



Mr Bob Little	Mr Brian Marshall	Mr Chris Martyr (team leader)
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**Standard 1: The RTO provides quality training and assessment across all of its operations**

Elements	Examined at audit
1.1 The RTO collects, analyses and acts on relevant data for continuous improvement of training and assessment.	<input checked="" type="checkbox"/>
1.2 Strategies for training and assessment meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders.	<input checked="" type="checkbox"/>
1.3 Staff, facilities, equipment and training and assessment materials used by the RTO are consistent with the requirements of the Training Package or accredited course and the RTO's own training and assessment strategies.	<input checked="" type="checkbox"/>
1.4 Training and assessment are conducted by training and assessors who: <ul style="list-style-type: none"> <li>a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors</li> <li>b) have the relevant vocational competencies at least to the level being delivered or assessed, and</li> <li>c) continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services.</li> </ul>	<input checked="" type="checkbox"/>
1.5 Assessment, including Recognition of Prior Learning (RPL): <ul style="list-style-type: none"> <li>a) meets the requirements of the relevant Training Package or accredited course</li> <li>b) is conducted in accordance with the principles of assessment and the rules of evidence</li> <li>c) meets workplace and, where relevant, regulatory requirements.</li> </ul>	<input checked="" type="checkbox"/>

**Audit findings**

<b>At time of audit:</b> <input checked="" type="checkbox"/> <b>Compliant</b> <input type="checkbox"/> <b>Not Compliant</b>	<b>Following rectification received [xx/xx/xx]:</b> <input type="checkbox"/> <b>Compliant</b> <input type="checkbox"/> <b>Not Compliant</b>
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Technical advice has been incorporated into the findings for this standard.

Validation of User Choice funding claims was conducted for these qualifications.

**Findings:**  
 The team has not demonstrated compliance with the requirements of Standard 1.

Nominated trainers and assessors for these qualifications possess the necessary training, assessment and vocational competencies and licences for delivery of these qualifications.

**Non-compliances:**  
**STRATEGIES**  
**MEM30405 Certificate III in Engineering (Electrical/Electronic Trade)**  
 The strategy for this qualification did not accurately reflect the actual delivery of this qualification.

At the time of audit, learners who complete MEM30405 Certificate III in Engineering (Electrical/Electronic Trade) would be issued with an Electrical Fitter Mechanic's licence from the Electrical Safety Office. MEM30405 apprentices were required to undertake training and assessment with apprentices that are enrolled in the UEE30807 Certificate III in Electrotechnology Electrician and complete UEE07 units of competency. The MEM30405 apprentices complete all the same assessments as the UEE30807 apprentices and evidence is gathered from the workplace through observation checklists. However, MEM30405 apprentices do not use e-profiling while UEE30807 apprentices do.

To enable MEM30405 apprentices to achieve the Electrical Safety Office requirements for an industry licence, they are required to complete more units of competency than are necessary to achieve the qualification.

The strategy does not clearly articulate this process and does not detail the licensed outcome.

## **ASSESSMENT**

### **UEE30807 Certificate III in Electrotechnology Electrician**

UEENEEE003B Solve problems in extra-low voltage single path circuits

UEENEEE001B Apply OHS practices in the workplace

The observation checklist for the practical assessment is a direct copy of the performance criteria with no interpretation of the unit requirements into observable behaviours or performance benchmarks.

The AS01 examination booklet includes 85 multiple choice questions. The questions focus on the EKAS but do not address a learner's ability to solve problems as set out in the unit descriptor. There are also no instructions or benchmark criteria for assessors regarding satisfactory performance requirements.

The AS2-1 skills observation assessment checklist records a learner's performance against six observable skills. There are no benchmarks of minimum acceptable performance to guide assessors no instructions to learners and assessors as to the purpose of this assessment activity.

The unit assessment record table records a learner's achievement against 13 categories. Each category is assigned a number of marks and the assessment instructions state that the student is to achieve 80%. There is no further information as to whether the 80% refers to each category or overall, and the team did not demonstrate how it will ensure that the 80% pass mark will encompass all the required knowledge and skills and critical aspects of evidence.

Overall, there are gaps in the assessment of all EKAS and critical aspects of evidence relevant to these units of competency. There is insufficient information to learners and assessors as to the context and purpose of assessment and the team has not demonstrated how is percentage based grading ensures all required knowledge and skills are covered within the 80 percentile marking system.

### **MEM30405 Certificate III in Engineering (Electrical/Electronic Trade)**

MEM10003 Install and test electrical wiring and circuits up to 1000 volts a.c. and 1500 volts d.c

MEM18051 Fault find and repair/rectify complex electrical circuits

It could not be confirmed that all of the knowledge and skills requirements for the above units are being addressed while learners are undertaking UEE07 units within UEE30807 Certificate III in Electrotechnology Electrician. In addition, it was determined that there were some areas where over assessment has occurred due to the differences between the EKAS requirements within the UEE07 units of competency and the MEM05 units of competency.

It was also noted that assessment did not meet the principle of fairness in that MEM3045 apprentices within the same class do not have to undergo e-profiling to achieve the vocational outcome with the Electrical Safety Office while the UEE30807 apprentices do.

#### **Implications for training/assessment quality:**

The non-compliances are considered to be significant with gaps in assessment of all training package requirements; and insufficient information in training assessment strategies has a potentially significant adverse impact on the quality of training and assessment outcomes.

#### **Rectification required:**

### **STRATEGIES**

#### **MEM30405 Certificate III in Engineering (Electrical/Electronic Trade)**

The team is requested to provide evidence that its strategy for training and assessment ensures:

- ensure that learners receive training and assessment that meets their needs
- meet all requirements of the qualification or course, including identifying units of competency and pre/co-requisites.

## **ASSESSMENT**

### **UEE30807 Certificate III in Electrotechnology Electrician**

Queensland Department of Education and Training  
**AQTF Audit Report** (including User Choice validation)  
**GOLD COAST INSTITUTE OF TAFE – NTIS #0083**  
**UEE30807 Certificate III in Electrotechnology Electrician**  
**MEM30405 Certificate III in Engineering (Electrical/Electronic Trade)**

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UEENEEE003B Solve problems in extra-low voltage single path circuits

UEENEEE001B Apply OHS practices in the workplace

The team is requested to provide evidence that it has developed assessment tools that address all the requirements of the above listed units including all EKAS referenced within each unit.

The team is to ensure that recording tools for practical assessment sufficiently interpret unit requirements into step by step observable behaviours giving sufficient guidance to assessors as to what constitutes a minimum standard of acceptable performance.

Evidence is to be provided as to how assessment ensures a learner’s “ability to solve problems” as they relate to the EKAS for each unit.

Evidence is also to be provided to demonstrate that assessment instructions have been amended to clearly articulate to learners and assessors whether 80% is to be achieved for assessment overall or for each assessment category and how it will ensure that assessment in this manner addresses all the required knowledge and skills and critical aspects of evidence for the units analysed.

The institute is also requested to provide the full suite of assessment tools for a ‘stage two’ competency unit, as such tools were not available when the audit was conducted.

**MEM30405 Certificate III in Engineering (Electrical/Electronic Trade)**

MEM10003 Install and test electrical wiring and circuits up to 1000 volts a.c. and 1500 volts d.c

MEM18051 Fault find and repair/rectify complex electrical circuits

The team is requested to provide evidence that its assessment tools for the above units of competency address:

- elements and performance criteria
- range statement
- required knowledge
- required skills
- critical aspects of evidence
- context and consistency of assessment
- application appropriate to the unit’s AQF level.

The tools provided must include:

- consistent benchmark criteria for acceptable performance
- clear information for assessors about assessment requirements
- clear information for students about assessment requirements.

The evidence provided must demonstrate that assessment does not demand more than the qualification or course requires.

**Strengths**

- The institute’s processes to gather evidence from the workplace of practical application of skills through e-profiling and assessor visits for UEE30807 apprentices.

**Opportunities for Improvement**

- Nil identified.

**Standard 2: The RTO adheres to principles of access and equity and maximises outcomes for its clients**

Elements	Examined at audit
2.1 The RTO continuously improves client services by collecting, analysing and acting on relevant data.	<input checked="" type="checkbox"/>
2.2 Before clients enrol or enter into a contract, the RTO informs them about the training, assessment and support	<input checked="" type="checkbox"/>

## GOLD COAST INSTITUTE OF TAFE – NTIS #0083

## UEE30807 Certificate III in Electrotechnology Electrician

## MEM30405 Certificate III in Engineering (Electrical/Electronic Trade)

services to be provided, and about their rights and obligations.	
2.3 Employers and other parties who contribute to each learner's training and assessment are engaged in the development, delivery and monitoring of training and assessment.	<input checked="" type="checkbox"/>
2.4 Learners receive training, assessment and support services that meet their individual needs.	<input checked="" type="checkbox"/>
2.5 Learners have timely access to current and accurate records of their participation and progress.	<input type="checkbox"/>
2.6 Complaints and appeals are addressed efficiently and effectively.	<input type="checkbox"/>
<b>Audit findings</b>	
<b>At time of audit:</b> <input checked="" type="checkbox"/> <b>Compliant</b> <input type="checkbox"/> <b>Not Compliant</b>	
<b>Findings:</b> The team has demonstrated compliance with the requirements of Standard 2.	
<b>Strengths</b>	
<ul style="list-style-type: none"> <li>Nil identified.</li> </ul>	
<b>Opportunities for Improvement</b>	
<ul style="list-style-type: none"> <li>Nil identified.</li> </ul>	

<b>Standard 3: Management systems are responsive to the needs of clients, staff and stakeholders, and the environment in which the RTO operates</b>	
<b>Elements</b>	<b>Examined at audit</b>
3.1 The RTO uses a systematic and continuous improvement approach to the management of operations.	<input type="checkbox"/>
3.2 The RTO monitors training and/or assessment services provided on its behalf to ensure that they comply with all aspects of the AQTF 2007 Essential Standards for Registration.	<input checked="" type="checkbox"/>
3.3 The RTO manages records to ensure their accuracy and integrity.	<input checked="" type="checkbox"/>
<b>Audit findings</b>	
<b>At time of audit:</b> <input type="checkbox"/> <b>Compliant</b> <input checked="" type="checkbox"/> <b>Not Compliant</b>	<b>Following rectification received [xx/xx/xx]:</b> <input type="checkbox"/> <b>Compliant</b> <input type="checkbox"/> <b>Not Compliant</b>
<b>Findings:</b> The team has not demonstrated compliance with the requirements of Standard 3.  There are no partnering arrangements.	
<b>Non-compliances:</b> Refer to systemic report regarding issues associated with the retention of completed student assessment records.  No additional evidence will be required in addition to that requested under the systemic report.	
<b>Strengths</b>	
<ul style="list-style-type: none"> <li>Nil identified.</li> </ul>	
<b>Opportunities for Improvement</b>	
<ul style="list-style-type: none"> <li>Nil identified.</li> </ul>	

<b>User Choice Contract</b>	
<b>Clause</b>	<b>Examined at audit</b>
3h The supplier must comply with the User Choice fees and charges requirements set out in Appendix 3.	<input checked="" type="checkbox"/>
6a The Supplier must fully and correctly provide to the Department the reports set out in Item 1 of Appendix 5 in	<input checked="" type="checkbox"/>

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accordance with the timeframes set out in Item 2 of Appendix 5.		
7b	Unless otherwise specified or approved in writing by the Department, the Department will not pay, without limitation, the Supplier for the provision of the Services set out in Item 5 of Appendix 6.	<input checked="" type="checkbox"/>
18	The Supplier must collect and retain documents, records and information in accordance with Item 3 of Appendix 2.	<input checked="" type="checkbox"/>
<b>Audit findings</b>		
<b>At time of audit:</b> <input type="checkbox"/> Compliant <input checked="" type="checkbox"/> Not Compliant		<b>Following rectification received [xx/xx/xx]:</b> <input type="checkbox"/> Compliant <input type="checkbox"/> Not Compliant
<b>Findings:</b> The team has not demonstrated compliance with the institute's obligations under its User Choice contract.		
<b>Non-compliances:</b> <b>Clause 6(a)</b> <b>OUTCOME 20</b> Due to gaps identified with assessments User Choice claims for payment cannot be validated.		
<b>Clause 18</b> Analysis of student files identified that the team has not retained full and complete records of each student's participation; nor has it retained the full range assessment evidence in accordance with the requirements of the contract and the department's <i>Retention of Student Results and Assessment Records Policy for RTOs</i> .		
<b>Financial implications regarding validation of User Choice funding claims:</b> The outcomes of this activity have not resulted in the recovery of funds.		
<b>Rectification required:</b> Evidence provided against the systemic report will address the identified non-compliance. No additional evidence will be required.		
<b>Opportunities for improvement</b>		
<ul style="list-style-type: none"> <li>Nil identified</li> </ul>		