

VRQA2010-978  
RTO 4624

Mr Colin Jackson  
Chief Executive Officer  
Australian Trust for Conservation Volunteers  
Greenhill Enterprise Centre  
University Drive  
Mt Helen VIC 3350



Victorian Registration &  
Qualifications Authority

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Melbourne VIC 3000

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Dear Mr Jackson

### Renewal of Registration Audit

I am writing to you in relation to the application from Australian Trust for Conservation Volunteers trading as Conservation Volunteers Australia for renewal of registration as a Registered Training Organisation (RTO) pursuant to Part 4.3 of the *Education and Training Reform Act 2006*.

It is a condition of the *Education and Training Reform Act 2006* that an RTO must comply with the minimum conditions and standards and any guidelines for registration including the *Australian Quality Training Framework Essential Conditions and Standards for Continuing Registration (AQTF Conditions and Standards)* and the *VRQA Guidelines for VET Providers (VET Guidelines)*.

An independent audit was conducted on 25 November 2010 to assess the compliance of Australian Trust for Conservation Volunteers against the *AQTF Conditions and Standards* and the *VET Guidelines* for the purpose of renewal of registration. I note that that you have indicated in your comments that you have undertaken to rectify the issues found at audit.

I now enclose a copy of the final audit report for your attention. The *AQTF Conditions and Standards* audit report indicates significant non-compliance with the following:

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

The *VET Guidelines* audit indicated non-compliance with the following:

- Guideline 5: Teaching, Learning and Assessment

Given the extent of non-compliance of Australian Trust for Conservation Volunteers as an RTO, you are required under Part 4.3.17 of the *Education and Training Reform Act 2006* to provide within **28 days** of receiving this correspondence documented evidence of how non-compliance has been rectified.

Please forward your submission of evidence to Ms Julie Florence, VET Quality Assurance, VRQA, GPO Box 2317, Melbourne, 3001.

In anticipation of a comprehensive and satisfactory response, I have renewed the registration of Australian Trust for Conservation Volunteers as an RTO until **30 November 2015**.

Should you have concerns about the conduct of the registration/audit process please address these in writing to the Complaints Manager, VRQA, GPO Box 2317, Melbourne 3001.

If you have any further questions, please contact Ms Julie Florence on (03) 9651 3229 or email [florence.julie.e@edumail.vic.gov.au](mailto:florence.julie.e@edumail.vic.gov.au).

Yours sincerely



Robyn Timmins  
Deputy Director, VRQA

17<sup>th</sup> December 2010

## Audit Review Sheet

RTO/Applicant:	Australian Trust for Conservation Volunteers		
TOID:	4624		
Audit Type:	Renewal desk Audit		
Audit Date:	25 November 2010		
Auditor:	Bernadette Delaney		
Date Report Submitted to VRQA:	1 December 2010		
Referred to Compliance:	13 December 2010		
RTO copy:	✓	CRM:	✓
Acceptance Form Received	✓	Report on CRM:	✓

### Recommendation

AQTF/ESOS		VET Guidelines	
Compliant	<input type="checkbox"/>	Compliant	<input type="checkbox"/>
Minor non-compliant	<input type="checkbox"/>		
Significant non-compliant	X	Non-compliant	X
Critical non-compliant	<input type="checkbox"/>		
Reviewed by: VALAD Solutions Pty Ltd			

### Comments

The RTO has 15 items on scope in mainly in volunteering and conservation management There is no indication that the RTO accepted the findings of audit in full however they have responded indicating they will address all matters of non compliance.

The RTO was not compliant with the following:

Standard 1.2: No detail of the structure of training and assessment in relation to units of competency. Assessment tools do not meet the requirements of the Training Packages.

Standard 1.3: Training and assessment materials are not comprehensive.

Standard 1.5: and Guideline 5. Assessment tools do not meet requirements of units of competency. No assessment criteria.

### Audit Review Recommendation

AQTF/ESOS	VET Guidelines
<u>Agree</u> / Disagree	<u>Agree</u> / Disagree
Signed: <u><i>Bernadette Delaney</i></u>	Signed: <u><i>Bernadette Delaney</i></u>



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RTO DETAILS			
RTO Name	Australian Trust for Conservation Volunteers	TOID	4624
Address	Greenhill Enterprise Centre University Drive MT HELEN, 3350 VIC		
		Web	<a href="http://www.conservationvolunteers.com.au">http://www.conservationvolunteers.com.au</a>
Registration Contact	Mr Graeme Hickingbotham		
Phone Number	03/5330 2600	Email	<a href="mailto:ghickingbotham@cva.org.au">ghickingbotham@cva.org.au</a>
OVER VIEW OF RTO			
Overview of Organisation	<p>Conservation Volunteers was established in 1982 and has grown from beginnings in regional Victoria to become a national organisation with a permanent presence in 30 locations around Australia and New Zealand and a project presence in many countries around the world. In that time hundreds of thousands of volunteers from around Australia and across the world have participated in a diversity of important projects to protect and enhance our environment. They run workshops and courses for volunteers around Australia. Through a sponsorship with Toyota more than 1000 volunteers have achieved the formal qualification, the Certificate I in Active Volunteering. They also provide training as part of the government program - The National Green Jobs Corps (NGJC).</p>		
Training Overview	<p>There are fifteen items on scope which include ten Training Package qualifications, three Victorian accredited qualifications and two single units of competency.</p>		
Student Numbers	<p><b>Enrolments expected for 2010 are 1246 with the majority undertaking single units of competency or Certificate II in Conservation and Land Management</b></p>		
Other Relevant Information			
Audit Date	25/11/10 November 28 <sup>th</sup> Version 2 Audit Report prepared and completed.		



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FOCUS OF AUDIT		
QUALIFICATION/UNIT OF COMPETENCE/ACCREDITED COURSE		
NTIS Code	Qualification/Unit of Competence/Accredited Course (as per NTIS)	Delivery Site
CHC10208	Certificate I in Active Volunteering	Workbased
RTD10102	Certificate I in Conservation and Land Management	Workbased
RTD20102	Certificate II in Conservation and Land Management	Workbased
BSB31207	Certificate III in Frontline Management	Workbased

### Administration

AUDIT TEAM			
Lead Auditor	B.Delaney	Auditor	
VRQA DETAILS			
Contact Person	Katherine Papastathopoulos	Audit Manager	
Phone Number	03 9651 3239	E-mail	<a href="mailto:papastathopoulos.katherine.a@edumail.vic.gov.au">papastathopoulos.katherine.a@edumail.vic.gov.au</a>



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EXECUTIVE SUMMARY OF AUDIT OUTCOMES	
AQTF Element 1.2, 1.3, 1.5 VRQA Guideline 5.1	
<p><b>Requested</b> 15/10/10</p> <p>Complete teaching and assessment strategy including resources, assessment tools and learner guides for one unit from each qualification listed above.</p> <p><b>RTD40102 Certificate IV in Conservation and Land Management</b> <i>RTD4020A Plan the implementation of revegetation works</i> <i>RTC4306A Supervise maintenance of machinery and equipment</i></p> <p><b>RTD30102 Certificate III in Conservation and Land Management</b> <i>RTC3701A Respond to emergencies</i></p> <p><b>CHC30608 Certificate III in Active Volunteering</b> <i>CHCCOM302C Communicate appropriately with clients and colleagues</i></p> <p><b>CHC42708 Certificate IV in Volunteer Program Coordination</b> <i>CHCORG525C Recruit and coordinate volunteers</i></p> <p><b>Requested</b> 3/11/10</p> <p>Complete teaching and assessment strategy including resources, assessment tools and learner guides for one unit from each qualification listed above.</p> <p><b>RTD10102 Certificate 1 in Conservation and Land Management</b> <i>RTC1701A Follow basic chemical safety rules</i></p> <p><b>RTD20102 Certificate II in Conservation and Land Management</b> <i>RTC2301A Undertake operational maintenance of machinery</i></p> <p><b>CHC10208 Certificate I in Active Volunteering</b> <i>CHCVOL201A Be an effective volunteer</i></p> <p><b>BSB31207 Certificate III in Frontline Management</b> <i>BSBINN301A Promote innovation in a team environment</i></p>	<p><b>Provided</b></p> <p><u>Learning and assessment strategies proforma</u></p> <p><u>Resources for:</u>  <i>RTC1701A Follow basic chemical safety rules –notes and assessment exercises</i>  <i>RTC2301A Undertake operational maintenance of machinery-training booklet and marking sheet.</i>  <i>CHCVOL201A Be an effective volunteer Learner Guide/assessor guide</i>  <i>CHCCOM302C Communicate appropriately with clients and colleague Learner Guide/assessor guide</i>  <i>BSBINN301A Promote innovation in a team environment</i>            Participant notes and work booklet and marking sheet</p>



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### **AQTF 1.2 and Guideline 5.1 Teaching, Learning and Assessment NON COMPLIANT**

There is insufficient detail in the Training and assessment strategy to address VRQA Guideline 5.1 on the modes of delivery and the assessment arrangements and the structure of delivery and assessment by unit of competency. These are described very generally on the strategy. **These aspects from VRQA guideline 5.1 have not been consistently addressed:**

- a comprehensive delivery and assessment plan for each qualification that indicates the modes of delivery and specifies the extent of work based and on-line or self paced training and assessment
- identification of any units that require assessment in the workplace
- identification of any units\*\* that are intended to be delivered and assessed by on-line or self paced approaches
- Delivery and assessment plan for each qualification that includes a matrix (or other presentation technique) that clearly shows the specific assessment requirements/tools for each unit of competency (or cluster of units of competency) consistent with the requirements of the training package
- the specifying of nominal hours, for all units identified to be delivered and assessed by self paced approaches; demonstrating particularly how the assessment requirements of the units are being met and assessments are being Authenticated
- identification of any units that require assessment in the workplace
- a documented assessment validation approach ( brief reference to CVA conference)

#### **Recommendation**

It is recommended that the Learning and assessment strategy detail the structure of the training and assessment in relation to units of competency.

### **Element 1.2, 1.5 Guideline 5.1 Training and Assessment NON COMPLIANT**

The training and assessment strategies do not show the assessment requirements by unit of competency but have a general statement on assessment. There is no overview of the assessment requirements. (VRQA Guideline 5.1 *Delivery and assessment plan for each qualification that includes a matrix (or other presentation technique) that clearly shows the specific assessment requirements/tools for each unit of competency (or cluster of units of competency) consistent with the requirements of the training package*). Consequently, it is not possible to judge whether the planned assessment is consistent with the assessment exercises. Reliability in assessment can also be undermined.

There is no information on the assessment exercises about how students will be judged competent. The criteria that students need to achieve on the assessment exercises is not stated. (AQTF Element 1.5 and VRQA Guideline: 5.1 *clear advice to students as to how the unit(s) will be assessed*) There was not consistently presented "a clear set of assessment criteria/model answers for each assessment task" (presented in some instances) (AQTF Element 1.5 and VRQA Guideline: 5.1

#### **General Comments**

Assessment exercises do not meet the training package assessment guidelines (AQTF 1.2 and 1.5 .VRQA guideline 5.1 assessment tasks for



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*the unit(s) that are consistent with and meet the requirements of the unit(s) of competency)*

None of the assessments as presented are compliant including the RTC. There were some assessment exercises by Small Print. The Small Print booklets **suggest that assessment resources need to be adapted in each context and suggest that supplementary evidence is to be supplied.**<sup>P4</sup> This has not occurred. Small Print suggest a framework with examples and no additional information is supplied. As stated **"This is a commercial publication designed to cover a range of industry sectors and organisations. The assessor should consider each activity in the context of the industry sector and make adjustments and contextualise"** p39  
Small Print assessment exercises repeat the information in the unit of competency, do not provide sufficient guidance on the required levels of performance and do not address the performance requirements of the unit of competencies.

### **CHCCOM302C Communicate appropriately with clients and colleague**

This unit describes the knowledge and skills required to exercise effective communication skills in the workplace. *The Evidence guide states This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. There are no details provided on how this occurs for CVA. Competency should be demonstrated over the range of communication methods used in the workplace. There are no details provided on how this occurs for CVA.*

Assessment materials presented are Small Print (Trainer Assessor Guide and Notes and Learner Workbook with assessments 2009.) and do not cover all the unit of competency requirements **unless further details are provided by CVA in relation to how they are implemented.** This unit has to be assessed in a workplace or simulated environment and address the performance criteria. There is **one practical demonstration exercise** and the unit stresses that assessment has to occur over several occasions. The assessment tasks do not have assessment criteria or detailed conditions for the students. There are no details on the context or conditions of assessment provided by CVA. There is no *clear advice to students as to how the unit(s) will be assessed (VRQA guideline).* There is no criteria for each task on how they will be applied to assess the student.

Assessment 1 are formative assessment exercises (1-9) which require written answers; Assessment 2 written and oral questions with sample answers . It suggests more questions may be provided. Assessment 3 projects- written and 2. a written report and 3. written report on communication in the workplace. There are benchmark answers for the written questions. Assessment 4 is a third party report/demonstration with a list of the elements and performance criteria, knowledge and skills and critical aspects for an observation. This is not an assessment tool that provides guidance to the students. There is no set task and expected performance or criteria for the practical judgements. For written assessments, it is not clear what is the expected required level of performance, e.g. all questions to be answered correctly or critical questions to be answered correctly. The amount of practical demonstration of skills is not sufficient to meet the evidence guide of this unit of competency.

**In summary, writing skills are assessed and some following instructions but not the other performance requirements of this unit. The performance requirements rely on assessment 4 which is a sheet with the unit of competency outlined. This is not an assessment tool. The whole of the unit of competency is to be used to develop an assessment tool which meets the requirements**





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There is one practical demonstration exercise and the unit stresses that assessment has to occur over several occasions. The assessment tasks do not have assessment criteria or detailed conditions for the students.

### **BSBINN301A Promote Innovation in a Team**

Presented was a Small Print Participant Notes and Workbook (2008) with the following assessments and a recording sheet. There was no assessor guide or sample answers. Formative assessment exercises providing written answers. Assessment 1 current competencies- a checklist for current competencies with no guidelines on the criteria for the students to assess the evidence presented. Assessment 2 written and oral questions with no sample answers and assessment 3 –project – writing with no criteria outlined for the students. Assessment 4 – third party report which lists the elements and performance criteria. This is not an assessment tool.

The Small Print assessment exercises do not sufficiently address the requirements in the evidence guide which states:

*Evidence of the following is essential:*

*active participation in a team where the team takes a pro-active and considered approach to innovation and innovative practice collaborative and open communication within the team*

*Assessment must ensure: demonstration of skills as part of a team*

The Small Print assessment exercises do not sufficiently address the requirements in the evidence guide of **demonstration of innovation skills as part of a team**. There is no additional material from CVA about assessment in a team. Assessment exercises provide insufficient guidance to the students on the context and criteria for assessment. There is no assessor guide.

### **CHCORG525C Recruit and coordinate volunteers**

Presented were Small Print assessments (Trainer Assessor Guide and Notes and Learner Workbook with assessments 2009.). Assessment 1 are formative exercises; Assessment 2 written and oral questions with sample answers Assessment 3 projects- written and a written report and written and report. There was a common project for community services- all require written answers with no criteria for the students. There were sample answers for the assessor. Assessment 4 is a third party report/demonstration with a list of the elements and performance criteria, knowledge and skills and critical aspects for an observation. This is not an assessment tool that provides guidance to the students. There is no set task and expected performance or criteria for the practical judgements. There were no guidelines accompanying the assessment for the students or criteria for the practical judgements.

The Small Print assessment exercises do not sufficiently address the requirements in the unit of recruiting and coordinating volunteers. These skills are not demonstrated:

- *Demonstrate application of skills in:*
- *coordination of people, processes and information*
- *provision of support to a diverse range of people*
- *conflict resolution/negotiation and mediation*
- *cross cultural communication and negotiation*

The context of practical assessment is not established as the unit of competency requires. *(This unit can be assessed in the community or in*



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*a simulation which relates closely to the experience of the workplace and the community)*

### **RTC1701A Follow basic chemical safety rules**

There was no overview of assessment provided with *the specific assessment requirements/tools for each unit of competency (or cluster of units of competency)*. It is unclear to the auditor what constitutes the required assessment.

Presented was:

- Section 4 notes Carry out natural area restoration with an assessment task 4.17 Control Weeds
- Notes on OHS provided (Keeping Safe at Work) with a range of written assessment tasks .
- Fact sheet 4 on OHS and Protective clothing notes
- Material Safety data fact sheet.

Assessment 1 written exercises on safety and handling chemicals. .It states that assessment is also based on observation but there is no assessment tool for the assessor. Assessment 2 was an exercise on control weeds, poisons (4.17) with no advice to students about the criteria for assessment or the context of assessment.

The unit of competency stresses demonstrating procedures are followed.

. Assessment processes for demonstrating competence are not sufficient as written exercises were provided. There was not *"a clear set of assessment criteria/model answers for each assessment task" or "clear advice to students"*.

### **RTC2307A Undertake operational maintenance of machinery**

Assessment 1, 2 and 3 are written answers on tools. There are no sample responses provided. There is a requirement to keep a portfolio but not instructions on the criteria to assess the portfolio.

Evidence requirements are to assess performance over a period of time covering all categories from the Range Statements applicable to the learner's environment and this did not occur in the assessment exercises presented. The requirements to "recognise and rectify minor mechanical faults" and perform and complete maintenance were not addressed in the written exercises.

### **Recommendations:**

It is recommended that the training and assessment strategies are adjusted to ensure that the assessment methods are nominated in relation to the units of competency.

It is recommended that assessment exercises are reviewed in order to meet the training package requirements. In particular there needs to be **an increased emphasis on practical assessment exercises that demonstrate competence.**



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### **Element 1.4 Staffing**

#### **Suggestions for Improvement**

It is suggested that trainer matrix provides details on relevant vocational experience as well as qualifications.

It is suggested that the trainer matrix details the relevant qualifications and experience in relation to the units of qualifications delivered rather than merely indicating equivalence.

### **Element 2.3 Student Information**

#### **Suggestions for Improvement**

It is suggested that student information is corrected because:

Student information refers to ANTAp2

### **Element 1.1, 2.1, 3.1 Continuous Improvement**

#### **Suggestions for Improvement**

Annual Continuous improvement Schedule outcomes should be signed and dated.



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Reference	Audit Requirement	Audit Evidence	Compliance Status
<ul style="list-style-type: none"> <li>AQTF Element 1.4</li> </ul>	1. Trainers and assessors are suitably qualified and have the appropriate vocational competencies	<p><b>Evidence Reviewed</b></p> <ul style="list-style-type: none"> <li>Trainer matrices cover unit/skills/qualifications/industry experience</li> <li>Individual staff files</li> </ul> <p><u>Geoffrey Easton</u> National Police Certificate 2010; TAA40104, 2010 TAFE Tasmania; RTD50102 Diploma of Conservation &amp; Land Management TAFE Tasmania 2008; RTE 40103 Certificate IV in Agriculture; RTD30102 Cert III in Conservation &amp; Land Management TAFE Tasmania; RTD40102 Cert IV in Conservation &amp; Land Management TAFE Tasmania ; Resume: State Training Coordinator for conservation Volunteers Australia experience in training and conservation work. <b>Meets NQC requirements</b></p> <p><u>Tanya Henry</u> Working with Children Check 2010_ TAA40104 TAFE NSW 2006 ; Bach of Applied Science Uni of Western Sydney 1997; Smartrain chemical application; RTE20103 Cert II in Agriculture 2006 TAFE NSW, RTF20103 Cert II in Horticulture Western Institute TAFE NSW Resume : VET teacher St Ignatius College <b>Meets NQC requirements</b></p> <p><u>Graeme Hichingbotham</u> National Police check 2005 BSZ40198 2005 Conservation Volunteers ;La Trobe University 1999 Bach Biological Sciences Resume: National Training Manager Conservation Volunteers Australia 1999-2010 <b>Meets NQC requirements</b></p> <p><u>Heather McNaught</u> National Police check 2010 TAA40104 BRIT 2005;RTD50102 Diploma of Conservation &amp; Land Management BRIT 2007 Resume: Conservation Volunteers Australia- works with volunteers. <b>Meets NQC requirements</b></p> <p><u>Robyn Norris</u> National Police check 2010 TAA40104 Quest College; RTD50102 Diploma of Conservation &amp; Land Management TAFE Queensland 2003; <b>Meets NQC requirements</b></p>	<p><b>Compliant</b></p> <p><b>Suggestions for Improvement</b></p> <p>It is suggested that trainer matrix provides details on relevant vocational experience as well as qualifications. It is suggested that the trainer matrix details the relevant qualifications and experience in relation to the units of qualifications delivered rather than merely indicating equivalence,</p>



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Reference	Audit Requirement	Audit Evidence	Compliance Status
		<p><u>Mollie Whitehorn</u> National Police check 2010</p> <p><u>Axel Meiss</u> Police check BSZ40198 2005 Livingstone Academy; RTE30103 Cert III in Agriculture (4 units) 2009 Tasmanian Institute; FPI30199 Cert II in Forest &amp; Forest Products (units) TAFE Tasmania 2005; SGS Australia Heavy Industry Course 2000; Resume : Trainer in Weed Hygiene, Teacher 2010; Co president of the Tasmanian Weed 2009-2010; Tasmanian Weed Council 2009-10; Environmental Rehabilitation Officer</p> <p><b>Relevant experience but not mapped</b></p>	
<ul style="list-style-type: none"> <li>• AQTF Element 1.2, 1.3, 1.5</li> <li>• Guideline 5.1</li> </ul>	2. The RTO adheres to all training and assessment requirements of the Course	<p>CHC10208 Certificate I in Active Volunteering</p> <p>RTD10102 Certificate I in Conservation and Land Management</p> <p>RTD20102 Certificate II in Conservation and Land Management</p> <p>BSB31207 Certificate III in Frontline management</p> <p>Units of competency to be delivered</p> <p>All Learning and assessment strategies cover delivery period and hours, units of competency to be delivered, clients, industry consultation, duration and trainers.</p> <p><b>Evidence Reviewed</b></p> <p><u>CHC10208 Certificate I in Active Volunteering</u></p> <p>Learning and assessment strategy for outlining the packaging rules, the trainers, assessment strategies, delivery strategies, resources and equipment, infrastructure requirements, assessment instruments, industry contact, moderation details. Signed by Graeme Hickingbotham, Training Manager Nov 2010. Industry consultation with Volunteering Australia is listed.</p> <p><u>RTD10102 Certificate I in Conservation and Land Management</u></p> <p>Learning and assessment strategy for outlining the packaging rules, the trainers, assessment strategies, delivery strategies, resources and equipment, infrastructure requirements, assessment instruments, industry contact, moderation details. Signed</p>	<p><b>Non Compliant</b></p> <p><b>Recommendation</b> It is recommended that the Learning and assessment strategy detail the structure of the training and assessment in relation to units of competency.</p>



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Reference	Audit Requirement	Audit Evidence	Compliance Status
		<p>by Graeme Hickingbotham</p> <p>Training Manager Nov 2010. Industry consultation with Conservation Volunteers partners such as National Parks Councils. RTD20102 Certificate II in Conservation and Land Management TAS details the packaging rules, the trainers, assessment strategies, delivery strategies, resources and equipment, infrastructure requirements , assessment instruments, industry contact, moderation details. BSB31207 Certificate III in Frontline management Strategy outlines the packaging rules, the trainers, assessment strategies, delivery strategies, resources and equipment, infrastructure requirements , assessment instruments, industry contact, moderation details.</p>	
<ul style="list-style-type: none"> <li>AQTF Element 1.2, 1.5</li> </ul>	<p>3 The RTO plans and implements appropriate learning and assessment strategies to meet the needs of its clients</p>	<p><b>Evidence Reviewed</b></p> <p><b>General Comments</b> None of the assessments as presented are compliant including the RTC. Small Print suggests that supplementary evidence is to be supplied.P4 This has not occurred. Small Print suggest a framework with examples and no additional information is supplied. As stated "This is a commercial publication designed to cover a range of industry sectors and organisations. The assessor should consider each activity in the context of the industry sector and make adjustments and contextualise" p39 The learner guide do not address these requirements. <b>According to the VRQA guidelines 5.1 assessment materials must include:</b> 1. Delivery and assessment plan for each qualification that includes a matrix (or other presentation technique) that clearly shows the specific assessment requirements/tools for each unit of competency (or cluster of units of competency)</p>	<p><b>Non Compliant</b></p> <p><b>Recommendations:</b> it is recommended that the training and assessment strategies are adjusted to ensure that the assessment methods are nominated in relation to the units of competency. It is recommended that assessment exercises are reviewed in order to meet the training package</p>



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Reference	Audit Requirement	Audit Evidence	Compliance Status
		<p>consistent with the requirements of the training package (<b>NOT PROVIDED</b>)</p> <p>2. For each unit of competency( or cluster of competencies):</p> <ul style="list-style-type: none"> <li>• clear advice to students as to how the unit(s) will be assessed (<b>NOT PROVIDED</b>)</li> <li>• assessment tasks for the unit(s) that are consistent with and meet the requirements of the unit(s) of competency(<b>NOT PROVIDED</b>)</li> </ul> <p><b>CHCCOM302C Communicate appropriately with clients and colleague</b></p> <p>Presented was SP Trainer Assessor Guide and Notes and Learner Workbook with assessments.</p> <p>There are no details on the context or conditions of assessment provided by CVA. There is no clear advice to students as to how the unit(s) will be assessed (<b>VRQA guideline</b>) was not provided. There is no criteria for each task on how they will be applied to assess the student.</p> <p>Assessment 1 are formative exercises (1-9) which require written answers. ; Assessment 2 written and oral questions with sample answers . <u>It suggests more questions may be provided.</u> Assessment 3 projects- written and 2. a written report and 3. written report on communication in the workplace. Assessment 4 is a list of the elements and performance criteria , knowledge and skills and critical aspects for an observation. This is not an assessment tool that provides guidance to the students. There is no set task.</p> <p>Assessment materials presented are Small Print and do not cover all the unit of competency requirements unless further details are provided. This unit has to be assessed in a workplace or simulated environment and address the performance criteria. There is one practical demonstration exercise and the unit stresses that assessment has to occur over several occasions. The assessment tasks do not have assessment criteria or detailed conditions for the students.</p> <p><b>In summary writing skills are assessed and some following instructions but not the other performance requirements of this unit. The performance requirements</b></p>	<p>requirements. In particular there needs to be an increased emphasis on practical assessment exercises that demonstrate competence.</p>



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Reference	Audit Requirement	Audit Evidence	Compliance Status
		<p>rely on assessment 4 which is a sheet with the unit of competency repeated. This is not an assessment tool. The whole of the unit of competency is to be used to develop an assessment tool which meets the requirements</p> <p>Assessor guide with sample answers. There were no guidelines accompanying the assessment for the students or criteria for the practical judgements.</p> <p><b><u>BSBINN301A Promote Innovation in a Team</u></b>            Assessment 1 current competencies, assessment 2 written and oral questions and assessment 3 –projects – writing Assessment 4 – third party report . There were no guidelines accompanying the assessment for the students or the assessors.            The Small Print assessment exercises do not sufficiently address the requirements in the evidence guide of demonstration of innovation skills as part of a team .            Assessment exercises provide insufficient guidance to the students on the context and criteria for assessment. There is no assessor guide.</p> <p><b><u>CHCORG525C Recruit and coordinate volunteers</u></b>            Assessment 1 are formative exercises; Assessment 2 written and oral questions with sample answers Assessment 3 projects- written and a written report and written and report. Assessment 4 is a demonstration. There were no guidelines accompanying the assessment for the students or criteria for the practical judgements. There were sample answers.            The Small Print assessment exercises do not sufficiently address the requirements in the unit of recruiting and coordinating volunteers .</p> <p><b><u>RTC1701A Follow basic chemical safety rules</u></b>            Notes on OHS provided. Assessment 1 written exercises on safety, assessment 2 assessment exercise on control weeds and hazard sheets. The unit of competency stresses demonstrating procedures are followed.</p>	





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Reference	Audit Requirement	Audit Evidence	Compliance Status
		<p>Assessment process for demonstrating competence are not sufficient.  <b>RTC2307A Undertake operational maintenance of machinery</b>            Assessment 1, 2 and 3 written answers on tools.            Evidence requirements are to assess performance over a period of time covering all categories from the Range Statements applicable to the learner's environment and this did not occur in the assessment exercises presented.</p>	
<ul style="list-style-type: none"> <li>• AQTF Element 1.2</li> </ul>	4. The delivery hours for each qualification are satisfactory to ensure proper outcome as per the requirements of the course	Appropriate and follow nominal hours. These are indicated on each strategy.	<b>Compliant</b>
<ul style="list-style-type: none"> <li>• AQTF Condition 9</li> </ul>	5. The RTO is delivering currently endorsed courses and/or units	Yes	<b>Compliant</b>
<ul style="list-style-type: none"> <li>• AQTF Element 3.2</li> </ul>	6. The RTO has a formal written agreement with all organisations that provide training and assessment on its behalf and that these agreements are satisfactory		<b>Not applicable</b>
<ul style="list-style-type: none"> <li>• AQTF Condition 6</li> </ul>	7. Qualification certificates meet the requirements of the AQTF Essential Standards	<p><i>Evidence reviewed</i>            Statement of attainment and certificate for all qualifications provided.</p>	<b>Compliant</b>



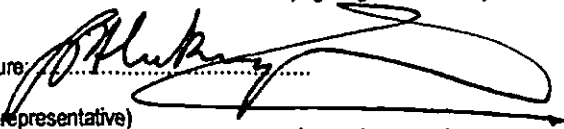
## DESK AUDIT – RE-REGISTRATION

4624 - Australian Trust for Conservation Volunteers

Reference	Audit Requirement	Audit Evidence	Compliance Status
	and Conditions for Continuing Registration		
<ul style="list-style-type: none"> <li>• AQTF Element 2.3</li> <li>• Guideline 3.1</li> </ul>	8. Clients are provided with accurate and sufficient information to make an informed choice about their enrolment and/or entering into an agreement.	<p><i>Evidence Reviewed</i></p> <p>Information for students Grievance and complaint procedure RPL Student information covers all required areas</p>	<p><b>Compliant</b></p> <p><u>Suggestions for Improvement</u></p> <p>It is suggested that student information is corrected because: Student information refers to ANTAp2</p>
<ul style="list-style-type: none"> <li>• AQTF Element 1.1, 2.1, 3.1</li> <li>• Guideline 2.1, 2.3</li> </ul>	9. The RTO continually assess the quality of its training and assessment activities and is active in implementing improvements	<p><i>Evidence Reviewed</i></p> <p>Continuous Improvement Strategy Annual Continuous Improvement Schedule</p>	<p><b>Compliant</b></p> <p><u>Suggestions for Improvement</u></p> <p>Annual Continuous improvement Schedule outcomes should be signed and dated</p>



**DESK AUDIT – RE-REGISTRATION**

Desk Audit Re-registration Acceptance Form	
RTO Name: Australian Trust for Conservation Volunteers	TOID: 4624
RTO Contact: Mr Graeme Hickingbotham	Contact Phone Number: 03/5330 2600
Audit Type: Reregistration desk audit	Audit Date: 25/11/10
Auditor's Name: Bernadette Delaney	
The RTO accepts the findings of the audit in full      Yes / No	
OR	
Where the RTO disputes the audit findings the reasons should be detailed in the "Provider Comments" document attached. This page together with any comments on the audit findings should be faxed or e-mailed back to the auditor as soon as possible.	
Auditor's Signature: .....	CEO's Signature:  (or authorised representative)
Name of Auditor: .....	Name of CEO: <u>Graeme Hickingbotham</u> <u>National Training Manager</u> (or authorised representative)
Date: ..... 25/11/10..... Version 2 29/11/10.....	Date: <u>1/12/2010</u>

<b>Provider Comments</b>	
Provider name: Australian Trust for Conservation Volunteers	
Audit Date(s): Nov 2010	
Reference	Comments
AQTF Element 1.2, 1.3, 1.5 VRQA Guideline 5.1	<p>The Auditor requested copies of training and assessment material for a number of units from a range of qualifications. As it transpires the units requested (<i>Promote innovation in a team environment, Recruit and coordinate volunteers, Communicate appropriately with clients and colleagues</i>), Conservation Volunteers Australia has yet to train and assess. However, CVA has training and assessment material ready to apply to training programs. This material was purchased from a commercial developer and supplier of training and assessment material. The Auditor has pointed out that the training and assessment material has not been adapted nor customized to CVA. I agree with the auditor; however I believed that we needed to demonstrate that we had the capacity to conduct this training and assessment. I felt that CVA had demonstrated this capacity; however it appears that we need to more. I will now undertake to rectify the situation and provide customization and, if necessary, submit redeveloped training and assessment materials. Comments from the Auditor will provide guidance on aspects requiring attention.</p> <p>Any guidance from the VRQA on this matter will be appreciated.</p> <ul style="list-style-type: none"> <li>• <i>RTC 1701A Follow Basic chemical safety rules and RTC 2307A Undertake operational maintenance of machinery</i></li> </ul> <p>These two units are training and assessed through resource material relevant in the conservation and land management context as well as an observation report from a students trainer/mentor/supervisor. I will undertake to conduct a validation of these two units in light of the comments provided by the Auditor.</p> <hr/> <p>Conservation Volunteers Australia takes the training and assessment of students seriously and seeks to deliver quality training. In all matters we are not only aware but are keen to comply with the guidelines in the AQTF and the VRQA.</p> <p>As the National Training Manager for CVA, I will continue with continuous improvement strategies to review and address the training conducted by CVA.</p> <p>Graeme Hickingbotham            National Training Manager</p>