is completed and the relevant AQF certification documentation is issued or learners are transferred into its replacement, within a period of one year from the date of the replacement training product was released on the National Register.</p> <p>b. Where an AQF qualification is no longer current and has not been superseded, all learners' training and assessment is completed and the relevant AQF certification documentation issued within a period of who years from the date the AQF qualification was removed or deleted from the National Register.</p> <p>c. Where a skill set, unit of competency, accredited short course or module is no longer current and has not been superseded, all learners' training and assessment is completed and the relevant AQF certification documentation issued within a period of one year from the date of the skill set, unit of competency, accredited short course or module was removed or deleted from the National Register; and</p> <p>d. A new learner does not commence training and assessment in a training product that has been removed or deleted from the National Register.</p> <p>Clause 1.27 states that the requirements specified in Clause 1.26 (a) does not apply where a training package requires the delivery of a superseded unit of competency.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Requirement	Description	Confirmed by RTOM
Certificates and Statements of Attainment	<p>If a student is assessed as meeting the requirements of the qualification, and has submitted a USI</p> <ul style="list-style-type: none"> an AQF certificate and record of results will be issued if the qualification in which the learner is enrolled is complete a statement of attainment will be issued if the qualification in which the learner is enrolled is partially complete 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>If a student already holds a unit of competency</p> <p>If a student has a statement of attainment for a unit of competency and it has the same code as a unit of competency making up this program, the student may make a claim for a credit transfer as per the policy and procedure in the VET student handbook.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Recognition of prior learning (RPL) arrangements	<p>Students may request recognition of prior learning (RPL) assessment. Students are advised of the opportunity to apply for RPL and, if requested, will be provided with an RPL document allowing them to provide verifiable details of prior learning. The evidence will be assessed for currency and against requirements of the units of competency, and an amended program strategy will be prepared, taking into account the student's prior learning. RPL as per the Policy and Procedure in the VET student handbook.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>VET Student Handbook My site and College website www.ourladyscollege.qld.edu.au</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment		
Requirement	Pre-enrolment information	Confirmed by RTOM
Reissuing of Certificates and Statements of Attainment	The RTO maintains an auditable-quality register of all AQF qualifications (including statements of attainment) issued and authorised to issue. The register contains sufficient information to identify correctly the holder of the qualification, the AQF qualification by its full title, and date of issue/award/conferral. Full details in the RTO Policy and Procedures Manual available on College website www.ourladyscollege.qld.edu.au	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	The RTO has a policy that permits the replacement of certification documentation, and maintains responsibility for authentication and verification of any replacement certification documentation. Full details in the RTO Policy and Procedures Manual on College website www.ourladyscollege.qld.edu.au	
	VET Student Handbook and RTO Policy and Procedures Manual on College Website www.ourladyscollege.qld.edu.au	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Unique Student Identifier (USI)	The school RTO will not issue an AQF certificate, record of results or statement of attainment to a student without having a verified USI for that individual.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	A student may access their training records and results (transcript) by accessing their USI account online from a computer, tablet or smart phone. For more information, see: http://usi.gov.au/Students/pages/default.aspx	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.5 Reporting		
Requirement	Description	Confirmed by RTOM
Recording results	<ul style="list-style-type: none"> Evidence-gathering tools are used as evidence of a student's progress toward competency. The interim outcome descriptors of 'Satisfactory' or 'Unsatisfactory' will be used on students' projects and evidence documents. Students may continue to submit evidence until they exit the program. Assessor may determine final outcomes for units of competency at any time, but only after sufficient valid evidence has been gathered and assessed and any pre-requisite units have been successfully completed. RTO management (Vicky Sharp or Anthony Stevens) will record final outcomes (usually using the descriptors Competent, Not Competent, Credit Transfer, Superseded or Withdrawn) in Student Data Capture System (SDCS). All final outcomes must be entered into SDCS before the end of the last term of the VET program or immediately after a student exits the program. RTO management (Vicky Sharp or Anthony Stevens) reports student enrolment data to QCAA within the first term of the student's commencement 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

	of the VET program.	
Student profiles (Adjust the first two points as appropriate)	<ul style="list-style-type: none"> • Student profiles are updated by the assessor and are accessible to students on request. • Assessors update the profile to confirm an individual student's submission of evidence and record interim and final outcomes. • RTO management uses final outcomes recorded in student profiles to update SDCS. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Projects and evidence-gathering instruments	<ul style="list-style-type: none"> • All assessment activities, including projects and evidence-gathering tools, are identified by a code and listed in this document. • A mapping document provides evidence of how assessment activities, projects and evidence-gathering tools meet the requirements for each unit of competency. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Section 2 Core and elective components

List the units that are going to be delivered and assessed as part of this strategy.

Relevant standards: 1.1, 1.2, 1.4, 1.7, 1.8(a), 1.12, 3.5, Schedule 5

Note: A prerequisite unit may be delivered through an integrated approach with the secondary unit; it does not have to be fully completed before starting the secondary unit. However, to satisfy formal requirements, the prerequisite unit must be signed off prior to the secondary unit

Core and elective units being offered	Unit type	Pre-requisite unit required?
BSBWOR203B Work effectively with others	Core	<input type="checkbox"/>
SITHIND201 Source and use information on the hospitality industry	Core	<input type="checkbox"/>
SITHIND202 Use hospitality skills effectively	Core	<input type="checkbox"/>
SITXCCS202 Interact with customers	Core	<input type="checkbox"/>
SITXCOM201 Show social and cultural sensitivity	Core	<input type="checkbox"/>
SITXWHS101 Participate in safe work practices	Core	<input type="checkbox"/>
SITXFSA101 Use hygienic practices for food safety	Elective	<input type="checkbox"/>
SITHFAB203 Prepare and serve non-alcoholic beverages	Elective	<input type="checkbox"/>
SITHFAB204 Prepare and serve espresso coffee	Elective	<input type="checkbox"/>
SITHFAB206 Serve food and beverage	Elective	<input type="checkbox"/>
SITHCCC102 Prepare simple dishes	Elective	<input type="checkbox"/>
SITHCCC103 Prepare sandwiches	Elective	<input type="checkbox"/>
		<input type="checkbox"/>

Optional units and flexibility

There are no optional electives, but students may apply for RPL of Credit transfer. SITXFSA101 Use hygienic practices for food safety is a mandatory unit and is delivered is delivered first.

Section 3 Program details

Learning and assessment are usually integrated, with assessment evidence being collected and feedback provided to the student throughout the learning and assessment process. Holistic training and assessment brings together a number of units of competency — relevant to the industry sector, workplace and job role — into a 'cluster' (group) that reflects actual workplace practices. Any units that relate to a job function can be combined, and assessment tools designed to gather evidence in an efficient and effective assessment process. Industry sees this realistic approach as essential for both delivery and assessment.

Developing assessment tools

Read through the units of competency making up the qualification to understand all their requirements.

Develop and document a series of assessment activities that reflect the various activities of a competent person in this industry. In the document describe the activities and include clear instructions to the trainer, assessor and student. A casual reader of the activity document should easily identify what has to be done, when, where and to what standard. Summarise these assessment activities in Section 3.

Develop a set of evidence-gathering tools for each assessment activity. Include instructions to the assessor and student on how they are to be used. All assessment techniques basically fall into the following categories: direct observations of student activity, questions (written, online or direct verbal), and reviews of things students produce (project work, folios, artefacts, online materials, services). In addition there may be third party written reports. List these assessment tools aligned with the unit/s they will be assessing in Section 3. You will summarise them in Section 8.

Develop a single mapping or benchmarking tool to establish validity for all assessment tools identified in this TAS. It will show the relationship between the requirements of the unit/s of competency and the activities and evidence gathered. Identify the mapping tool in Section 8.

Samples from the list of assessment tools will be used during the systematic validation.

Relevant standards: 1.1, 1.2, 1.3(c), 1.8, 2.1, 2.2, 5.2

Assessment project / activity / task (All codes and names must match Section 8) Solutions/answers are available for all tasks (QAN code)

Project 1		HOSPROJ1			
Estimated duration	10 weeks	Unit/s for which partial or complete evidence will be gathered	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units.)		Evidence-gathering tool code
Description <i>(summary)</i>	Introduction to Hospitality: Basic skills Students will acquire skills and knowledge required to participate in a variety of school, community functions, with a focus on safe work practices and hygienic food preparation. Students will undertake regular work placement in the College Tuckshop, weekly Breakfast at Anna Lee's Café, College functions and 1 week of industry placement or equivalent in a hospitality establishment (SKIPS)	SITXSFA101 Use hygienic practices for food safety SITXWHS101 Participate in safe work practices SITHFAB203 Prepare and serve non-alcoholic beverages SITHIND201 Source and use information on the hospitality industry SITHIND202 Use hospitality skills effectively BSBWOR203B Work effectively with others SITHFAB206 Serve food and beverage SITXCCS202 Interact with customers	Observation checklist	<input checked="" type="checkbox"/>	OBS1
			Questions checklist	<input checked="" type="checkbox"/>	QUEST1, QANS1
			Review of product /service against specifications	<input type="checkbox"/>	
			Review folio of work against specifications	<input type="checkbox"/>	
			Third party report	<input type="checkbox"/>	
			Safety induction checklist	<input type="checkbox"/>	
Project 2		HOSPROJ2			
Estimated duration	8 weeks	Unit/s for which evidence will be gathered	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)		Evidence-gathering tool code
Description	Food and beverage service: Students will build on basic skills. While continuing to demonstrate skills and knowledge of safe work practices and hygienic food preparation the focus will extend to include interaction with customers. This will include preparation and service of food and beverages for a variety of functions, morning and afternoon teas, lunch activities, graduation	SITXSFA101 Use hygienic practices for food safety SITXWHS101 Participate in safe work practices SITHIND201 Source and use information on the hospitality industry SITHIND202 Use hospitality skills effectively SITXCCS202 Interact with customers BSBWOR203B Work effectively with others SITHFAB206 Serve food and beverage SITHCCC102 Prepare simple dishes	Observation checklist	<input checked="" type="checkbox"/>	OBS2
			Questions checklist	<input checked="" type="checkbox"/>	QUEST2, QANS2
			Review of product /service against specifications	<input checked="" type="checkbox"/>	PROD1
			Review folio of work against specifications	<input type="checkbox"/>	
			Third party report	<input type="checkbox"/>	

Assessment project / activity / task (All codes and names must match Section 8) Solutions/answers are available for all tasks (QAN code)					
	cocktail party. Students will undertake regular work placement at the College tuckshop.	SITHCCC103 Prepare sandwiches SITHFAB203 Prepare and serve non-alcoholic beverages SITXCOM201 Show social and cultural sensitivity	Safety induction checklist	<input type="checkbox"/>	
Project 3	HOSPROJ3				
Estimated duration	2 weeks	Unit/s for which evidence will be gathered	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)	Evidence-gathering tool code	
Description)	Sandwiches: Students will plan, prepare and make sandwiches for 70 people over the 2 days of QCS. Consideration of dietary needs. Presentation. Hygiene and safety	SITXSFA101 Use hygienic practices for food safety SITXWHS101 Participate in safe work practices SITHCCC103 Prepare sandwiches SITXCOM201 Show social and cultural sensitivity	Observation checklist	<input checked="" type="checkbox"/>	OBS3
			Questions checklist	<input checked="" type="checkbox"/>	QUEST3, QANS3
			Review of product /service against specifications	<input checked="" type="checkbox"/>	PROD2
			Review folio of work against specifications	<input checked="" type="checkbox"/>	FOL1
			Third party report	<input type="checkbox"/>	
			Safety induction checklist	<input type="checkbox"/>	
Project 4	HOSPROJ4				
Estimated duration	5 weeks	Unit/s for which evidence will be gathered	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)	Evidence-gathering tool code	
Description (summary)	Cafe: Students will continue to develop skills and knowledge of safe work practices and hygienic food preparation, customer service and preparation of simple foods and	SITXSFA101 Use hygienic practices for food safety SITXWHS101 Participate in safe work practices SITHIND202 Use hospitality skills effectively SITXCCS202 Interact with customers BSBWOR203B Work effectively with others	Observation checklist	<input checked="" type="checkbox"/>	OBS4
			Questions checklist	<input checked="" type="checkbox"/>	QUEST4, QANS4
			Review of product /service against specifications	<input checked="" type="checkbox"/>	PROD3

Assessment project / activity / task (All codes and names must match Section 8) Solutions/answers are available for all tasks (QAN code)				
	sandwiches. The focus will extend to include preparation and service of Espresso coffee. This will include running regular café events for staff, parents and students. Students will run a series of Restaurants at Anna-Lee's Coffee Shop.	SITHFAB206 Serve food and beverage SITHCCC102 Prepare simple dishes SITHCCC103 Prepare sandwiches SITHFAB203 Prepare and serve non-alcoholic beverages SITHFAB204 Prepare and serve espresso coffee SITXCOM201 Show social and cultural sensitivity	Review folio of work against specifications <input checked="" type="checkbox"/> FOL2 Third party report <input type="checkbox"/> Safety induction checklist <input type="checkbox"/>	
Project 5	HOSPROJ5			
Estimated duration	5 weeks	Unit/s for which evidence will be gathered	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)	Evidence-gathering tool code
Description (summary)	Coffee shop: Students will make coffees and other hot beverages during breakfast service on Tuesday mornings	SITHFAB204 Prepare and serve espresso coffee SITHFAB203 Prepare and serve non-alcoholic beverages	Observation checklist <input checked="" type="checkbox"/> OBS5	
			Questions checklist <input checked="" type="checkbox"/> QUEST5, QANS5	
			Review of product /service against specifications <input checked="" type="checkbox"/> PROD4	
			Review folio of work against specifications <input type="checkbox"/>	
			Third party report <input type="checkbox"/>	
			Safety induction checklist <input type="checkbox"/>	
Project 6	HOSPROJ6			
Estimated duration	.6 weeks	Unit/s for which evidence will be gathered	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)	Evidence-gathering tool code
Description (summary)	Restaurant Service: Students will demonstrate their skills and knowledge by preparing and serving food and	SITXFSA101 Use hygienic practices for food safety SITXWHS101 Participate in safe work practices	Observation checklist <input checked="" type="checkbox"/> OBS6	
			Questions checklist <input checked="" type="checkbox"/> QUEST6, QANS6	

Assessment project / activity / task (All codes and names must match Section 8) Solutions/answers are available for all tasks (QAN code)

beverages for a variety of Restaurant and Café functions for members of the school community, including preparation for year 12 Graduation	SITXCCS202 Interact with customers BSBWOR203B Work effectively with others SITHFAB206 Serve food and beverage SITHCCC102 Prepare simple dishes SITHCCC103 Prepare sandwiches SITHFAB203 Prepare and serve on-alcoholic beverages SITHFAB204 Prepare and serve espresso coffee SITXCOM201 Show social and cultural sensitivity	Review of product /service against specifications	<input checked="" type="checkbox"/>	PROD5
		Review folio of work against specifications	<input type="checkbox"/>	
		Third party report	<input type="checkbox"/>	
		Safety induction checklist	<input type="checkbox"/>	
		Questions checklist	<input type="checkbox"/>	
		Review of product /service against specifications	<input type="checkbox"/>	
		Review folio of work against specifications	<input type="checkbox"/>	
		Third party report	<input type="checkbox"/>	
		Safety induction checklist	<input type="checkbox"/>	

Section 4 Work experience

The student handbook, subject selection books and other advertising material should state whether the RTO requires students to undertake work experience. Under the legislation, a work experience arrangement must be in writing, and must be made before the student starts a work experience placement (*Education (Work Experience) Act 1996*, effective as of November 2014).

If work experience forms part of the course, are the following conditions met?

- Is there a written agreement between the work experience provider and the RTO?
- Will the work experience provider offer realistic workplace experience relevant to this program?
- Has the work experience provider agreed to complete written third party reports for each student?

Relevant standards: 1.1, 1.5, 1.6(a), 1.8, 2.1, 5.2, 8.5

On what basis is work experience provided?		Not provided (Go to Section 5.)	<input type="checkbox"/>
VET program/course requirement	<input type="checkbox"/>	Student wants work experience	<input type="checkbox"/>
RTO requirement	<input checked="" type="checkbox"/>	Optional	<input type="checkbox"/>

Business, company, or industry providing work experience opportunities for students			
Details of arrangements	Students are required to undertake 5 days of Industry placement. This can be organised during school holiday periods by School Community Industry Partnership Services (SCIPS) www.scips.org.au on behalf of the College. Work experience will be organised in compliance with the Education (work experience) Act 1996. The cost of this is \$50 to cover Public Liability insurance. This is correct at the time of publication by may be subject to change. No student will be denied the opportunity to participate in work experience on economic grounds. A written contract exists between the provider and the RTO that is signed by student, parent, provider and principal prior to commencement of placement. Students receive third party evidence reports from the provider upon completion of work experience. Details of placements are retained by the RTO Manager. Informal work experience is also offered where students will be expected to participate in an organised weekly roster, working in the College tuckshop preparing food and serving customers and regular shifts in Anna Lee's Cafe.		
File location	VET Student handbook mysite .and College website www.ourladyscollege.qld.edu.au		
Business name	Our Lady's College Tuckshop		
Contact name	Trish Hatchman	Written agreement	<input checked="" type="checkbox"/>
Position	Tuckshop Manager	Realistic workplace experience	<input checked="" type="checkbox"/>
Phone/Mobile	3426 8000	Third party report	<input checked="" type="checkbox"/>
Email	thatchman@bne.catholic.edu.au		

Section 5 Trainers and assessors

Summarise the verifiable information from the staff profiles of your trainers and assessors. They must have relevant vocational competency at least to the level being delivered and assessed, relevant current industry skills, current knowledge and skills in vocational teaching and learning, and hold the required training and assessment qualification. The RTO must hold verifiable evidence that each of its trainers and assessors meet the requirements. At the end of Section 5, (a) detail how any supervision arrangements are implemented and systematically monitored and (b) include details of any specialised trainer and/or assessor qualifications or experience requirements identified by the units of competency.

Relevant standards: 1.3(a), 1.6(b), 1.13, 1.14, 1.17–1.20 & Schedule 1

Trainers and assessors							
Unit of competency code and title		Trainers/Assessors names	Individual delivers under supervision *	Holds TAE40110	Trainer/Assessor currency held	Relevant vocational competency held for each unit	Relevant industry currency held
Certificate IV Training and Assessment TAE40110		Marion Holland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SITXSFA101 Use hygienic practices for food safety		Marion Holland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BSBWOR203B Work effectively with others		Marion Holland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SITXWHS101 Participate in safe work practices		Marion Holland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SITXCCS202 Interact with customers		Marion Holland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SITHIND201 Source and use information on the hospitality industry		Marion Holland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SITHFAB203 Prepare and serve non-alcoholic beverages		Marion Holland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SITHFAB204 Prepare and		Marion Holland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Trainers and assessors

The RTO is required to have 'evidence to demonstrate that each trainer and assessor has the necessary [TAE] training and assessment competencies and the relevant vocational [industry] competency for each VET ... unit of competency that they deliver and assess' — F2013L00160 Data provisions Requirements 2012 legislative instrument, part 3, DPR 5 under 5.1 (m).

Unit of competency code and title	Trainers/Assessors names	Individual delivers under supervision *	Holds TAE40110	Trainer/Assessor currency held	Relevant vocational competency held for each unit	Relevant industry currency held
serve espresso coffee		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SITHFAB206 Serve food and beverage	Marion Holland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SITHCCC102 Prepare simple dishes	Marion Holland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SITHCCC103 Prepare sandwiches	Marion Holland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SITXCOM201 Show social and cultural sensitivity	Marion Holland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(a) Level of supervision and monitoring arrangements

* Must be completed if 'Individual delivers under supervision' has been selected

(b) Unit of competency specified trainer and/or assessor requirements

For all cases where an individual (with vocational competency and industry currency) is training under supervision, identify which Trainer Skill Set is held; describe the level of supervision and how assessment outcomes are determined.

Name the trainer/assessor accountable for monitoring and assessment. This person must also hold competency, currency and formal trainer/assessor qualifications.

Describe any program-specific requirements and detail how the named trainers/assessors meet these. The unit of competency 'assessment requirements' section identifies industry, qualification, experience or other trainer/assessor requirements.

(a) Only an individual with vocational competency and industry currency and holding one of the Trainer Skill Sets of Schedule 1 Item 4 of the Standards is permitted to deliver training under the supervision of a person who also holds competency, currency and formal trainer qualifications.

(b) List the names of the trainer and assessor and explain how they meet any specialised trainer/assessor requirements.

Section 6 Physical resources and environment

Detail the provision of and access to specific resources to meet the delivery and assessment requirements of the units of competency and training package.

Relevant standards: 1.1, 1.3(c), 1.4, 1.6(a), 1.7, 1.8, 2.1, 2.2

Resources	
Essential operating conditions as specified in the range statements for each unit of competency are present for this program	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
File location of resource inventory	My site
<p>Details and explanation of program-specific resources required by the units of competency or training package to successfully complete the program</p> <p>Range conditions or other specifically named resources or conditions for training and assessment</p> <p>Learning resources to enable learners to meet the requirements for each unit of competency</p> <p>Assessment conditions resources identified by the units of competency</p>	<p>Computers, DVD players, Projectors, IPad, Blind filter, Chocolate and cinnamon shakers, Coffee grinder, Espresso machine (double group head) Knock box, Milk texturing jugs, Spoons, Stirrers, Tamper, Tamp mat, Thermometer, Take away cups and lids, Variety of mugs, glasses, cups and saucers for serving coffee, Blenders, Coffee plunger, Tea pots, Cups and saucers, Glasses, Milk shape makers, Stove top coffee pot, Straws, Take away cups and lids, Urns, Water Jugs, Bain Maries, Cash register</p> <p>Condiment containers, Crockery, Cutlery, Dining tables and chairs</p> <p>Espresso machine, Glassware, Linen, Menus – blackboard, paper</p> <p>Order pads, Platters, Serving tray, Serving utensils, Table numbers</p> <p>Tea and coffee making equipment, Water jugs Apple corers, Baking trays</p> <p>Blenders, Bread knives, Chefs Knives, Chopping boards, Cold room</p> <p>Commercial gas stoves, Commercial dishwasher, Commercial glass washer</p> <p>Deep fryers, Electric mixers, Electric stoves, Food processor, Garlic crushers, Glass bowls, Glass door refrigerator, Grill, Measuring equipment cups, spoons, jugs and scales, Microwaves, Paring knives, Saucepans</p> <p>Serving utensils, Stainless steel benches, Stainless steel bowls, Steamers</p> <p>Tongs, Whisks, Woks, Wooden spoons</p>

Section 7 Industry engagement

Record engagement with industry, and outcomes that have contributed to the development of this strategy. Keep verifiable evidence such as emails, telephone conversations, personal visits or online engagement. Check the glossary in the *Standards for Registered Training Organisations (RTOs) 2015* for further industry engagement options. More than one industry representative should be engaged. The table below provides instructions for the industry representative and RTO.

Relevant standards: 1.5, 1.6, 1.8, 1.13(b),(c), 1.17(c), 2.1, 4.1(j)

Industry engagement 1			
Industry representative's details			
Business name	Treasury Hotel – organised by Chefs of the Future – Personal Engagement		
Contact name	Trevor Winch	Position	Executive Chef
Email		Phone/Mobile	
Date of engagement	1/06/2016	File location of engagement records	My site
Industry representative	Industry representative's comments and recommendations		Actioned by RTO?
Training and assessment practices are relevant	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The standards Trevor would expect of employees coming into your establishment at beginning level include the following. He would expect them to have knowledge of basic kitchen equipment and what they do/are used for.</p> <p>He would expect them to know about the different knives and what each is used for. For example, he wouldn't want to see them cutting onions with a paring knife.</p> <p>He would also expect them to have basic knowledge of safety and hygiene; workplace health and safety.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Projects, tasks and activities are relevant to industry	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>Read through Sections 3 and 8 of the TAS.</i></p> <p><i>Are the activities/projects/tasks appropriate for gaining industry skills and knowledge?</i></p> <p><i>Check the assessment techniques. Are they appropriate for assessing in this industry area?</i></p> <p><i>Tick a box to the left and write your recommendations here.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Trainers and assessors have relevant and current industry skills	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>Read through Section 5 of the TAS and the staff profile documents.</i></p> <p><i>Check which trainers/assessors are delivering/assessing which units of competency. Then check the trainers/assessors profiles. Do they have industry relevant skills, knowledge and current experience to deliver these units?</i></p> <p><i>Tick a box to the left and write your recommendations here.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Resources are sufficient and at industry standard	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>Read through Section 6 of the TAS.</i></p> <p><i>Check the specific resources listed. Are they sufficient and relevant for this qualification?</i></p> <p><i>Tick a box to the left and write your recommendations here.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
RTO implementation of industry recommendations			

Summary of actions taken to implement recommendations			
Name of person approving recommendations	<i>Marion Holland</i>	Date recommendations finalised	20/08/2016

Industry engagement 2

Industry representative's details

Business name	Hotel Grand Chancellor – organised by Chefs of the Future – Personal Engagement		
Contact name	Emily Huggell, Mia Nakumura, Brittany Stringer	Position	Food and Beverage attendants
Email		Phone/Mobile	
Date of engagement	1/06/2016	File location of engagement records	My site

Industry representative	Industry representative's comments and recommendations		Actioned by RTO?
Training and assessment practices are relevant	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The girls all agreed about the standards they would expect of employees coming into your establishment at the beginning level. They included knowledge of workplace health and safety. The ability to interact with customers includes good communication. Friendly but not overly familiar and inappropriate. A The ability to remember regular customers preferences etc. this makes customers feel special.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Projects, tasks and activities are relevant to industry	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>Read through Sections 3 and 8 of the TAS.</i> <i>Are the activities/projects/tasks appropriate for gaining industry skills and knowledge?</i> <i>Check the assessment techniques. Are they appropriate for assessing in this industry area?</i> <i>Tick a box to the left and write your recommendations here.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Trainers and assessors have relevant and current industry skills	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>Read through Section 5 of the TAS and the staff profile documents.</i> <i>Check which trainers/assessors are delivering/assessing which units of competency. Then check the trainers/assessors profiles. Do they have industry relevant skills, knowledge and current experience to deliver these units?</i> <i>Tick a box to the left and write your recommendations here.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Resources are sufficient and at industry standard	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>Read through Section 6 of the TAS.</i> <i>Check the specific resources listed. Are they sufficient and relevant for this qualification?</i> <i>Tick a box to the left and write your recommendations here.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No

RTO implementation of industry recommendations

Summary of actions taken to implement recommendations	<i>What actions were taken? Who implemented them and when? What actions will be taken? Who will implement them and when?</i>		
Name of person approving recommendations	<i>Marion Holland</i>	Date recommendations finalised	Choose date.

Industry engagement 3			
Industry representative's details			
Business name	Sizzler Annerley – Personal Engagement		
Contact name	Lisa Jeffrey	Position	Manager
Email	1648@collinsfg.com.au	Phone/Mobile	
Date of engagement	1/07/2013	File location of engagement records	My site
Industry representative		Industry representative's comments and recommendations	Actioned by RTO?
Training and assessment practices are relevant	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Read through Sections 1.3, 2 and 4 of the TAS.</p> <p>Check the program's duration. Is enough time being allocated? Is work experience being offered? Should it be offered? Why? Check the units of competency being offered. Are they suitable? Tick a box to the left and write your recommendations here.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Projects, tasks and activities are relevant to industry	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Read through Sections 3 and 8 of the TAS.</p> <p>Are the activities/projects/tasks appropriate for gaining industry skills and knowledge? Check the assessment techniques. Are they appropriate for assessing in this industry area? Tick a box to the left and write your recommendations here.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Trainers and assessors have relevant and current industry skills	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Read through Section 5 of the TAS and the staff profile documents.</p> <p>Check which trainers/assessors are delivering/assessing which units of competency. Then check the trainers/assessors profiles. Do they have industry relevant skills, knowledge and current experience to deliver these units? Tick a box to the left and write your recommendations here.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Resources are sufficient and at industry standard	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Read through Section 6 of the TAS.</p> <p>Check the specific resources listed. Are they sufficient and relevant for this qualification? Tick a box to the left and write your recommendations here.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
RTO implementation of industry recommendations			
Summary of actions taken to implement recommendations			
Name of person approving recommendations	Marion Holland	Date recommendations finalised	Choose date.

Industry engagement 4			
Industry representative's details			
Business name	Annerley Motor Inn – Personal Engagement		
Contact name	Barry and Bea	Position	Co-owners, managers
Email	info@annerleymotorinn.com.au	Phone/Mobile	07 38921500
Date of engagement	1/07/2013	File location of engagement records	My site
Industry representative	Industry representative's comments and recommendations		Actioned by RTO?
Training and assessment practices are relevant	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Read through Sections 1.3, 2 and 4 of the TAS. Check the program's duration. Is enough time being allocated? Is work experience being offered? Should it be offered? Why? Check the units of competency being offered. Are they suitable? Tick a box to the left and write your recommendations here.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Projects, tasks and activities are relevant to industry	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Read through Sections 3 and 8 of the TAS. Are the activities/projects/tasks appropriate for gaining industry skills and knowledge? Check the assessment techniques. Are they appropriate for assessing in this industry area? Tick a box to the left and write your recommendations here.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Trainers and assessors have relevant and current industry skills	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Read through Section 5 of the TAS and the staff profile documents. Check which trainers/assessors are delivering/assessing which units of competency. Then check the trainers/assessors profiles. Do they have industry relevant skills, knowledge and current experience to deliver these units? Tick a box to the left and write your recommendations here.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Resources are sufficient and at industry standard	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Read through Section 6 of the TAS. Check the specific resources listed. Are they sufficient and relevant for this qualification? Tick a box to the left and write your recommendations here.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
RTO implementation of industry recommendations			
Summary of actions taken to implement recommendations			
Name of person approving recommendations	Marion Holland	Date recommendations finalised	Choose date.

Industry engagement 5

Industry representative's details

Business name	Dudley Street Cafe - Personal Engagement		
Contact name	Cameron Smith	Position	Owner/Manager
Email	cameronsmith2@bigpond.com	Phone/Mobile	0413485434
Date of engagement	1/07/2013	File location of engagement records	My site

Industry representative	Industry representative's comments and recommendations		Actioned by RTO?
Training and assessment practices are relevant <input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Read through Sections 1.3, 2 and 4 of the TAS. Check the program's duration. Is enough time being allocated? Is work experience being offered? Should it be offered? Why? Check the units of competency being offered. Are they suitable? Tick a box to the left and write your recommendations here.</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No
Projects, tasks and activities are relevant to industry <input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Read through Sections 3 and 8 of the TAS. Are the activities/projects/tasks appropriate for gaining industry skills and knowledge? Check the assessment techniques. Are they appropriate for assessing in this industry area? Tick a box to the left and write your recommendations here.</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No
Trainers and assessors have relevant and current industry skills <input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Read through Section 5 of the TAS and the staff profile documents. Check which trainers/assessors are delivering/assessing which units of competency. Then check the trainers/assessors profiles. Do they have industry relevant skills, knowledge and current experience to deliver these units? Tick a box to the left and write your recommendations here.</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No
Resources are sufficient and at industry standard <input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Read through Section 6 of the TAS. Check the specific resources listed. Are they sufficient and relevant for this qualification? Tick a box to the left and write your recommendations here.</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No

RTO implementation of industry recommendations

Summary of actions taken to implement recommendations			
Name of person approving recommendations	Marion Holland	Date recommendations finalised	Choose date.

Industry engagement 6			
Industry representative's details			
Business name	Be Smart Learning		
Contact name	Alison Elliott	Position	People Development and Compliance Specialist
Email	Alison.elliott@saleslinkgroup.com.au	Phone/Mobile	0419 647 992
Date of engagement	2/12/2013	File location of engagement records	My site
Industry representative	Industry representative's comments and recommendations		Actioned by RTO?
Training and assessment practices are relevant	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>The TAS complies with the packaging rules of Certificate II in Hospitality and caters for clients and the environment in which they learn. The TAS is well written and structured and covers in detail the required information.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Projects, tasks and activities are relevant to industry	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Strongly suggest that the assessments be looked at as there does seem to be some units that are overly assessed and also some units that have assessments that are not required.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Trainers and assessors have relevant and current industry skills	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>I also strongly suggest that the trainer upgrade their qualification to SIT units as they currently only have THH units.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Resources are sufficient and at industry standard	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Read through Section 6 of the TAS.</i> <i>Check the specific resources listed. Are they sufficient and relevant for this qualification?</i> <i>Tick a box to the left and write your recommendations here.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
RTO implementation of industry recommendations			
Summary of actions taken to implement recommendations	<i>Number of assessments have been scaled back and the trainer has mapped qualifications to current units of competency with qualifications held and industry currency.</i>		
Name of person approving recommendations	Marion Holland		Date recommendations finalised 1/02/2014

Section 8 Register of assessment tools

List all the assessment tools currently used for this qualification. The codes and names used here should match those used in Section 3. Validators will make a random selection of assessment tools from this list to validate the qualification.

Assessment tools are made up of components. These can include the mapping tool (benchmarking all the other components against the requirements of the units of competency), the project/activity task document (instructions and description of the assessment activity), the evidence-gathering tools (observation, questioning, product and folio checklists, third party reports, safety induction checklists) and the student profile document (record of the student's progress and participation).

Type	Code QAN codes denote solution	Description of assessment tools	Validated
Mapping tool	MAP1	<i>Identify the mapping tool document/spreadsheet file name but do not provide the detailed mapping information here. This should be a separate document/spreadsheet. The mapping tool connects all the assessment tools to the performance criteria, performance and knowledge evidence and assessment requirements of the units of competency making up the qualification.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Student profile	PRO1	<i>Identify the student profile document/spreadsheet file name here but do not provide the detailed student mapping information here. The profile connects the student work to the project, assessment tool and requirements of the units of competency.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
File locations	My site.		
Project 1	HOSPROJ1	Introduction to Hospitality: Basic skills	
Direct observation checklist	OBS1	<i>Contains observations of food hygiene and safe work practices, knife skills, personal hygiene and environmental hygiene Observations conducted during weekly prac classes in the home ec/hospitality kitchen.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Oral or written questions	QUEST1 QANS1	<i>Contains 10 hygiene and 10 safety questions. Questions that can be answered orally or in writing.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Project 2	HOSPROJ2	Food and beverage service	
Direct observation checklist	OBS2	<i>Students will be observed interacting with customers during morning tea function.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Oral or written questions	QUEST2 QANS2	<i>Contains 10 questions about food and beverage service. 10 questions about interaction with colleagues in the workplace</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Product specifications checklist	PROD1	<i>Students will be assessed on production of a variety of finger foods suitable for morning tea functions</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Project 3	HOSPROJ3	Sandwiches:	
Direct observation checklist	OBS3	<i>Students will be observed preparing fillings for and making sandwiches for 70 people over 2 days of QCS</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Type	Code QAN codes denote solution	Description of assessment tools	Validated
Oral or written questions	QUEST3 QANS3	10 questions about the relevant safety and catering for different dietary requirements, presentation and ensuring freshness and hygiene and safety	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Product specifications checklist	PROD2	Written task work flow plan, standard recipe, costing, catering amounts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Folio of sandwich theory and hygiene and safety requirements	FOL1	Investigation of sandwich types, how to cater for special dietary requirements such as coeliac, types of sandwiches, filling options, varieties of breads	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Project 4	HOSPROJ4	Cafe:	
Direct observation checklist	OBS4	Observation of students producing and presenting enough desserts to cater for 12 people for lunch service in Anna Lee's Café, following hygiene and safety	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Oral or written questions	QUEST4 QANS4	15 questions about respecting customers from different social and cultural backgrounds. Oral presentation of a different culture.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Product specifications checklist	PROD3	Written record of planning for dessert restaurant run over 3 weeks. Work flow plan, standard recipes, costing, justification of dessert choice, catering for dietary requirements	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Folio of service and food and beverage production	FOL2	Dessert trends, Food and drink menus, restaurant booking sheet, café set up, Roster for 3 weeks of service rotation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Project 5	HOSPROJ5	Coffee shop:	
Direct observation checklist	OBS5	Observation of students making a variety of coffees and hot beverages during breakfast service hygiene and safety compliance	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Oral or written questions	QUEST5 QANS5	10 questions about correct coffee making procedures	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Product specifications checklist	PROD4	Coffee and hot beverages comply with specification in task sheet.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Project 6	HOSPROJ6	Restaurant Service:	
Direct observation checklist	OBS6	Observation of students preparing a variety of finger food suitable for a graduation cocktail party for 200 paying customers and finger food for morning tea for 100 guests	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Oral or written questions	QUEST6 QANS6	10 questions about cookery methods, 5 questions about hygiene 5 questions about safety In the kitchen	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Product specifications checklist	PROD5	Planning work flow, standard recipes, presentation, current trends for finger food, set up for service	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Evidence-gathering tool			<input type="checkbox"/> Yes <input type="checkbox"/> No

Section 9 Systematic validation

This section explains how to conduct a validation process and systematically record auditable-quality information on the outcomes and resulting actions.

All RTOs must have a five-year validation plan that covers all qualifications on scope. A sample of assessment tools must be validated from each qualification. The sample size must be large enough to enable reasonable judgements to be made on the quality of the assessment tools used to gather evidence of competency for this qualification. The assessment tools validated usually cover multiple units, and must fully cover a minimum of two units of competency.

Assessment tools are made up of the documents explaining the assessment process and the evidence-gathering tools that record the student's performance. A project document will have instructions on what the student and assessor is expected to do. The observation, direct questioning and product specification checklists will record the student's performance or products produced.

Relevant standards: 1.8, 1.9, 1.10, 1.11, 2.2(a),(b)

9.1 Validation approach		
Validation plan location		My site
Date of validation	Approach	Name of individual leading validation
28/11/2016	1: Single validator <input type="checkbox"/> 2: Validation team <input checked="" type="checkbox"/>	<i>Alison Elliott</i>
Approach 1 Validator holds all skills requirements		Name and contact details of single validator
Approach 2 Validators collectively hold all skills requirements		Name and contact details of individuals in validation team
At least one validator must hold TAE40110 Certificate IV in Training and Assessment or its successor or the TAESS00001 Assessor Skill Set or its successor		<i>Paula Geraghty pgeraghty@bne.catholic.edu.au</i>
Person holding vocational competencies and current industry skills relevant to the assessment being validated		<i>Alison Elliott</i>
Person with current knowledge and skills in vocational teaching and learning		<i>Allison Elliott</i>
Person/s directly involved in delivery and assessment but not taking part in validation. This person/s may be required to implement the changes recommended through the validation process.		<i>Marion Holland</i>
Person monitoring implementation of the recommendations (usually the RTO Manager or qualification coordinator).		<i>RTO Manager</i>

Instructions to validators

The principle of validity includes the requirement that assessment of knowledge and skills is integrated with their practical application. Assessment by practical application results in assessment tools producing tangible and intangible evidence of students' skills and knowledge. Observations and direct questions do not result in tangible evidence, whereas products, artefacts and folios produce tangible evidence. Assessment tools producing both types of evidence may be validated.

For both types of evidence, validators must analyse the decision-making rules. The decision-making rules are the lists of observations, lists of acceptable answers, and product/artefact/folio specification lists used by the assessors to make judgments on evidence that is seen, heard or produced.

Validators also analyse the methods used to obtain evidence. The methods are the documented assessment projects/activities/tasks undertaken by the student. The assessment methods must align with the performance criteria of the units of competency making up the qualification. The evidence gathered while the student was undertaking the activity must meet the rules of evidence and the requirements of the units of competency, and must ensure consistent application by assessors.

The qualification's benchmarking or mapping tool can be analysed by validators to determine if the assessment tool content and decision-making rules are mapped to the performance criteria (and foundation skills when not implicit) and other assessment requirements of the units of competency. Mapping tools can be used to determine if sufficient assessment was undertaken to enable judgments to be made on student competency. Assessment tools can map to parts or all of a cluster of units or a single unit. Validation of assessment tools will likely cover multiple units of competency.

1. Select approved assessment tools from the register of assessment tools in Section 8 of the TAS.
2. Use Table 9.2 'Principles and rules' as a guide on what to look for when evaluating the effectiveness of the assessment tool for gathering evidence and making judgments as required by the principles of assessment and the rules of evidence.
3. Record a 'yes' or 'no' in table 9.3 'Validation record' to indicate whether the tool successfully passed validation.
4. If any assessment tool has a 'no' checked, identify the issues and make recommendations for improvement in Table 9.4 'Improvement recommendations and actions'. Match the item numbers from Table 9.3 to the item numbers in 9.4.
5. For every assessment tool checked as 'yes' record a comment and/or recommendation in Table 9.4
6. A representative sample size of assessment tools for a Certificate I, II or III must be decided on by the RTO. Provision is made for 16 items in this TAS. Base the sample size on the number of units and students. Validating six tools may suffice for a Certificate I, 12 for a Certificate II and 16 for a Certificate III.
7. In all cases, validate assessment tools that cover at least two full units of competency. The mapping tool should confirm that assessment tools validated cover at least two complete units. Record the two units in the table below.

Minimum requirement: Validate assessment tools fully covering at least two complete units

Unit code	Unit title

The numbered evidence statements below will assist validators both in deciding whether to check 'yes' or 'no' in Section 9.3 and in explaining identified issues and framing recommendations for improvement in Section 9.4.

9.2 Principles of assessment and rules of evidence

Validation requirements	Look for the following evidence in the assessment tools:
Validity in principle and by rule	<ol style="list-style-type: none"> 1. Assessment tool content is mapped to the performance criteria (and foundation skills when not implicit) and assessment requirements of the units of competency (Rule of evidence). 2. Assessment tools gather evidence of skills and knowledge through integration with their practical application. 3. Assessment tools clearly describe and comprehensively explain how the project/activity/task is to be undertaken. 4. Assessment projects/activities/tasks require competent performance across a range of situations.
Reliability	<ol style="list-style-type: none"> 5. Assessment tools provide sufficient instructions to the assessor on how to manage the project/activity/task assessment requirements. 6. Decision making rules used when gathering evidence are unambiguous and not open to interpretation. 7. Project/activity/task document provides sufficient instruction and guidance to the student. 8. Review of student work (where available) ensures consistency of assessment judgment outcomes.
Fairness	<ol style="list-style-type: none"> 9. Assessment tools provide clear information for the student on the project/activity/tasks to be undertaken and how evidence will be gathered. 10. Assessment tools include advice on how to provide additional evidence to address performance and knowledge gaps. 11. Assessor feedback provisions for the students are included in the assessment tools. Feedback includes provision to identify performance and knowledge gaps and how to address them. 12. Assessment tools provide advice to students on how to appeal decisions through direct feedback to the assessor.
Flexibility	<ol style="list-style-type: none"> 13. Provision for reasonable adjustments are simply explained in the assessment tools. 14. A range of projects/activities/tasks are used as identified in the mapping tool and TAS. 15. Context of the projects/activities/tasks are relevant to the units of competency as identified by mapping to the performance criteria and assessment requirements. 16. RPL has been offered to students and any appropriate credit taken into account as stated in the TAS.
Sufficiency	<ol style="list-style-type: none"> 17. Mapping tools identify sufficient assessment tools are being used to gather evidence to enable a judgement to be made on student competency. 18. Relevant evidence of assessment is being gathered. 19. Quality of decision making rules are confirmed by mapping to units requirements.
Authenticity	<ol style="list-style-type: none"> 20. Provision is made on the assessment tools to identify the student and assessor. 21. Provision is made on the assessment tools to confirm that the evidence is authentically the students.
Currency	<ol style="list-style-type: none"> 22. Date ranges on all assessment tools identify when the projects/activities/tasks were undertaken by the student as well as the date ranges when evidence was gathered by the assessor. 23. Date evidence confirms evidence is from the present or very recent past.

9.3 Validation record

Item	Code <i>(Copy from Section 8)</i>	Principles of assessment				Rules of evidence				
		Validity	Reliability	Fairness	Flexibility	Validity	Sufficiency	Authenticity	Currency	
1	OBS1	<input type="checkbox"/> Yes <input type="checkbox"/> No								
2	QUEST1 QANS1	<input type="checkbox"/> Yes <input type="checkbox"/> No								
3	OBS2	<input type="checkbox"/> Yes <input type="checkbox"/> No								
4	QUEST2 QANS2	<input type="checkbox"/> Yes <input type="checkbox"/> No								
5	PROD1	<input type="checkbox"/> Yes <input type="checkbox"/> No								
6	OBS3	<input type="checkbox"/> Yes <input type="checkbox"/> No								
7	QUEST3 QANS3	<input type="checkbox"/> Yes <input type="checkbox"/> No								
8	PROD2	<input type="checkbox"/> Yes <input type="checkbox"/> No								
9	FOL1	<input type="checkbox"/> Yes <input type="checkbox"/> No								
10	OBS4	<input type="checkbox"/> Yes <input type="checkbox"/> No								
11	QUEST4 QANS4	<input type="checkbox"/> Yes <input type="checkbox"/> No								
12	PROD3	<input type="checkbox"/> Yes <input type="checkbox"/> No								
13	FOL2	<input type="checkbox"/> Yes <input type="checkbox"/> No								
14	OBS5	<input type="checkbox"/> Yes <input type="checkbox"/> No								
15	QUEST5 QANS5	<input type="checkbox"/> Yes <input type="checkbox"/> No								

9.3 Validation record

Item	Code <i>(Copy from Section 8)</i>	Principles of assessment				Rules of evidence				
		Validity	Reliability	Fairness	Flexibility	Validity	Sufficiency	Authenticity	Currency	
16	PROD4	<input type="checkbox"/> Yes <input type="checkbox"/> No								
17	OBS6	<input type="checkbox"/> Yes <input type="checkbox"/> No								
18	QUEST6 QANS6	<input type="checkbox"/> Yes <input type="checkbox"/> No								
19	PROD5	<input type="checkbox"/> Yes <input type="checkbox"/> No								

9.4 Improvement recommendations and actions

Item	Validator/s		RTO Manager		
	Issues identified	Recommendations and/or improvements	Action taken	Person/s implementing	Date completed
1			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date
2			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
3			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
4			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
5			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
6			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
7			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
8			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
9			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
10			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
11			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.

9.4 Improvement recommendations and actions

Item	Validator/s		RTO Manager		
	Issues identified	Recommendations and/or improvements	Action taken	Person/s implementing	Date completed
12			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
13			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
14			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
15			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
16			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.

Section 10 TAS verification checklist

No.	Description	Trainer/ Assessor	Confirmed by RTOM	Principal
10.1	Management delegation The principal has documented the delegation of authority given to the RTO Manager and other RTO staff.			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.2	Student information Before students are enrolled in this program, the RTO Manager arranges for advice regarding the appropriateness of the qualification for the student.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
10.3	Student pre-enrolment information (general) The RTO Manager has arranged information to be provided to prospective students about the training, assessment and support services to be provided, and about students' rights and obligations, including any fees charged or additional requirements, as required by the Standards.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
10.4	Student pre-enrolment information (work experience) The RTO Manager confirms that any work experience requirements are recorded in this TAS and advice given to students before enrolment in the program.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
10.5	Staff AQF qualification evidence (Section 5) The Principal and RTO Manager sighted originals or verified copies of any qualifications relevant to confirming trainers' and assessors' vocational competency in all units being delivered in this TAS.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.6	Trainer and assessor TAE qualifications (Section 5) The Principal and RTO Manager sighted originals or verified copies of the TAE40110 or its successor.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.7	Trainer and assessor vocational (industry) competency (Section 5) The Principal and RTO Manager confirm that verifiable evidence of vocational competency has been provided by trainers and assessors and mapped to each individual unit of competency included in this TAS.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.8	Trainer and assessor industry currency evidence (Section 5) The RTO Manager ensure trainers and assessors have verifiable evidence of vocational currency of skills and knowledge relevant to industry sector and units of competency delivered in this TAS.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
10.9	Trainer and assessor professional development evidence (Section 5) The RTO Manager ensures trainers and assessors have undertaken professional development to maintain their skills, knowledge and expertise in vocational learning and competency-based training and assessment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

No.	Description	Trainer/ Assessor	Confirmed by RTOM	Principal
10.10	<p>Individuals training under supervision (Section 5) The RTO manager ensures that when unit/s are delivered by an individual under supervision, there is verifiable evidence that the individual:</p> <ul style="list-style-type: none"> • holds a Trainer Skill Set, relevant vocational competency, and industry currency • does not determine assessment outcomes • has in place documented supervision, monitoring and accountability arrangements to the level required. 		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
10.11	<p>Systematic implementation of outcomes from industry engagement (Section 7) The RTO Manager and trainers and assessors keep verifiable records of industry engagement and how the outcomes from the engagement will be implemented.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
10.12	<p>Register of assessment tools (Section 8) The RTO Manager and trainers and assessors have listed in this TAS all assessment tools used to deliver this qualification. This list will be used to identify assessment tools for validation focus.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
10.13	<p>Systematic validation (Section 9) The RTO Manager documents instructions on when assessment validation will occur, which assessment tools will be the focus of the validation; who will lead and participate in validation activities; and how the outcomes of these activities will be documented and acted upon.</p>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
10.14	<p>Systematic monitoring (Section 11) The RTO Manager uses quality indicators and outcomes data, feedback from students and trainers and assessors, industry engagement and validation outcomes to systematically monitor the training and assessment strategies and practices for this qualification.</p>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
10.15	<p>Reporting student results The RTO manager ensures that students have timely access to current and accurate records of their participation and progress in the program.</p>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
10.16	<p>Disclosure The RTO Manager ensures RTO staff and students are fully informed of legislative and regulatory requirements that affect their duties for participation in this program.</p>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Section 11 Systematic monitoring

Evidence of systematic monitoring of training and assessment strategies and practices to ensure ongoing compliance with the Standards is an auditable and essential requirement.

The RTO Manager will record the dates when monitoring activities occur and update the outcomes to indicate compliance or rectifications pending.

Relevant standards: 1.20, 2.1, 2.2, 2.4

Systematic compliance monitoring checklist					
Name of person/s conducting monitoring activity	Paula Geraghty RTO Manager Vicki Sharp verifies USI information Anthony Stevens Deputy Principal enters SDCS information				
Date/s of monitoring activity	1/11/2015	1/03/2016	12/09/2016	1/12/2016	
Monitoring activity	Compliant outcome?				
	Yes	No	Pending		
TAS information (Sections 1 to 11)	All sections of TAS are complete and represent current strategies and practices.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information to students (Sections 1 to 4)	Pre-enrolment information provided to students is accurately aligned to information in this TAS.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reporting (Sections 1.4 and 1.5)	USI verified for each enrolled student.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	SDCS unit enrolments and outcomes checked.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Currency of units (Section 2)	All units are showing as current on TGA.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	All units offered are on scope of registration.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	All listed units meet packaging rules.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program details (Section 3)	Range of assessment activities outlined, with estimated duration, relationship to units, and at least two evidence-gathering techniques specified		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work experience (Section 4)	Work experience information is accurate and has been provided to students.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainers/assessors (Section 5)	Trainer/assessor profiles electronically filed.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Supporting documentation verified and on file		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Supervision arrangements are documented and monitored.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources (Section 6)	Sufficient relevant resources available for the number of students enrolled.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unit-specific resources are listed.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Industry engagement (Section 7)	Industry engagement took place less than 2 years ago.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Details of at least two industry representatives verified.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Industry recommendations implemented.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Monitoring activity		Compliant outcome?		
		Yes	No	Pending
Assessment tools (Section 8)	All assessment tools used to assess this qualification are approved and registered.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systematic validation (Section 9)	Validator/s details complete and verified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Validation completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Validator/s recommendations implemented.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student feedback	RTO management has reviewed student feedback about the program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainer/assessor feedback	RTO management has reviewed trainer/assessor feedback about the program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RTO Manager notes
Validation will be undertaken on 28 November 2016.