

1.2 Qualification		
Requirement	Packaging rules	Confirmed by RTOM
Qualification description and job roles	This qualification provides the skills and knowledge for individuals to safely perform foundation digital literacy task using the personal computer and a range of software applications and digital devices.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Packaging rules	<p>Total number of units = 6 4 core units plus 2 elective units</p> <p>The elective units consist of:</p> <ul style="list-style-type: none"> ▪ up to 2 from the elective units listed below ▪ up to 1 from elsewhere in the ICT Information and Communications Technology Training Package or any other Training Package or accredited course at Certificate I or II level. <p>http://www.training.gov.au/Training/Details/ICT10115</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Elective unit rules	The elective units chosen must be relevant to the work outcome and meet local industry needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Information on elective choices and mandatory requirements	<p>Core - ICTICT101 Operate a personal computer, ICTICT102 Operate word processing applications, ICTICT103 Use, communicate and search securely on the internet, ICTICT104 Use digital devices.</p> <p>Electives – ICTICT105 Operate spreadsheet applications, ICTICT106 Operate presentation packages</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment		
Requirement	Pre-enrolment information	Confirmed by RTOM
Entry requirements	<p>There are no formal qualification entry requirements.</p> <p>Entry requirements for this program include the student's agreement and ability to undertake the following:</p> <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
	<p>VET Student handbook on www.ourladyscollege.qld.edu.au And on mysite https://my.bne.catholic.edu.au/Pages/Teacher-MyDocs.aspx</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Mode of delivery	<p>The mode of delivery includes any combination of the following:</p> <ul style="list-style-type: none"> • face to face in a simulated workplace environment for required performance and knowledge evidence • online for some components of training for knowledge evidence • in a classroom ('off the job') for some components of training for knowledge evidence 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Assessment project / activity / task (All codes and names must match Section 8)

Observations				
Estimated duration	Throughout the course	Unit/s for which evidence will be gathered Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units.)	Evidence-gathering tool code
Description (summary)	Observation is completed to assess student performance	<ul style="list-style-type: none"> • ICTICT101, ICTICT102, http://www.training.gov.au/Training/Details/ICTICT101 http://www.training.gov.au/Training/Details/ICTICT102 	Observation checklist	<input checked="" type="checkbox"/> OBS 1, OBS 2
Simulations				
Estimated duration	Throughout the course	Unit/s for which evidence will be gathered Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.	Evidence-gathering techniques used Simulations	Evidence-gathering tool code
Description (summary)	Simulated activities completed to assess student performance Simulations addressing the units of competency. Evidence is recorded as 'satisfactory' or	Enter the unit codes and titles. <ul style="list-style-type: none"> • ICTICT101, ICTICT103, ICTICT104 www.training.gov.au/Training/Details/ICTICT101 www.training.gov.au/Training/Details/ICTICT103 www.training.gov.au/Training/Details/ICTICT104 	Simulations	<input checked="" type="checkbox"/> SIM 1-9

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 checked="" type="checkbox"/>
VET program/course requirement	<input type="checkbox"/>	Student wants work experience	<input type="checkbox"/>
RTO requirement	<input type="checkbox"/>	Optional – offered to all Year 10, 11 and 12 students in the College	x

Business, company, or industry providing work experience opportunities for students			
Details of arrangements	No work experience required for this program		
File location	Enter the pathway/s for the drive/folder location of the electronic copies of the work experience arrangements.		
Business name			
Contact name		Written agreement	<input type="checkbox"/>
Position		Realistic workplace experience	<input type="checkbox"/>
Phone/Mobile		Third party report	<input type="checkbox"/>
Email			
Business name			
Contact name		Written agreement	<input type="checkbox"/>
Position		Realistic workplace experience	<input type="checkbox"/>

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	The Barefoot Accountant – purchased the original resources from this provider		
Contact name	Lesley Kelk	Position	owner
Email	Lesley@barefootaccountant.com.au	Phone/Mobile	0414720762
Date of engagement	On going	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	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.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Projects, tasks and activities are relevant to industry	<input type="checkbox"/> Yes <input type="checkbox"/> No	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.	<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	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.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Resources are sufficient and at industry standard	<input type="checkbox"/> Yes <input type="checkbox"/> No	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.	<input type="checkbox"/> Yes <input type="checkbox"/> No
RTO implementation of industry recommendations			
Summary of actions taken to implement recommendations	What actions were taken? Who implemented them and when? What actions will be taken? Who will implement them and when?		
Name of person approving recommendations		Date recommendations finalised	Choose date.

Industry engagement 2

Industry representative's details

Business name	St Laurences College Uniform Shop Convenor		
Contact name	Michelle Licina	Position	Business operator
Email	michellelicina@optusnet.com.au	Phone/Mobile	3010 1111
Date of engagement	9/11/2015	File location of engagement records	see separate documentation

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	<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> <p>Students can undertake work experience through SCIPS at the cost of \$50 – undertaken in holidays (voluntary)</p>	<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	<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> <p>Some adjustments needed – see separate document</p>	<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	<p>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.</p> <p>Trainers need ongoing industry currency</p>	<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	<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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No

RTO implementation of industry recommendations

Summary of actions taken to implement recommendations	<p>What actions were taken? Who implemented them and when? What actions will be taken? Who will implement them and when?</p> <p>Instructions on assessment items more clear, mapping document more specific and industry placement plan developed</p>		
Name of person approving recommendations	Paula Geraghty	Date recommendations finalised	1/12/2015

Industry engagement 3			
Industry representative's details			
Business name	CM Dance		
Contact name	Clare Michelsen	Position	Director
Email		Phone/Mobile	0409646558
Date of engagement	15/09/2016	File location of engagement records	mysite
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	<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> <p>Some work experience would be advantageous – conducted in the holidays</p>	<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	<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 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	<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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Resources are sufficient and at industry standard	<input checked="" 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
RTO implementation of industry recommendations			
Summary of actions taken to implement recommendations	<p>There is work experience available to students in the College during holiday periods but it will be directly marketed to the 10115 Certificate I in Information, Digital Media and Design class.</p>		
Name of person approving recommendations	Paula Geraghty	Date recommendations finalised	1/02/2017

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	Description of assessment tools	Validated
Mapping	MappingIDMT	<i>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. MappingIDMT.doc</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Student profile	ProfileIDMT	<i>The profile connects the student work to the project, assessment tool and requirements of the units of competency. ProfileIDMT.doc</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
File location	My site		
OBSERVATION			
Direct observation checklist	<i>OBS 1. OBS 2 (contained in Activity 4B)</i>	<i>Contains observations covering WHS, operating a computer and audio visual devices to display presentation of image files. Observations conducted in the workplace.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
SIMULATIONS			
Simulations	<i>SIM 1-9</i>	<i>Contains 9 simulations relating to installing software, icons, virus scans, spa, internet use, customising computers and digital devices</i> <i>There are answer sheets for all items.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
QUIZZES			
Quizzes	<i>QUIZ 1-8</i>	<i>Contains 8 quizzes relating to hardware, peripherals, OHS, IT basics, document design and software and digital camera components. There are answer sheets for all items.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
ACTIVITY SHEETS	<i>ACT 1-7</i>	<i>Eight activity sheets with sub-activities 1,2,3,4,4b,5,6,7)</i>	
Activity 1	ACT 1	<i>Contains four sub-activities that cover general computer knowledge. This is an open-book activity with access to http://www.gcflernfree.org http://office.microsoft.com/en-us/training-FX101782702.aspx</i> <i>Answers are available for these activities.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Activity 2	ACT 2	<i>Contains four tasks where screenshots and physical tasks need to be completed eg email attachment, reply to email, compete a report, email on company policy.</i> <i>Answers are available for these activities.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Type	Code	Description of assessment tools	Validated
Activity 3	ACT 3	Contains six tasks relating to internet browsing, online shopping, domain name searching, community forums and searching and authenticating websites. Answers are available for these activities.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Activity 4	ACT 4	Contains two comprehensive tasks relating to creating a flyer and a word document report using different features. These tasks require students to create and modify word files using formatting techniques, applying styles, as well as creating and modifying tables. Answers are available for these activities.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Activity 4b	ACT 4 B	Contains two comprehensive tasks relating to creating and formatting flyers and advertising material using different features. These tasks require students to create modify word files using formatting techniques, applying styles. Answers are available for these activities.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Activity 5	ACT 5	Two tasks that require students to either create or modify an Excel spreadsheet. Formatting techniques will be applied and formulas created and updated. Basic charts will also be created. Answers are available for these activities.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Activity 6	ACT 6	Five tasks completed with access to a digital camera. Students are required to take photos, transfer these photos to a computer, modify/enhance the photos, create a multimedia presentation and use an audio-visual device to present the photos. Resources available: http://vetbusres.weebly.com/digital-devices.html http://www.gcflernfree.org http://office.microsoft.com/en-us/training-FX101782702.aspx Answers are available for these activities.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Activity 7	ACT 7	This activity contains two tasks which require the student to either create or modify Powerpoint presentations. Students will apply their knowledge of document design as well as create and modify the presentations using techniques that include: duplications, transition, inserting tables, clipart, bullet points, general formatting, using different print and save options. Resources available: http://vetbusres.weebly.com/digital-devices.html http://www.gcflernfree.org http://office.microsoft.com/en-us/training-FX101782702.aspx Answers are available for these activities.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assignment – screen shots			
Tasks	ASS 1	Six tasks incorporating demonstration of operating systems, electronic communications, internet operation, word, excel and powerpoint	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Section 9

Systematic validation – completed on a separate document

This section explains how to conduct a validation session 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.

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"/>	Marion Holland 3426 8000
Approach 1 Validator holds all skills requirements		Name and contact details of single validator
<i>Verifiable evidence, including a staff profile, must be retained for the single validator to confirm meeting the requirements of Standard 1.11.</i>		
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		Marion Holland – Certificate IV in Training and Assessment TAE40110
Person holding vocational competencies and current industry skills relevant to the assessment being validated		Hai Le ICLT Our Lady's College 3426 8000
Person with current knowledge and skills in vocational teaching and learning		Paula Geraghty (Cannot be a current trainer in this area)
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.		Gordon Stacey

9.1 Validation approach

Person monitoring implementation of the recommendations (usually the RTO Manager or qualification coordinator).

Paula Geraghty

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
ICTICT101	Operate a personal computer
ICTICT102	Operate word-processing applications
ICTICT103	Use, communicate and search securely on the internet
ICTICT104	Use digital devices
ICTICT105	Operate spreadsheet applications
ICTICT106	Operate presentation packages

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.

VALIDATION DOCUMENT – PDF format in other document (details of validation)

9.4 Improvement recommendations and actions

Item	Validator/s Michelle Licina, Tracey Martin (THIS DEEMED TO BE INVALID BUT KEPT AS INDUSTRY FEEDBACK)		RTO Manager Paula Geraghty		
	Issues identified	Recommendations and/or improvements	Action taken	Person/s implementing	Date completed
Sim 1-9	<i>An extra column is needed to map the screen shots to activity/simulation</i>	<i>Add an extra column to the item with the elements of competency so that students know how activities relate</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Paula Geraghty Gordon Stacey</i>	<i>1/04/2016</i>
OBS 1	<i>Authenticity of observation</i>	<i>Ensure that all observations are valid</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Paula Geraghty Gordon Stacey</i>	<i>1/04/2016</i>
ACT 1	<i>Mapping issue</i>	<i>Extra column needed to ensure all elements covered. Digital devices perhaps better done as a quiz or simulation. No presentation package included.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Paula Geraghty Gordon Stacey</i>	<i>1/4/2016</i>
ACT 2	<i>Mapping issue</i>	<i>Ensure that mapping is clear. May be better assessed using simulation rather than this activity. No spreadsheet included on activity sheet</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Paula Geraghty Gordon Stacey</i>	<i>1/04/2016</i>
ACT 3	<i>Mapping issue</i>	<i>See above.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Paula Geraghty Gordon Stacey</i>	<i>1/04/2016</i>
ACT 4	<i>No issues</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No		<i>Choose date.</i>
ACT 5	<i>No issues</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No		<i>Choose date.</i>
ACT 6	<i>Mapping issue</i>	<i>See above</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Paula Geraghty Gordon Stacey</i>	<i>1/04/2016</i>
ACT 7	<i>No issues</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No		<i>Choose date.</i>
9			<input type="checkbox"/> Yes <input type="checkbox"/> No		<i>Choose date.</i>

9.4 Improvement recommendations and actions

Item	Validator/s Michelle Licina, Tracey Martin (THIS DEEMED TO BE INVALID BUT KEPT AS INDUSTRY FEEDBACK)		RTO Manager Paula Geraghty		
	Issues identified	Recommendations and/or improvements	Action taken	Person/s implementing	Date completed
10			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
11			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
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. Trainer and Assessor currency plan in place for 2016/2017	<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)</p> <p>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)</p> <p>The RTO Manager and trainers and assessors keep verifiable records of industry engagement and how the outcomes from the engagement will be implemented. Industry engagement is ongoing.</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)</p> <p>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)</p> <p>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)</p> <p>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</p> <p>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</p> <p>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	

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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 Vicki Sharp verifies USI information Anthony Stevens Deputy 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. N/A			<input type="checkbox"/>	<input checked="" 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"/>
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. – Michelle Licina			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Industry recommendations implemented.			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>

Monitoring activity		Compliant outcome?		
		Yes	No	Pending
Systematic validation (Section 9)	Validator/s details complete and verified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Validation completed. (previous validation not satisfactory but recommendations implemented)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Validator/s recommendations implemented.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 occur on 28 November 2018