

AQTF Essential Conditions and Standards for Continuing Registration & VRQA Guidelines for VET Providers - Audit Report

Audit Date: 31 Oct-01 Nov 2019

RTO: Cinimod Enterprises Pty Ltd, t/a Oxygen College

Applicant Details															
Applicant Name	Cinimod Enterprises Pty Ltd	TOID	22407												
Address	22 Gordon Ave, Geelong West, 3218														
	Website	http://www.oxygencollege.com.au/													
Registration Contact	Dominic Monea														
Phone Number	03 5215 9175	Email	dominic@oxygencollege.com.au												
Audit Team															
Audit Firm	Quorum QA Australia Pty Ltd	Auditor/s	Carol Macreadie												
Auditor/s		Other Attendees													
Registering Body Details															
Contact Person	Julie Florence														
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Audit Details															
Type of Audit	Re-registration Audit														
Conditions Audited	3, 6, 7, 8, 9														
Standards Audited	1.1, 1.2, 1.3, 1.4, 1.5	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7	3.1, 3.2, 3.3, 3.4												
2016 VRQA Guidelines Audited	4.3	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 (If applicable)													
	3.1, 3.2, 3.3, 3.4, 3.5	4.1.4.2, 4.3 to 4.6 (If applicable)													
Audit Date/s	31 Oct-01 Nov 2019														
RTO Background															
<p>Cinimod Enterprises Pty Ltd, trading as Oxygen College, is a registered training organisation established in 2011 that offers nationally accredited qualifications in music performance and composition, photography, sound production, video production and visual arts (painting and drawing). The RTO began delivering in Ballarat in 2013 and aims to grow the business in that location. The increased numbers in the course known as the CUA41115 Certificate IV in Photography and Photo Imaging – Skill Set (or interchangeably titled CUA41115 Certificate IV in Photography and Photo Imaging – Professional Skill Set) are a result of offering this for the first time in Ballarat. They plan to stabilise the Geelong business and are focussing on improving retention rates.</p> <p>The RTO has approximately 850 enrolments in 2019, with enrolments in the audited Qualifications as follows:</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">2018</th> <th style="text-align: center;">2019</th> </tr> </thead> <tbody> <tr> <td>CUA60515 Advanced Diploma of Music Industry</td> <td style="text-align: center;">27</td> <td style="text-align: center;">22</td> </tr> <tr> <td>CUA41115 Certificate IV in Photography and Photo Imaging</td> <td style="text-align: center;">37</td> <td style="text-align: center;">32</td> </tr> <tr> <td>CUA41115 Certificate IV in Photography and Photo Imaging – Skill Set</td> <td style="text-align: center;">23</td> <td style="text-align: center;">51</td> </tr> </tbody> </table>					2018	2019	CUA60515 Advanced Diploma of Music Industry	27	22	CUA41115 Certificate IV in Photography and Photo Imaging	37	32	CUA41115 Certificate IV in Photography and Photo Imaging – Skill Set	23	51
	2018	2019													
CUA60515 Advanced Diploma of Music Industry	27	22													
CUA41115 Certificate IV in Photography and Photo Imaging	37	32													
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Qualifications/Units Audited ¹		
QUALIFICATION/UNIT OF COMPETENCE/ACCREDITED COURSE		
TGA Code	Qualification/Unit of Competence/Accredited Course (as per TGA)	Delivery Site
CUA60515	Advanced Diploma of Music Industry (Performance)	Geelong
CUA41115	Certificate IV in Photography and Photo Imaging	Geelong Ballarat

Interviewee(s) – Staff name and position; employer name and position	
Dominic Monea	Manager
Alycia Davis	Compliance and Office Manager
Philip Kearney	Trainer and assessor, CUA60515 Advanced Diploma of Music Industry
Chris Wheelwright	Trainer and assessor, CUA60515 Advanced Diploma of Music Industry
Lucinda Goodwin	Trainer and assessor, CUA41115 Certificate IV in Photography and Photo Imaging
Travis Trewin	Trainer and assessor, CUA41115 Certificate IV in Photography and Photo Imaging – Skill Set

Permanent Delivery Sites –	Yes	No
Do the RTO's permanent delivery sites match the information provided by the VRQA?	X	
If 'No', please provide amended details below:		

Third party Arrangements –	Yes	No
Do the RTO's third-party arrangements match the information provided by the VRQA?	X	
If 'No', please provide amended details below:		

¹ Samples have been selected in accordance with the VRQA VET Audit Sampling Methodology

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Audit Summary - AQTF Conditions of Registration

AQTF Conditions Place an X in the appropriate column		Compliant	Non-Compliant	Not audited
1	Governance			X
2	Interactions with the Registering Body			X
3	Compliance with Legislation	X		
4	Insurance			X
5	Financial Management			X
6	Certification and Issuing of Qualifications and Statements of Attainment	X		
7	Recognition of Qualifications Issued by other RTOs	X		
8	Accuracy and Integrity of Marketing		X	
9	Transition to Training Packages/Expiry of Accredited Courses	X		
Summary of Non-Compliance²				
CF.8.1 The RTO's marketing and advertising to prospective clients refers to endorsed training products incorrectly and could be misleading.				
Strengths				

² CF = Condition Finding. Finding references are aligned to the Detailed Findings section of this report.

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Audit Summary - AQTF Standards

AQTF Standards/Elements	Compliant	Non-Compliant	Not audited
Standard 1			
1.1 – Continuous Improvement Strategy	X		
1.2 – Training and Assessment Strategies		X	
1.3 – Training and Assessment Resources	X		
1.4 – Trainer and Assessor Competency	X		
1.5 – Assessment Strategies		X	
Standard 2			
2.1 – Meeting the Needs of Clients	X		
2.2 – Continuous Improvement of Client Services	X		
2.3 – Provision of Information to Clients	X		
2.4 – Third-Party Engagement in Training and Assessment			X
2.5 – Provision of Support Services to Clients	X		
2.6 – Learner Access to Records of Participation	X		
2.7 – Complaints and Appeals Strategy	X		
Standard 3			
3.1 – Operations Management	X		
3.2 – Continuous Improvement of Operations	X		
3.3 – Third-Party Training and/ or Assessment Services			X
3.4 – Records Management	X		
Summary of Non-Compliance³			
SF.1.2.1 CUA41115 Certificate IV in Photography and Photo Imaging [delivered as part of a dual Qualification with CUA31115 Certificate III in Visual Arts (Photography)] The TAS does not provide a rationale for the amount of training provided to the cohort of learners as described in the TAS to show how it meets their needs, and includes a significant amount of unsupervised learning without sufficient defined activities allocated to it to show how it contributes to the student's learning.			

³ SF = Standard Finding. Finding references are aligned to the Detailed Findings section of this report.

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SF.1.2.2

CUA41115 Certificate IV in Photography and Photo Imaging (Professional skill set)

The TAS for this non-endorsed skill set does not provide a rationale for the amount of training provided to the cohort of learners as described in the TAS to show how it meets their needs, and includes a significant amount of unsupervised learning without sufficient defined activities allocated to it to show how it contributes to the student's learning.

SF 1.5.1

CUA60515 Advanced Diploma of Music Industry (Performance)

CUA41115 Certificate IV in Photography and Photo Imaging

CUA41115 Certificate IV in Photography and Photo Imaging (Professional skill set)

Learner performance in assessment tasks is judged by assessors using rubrics which describe two levels of satisfactory performance (a grading scale of 'good/ meets requirements' or 'excellent/ exceeds requirements') There is no grading in the final unit outcome. However, the rubrics do not always accurately reflect the requirements of the unit, sometimes introducing extraneous benchmarks; and the line or 'cut-point' between the levels is not always clear. This means the assessment decision-making rules used to make assessment judgements do not always reflect the requirements of the unit or accurately describe what constitutes a satisfactory or competent level of performance, and this may affect the validity of the evidence produced and the assessment judgement made.

SF 1.5.2

CUA41115 Certificate IV in Photography and Photo Imaging

CUA60515 Advanced Diploma of Music Industry

It is not clear that the Knowledge Evidence requirements of the units of competency are fully assessed.

This affects the validity of the evidence and assessment judgements.

Strengths

The RTO's focus on quality delivery in a specialist industry sector, the creative arts, has attracted trainers with considerable expertise in their fields. The trainers all demonstrated a commitment to helping every individual student reach their potential. The Manager is from the industry himself and has a hands-on approach to his role.

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Audit Summary – 2016 VRQA Guidelines for VET Providers

2016 VRQA Guidelines	Compliant	Non-Compliant	Not audited
1. Governance, Financial viability and Management systems			
1.1 – Strategic Plan and Business Plan			X
1.2 – Financial Viability			X
1.3 – Management Systems			X
1.4 – Governance			X
2. Transparency and oversight of third parties			
2.1 – Third party agreement			X
2.2 – Co-operation with VRQA			X
2.3 – Notifying VRQA of third-party agreements			X
2.4 – Information - Disclosure of third-party services			X
2.5 – Pre-enrolment materials - Disclosure of third-party services			X
2.6 – Changes to third party services			X
2.7 – Complaints - Third party services			X
2.8 – Appeals - Third party services			X
3. Trainer and assessor qualification (including individuals working under the supervision of a trainer)			
3.1 – Vocational and Industry skill requirements	X		
3.2 – Training and Assessment (TAE) skill requirements	X		
3.3 – Assessment only skill requirements			X
3.4 – Supervision arrangement requirements			X
3.5 – Trainer under supervision skill requirements			X
4. Delivery of training and assessment services			
4.1 – Training and assessment practices		X	
4.2 – Amount of training		X	
4.3 – TAE - Independent validation of assessment system, tools, processes and outcomes			X
4.4 – TAE – Trainer and Assessor skills (1 January 2016 to 31 December 2016)			X
4.5 – TAE – Trainer and Assessor skills (1 January 2017 onwards)			X
4.6 – TAE – Trainer under supervision requirements			X

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4.7 – TAE – Registration requirements			X
5. Annual Declaration of Compliance			
5.1 – Annual Declaration of Compliance			X

Summary of Non-Compliance⁴

GF.4.1.1

CUA41115 Certificate IV in Photography and Photo Imaging [delivered as part of a dual Qualification with **CUA31115 Certificate III in Visual Arts (Photography)**]

The TAS does not provide a rationale for the amount of training provided to the cohort of learners as described in the TAS to show how it meets their needs, and includes a significant amount of unsupervised learning without sufficient defined activities allocated to it to show how it contributes to the student's learning.

GF.4.1.2

CUA41115 Certificate IV in Photography and Photo Imaging (Professional skill set)

The TAS for this non-endorsed skill set does not provide a rationale for the amount of training provided to the cohort of learners as described in the TAS to show how it meets their needs, and includes a significant amount of unsupervised learning without sufficient defined activities allocated to it to show how it contributes to the student's learning.

GF.4.2.1

CUA41115 Certificate IV in Photography and Photo Imaging [delivered as part of a dual qualification with **CUA31115 Certificate III in Visual Arts (Photography)**]

The TAS does not provide a rationale for the amount of training provided to the cohort of learners as described in the TAS to show how it meets their needs, and includes a significant amount of unsupervised learning without sufficient defined activities allocated to it to show how it contributes to the student's learning.

GF.4.2.2

CUA41115 Certificate IV in Photography and Photo Imaging (Professional skill set)

The TAS for this non-endorsed skill set does not provide a rationale for the amount of training provided to the cohort of learners as described in the TAS to show how it meets their needs, and includes a significant amount of unsupervised learning without sufficient defined activities allocated to it to show how it contributes to the student's learning.

Strengths

⁴ GF = Guideline Finding. Finding references are aligned to the Detailed Findings section of this report.

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Detailed Findings - AQTF Conditions of Registration

CONDITION 1 - Governance	Not audited in Phase 2 audit
CONDITION 2 - Interactions with the Registering Body	Not audited in Phase 2 audit
CONDITION 3 - Compliance with Legislation	Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Staff Induction Handbook – obligations and responsibilities are clearly communicated • Student Handbook pp.25–34, including Code of Conduct, Access and Equity, Equal Opportunity and Anti-harassment policy, relevant legislation. • Student Pre-Enrolment and Information Pack. See S.2.3 • Enrolment Form • Interview with Alycia Davis, Compliance and Office Manager – She emails all staff to notify them of any changes with a link to the document update in the Operations Manual. They also have a document register and a legislation register with the last date reviewed on it, to keep track of changes and ensure only the most recent document is used. 	

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CONDITION 4 - Insurance	Not audited in Phase 2 audit
CONDITION 5 - Financial Management	Not audited in Phase 2 audit
CONDITION 6 - Certification and Issuing of Qualifications and Statements of Attainment	Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Operations Manual Sections 19. POLICY – Accounts and Records, 20. PROCEDURE – Accounts and Records, summary at 1.1.14 • Operations Manual Section 15. POLICY – Reporting and Provision of information • Interview with Alycia Davis, Compliance and Office Manager: <ul style="list-style-type: none"> – The Student Management System used is VETTrak. – Current student files are stored in the administration office in a locked filing cabinet. Upon student completion, they are archived and stored in a locked cupboard on the premises. VETTrak keeps all student records stored on their cloud. The student and staff portal, Oxyhub, is Moodle-based and is backed up every night on a secure server in the building. – They print Statements of Attainment and notify withdrawn students, but many don't collect their Statements of Attainment. • 1 x Certificate for CUA60515 Advanced Diploma of Music Industry. The Certificate uses (Performance) or (Sound Production) to identify the two specialisations offered. • 1 x Statement of Attainment for units from CUA41115 Certificate IV in Photography and Photo Imaging • 9 x student files, including enrolment forms with the USI application privacy notice and authorisation notice. 	

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CONDITION 7 - Recognition of Qualifications Issued by other RTOs	Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Student Handbook p.22–23, Recognition of Prior Learning, Nationally Recognised Qualifications and Credit Transfer • Operations Manual, Section 27.8 Recognition of Qualifications • Interview with Alycia Davis, Compliance and Office Manager – Not many completely new students apply for Credit Transfer, but many students transition from Certificate III to Certificate IV or from Diploma to Advanced Diploma within the College, and they are generally able to access some Credit Transfer. • Training Plans for CUA60515 Advanced Diploma of Music Industry showing the Credit Transfer process implemented in VETTrak. 	

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CONDITION 8 - Accuracy and Integrity of Marketing		Non-Compliant
Evidence/Documentation Reviewed		
<ul style="list-style-type: none"> Website http://www.oxygencollege.com.au/ Print-based marketing materials Enrolment Form – includes a section requesting permission to use the applicant's images/works Operations Manual, Section 23. POLICY – Promotional activities, website and other publications, including social media, 24. PROCEDURE – Promotional activities, website and other publications, 23.4 Information and Image Release, 23.9 Permission Marketing Review Form – This is completed and filed with all marketing materials to check they meet requirements. 		
CF.8.1	Finding	Required Rectification(s)
	<p>The RTO's marketing and advertising to prospective clients refers to endorsed training products incorrectly and is misleading.</p> <p><i>Evidence</i></p> <p>The marketing materials viewed include groups of units promoted as skill sets, including:</p> <ul style="list-style-type: none"> – CUA41115 Certificate IV in Photography and Photo Imaging (Skill Set) – CUA40915 Certificate IV in Music Industry (Ableton Skill Set) – CUA40915 Certificate IV in Music Industry (Sound Production Skill Set). <p>Skill Sets are an endorsed product and each one has their own code. These groups of units are not endorsed skill sets.</p> <p>The auditor notes that:</p> <ul style="list-style-type: none"> • The Photography Skill Set Professional Information booklet states clearly on p.1 that students will receive a Statement of Attainment, not the full Qualification. 	<p>The RTO must ensure its marketing and advertising refers to endorsed training products correctly so prospective applicants cannot be misled.</p>

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<ul style="list-style-type: none"> Students are given a compliant Statement of Attainment for the units upon successful completion of the course. 	
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CONDITION 9 - Transition to Training Packages/Expiry of Accredited Courses	Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> Operations Manual, Section 27.7.24 – 27.7.27 Updates to Training Packages and Accredited Courses Operations Manual, Section 27.9 Transitional Arrangements Website http://www.oxygencollege.com.au/ and flyers do not advertise superseded courses Certification templates are accurate Learning and assessment resources do not relate to superseded courses 9 x enrolment forms – no students are enrolled in superseded courses. 	

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Detailed Findings - AQTF Standards

ELEMENT 1.1 - The RTO collects, analyses and acts on relevant data for continuous improvement of training and assessment.	Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Operations Manual Section 36. Policy – Continuous improvement and quality assurance policy, 37. Procedure – Continuous improvement and quality assurance policy • Operations Manual Section 3.2 Professional Development, 5.4 Application for Professional Development • Operations Manual Section 6. Procedure – Surveys • Operations Manual Section 22.2 Internal Audits • Interview with Alycia Davis, Compliance and Office Manager: <ul style="list-style-type: none"> – Most trainers are still active in their industries so have live contacts and current information – At the 8-week point and at end of course, administrative staff conduct face-to-face interviews using an anonymous student feedback form with no student name on it. The results are summarised and taken to management meetings. Withdrawal surveys are sent through Survey Monkey but are not always returned. – Spot checks are conducted if a problem is noted in order to see if it is a problem with a whole class or just one student. – She does an annual internal audit – Often informal reports or conversations about what is working and not working may develop into a search for a change and a strategy. The Manager is very hands-on in devising strategies. – Alycia described the PD to get staff to identify their cohort in specifics as part of developing a student retention strategy – Surveys or complaints are brought to board meetings, which comprise the department managers plus industry representatives and the Manager – Industry Engagement Report sessions are conducted annually – the respondents come into Oxygen for a day to discuss courses and resources. 	

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- Organisational Flow Chart
- AQTF learner and employer survey reports for **CUA60515 Advanced Diploma of Music Industry** and **CUA41115 Certificate IV in Photography and Photo Imaging**
- Internal anonymous student surveys viewed
- Minutes from Team Meetings, staff meetings, management meetings – including detail of discussion on many relevant continuous improvement issues
- Continuous Improvement Register spreadsheet, including many relevant items.
- Industry Engagement Reports for **CUA60515 Advanced Diploma of Music Industry** April 2019, and **CUA41115 Certificate IV in Photography and Photo Imaging** Dec 2018, Jan 2019
- Emails viewed which show engagement with industry through guest speakers, provision of venues and master classes by industry leaders.

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ELEMENT 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.	Non-Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Training and Assessment Strategy for CUA60515 Advanced Diploma of Music Industry (Performance) <ul style="list-style-type: none"> – The TAS contains a clear, detailed and specific cohort description, particularly in relation to the characteristics of creative people. All students are continuing and have previously completed the combined one-year CUA40915 Certificate IV in Music Industry (Performance) and CUA50815 Diploma of Music Industry (Performance) at Oxygen College. – The TAS provides a rationale for clustering the units and assessment tasks. – The course comprises 820 nominal hours, with 576 hours delivered in the classroom = 70% of nominal hours. – The TAS states that the RTO's course totals 1776 hours, more than double the nominal hours. This includes 1200 hours of unsupervised learning, calculated as 30 hours per week x 40 weeks. – The 1200 hours are to be spent on private study "including practice of skills, completing assessments, assistance from trainer, learning consolidation" (Duration and Schedule section). While no breakdown of allocated tasks is provided, the 1200 hours is the RTO's own expectation and is well above the nominal hours. • Interview with Philip Kearney, trainer and assessor CUA60515 Advanced Diploma of Music Industry (Performance) – The 1200 unsupervised hours would be largely spent on instrument practice of 2 hours per day x 5 days per week minimum, plus they can come in and use the studios on non-class days. Also, they may need to practise a lot with the three new software programs in order to get good at them. The nominal hours of the course would not be sufficient to enable a student to meet industry expectations of skills. • Interview with Chris Wheelwright, trainer and assessor CUA60515 Advanced Diploma of Music Industry (Performance) – The 1200 unsupervised hours would mainly be spent on instrumental practice, a lot of song-writing and critical listening. Only the best students would be doing this amount of time consistently, many will not. They could probably pass doing less but the goal of the course is not to merely pass but to establish the right work ethic in order to be able to succeed in the industry. It would be unfair to enforce the 1200 hours and police it as it is down to the student's individual choice. • Training and Assessment Strategy for CUA41115 Certificate IV in Photography and Photo Imaging <ul style="list-style-type: none"> – The TAS contains a clear, detailed and specific cohort description, particularly in relation to the characteristics of creative people. 	

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- The TAS provides a rationale for clustering the units and assessment tasks.
- The one-year course actually delivers the **CUA31115 Certificate III in Visual Arts (Photography)** combined with the **CUA41115 Certificate IV in Photography and Photo Imaging**, and the 'amount of training' figures in the TAS relate to the combined course, not just the Certificate IV Qualification.
- Training and Assessment Strategy for **CUA41115 Certificate IV in Photography and Photo Imaging** (Professional skill set)
 - See CF.8.1 for explanation of the title used for this course. It comprises 6 units from the Qualification.
- Learning resources and required equipment – see S.1.3
- Trainer and assessor qualifications – see S.1.4
- Student Pre-Enrolment Process and Information Pack – see SF.2.3
- 9 x completed LLN assessments
- 2 x Core Skills Profile for Adults outcomes reports
- Industry Engagement Reports for **CUA60515 Advanced Diploma of Music Industry** April 2019, and **CUA41115 Certificate IV in Photography and Photo Imaging** Dec 2018, Jan 2019 – also see SF.1.1
- Interview with Lucinda Goodwin, trainer and assessor **CUA41115 Certificate IV in Photography and Photo Imaging** – She thinks 800 hours of unsupervised learning activities is accurate although it may not be evenly spread across the weeks. Students are preparing for exhibitions at the moment, working autonomously and only checking in when they need help. They also spend time doing full-day test shoots, shoots, planning, post-production at home, bumping in and out from events.
- Interview with Travis Trewin, Ballarat trainer and assessor **CUA41115 Certificate IV in Photography and Photo Imaging** (Professional skill set):
 - The course hours calculation has omitted 2 x 4-hour weekend outdoor portrait workshops which are conducted with the trainer.
 - During the 168 unsupervised hours, students would be doing mood boards, preparation for photo shoots and research. Also, shooting images takes a lot of time. He encourages students to watch YouTube clips on Photoshop to explore what they can do, more than what is possible in class. Files are also provided on Oxyhub to practise Photoshop skills.
 - It wouldn't be likely that a full-time employed student would spend 8 hours every weekend, it would be more like 4–6 hours on average and may vary from week to week – for example, it might be more if the student was doing a photoshoot.

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SF.1.2.1	Finding	Required Rectification(s)
	<p>CUA41115 Certificate IV in Photography and Photo Imaging (delivered as part of a dual qualification with CUA31115 Certificate III in Visual Arts (Photography))</p> <p>The TAS does not provide a rationale for the amount of training provided to the cohort of learners as described in the TAS to show how it meets their needs, and includes a significant amount of unsupervised learning without sufficient defined activities allocated to it to show how it contributes to the student's learning.</p> <p><i>Evidence</i></p> <ul style="list-style-type: none"> The TAS (Target groups section) describes the cohort as creative people who are "generally part-time or casual workers who are dedicated to a career path within the photo industry and have committed to a full-time study load" because they are "committed and expect an intensified learning environment". The TAS (Duration and Schedule section) states that the 1365 nominal hours of the dual-qualification course are delivered in 612 classroom hours = <u>45% of nominal hours</u>. The TAS states that there are 800 hours of unsupervised learning (20 hours per week x 40 weeks), which are to be spent on "<i>further research, practice/development of skills, completing assessments/planning, assistance from trainers via supervised open access to studios</i>". It is not clear how much time would be spent on each category of activity, nor whether the total figure is calculated from an actual analysis of assigned or probable learning and practice tasks, or is just a general statement of expectation about the time students should spend outside of class. Students attend class 2½ days (17 hours) per week + 20 hours per week of unsupervised learning tasks = an average of 37 hours per week over the duration of the course. This is in addition to any part-time or casual work or other commitments. 	<p>SF 1.2.1 - The RTO must provide a rationale for the amount of training provided to the cohort of learners as described in the TAS to show how it meets their needs, and show how the amount of unsupervised learning contributes to the student's learning.</p> <p>RTO Comments: "Oxygen College does not agree with the audit findings that resulted in a non-compliant audit judgement. As per standard 1.2 we are required to meet the specified requirements of the relevant training package or accredited course. The requirement to deliver 70% of the nominal hours is not outlined within the AQTF or the VRQA and therefore, it is out of opinion that the methodology is unreliable and invalid."</p> <p>VRQA Comments: The RTO is to provide the updated TAS with rationale for the amount of training provided CUA41115 – Certificate IV in Photography and Photo Imaging.</p>

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SF.1.2.2	Finding	Required Rectification(s)
	<p>CUA41115 Certificate IV in Photography and Photo Imaging (Professional skill set)</p> <p>The TAS for this non-endorsed skill set does not provide a rationale for the amount of training provided to the cohort of learners as described in the TAS to show how it meets their needs, and includes a significant amount of unsupervised learning without sufficient defined activities allocated to it to show how it contributes to the student's learning.</p> <p><i>Evidence</i></p> <ul style="list-style-type: none"> The TAS describes the cohort as highly motivated and creative people who have completed the CUA31115 Certificate III in Visual Arts (Photography) or have equivalent skill levels (<i>Target groups</i> section); and who are "usually busy (work/family)... [so] can only commit to attending a part-time program"; and who "prefer slower paced learning to allow for skill development" (<i>Duration and Schedule</i> section). The TAS (<i>Duration and Schedule</i> section) states that the 470 nominal hours of the six units are delivered in 263 hours (<u>56% of the nominal hours</u>), comprised of: <ul style="list-style-type: none"> 63 classroom hours (3 hours per week x 21 weeks) = <u>< 14% of nominal hours</u>. 168 hours of unsupervised learning (8 hours per week x 21 weeks) to be spent on "<i>further research, practice/development of skills, completing assessments/planning, assistance from trainers via supervised open access to studios</i>". It is not clear how much time would be spent on each category of activity, nor whether the total figure is calculated from an actual analysis of assigned or probable learning and practice tasks, or is just a general statement of expectation about the time students should spend outside of class. 32 hours of learning consolidation (8 hours per week x 4 weeks after course delivery is completed) to be spent on "<i>extra research / skill development, completing works and assessments, further trainer support via supervised open access to studios or one on one</i>". At interview the trainer, Travis Trewin, stated that a full-time employed student would be more likely to spend 4-6 hours on average per week outside of class rather than 8 hours. His comments relate to his knowledge of Ballarat students. 	<p>SF 1.2.2 - The RTO must provide a rationale for the amount of training provided to the cohort of learners as described in the TAS to show how it meets their needs; and show how the amount of unsupervised learning contributes to the student's learning.</p> <p>RTO Comments: "Oxygen College does not agree with the audit findings that resulted in a non-compliant audit judgement. As per standard 1.2 we are required to meet the specified requirements of the relevant training packafe or accredited course. The requirement to deliver 70% of the nominal hours is not outlined within the AQTF or the VRQA and therefore, it is out opinion that the methodology is unreliable and invalid."</p> <p>VRQA Comments: The RTO is to provide the updated TAS with rational for the amount of training provided in Certificate IV in Photography and Photo Imaging (Professional skill set).</p>

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SF.1.2.3	Finding	Required Rectification(s)
	<p>CUA41115 Certificate IV in Photography and Photo Imaging (Professional skill set) The RTO has not accurately identified the training product in the TAS.</p> <p><i>Evidence</i></p> <ul style="list-style-type: none"> The TAS uses the title above. However, while the course consists of 6 units from the Qualification, it is not an endorsed skill set. 	<p>The RTO must accurately identify the training products it delivers.</p>

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ELEMENT 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.	Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Interviews with 4 trainers and assessors, delivery schedules – staffing is sufficient for the programs delivered • Learning and assessment materials for selected units from CUA60515 Advanced Diploma of Music Industry (Performance) and CUA41115 Certificate IV in Photography and Photo Imaging • Oxyhub – a Moodle-based staff and student portal and resource repository which enables flexible student access to learning and assessment materials, their individual progress details and course requirements • Physical facilities are of industry standard and are sufficient for the current and planned number of students. <p>Geelong Campus (visited by auditor)</p> <ul style="list-style-type: none"> • 3 x classrooms equipped with 20 music/sound stations and 18 iMac computers • 1 x 120-seat auditorium • 4 x recording studios • 4 x rehearsal suites • 1 x editing suite equipped with 3 high spec iMac Computers • 3 x photography studios • access to a variety of equipment such as strobe flashes, tripods and lighting equipment • 2 x equipment/prop storerooms • 2 x visual arts classrooms • 2 x art studios equipped with 18 art easels • 1 x drying and ventilation booth 	

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- 1 x gallery and exhibition space
- 1 x student lounge and break room area

Ballarat Campus (not visited by auditor, photographs supplied)

- 1 x classroom equipped with 18 iMac computers
- 3 x photography studios
- 1 x art studio equipped with 18 art easels
- 1 x student break area.

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<p>ELEMENT 1.4 - Training and assessment is delivered by trainers and assessors who:</p> <ul style="list-style-type: none"> a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and b) have the relevant vocational competencies at least to the level being delivered or assessed, and c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence. 	<p>Compliant</p>
<p>Evidence/Documentation Reviewed</p>	
<p>Philip Kearney – trainer and assessor in CUA60515 Advanced Diploma of Music Industry</p> <ul style="list-style-type: none"> • Bachelor of Arts – Deakin University 2007 • CUS60109 Advanced Diploma of Music – Oxygen College 2015 • CUA50109 Diploma of Music – Oxygen College 2011 • CUS30109 Certificate III in Music – Oxygen College 2011 • TAE40110 Certificate IV in Training and Assessment – LP Communications 2011, including <i>TAEASS502 Design and Develop Assessment Tools</i> • <i>TAELLN401A Address adult language, literacy and numeracy skills</i> – LP Communications 2014 • CV, trainer skills matrix, PD log, evidence of vocational currency • PD log, evidence of professional development in competency-based training and assessment • Working with Children check <p>Chris Wheelwright-- trainer and assessor in CUA60515 Advanced Diploma of Music Industry</p> <ul style="list-style-type: none"> • Bachelor of Music – University of Kent at Canterbury 1996 • CUS50109 Diploma of Music – Oxygen College 2011 	

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- **TAE40110 Certificate IV in Training and Assessment** – LP Communications 2011 including *TAEASS502 Design and Develop Assessment Tools*
- *TAELLN401A Address adult language, literacy and numeracy skills* – LP Communications 2014
- CV, trainer skills matrix, PD log, evidence of vocational currency
- PD log, evidence of professional development in competency-based training and assessment
- Working with Children check

Pepe Minutoli – trainer and assessor in **CUA60515 Advanced Diploma of Music Industry**

- **Bachelor of Creative Technology (Audio Engineering and Sound Production)** – JMC Academy 2011
- **TAE40110 Certificate IV in Training and Assessment** – HBA Learning centres 2013
- *TAELLN401A Address adult language, literacy and numeracy skills* – LP Communications 2017
- *TAEASS502 Design and Develop Assessment Tools* – Australian Forensic Services 2019
- CV, trainer skills matrix, PD log, evidence of vocational currency
- PD log, evidence of professional development in competency-based training and assessment
- No Working with Children check on file. At interview, Alycia Davis, Compliance and Office Manager, stated that the trainer does not take classes with students aged under 18.

Daniel Siketa – trainer and assessor in **CUA60515 Advanced Diploma of Music Industry**

- **CUA60209 Advanced Diploma of Sound Production** – Oxygen College 2016
- **CUS50209 Diploma of Sound Production** – Oxygen College 2015
- **CUS30209 Certificate III in Technical Production** – Oxygen College 2015

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- **TAE40110 Certificate IV in Training and Assessment** – LP Communications 2017, including *TAELLN401A Address adult language, literacy and numeracy skills*
- *TAEASS502 Design and Develop Assessment Tools* – Australian Forensic Services 2019
- CV, trainer skills matrix, PD log, evidence of vocational currency
- PD log, evidence of professional development in competency-based training and assessment
- Working with Children check.

Noeleen McKeag – trainer and assessor in **CUA41115 Certificate IV in Photography and Photo Imaging**

- **CUA50411 Diploma of Photo Imaging** – Oxygen College 2015
- **BSB40407 Certificate IV in Small Business Management** – BRACE 2013
- **TAE40110 Certificate IV in Training and Assessment** – Gordon TAFE 2016, including *TAELLN401A Address adult language, literacy and numeracy skills*
- *TAEASS502 Design and develop assessment tools* – Australian Forensic Services 2019
- CV, trainer skills matrix, PD log, evidence of vocational currency
- PD log, evidence of professional development in competency-based training and assessment
- Working with Children check

Lucinda Goodwin – trainer and assessor in **CUA41115 Certificate IV in Photography and Photo Imaging**

- **CUA40403 Certificate IV in Photoimaging** – NMIT 2012
- **CUV50407 Diploma of Photo Imaging** – NMIT 2013
- **TAE40116 Certificate IV in Training and Assessment** – Gordon TAFE 2018
- CV, trainer skills matrix, PD log, evidence of vocational currency

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- PD log, evidence of professional development in competency-based training and assessment
- Working with Children check.

Travis Trewin – trainer and assessor in **CUA41115 Certificate IV in Photography and Photo Imaging**

- **Bachelor of Arts (Photography)** – RMIT 1995
- **Diploma of Film and Television Production** – Queensland School of Film and Television 1999
- Statement of Attainment for 6 modules from **3300BZA Advanced Certificate in Arts and Design** – Chisholm 2017
- **TAE40110 Certificate IV in Training and Assessment** – LP Communications 2016 including *TAEELN401A Address adult language, literacy and numeracy skills*
- *TAEASS502 Design and develop assessment tools* – Australian Forensic Services 2019
- CV, trainer skills matrix, PD log, evidence of vocational currency
- PD log, evidence of professional development in competency-based training and assessment
- Working with Children check.

Warwick Nation – trainer and assessor in **CUA41115 Certificate IV in Photography and Photo Imaging**

- **CUA50915 Diploma of Photography and Photoimaging** – Oxygen College 2018
- **TAE40116 Certificate IV in Training and Assessment** – Inspire Education 2018
- CV, trainer skills matrix – The CV shows no professional or freelance photographic experience before his employment at Oxygen College. However, at interview Alycia Davis, Compliance and Office Manager, stated that he was hired because he was a student and staff knew he was an excellent photographer; that is, they had first-hand knowledge of his vocational expertise.
- PD log, evidence of professional development in competency-based training and assessment

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- Working with Children check.

David Bailey – trainer and assessor in **CUA41115 Certificate IV in Photography and Photo Imaging**

- **CUA41115 Certificate IV in Photography and Photo Imaging** – Oxygen College 2018
- **TAE40110 Certificate IV in Training and Assessment** – LP Communications 2017 including *TAE40110 Address adult language, literacy and numeracy skills*
- *TAEASS502 Design and develop assessment tools* – Australian Forensic Services 2019
- CV, trainer skills matrix, PD log, evidence of vocational currency has been provided
- PD log, evidence of professional development in competency-based training and assessment
- Working with Children check

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<p>ELEMENT 1.5 - Assessment including Recognition of Prior Learning (RPL):</p> <ul style="list-style-type: none"> 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. 	<p>Non-Compliant</p>
<p>Evidence/Documentation Reviewed</p>	
<ul style="list-style-type: none"> Operations Manual, Section 27.6 Moderation and Validation of Assessment Operations Manual, Section 27.5 Recognition of Prior Learning (RPL) Training and Assessment Strategies for the three Qualifications audited state: "Note: RPL is offered to all students at the time of enrolment however due to Oxygen college's unique learning experience student's (sic) generally determine that RPL will not give them the same level of holistic industry experience and therefore do not apply for RPL." RPL documents include an Application for Recognition Kit and Form with unit templates Interview with Alycia Davis, Compliance and Office Manager – no one ever applies for RPL. 4-year Assessment validation plan and detailed schedule for 2019 Assessment Validation Report for units from CUA41115 Certificate IV in Photography and Photo Imaging Dec 2018 – a robust process with useful comments made. Assessment Validation Report for units from CUA60515 Advanced Diploma of Music Industry Nov 2018 – a robust process with useful comments made. Pre-assessment validation Checklists for CUA41115 Certificate IV in Photography and Photo Imaging – Dec 2018, Jan 2019 <p>CUA60515 Advanced Diploma of Music Industry</p> <ul style="list-style-type: none"> Assessment tools for the units <i>CUAMPF601 Present a music performance</i> and <i>CUAMCP602 Extend techniques for composing music</i>, including: <ul style="list-style-type: none"> – Student Assessment workbooks – Trainer Guides, with model answers and assessment rubrics 	

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- Mappings
 - Record of outcomes are on Oxyhub.
 - 3 x completed student assessments for the two selected units:
 - 3 x print workbooks for *CUAMCP602 Extend techniques for composing music*
 - Assessments for *CUAMPF601 Present a music performance* viewed on Oxyhub
 - Interview with Philip Kearney, trainer and assessor for **CUA60515 Advanced Diploma of Music Industry:**
 - The trainer and assessor gave some examples of reasonable adjustment made for individual students, and of learner support provided.
 - Students are provided with detailed feedback on Oxyhub – he finds it easier to write detailed feedback while actually watching the student videos.
 - On Oxyhub, students can see their own progress on assessments, trainer feedback, and outcomes according to the rubrics which they get copies of.
 - The Advanced Diploma year (Year 2 of the course) focusses on the student's future in the music industry, their autonomous development and pursuit of their own career. The value to students is more in networking, skills development and experiences rather than having the credential. This is where striving for excellence is important.
 - Interview with Chris Wheelwright, trainer and assessor for **CUA60515 Advanced Diploma of Music Industry:**
 - The trainer and assessor gave some examples of reasonable adjustment made for individual students, and of learner support provided.
 - The trainer and assessor stated that the two-level rubric is a way of giving students encouragement to push themselves and to not want to simply pass.
- CUA41115 Certificate IV in Photography and Photo Imaging**
- Assessment tools for the units *CUARES403 Research history and theory to inform own arts practice* and *CUAPHI401 Capture images in response to a brief*, including:
 - Student Assessment workbooks
 - Mappings

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<ul style="list-style-type: none"> – Assessor Guides with model answers and marking rubrics – Record of outcomes are on Oxyhub • 3 x completed student assessments for the two selected units • Students are provided with feedback • Interview with Lucinda Goodwin, trainer and assessor for CUA41115 Certificate IV in Photography and Photo Imaging <ul style="list-style-type: none"> – The trainer and assessor gave some examples of reasonable adjustment made for individual students and of learner support provided. – She finds the higher level feedback helps students go a bit further, to strive to go beyond the brief. <p>CUA41115 Certificate IV in Photography and Photo Imaging (Skill Set)</p> <ul style="list-style-type: none"> • Assessment tools for the units <i>CUAPHI401 Capture images in response to a brief</i> and <i>CUAPPR405 Develop and discuss ideas for own creative work</i> • 3 x completed student assessments for the two selected units • Interview with Travis Trewin, Ballarat trainer and assessor for CUA41115 Certificate IV in Photography and Photo Imaging (Skill Set): <ul style="list-style-type: none"> – The trainer and assessor gave some examples of reasonable adjustment made for individual students and of learner support provided. – Travis ensures that the 'meets requirements' column is actually a judgement to industry standard by relying on his industry experience to judge whether a client would pay for the work. He is not sure why there is an 'exceeds requirements' column. 		
SF.1.5.1	Finding	Required Rectification(s)
	<p>CUA60515 Advanced Diploma of Music Industry (Performance)</p> <p>CUA41115 Certificate IV in Photography and Photo Imaging</p> <p>CUA41115 Certificate IV in Photography and Photo Imaging (Professional skill set)</p> <p>Learner performance in assessment tasks is judged by assessors using rubrics which describe two levels of satisfactory performance (a grading scale of 'good/ meets requirements' or 'excellent/ exceeds requirements') There is no grading in the final unit outcome. However, the rubrics do not always accurately reflect the</p>	<p>The RTO must ensure that the assessment decision-making rules used to make assessment judgements comply with the principle of validity by reflecting the requirements of the unit and accurately describing what constitutes a satisfactory or competent level of performance.</p>

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requirements of the unit, sometimes introducing extraneous benchmarks; and the line or 'cut-point' between the levels is not always clear. This means the assessment decision-making rules used to make assessment judgements do not always reflect the requirements of the unit or accurately describe what constitutes a satisfactory or competent level of performance, and this may affect the validity of the evidence produced and the assessment judgement made.

Evidence

- **CUA60515 Advanced Diploma of Music Industry (Performance)**

The rubric for *CUAMCP602 Extend techniques for composing music* Task 3 Demo recordings (attached) requires the assessor to distinguish between two levels of performance, Satisfactory – 'good' and 'excellent' – in relation to a number of Aspects. One Aspect relates to attendance which is not part of the unit and should not be used to contribute to a judgement of competency in the unit.

Another Aspect relates to doing more than the minimum of two recordings with no other criteria or descriptors to justify this as a sign of excellence (a higher level of performance).

- **CUA60515 Advanced Diploma of Music Industry (Performance)**

Rubric for *CUAMPF601 Present a music performance* (attached). This unit states that it: "applies to... instrumentalists or vocalists who use high level technical, musicianship and stagecraft skills to engage audiences in a wide range of repertoire within an area of specialisation". The unit's Performance Evidence requires the student to "engage the audience with high level performance mastery of repertoire and well-developed stagecraft skills; and to monitor and adjust own performance to achieve the required sound and maintain performance flow and audience experience".

Considering these requirements, some of the 'good' rubric items appear to describe a level less than competent, for example, "Interacted with the audience through parts of the performance", "Was on cue at the start of the piece", "Contributed to one of the following music elements...".

In other Aspects, it is difficult to distinguish what may actually be the difference (or cut point) between the 'good' and 'excellent' levels, for example, "Assisted with the presentation of the performance" and "Greatly assisted with the presentation of the performance." No more detailed evidence has been collected and

RTO Comments SF 1.5.1:

The RTO does not agree – Decision still stands.

VRQA COMMENT SF 1.5.1:

The RTO is required to provide their Assessment Mapping for the units listed below:

- CUAMCP602 Extend techniques for composing music
- CUAMPF601 Present a music performance
- CUARES403 Research history and theory to inform own arts practice and
- CUAPHI401 Capture images in response to a brief
- CUAPPR405 Develop and discuss ideas for own creative work

<p>evaluated in an evidence collection tool such as an observation checklist to support the judgements expressed in the rubric.</p> <ul style="list-style-type: none"> • CUA41115 Certificate IV in Photography and Photo Imaging and CUA41115 Certificate IV in Photography and Photo Imaging (Skill Set) The rubric for <i>CUAPHI401 Capture images in response to a brief</i> Task Photoshoot 1 Exposure (attached) gives assessors the choice of assessing satisfactory work as meeting or exceeding the unit requirements. Some of the descriptors for 'meets requirements' contain a suggestion for improvement, such as "some images requiring more accurate exposure", "more effective use of depth of field would enhance images". This approach is not appropriate if a student's work is satisfactory/competent according to the unit requirements. 	
SF.1.5.2 Finding	Required Rectification(s)
<p>CUA41115 Certificate IV in Photography and Photo Imaging CUA60515 Advanced Diploma of Music Industry</p> <p>It is not clear that the Knowledge Evidence requirements of the units of competency are fully assessed. This affects the validity of the evidence and assessment judgements.</p> <p><i>Evidence</i></p> <ul style="list-style-type: none"> • All mappings are done only to whole Task level, which is often insufficient to identify where particular Performance or Knowledge Evidence items are assessed. • <i>CUAPHI401 Capture images in response to a brief</i> – the Knowledge Evidence item "Summarise work health and safety and other legal requirements that may apply to photo imaging shoots" is mapped to Task 3 (a Yes/No checklist for checking the ergonomics of a computer workstation) and Task 11 (a Done/Not Required pre-shooting checklist including items such as lenses cleaned, phone charged, told someone where I'm going, sunscreen and hat). Neither of these tasks meets the requirements of the Knowledge Evidence item. • <i>CUARES403 Research history and theory to inform own arts practice</i> – the Foundation Skills table maps PCS 1.1, 2.4, 3.3 to Oral Communication and Interact with others. "Discussions throughout research and 	<p>The RTO must ensure the Knowledge Evidence requirements of the units of competency are fully assessed and valid evidence collected to ensure that assessment judgements are valid.</p> <p>RTO Comments SF 1.5.2: The RTO does not agree – Decision still stands.</p> <p>VRQA COMMENT SF 1.5.2: The RTO is required to provide their Assessment Mapping for the units listed below:</p> <ul style="list-style-type: none"> • CUAMCP602 Extend techniques for composing music

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<p>exploration of ideas" is a Criterion on the Assessment Rubric for Photoshoot 1: Historical Recreation, but no evidence is collected or recorded of oral communication or interaction with others. There are no items on a dated observation checklist or other valid, authenticated evidence collection tool.</p> <p>At interview the assessor, Lucinda Goodwin, stated that students present their work but evidence of this is not recorded.</p> <ul style="list-style-type: none"> • <i>CUAMCP602 Extend techniques for composing music</i> – Performance Criterion (PC) "1.3 Listen to and evaluate the work of master composers, and identify techniques that could be applied to own practice" is mapped to Task 1, which has 9 significant sub-parts. The assessor, Chris Wheelwright, stated that this PC is assessed in Task 1.4, which asks the student to take a provided file of Ravel's Bolero and create their own arrangement using the digital audio software Ableton. It is not clear that this task meets the intention of the Performance Criterion. • <i>CUAMCP602 Extend techniques for composing music</i> – Task 2 asks students to create two contrasting composition briefs using Ableton, responding to feedback from the trainer over several sessions. This task is mapped to 11 different PCs including: <ul style="list-style-type: none"> – 1.4 Develop networking strategies to cultivate relationships that will enhance own professional practice – 1.5 Document professional development goals, and establish criteria for monitoring and evaluating own skill development – 2.1 Devise a practice plan that incorporates goals for refining composition techniques – 2.2 Seek feedback from others and critically review own compositions – 3.3 Experiment with options for realising musical ideas, and refine in discussion with appropriate people – 3.5 Listen to and evaluate work in progress with appropriate people, and seek creative and technical feedback – 4.3 Seek feedback on compositions from appropriate personnel, and incorporate their suggestions and ideas into own future professional development strategies. <p>The evidence collected for Task 2 consists of:</p>	<ul style="list-style-type: none"> • CUAMPF601 Present a music performance • CUARES403 Research history and theory to inform own arts practice and • CUAPHI401 Capture images in response to a brief • CUAPPR405 Develop and discuss ideas for own creative work
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- The resulting two final Ableton files
- A one-page development plan for each composition where the student briefly identifies particular musical choices and their reasons for them
- A signed trainer statement that the student created the Ableton files and that sufficient contrast was identified between them
- A Trainer feedback space where the trainer records the feedback they gave the student.

At interview the assessor, Chris Wheelwright, stated that students cannot listen to each other's' compositions as Ableton only plays through headphones and logistically it would be too time-consuming for students to listen and give each other feedback, so the students only receive the trainer's feedback.

The task itself and the evidence collected do not meet all aspects of the Performance Criteria listed above.

- *CUAMCP602 Extend techniques for composing music* –several Performance Criteria require students to discuss and interact with others, including peers. The Foundation Skills table, which identifies the language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance, maps Performance Criteria 1.1–1.3, 2.1, 2.2, 3.1, 3.3, 3.5, 4.3 to Oral Communication, and Performance Criteria 1.1, 1.2, 2.2, 2.4, 3.3, 3.5 to Interact with others. However, little or no evidence is collected or recorded of oral communication or interaction with others.

At interview the assessor, Chris Wheelwright, stated that there is always class discussion before they write down their answers in the Assessment workbook, but it is not documented.

- *CUAPHI401 Capture images in response to a brief* – the Mapping supplied had the wrong unit details pasted into it, so the coverage of the unit couldn't be checked this way. Neither the auditor nor the assessor, Lucinda Goodwin, could identify where several Knowledge Evidence items were assessed.

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2.1 - The RTO establishes the needs of clients and delivers services to meet these needs.	Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Training and Assessment Strategies for CUA60515 Advanced Diploma of Music Industry (Performance), CUA41115 Certificate IV in Photography and Photo Imaging and CUA41115 Certificate IV in Photography and Photo Imaging (Professional skill set) provide a detailed description of the characteristics and needs of the student cohort. They also clearly outline the qualities they seek in students for the creative arts industry sector, such as creativity, autonomy and commitment. • Student Pre-Enrolment Process – see SF.2.3 – This is a detailed process and designed to select the most suitable students. • Student Information Pack – handed out to all applicants during their tour; contains detailed information on the learning supports available to students • Student Handbook pp.41–42 covers Learning Support, including details of contacts for broader support such as mental health and drug and alcohol services • 9 x Student files including Student File Checklist, VET Student Loans Checklist (if applicable), Training Plan with record of any CT granted, enrolment forms, CSPA results, Applicant Questionnaire with trainer comments noting need for support if identified, Staff Briefing Booklet including Suitability Benchmarks completed by interviewer, financial documentation, Notes sheet • 9 x completed LLN assessments – these are customised for each Qualification to increase applicant engagement. • 2 x Core Skills Profile for Adults outcomes reports • Interview with Alycia Davis, Compliance and Office Manager – they have recently focussed on the ‘student journey’ in an effort to improve retention rates and consequently expanded the role of the Student Liaison Officer. She described the staff Professional Development session where staff identified their cohort in specifics as part of developing a student retention strategy. • Interview with Philip Kearney, trainer and assessor for CUA60515 Advanced Diploma of Music Industry (Performance): <ul style="list-style-type: none"> – Students often have good technical/musical skills but are not so good at the academic /writing side. Some have no prior post-secondary schooling and go straight into the Diploma because they have good musical skills. They sometimes accept school leavers too, who may need to learn how to write an essay. – They try to keep the group small, to a maximum of 18 students so they can work with individuals and give them the support they need. The group this year is only 8, it would normally be about 12–16. – They run a weekly drop-in class with a trainer timetabled; or students can make an arrangement with a particular trainer. They can come here for digital skills also. 	

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- Mental health issues can be a problem in creative arts students, and often they can suffer performance anxiety as well. Their focus is performance, so writing and research may be difficult for them. Students may have less stable living arrangements outside of class. The college aims to develop a good student culture where everyone is supportive of each other. They have a representative from the local Headspace to talk at induction, and they will refer students to them if appropriate. Staff refer students with more serious problems to the Student Liaison Officer.
- Selection is by audition and normally two people evaluate the audition. They probably audition twice as many applicants as they accept.
- The completion rate is about 80%. This year 2 out of 8 students will be NYC; they are still participating and getting what they want, but not handing in the paperwork, despite all the support they have received. Students struggle with the autonomy required at the Advanced Diploma level – he finds this is the thing he needs to develop most in them.
- Interview with Lucinda Goodwin, Geelong trainer and assessor for **CUA41115 Certificate IV in Photography and Photo Imaging**:
 - Learning support classes are twice a week with a trainer available. She approaches individual students if she notices any problems. She gets around the students when they are working in small groups or pairs – she can interact with individuals, check their progress and understanding, and give further explanation if needed. She will see students individually out of class if they request it.
 - Digital literacy on Macs is critical. They have introduced a digital literacy pre-training assessment on Oxyhub at induction for this reason; they look for student lack of capability in Macs. Students who are identified are offered a 1–2-hour introduction to Macs; the College also has videos on Oxyhub showing students how to use various bits of software which they can access from home too.
 - Last course the completion rates was only 53% which was unusual. Some got full-time work, moved out of the area or withdrew for family reasons. There are 10 students in the current class; a couple of these may end up NYC but the majority will complete successfully. Some students with family issues were given extensions and 1:1 help but eventually decided to withdraw, taking out Statements of Attainment, and to re-enrol next year.
- Interview with Travis Trewin, Ballarat trainer and assessor for **CUA41115 Certificate IV in Photography and Photo Imaging** (Professional skill set):
 - There is a support trainer in all classes. They may not have the TAE but they have digital photography skills so it is great for when students are learning Photoshop. They run a 2 ½ hour support class once a week, when students can come and use the facilities with a trainer available. Two of his students need help to get their submissions in for family reasons so he is running a 4-hour one-off (unpaid) session for them to help them get through.
 - Generally, students without the required level of digital skills are not accepted.

AQTF Essential Conditions and Standards for Continuing Registration & VRQA Guidelines for VET Providers - Audit Report

Audit Date: 31 Oct to 01 Nov 2019

RTO: Cinimod Enterprises Pty Ltd, t/a Oxygen College

2.2 - The RTO continuously improves client services by collecting, analysing and acting upon relevant data.	Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Operations Manual, Section 36. Policy – Continuous improvement and quality assurance policy, 37. Procedure – Continuous improvement and quality assurance policy • Operations Manual Section 3.2 Professional Development, 5.4 Application for Professional Development • Operations Manual Section 6. Procedure – Surveys • Operations Manual Section 22.2 Internal Audits • Continuous Improvement Register spreadsheet including many relevant items • Industry Engagement Report sessions are conducted annually. The respondents come into Oxygen for a day to discuss courses and resources. • Organisational Flow Chart • AQTF learner and employer survey reports for CUA60515 Advanced Diploma of Music Industry and CUA41115 Certificate IV in Photography and Photo Imaging • Internal anonymous student surveys viewed • Minutes from Team Meetings, staff meetings, management meetings, including detail of discussion on many relevant continuous improvement issues • Industry Engagement Reports for CUA60515 Advanced Diploma of Music Industry April 2019, and CUA41115 Certificate IV in Photography and Photo Imaging Dec 2018, Jan 2019 • Emails viewed which show engagement with industry through guest speakers, provision of venues and master classes by industry leaders • Interview with Alycia Davis, Compliance and Office Manager: <ul style="list-style-type: none"> – Most trainers are still active in their industries so have live contacts and current information – She does an annual internal audit – At the 8-week point and at end of course, administrative staff conduct face-to-face interviews using an anonymous student feedback form with no student name on it. The results are summarised and taken to management meetings. Withdrawal surveys are sent through Survey Monkey but are not always returned. 	

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- Spot checks are conducted if a problem is noted in order to see if it is a problem with a whole class or just one student.
- Often informal reports or conversations about what is working and not working may develop into a search for a change and a strategy. The Manager is very hands-on in devising strategies.
- Alycia described the PD to get staff to identify their cohort in specifics as part of developing a student retention strategy.
- Surveys or complaints are brought to board meetings, which comprise the department managers plus industry representatives and the Manager.

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RTO: Cinimod Enterprises Pty Ltd, t/a Oxygen College

2.3 - Before clients enrol or enter into an agreement, the RTO informs them about the training, assessment and support services to be provided, and about their rights and obligations.	Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Website http://www.oxygencollege.com.au/ includes information on fees and full details of courses • Other print marketing information is clear and detailed • Operations Manual, Section 3.4 Student support policy • Pre-Enrolment Procedure has 5 steps: <ol style="list-style-type: none"> 1. Enquiry – enquirer receives the relevant course Information Booklet by email or when attending the tour 2. Tour and briefing – attendees receive a Pre-Enrolment Information Pack, applicant questionnaire, pre-enrolment meeting letter, information regarding the audition/interview and VET student loan checklist 3. Complete the Core Skills Profile for Adults (CSPA) online LLN assessment for Diploma and above (required for the purposes of VET Student Loans), and the in-house LLN for other courses 4. Interview and/or audition 5. Pre-enrolment meeting to discuss funding options. • Pre-Enrolment Information Packs for CUA60515 Advanced Diploma of Music Industry (Performance), CUA41115 Certificate IV in Photography and Photo Imaging and CUA41115 Certificate IV in Photography and Photo Imaging (Professional skill set) containing: <ul style="list-style-type: none"> – Information booklet for the course with list of units, course overview, learning outcomes, delivery schedule, possible course outcomes, application process, audition requirements if applicable, course fees, VET student loans if applicable, in-house LLN questionnaire if applicable, Statement of Fees. NOTE: The Photography Skill Set Professional Information booklet states clearly on p.1 that students will receive a Statement of Attainment, not the full Qualification. – Student Enrolment Checklist – Pre-enrolment meeting information – Student responsibilities information sheet 	

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- VET Student Loans eligibility information and Request form
- Excursions permission form
- Information on learning support classes
- In-house LLN questionnaires are contextualised to the course content.
- Digital literacy PTR assessment has been introduced this year for photography to identify if students need to attend a specialised Mac program before course starts.
- 9 x Student files including Student File Checklist, VET Student Loans Checklist (if applicable), Training Plan with record of any CT granted, enrolment forms, CSPA results, Applicant Questionnaire with trainer comments noting need for support if identified, Staff Briefing Booklet including Suitability Benchmarks completed by interviewer, financial documentation, Notes sheet
- Interview with Alycia Davis, Compliance and Office Manager:
 - The CSPA only assesses numeracy and reading so students also do the in-house LLN assessment to assess their writing and oral communication (at interview). The LLNs are assessed by administrative staff who either have the full TAE or at least *TAELLN401A Address adult language, literacy and numeracy skills*.
 - Before a class starts, the trainer can view the pre-enrolment assessments in VETTrak.

2.4 - 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.

Not audited

2.5 - Learners receive training, assessment and support services that meet their individual needs.

Compliant

Evidence/Documentation Reviewed

See SF.2.1 and SF. 2.3.

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RTO: Cinimod Enterprises Pty Ltd, t/a Oxygen College

2.6 - Learners have timely access to current and accurate records of their participation and progress.	Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Student Handbook p.44 Access to Your Records • Operations Manual, Section 51. Procedure – Access to record procedure • Interview with Alycia Davis, Compliance and Office Manager – students can look at Oxyhub and see their current assessment outcomes and progress records at any time. For details of any conduct or disciplinary matters, they have to make a formal request. 	

2.7 - The RTO provides appropriate mechanisms and services for learners to have complaints and appeals addressed efficiently and effectively.	Compliant
Evidence/Documentation Reviewed	
<ul style="list-style-type: none"> • Operations Manual, Section 38. Policy – Complaints and Appeals and 39. Procedure – Complaints and Appeals • Student Handbook pp.34–35 Complaints and Appeals • Complaints and Appeals Register • Interview with Alycia Davis, Compliance and Office Manager – The RTO has had a couple of serious complaints this year, one of which eventually required the involvement of WorkSafe. WorkSafe approved the RTO's processes and the way they had been implemented. 	

Audit Date: 31 Oct to 01 Nov 2019

RTO: Cinimod Enterprises Pty Ltd, t/a Oxygen College

3.1 - The RTO's management of its operations ensures clients receive the services detailed in their agreement with the RTO.	Compliant
<p>Evidence/Documentation Reviewed</p> <ul style="list-style-type: none"> • See SF.2.3. The pre-enrolment process is thorough and the information provided is detailed and clear. • Operations Manual Section 4 – Student selection and enrolment policy • Operations Manual Section 7– Procedure – Student selection and enrolment policy • Operations Manual Section 25 – Policy, Eligibility and Enrolment, including 25.1 Pre-Training Review and 25.2 Enrolment process; and Section 26 – Procedure Eligibility and Enrolment • Enrolment Form and related documents – fees and funding information are included and are detailed and clear • 9 x Training Plans in student folders • Student Enrolment Checklist • Organisational Flow Chart showing reporting lines • Minutes from Team Meetings, staff meetings, management meetings demonstrate the engagement of all staff with the RTO operation and include details of discussion on continuous improvement issues. • Continuous Improvement Register spreadsheet including many relevant items. • AQTF learner and employer survey reports for CUA60515 Advanced Diploma of Music Industry and CUA41115 Certificate IV in Photography and Photo Imaging • Internal anonymous student surveys viewed • Attendance rolls – the trainer marks attendance directly on to VETTrak on the trainer computer in classrooms. • Interview with Alycia Davis, Compliance and Office Manager: <ul style="list-style-type: none"> – The RTO has recently focussed on the 'student journey' in an effort to improve retention rates, and has consequently expanded the role of the Student Liaison Officer. 	

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- The RTO has added a new digital literacy assessment to its pre-enrolment interview procedure with a view to identifying any support needs early.
- Interviews with the following trainers relating to their own and the RTO's practice of training, assessment, student support and reasonable adjustment:
 - Philip Kearney, trainer and assessor, **CUA60515 Advanced Diploma of Music Industry (Performance)**
 - Chris Wheelwright, trainer and assessor, **CUA60515 Advanced Diploma of Music Industry (Performance)**
 - Lucinda Goodwin, trainer and assessor, **CUA41115 Certificate IV in Photography and Photo Imaging**
 - Travis Trewin, trainer and assessor, **CUA41115 Certificate IV in Photography and Photo Imaging** (Professional skill set).

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RTO: Cinimod Enterprises Pty Ltd, t/a Oxygen College

3.2 - The RTO uses a systematic and continuous improvement approach to the management of operations.	Compliant
<ul style="list-style-type: none"> • Operations Manual Section 36. Policy – Continuous improvement and quality assurance policy, 37. Procedure – Continuous improvement and quality assurance policy • Operations Manual Section 3.2 Professional Development, 5.4 Application for Professional Development • Operations Manual Section 6. Procedure – Surveys • Operations Manual Section 22.2 – Internal Audits • Operations Manual Section 3. Policy – Provision of the Training Services and Section 5. Procedure – Provision of the Training Services • Organisational Flow Chart showing reporting lines • Minutes from Team Meetings, staff meetings, management meetings demonstrate the engagement of all staff with the RTO operation and include detail of discussion on continuous improvement issues. • Continuous Improvement Register spreadsheet including many relevant items. • AQTF learner and employer survey reports for CUA60515 Advanced Diploma of Music Industry and CUA41115 Certificate IV in Photography and Photo Imaging • Internal anonymous student surveys viewed • Interview with Alycia Davis, Compliance and Office Manager: <ul style="list-style-type: none"> – She does an annual internal audit – At the 8-week point and at end of course, administrative staff conduct face-to-face interviews using an anonymous student feedback form with no student name on it. The results are summarised and taken to management meetings. Withdrawal surveys are sent through Survey Monkey but are not always returned. – Spot checks are conducted if a problem is noted in order to see if it is a problem with a whole class or just one student. – Often informal reports or conversations about what is working and not working may develop into a search for a change and a strategy. The Manager is very hands-on in devising strategies. – Alycia described the PD to get staff to identify their cohort in specifics as part of developing a student retention strategy. – Surveys or complaints are brought to board meetings, which comprise the department managers plus industry representatives and the Manager. 	

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3.3 - The RTO monitors training and/or assessment services provided on its behalf to ensure that it complies with all aspects of the AQTF Essential Conditions and Standards for Continuing Registration.

Not audited

3.4 - The RTO manages records to ensure their accuracy and integrity.

Compliant

- Operations Manual, Section 40. Policy – Document Development and Control policy, including version control
- Operations Manual, Section 41. Procedure – Document development procedure, Section 42. Procedure – Document Control Procedure, including 42.4 Document details table
- File Completion Checklist and Student Enrolment Checklist – used to check all steps of a process and/or all documents are completed
- 9 x Student files including Student File Checklist, VET Student Loans Checklist (if applicable), Training Plan with record of any CT granted, enrolment forms, CSPA results, Applicant Questionnaire with trainer comments noting need for support if identified, Staff Briefing Booklet including Suitability Benchmarks completed by interviewer, financial documentation, Notes sheet
- Student progress, training and assessment records viewed on Oxyhub
- Interview with Alycia Davis, Compliance and Office Manager – Administrative staff are responsible for managing records, including a data entry administrator and RTO administrator.

Audit Date: 31 Oct to 01 Nov 2019

RTO: Cinimod Enterprises Pty Ltd, t/a Oxygen College

Detailed Findings – 2016 VRQA Guidelines for VET Providers

GUIDELINE 1.1 - An RTO must ensure that it has a current strategic plan and a detailed business plan which have been approved by its governing body.

- a) An RTO ensures the strategic plan details the overall vision, mission, board of directors and strategic directions of the RTO and clearly indicates that provision of vocational education is a primary purpose of the RTO.
- b) An RTO ensures the business plan details the operational and workforce development arrangements for a three-year period that incorporates:
 - i. description of the business including an organisation chart, courses, location(s) and facilities
 - ii. a continuous improvement plan or risk management strategy
 - iii. a work force development plan
 - iv. strategic alliances with other education or service providers or third-party arrangements
 - v. training and assessment delivery including proposed facilities and delivery hours

**Not Audited in
Phase 2 audit**

GUIDELINE 1.2 - An RTO demonstrates its financial viability and its capacity to sustain quality VET into the future by ensuring it has a three-year financial plan that includes:

- a) projected student enrolments by qualifications
- b) a range of financial indicators, including
 - i. cash flow
 - ii. current ratio of total current assets versus total current liabilities (equal to or greater than 1)
 - iii. debt ratio Total Liabilities/Total Assets (equal to or less than 1)
- c) the VET provider shows that it has a financial guarantor with the capacity to service the guarantee and/or to demonstrate sufficient working capital to operate for at least 6 months without tuition fees.
- d) details about whether any person involved in the management or provision of courses by the RTO meets any of the descriptions listed in section 4.3.11(2) of the Act.

**Not audited in
Phase 2 audit**

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RTO: Cinimod Enterprises Pty Ltd, t/a Oxygen College

GUIDELINE 1.3 - An RTO ensures that it has management systems that include:

- a) management information including:
 - I. details of company incorporation in Australia (alternatively evidence of being an incorporated body in receipt of government funds)
 - II. a physical address of the company in Victoria for the purposes of serving notices
 - III. details of the directors, CEO/PEO and senior management members with associated police checks and Working With Children Checks if students are under 18 years of age
 - IV. confirmation that at least one Director or CEO/PEO has his/her principal residence in Victoria
 - V. contact arrangements for the CEO/PEO including during holidays and other closure periods
 - VI. a physical addresses for the location of financial, student and staff records including archives and computer back up storage
- b) a financial management system including a system for managing student fee payments and student refunds
- c) a student records management system that includes the capacity to provide the VRQA with AVETMISS compliant data and to ensure that copies of student records are
 - I. not able to be withheld from the RTO; and
 - II. able to be provided in electronic and print versions, at no cost to the VRQA in the event that the VET provider ceases operations
- d) a staff records management system including arrangements which ensure that for each staff member involved in training and assessment, the RTO holds verified documentation indicating each staff member's qualification and skills.

**Not audited in
Phase 2 audit**

GUIDELINE 1.4 - An RTO ensures that it has appropriate governance structures that includes:

- a) transparent governance and ownership arrangements, such as a Board of Directors, governing council, executive management and academic management
- b) a governance structure that includes appropriate appointments of persons for oversight of academic/educational integrity and quality assurance, such that:
 - i. for an RTO with anticipated ongoing operation of less than 150 equivalent full time students or an annual student fee turnover of less than \$1.5m per annum, persons are appointed with suitable qualifications and experience; and
 - ii. for all other RTOs, a governance committee is established that includes individuals who are independent of the RTO's ownership and are employed with suitable qualifications and experience
- c) a CEO/PEO and members of the RTO's senior management team with appropriate qualifications and educational experience.

**Not audited in
Phase 2 audit**

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RTO: Cinimod Enterprises Pty Ltd, t/a Oxygen College

<p>GUIDELINE 2.1 - An RTO ensures that where services are provided on its behalf by a third party the provision of those services is the subject of a written agreement.</p> <ul style="list-style-type: none"> • A <i>third party</i> means any party that provides services on behalf of the RTO but does not include a party to a contract of employment with the RTO. • <i>Services</i> mean training, assessment, related educational or support services and/or any activities related to the recruitment of prospective students, but does not include student counselling, mediation or ICT support services. 	<p>Not audited</p>
<p>GUIDELINE 2.2 – An RTO ensures that any third party delivering services on its behalf is required, under a written agreement, to cooperate with the VRQA:</p> <ul style="list-style-type: none"> a) by providing accurate and factual responses to information requests from the VET Regulator relevant to the delivery of services; and b) for the purposes of the conduct of any audit or monitoring of its operations. 	<p>Not audited</p>
<p>GUIDELINE 2.3 – An RTO notifies the VRQA of any written agreement entered into under Guideline 2.2 for the delivery of services on its behalf:</p> <ul style="list-style-type: none"> a) within 30 calendar days of the agreement being entered into or prior to the obligations under the agreement taking effect, whichever occurs first; and b) within 30 calendar days of the agreement coming to an end. 	<p>Not audited</p>
<p>GUIDELINE 2.4 – Information, whether disseminated directly by an RTO or by another party on its behalf, is both accurate and factual, including by:</p> <ul style="list-style-type: none"> a) clarifying whether a third party is recruiting prospective students for an RTO on its behalf; and b) distinguishing where it is delivering training and assessment on behalf of another RTO or where training and assessment is being delivered on its behalf by a third party. 	<p>Not audited</p>

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<p>GUIDELINE 2.5 - Prior to the enrolment of students or the commencement of training and assessment, whichever comes first, an RTO provides, in print or through referral to an electronic copy, current and accurate information that:</p> <ul style="list-style-type: none"> a) enables the student to make informed decisions about undertaking training with the RTO and b) (at a minimum) includes the name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the student on an RTO's behalf 	<p>Not audited</p>
<p>GUIDELINE 2.6 - Where there are any changes to agreed services, an RTO advises the student of those changes as soon as practicable, including in relation to any relevant changes to existing or new third-party arrangements or changes in ownership.</p>	<p>Not audited</p>
<p>GUIDELINE 2.7 - An RTO has a complaints policy to manage and respond to allegations involving the conduct of:</p> <ul style="list-style-type: none"> a) the RTO, its trainers, assessors or other staff; b) a third-party providing services on the RTO's behalf, its trainers, assessors or other staff; or c) a student of the RTO. 	<p>Not audited</p>
<p>GUIDELINE 2.8 - An RTO has an appeals policy to manage a request for the review of a decision, including an assessment decision, made by an RTO or a third party providing services on the RTO's behalf.</p>	<p>Not audited</p>

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RTO: Cinimod Enterprises Pty Ltd, t/a Oxygen College

<p>GUIDELINE 3.1 In addition to the requirements specified in Guidelines 3.2 and 3.3, an RTO's training and assessment is only delivered only by persons who have:</p> <ul style="list-style-type: none"> a) vocational competencies at least to the level being delivered and assessed; b) current industry skills directly relevant to the training and assessment being provided; and c) current knowledge and skills in vocational training and learning that informs their training and assessment. <p>Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.</p>	Compliant
<p>Philip Kearney – trainer and assessor in CUA60515 Advanced Diploma of Music Industry</p> <ul style="list-style-type: none"> • Bachelor of Arts – Deakin University 2007 • CUS60109 Advanced Diploma of Music – Oxygen College 2015 • CUA50109 Diploma of Music – Oxygen College 2011 • CUS30109 Certificate III in Music – Oxygen College 2011 • TAE40110 Certificate IV in Training and Assessment – LP Communications 2011, including <i>TAEASS502 Design and Develop Assessment Tools</i> • <i>TAELLN401A Address adult language, literacy and numeracy skills</i> – LP Communications 2014 • CV, trainer skills matrix, PD log, evidence of vocational currency • PD log, evidence of professional development in competency-based training and assessment <p>Chris Wheelwright – trainer and assessor in CUA60515 Advanced Diploma of Music Industry</p> <ul style="list-style-type: none"> • Bachelor of Music – University of Kent at Canterbury 1996 • CUS50109 Diploma of Music – Oxygen College 2011 • TAE40110 Certificate IV in Training and Assessment – LP Communications 2011 including <i>TAEASS502 Design and Develop Assessment Tools</i> • <i>TAELLN401A Address adult language, literacy and numeracy skills</i> – LP Communications 2014 	

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- CV, trainer skills matrix, PD log, evidence of vocational currency
- PD log, evidence of professional development in competency-based training and assessment

Pepe Minutoli – trainer and assessor in **CUA60515 Advanced Diploma of Music Industry**

- **Bachelor of Creative Technology (Audio Engineering and Sound Production)** – JMC Academy 2011
- **TAE40110 Certificate IV in Training and Assessment** – HBA Learning centres 2013
- *TAELLN401A Address adult language, literacy and numeracy skills* – LP Communications 2017
- *TAEASS502 Design and Develop Assessment Tools* – Australian Forensic Services 2019
- CV, trainer skills matrix, PD log, evidence of vocational currency
- PD log, evidence of professional development in competency-based training and assessment

Daniel Siketa – trainer and assessor in **CUA60515 Advanced Diploma of Music Industry**

- **CUA60209 Advanced Diploma of Sound Production** – Oxygen College 2016
- **CUS50209 Diploma of Sound Production** – Oxygen College 2015
- **CUS30209 Certificate III in Technical Production** – Oxygen College 2015
- **TAE40110 Certificate IV in Training and Assessment** – LP Communications 2017, including *TAELLN401A Address adult language, literacy and numeracy skills*
- *TAEASS502 Design and Develop Assessment Tools* – Australian Forensic Services 2019
- CV, trainer skills matrix, PD log, evidence of vocational currency
- PD log, evidence of professional development in competency-based training and assessment

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Noeleen McKeag – trainer and assessor in **CUA41115 Certificate IV in Photography and Photo Imaging**

- **CUA50411 Diploma of Photo Imaging** – Oxygen College 2015
- **BSB40407 Certificate IV in Small Business Management** – BRACE 2013
- *TAEASS502 Design and develop assessment tools* – Australian Forensic Services 2019
- **TAE40110 Certificate IV in Training and Assessment** – Gordon TAFE 2016, including *TAELLN401A Address adult language, literacy and numeracy skills*
- CV, trainer skills matrix, PD log, evidence of vocational currency
- PD log, evidence of professional development in competency-based training and assessment

Lucinda Goodwin – trainer and assessor in **CUA41115 Certificate IV in Photography and Photo Imaging**

- **CUA40403 Certificate IV in Photoimaging** – NMIT 2012
- **CUV50407 Diploma of Photo Imaging** – NMIT 2013
- **TAE40116 Certificate IV in Training and Assessment** – Gordon TAFE 2018
- CV, trainer skills matrix, PD log, evidence of vocational currency
- PD log, evidence of professional development in competency-based training and assessment

Travis Trewin – trainer and assessor in **CUA41115 Certificate IV in Photography and Photo Imaging**

- **Bachelor of Arts (Photography)** – RMIT 1995
- **Diploma of Film and Television Production** – Queensland School of Film and Television 1999
- Statement of Attainment for 6 modules from **3300BZA Advanced Certificate in Arts and Design** – Chisholm 2017
- **TAE40110 Certificate IV in Training and Assessment** – LP Communications 2016 including *TAELLN401A Address adult language, literacy and numeracy skills*

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- *TAEASS502 Design and develop assessment tools* – Australian Forensic Services 2019
- CV, trainer skills matrix, PD log, evidence of vocational currency
- PD log, evidence of professional development in competency-based training and assessment

Warwick Nation – trainer and assessor in **CUA41115 Certificate IV in Photography and Photo Imaging**

- **CUA50915 Diploma of Photography and Photoimaging** – Oxygen College 2018
- **TAE40116 Certificate IV in Training and Assessment** – Inspire Education 2018
- CV, trainer skills matrix – The CV shows no professional or freelance photographic experience before his employment at Oxygen College. However, at interview Alycia Davis, Compliance and Office Manager, stated that he was hired because he was a student and staff knew he was an excellent photographer; that is, they had first-hand knowledge of his vocational expertise.
- PD log, evidence of professional development in competency-based training and assessment

David Bailey – trainer and assessor in **CUA41115 Certificate IV in Photography and Photo Imaging**

- **CUA41115 Certificate IV in Photography and Photo Imaging** – Oxygen College 2018
- **TAE40110 Certificate IV in Training and Assessment** – LP Communications 2017 including *TAELLN401A Address adult language, literacy and numeracy skills*
- *TAEASS502 Design and develop assessment tools* – Australian Forensic Services 2019
- CV, trainer skills matrix, PD log, evidence of vocational currency has been provided
- PD log, evidence of professional development in competency-based training and assessment

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RTO: Cinimod Enterprises Pty Ltd, t/a Oxygen College

GUIDELINE 3.2 An RTO's training and assessment is only delivered only by persons who have the qualifications specified in Item 1 or Item 2 of Schedule 1 of these Guidelines.	Compliant
<p>Philip Kearney – trainer and assessor in CUA60515 Advanced Diploma of Music Industry</p> <ul style="list-style-type: none"> • <i>TAE40110 Certificate IV in Training and Assessment</i> – LP Communications 2014 • <i>TAE40110 Certificate IV in Training and Assessment</i> – LP Communications 2011, including <i>TAEASS502 Design and Develop Assessment Tools</i> <p>Chris Wheelwright – trainer and assessor in CUA60515 Advanced Diploma of Music Industry</p> <ul style="list-style-type: none"> • <i>TAE40110 Certificate IV in Training and Assessment</i> – LP Communications 2014 • <i>TAE40110 Certificate IV in Training and Assessment</i> – LP Communications 2011, including <i>TAEASS502 Design and Develop Assessment Tools</i> <p>Pepe Minutoli – trainer and assessor in CUA60515 Advanced Diploma of Music Industry</p> <ul style="list-style-type: none"> • <i>TAE40110 Certificate IV in Training and Assessment</i> – HBA Learning centres 2013 • <i>TAE40110 Certificate IV in Training and Assessment</i> – LP Communications 2017 • <i>TAEASS502 Design and Develop Assessment Tools</i> – Australian Forensic Services 2019 <p>Daniel Siketa – trainer and assessor in CUA60515 Advanced Diploma of Music Industry</p> <ul style="list-style-type: none"> • <i>TAE40110 Certificate IV in Training and Assessment</i> – LP Communications 2017, including <i>TAE40110 Certificate IV in Training and Assessment</i> • <i>TAEASS502 Design and Develop Assessment Tools</i> – Australian Forensic Services 2019 	

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Noeleen McKeag – trainer and assessor in **CUA41115 Certificate IV in Photography and Photo Imaging**

- **TAE40110 Certificate IV in Training and Assessment** – Gordon TAFE 2016, including *TAELLN401A Address adult language, literacy and numeracy skills*
- *TAEASS502 Design and develop assessment tools* – Australian Forensic Services 2019

Lucinda Goodwin – trainer and assessor in **CUA41115 Certificate IV in Photography and Photo Imaging**

- **TAE40116 Certificate IV in Training and Assessment** – Gordon TAFE 2018

Travis Trewin – trainer and assessor in **CUA41115 Certificate IV in Photography and Photo Imaging**

- **TAE40110 Certificate IV in Training and Assessment** – LP Communications 2016 including *TAELLN401A Address adult language, literacy and numeracy skills*
- *TAEASS502 Design and develop assessment tools* – Australian Forensic Services 2019

Warwick Nation – trainer and assessor in **CUA41115 Certificate IV in Photography and Photo Imaging**

- **TAE40116 Certificate IV in Training and Assessment** – Inspire Education 2018

David Bailey – trainer and assessor in **CUA41115 Certificate IV in Photography and Photo Imaging**

- **TAE40110 Certificate IV in Training and Assessment** – LP Communications 2017, including *TAELLN401A Address adult language, literacy and numeracy skills*
- *TAEASS502 Design and develop assessment tools* – Australian Forensic Services 2019

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GUIDELINE 3.3 Where a person conducts assessment only, an RTO ensures that the person has the qualification specified in Item 1 or Item 2 or Item 3 of Schedule 1 of these Guidelines.

Not audited

GUIDELINE 3.4 Where the RTO, in delivering training and assessment, engages an individual who is not a qualified trainer and/or assessor, the individual works under the supervision of a qualified trainer and/or assessor and must not determine assessment outcomes.

Not audited

GUIDELINE 3.5 An RTO ensures that any individual working under the supervision of a trainer:

- a) holds the skill set defined in Item 4 of Schedule 1 of these Guidelines;
- b) has vocational competencies at least to the level being delivered and assessed; and
- c) has current industry skills directly relevant to the training and assessment being provided.

Not audited

Audit Date: 31 Oct to 01 Nov 2019

RTO: Cinimod Enterprises Pty Ltd, t/a Oxygen College

GUIDELINE 4.1 - An RTO's training and assessment strategies and practices, including the amount of training it provides, are consistent with the requirements of the training packages and VET accredited courses and enable each student to meet the requirements for each unit of competency or module in which the student is enrolled.

Non-Compliant

- See SF.1.2
- Training and Assessment Strategy for **CUA60515 Advanced Diploma of Music Industry (Performance)**
 - The TAS contains a clear, detailed and specific cohort description, particularly in relation to the characteristics of creative people.
 - The TAS provides a rationale for clustering the units and assessment tasks.
 - The course comprises 820 nominal hours, with 576 hours delivered in the classroom = 70% of nominal hours.
 - The TAS states that the RTO's course totals 1776 hours, more than double the nominal hours. This includes 1200 hours of unsupervised learning, calculated as 30 hours per week x 40 weeks. While no breakdown of allocated tasks is provided, the 1200 hours is the RTO's own expectation and is well above the nominal hours.
- Training and Assessment Strategy for **CUA41115 Certificate IV in Photography and Photo Imaging**
 - The TAS contains a clear, detailed and specific cohort description, particularly in relation to the characteristics of creative people.
 - The TAS provides a rationale for clustering the units and assessment tasks.
 - The one-year course actually delivers the **CUA31115 Certificate III in Visual Arts (Photography)** combined with the **CUA41115 Certificate IV in Photography and Photo Imaging**, and the 'amount of training' figures in the TAS relate to the combined course, not just the Certificate IV Qualification.
- Training and Assessment Strategy for **CUA41115 Certificate IV in Photography and Photo Imaging** ((Professional Skill Set)
 - The TAS contains a clear, detailed and specific cohort description, particularly in relation to the characteristics of creative people.
- Interview with Lucinda Goodwin, trainer and assessor **CUA41115 Certificate IV in Photography and Photo Imaging**:
She thinks 800 hours of unsupervised learning activities is accurate although it may not be evenly spread across the weeks. Students are preparing for exhibitions at the moment, working autonomously and only checking in when they need help. They also spend time doing full day test shoots, shoots, planning, post-production at home, bumping in and out from events.

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- Interview with Travis Trewin, Ballarat trainer and assessor **CUA41115 Certificate IV in Photography and Photo Imaging (Professional skill set)**:
The course hours calculation has omitted 2 x 4-hour weekend outdoor portrait workshops which are conducted with the trainer.

GF.4.1.1	Finding	Required Rectification(s)
	<p>CUA41115 Certificate IV in Photography and Photo Imaging (delivered as part of a dual Qualification with CUA31115 Certificate III in Visual Arts (Photography))</p> <p>The TAS does not provide a rationale for the amount of training provided to the cohort of learners as described in the TAS to show how it meets their needs, and includes a significant amount of unsupervised learning without sufficient defined activities allocated to it to show how it contributes to the student's learning.</p> <p><i>Evidence</i></p> <ul style="list-style-type: none"> The TAS (Target groups section) describes the cohort as creative people who are “generally part-time or casual workers who are dedicated to a career path within the photo industry and have committed to a full-time study load” because they are “committed and expect an intensified learning environment”. The TAS (Duration and Schedule section) states that the 1365 nominal hours of the dual Qualification course are delivered in 612 classroom hours = <u>45% of nominal hours</u>. The TAS states that there are 800 hours of unsupervised learning (20 hours per week x 40 weeks), which are to be spent on “further research, practice/development of skills, completing assessments/planning, assistance from trainers via supervised open access to studios”. It is not clear how much time would be spent on each category of activity, nor whether the total figure is calculated from an actual analysis of assigned or probable learning and practice tasks, or is just a general statement of expectation about the time students should spend outside of class. Students attend class 2½ days (17 hours) per week + 20 hours per week of unsupervised learning tasks = an average of 37 hours per week over the duration of the course. This is in addition to any part-time or casual work or other commitments. 	<p>The RTO must provide a rationale for the amount of training provided to the cohort of learners as described in the TAS to show how it meets their needs, and show how the amount of unsupervised learning contributes to the student's learning.</p>

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GF.4.1.2	Finding	Required Rectification(s)
	<p>CUA41115 Certificate IV in Photography and Photo Imaging (Professional skill set)</p> <p>The TAS does not provide a rationale for the amount of training provided to the cohort of learners as described in the TAS to show how it meets their needs, and includes a significant amount of unsupervised learning without sufficient defined activities allocated to it to show how it contributes to the student's learning.</p> <p><i>Evidence</i></p> <ul style="list-style-type: none"> The TAS describes the cohort as highly motivated and creative people who have completed the CUA31115 Certificate III in Visual Arts (Photography) or have equivalent skill levels (<i>Target groups</i> section); and who are "usually busy (work/family)... [so] can only commit to attending a part-time program"; and who "prefer slower paced learning to allow for skill development" (<i>Duration and Schedule</i> section). The TAS (<i>Duration and Schedule</i> section) states that the 470 nominal hours of the six units are delivered in 263 hours (56% of the nominal hours), comprised of: <ul style="list-style-type: none"> 63 classroom hours (3 hours per week x 21 weeks) = <u>< 14% of nominal hours</u>. 168 hours of unsupervised learning (8 hours per week x 21 weeks) to be spent on "<i>further research, practice/development of skills, completing assessments/planning, assistance from trainers via supervised open access to studios</i>". It is not clear how much time would be spent on each category of activity, nor whether the total figure is calculated from an actual analysis of assigned or probable learning and practice tasks, or is just a general statement of expectation about the time students should spend outside of class. 32 hours of learning consolidation (8 hours per week x 4 weeks after course delivery is completed) to be spent on "<i>extra research / skill development, completing works and assessments, further trainer support via supervised open access to studios or one on one</i>". At interview the trainer, Travis Trewin, stated that: <ul style="list-style-type: none"> During the 168 unsupervised hours, he thought students would be doing mood boards, preparation for photo shoots and research. Also, shooting images takes a lot of time. He encourages students to watch 	<p>The RTO must provide a rationale for the amount of training provided to the cohort of learners as described in the TAS to show how it meets their needs, and show how the amount of unsupervised learning contributes to the student's learning.</p> <p>RTO Comments:</p> <p>"Oxygen College does not agree with the audit findings that resulted in a non-compliant audit judgement. As per standard 1.2 we are required to meet the specified requirements of the relevant training package or accredited course. The requirement to deliver 70% of the nominal hours is not outlined within the AQTF or the VRQA and therefore, it is out opinion that the methodology is unreliable and invalid."</p>

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<p>YouTube clips on Photoshop to explore what they can do, more than what is possible in class. Files are also provided on Oxyhub to practise Photoshop skills.</p> <ul style="list-style-type: none"> – A full-time employed student would be more likely to spend 4–6 hours on average per week outside of class rather than 8 hours. His comments relate to his knowledge of Ballarat students. 	
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GUIDELINE 4.2 - For the purposes of Guideline 4.1, an RTO determines the amount of training it provides to each student with regard to: a) the existing skills, knowledge and the experience of the student; b) the mode of delivery; and c) where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.	Non-Compliant
<ul style="list-style-type: none"> • See SF.1.2, GF. 4.1.1, and GF.4.1.2 • See SF.2.3 – The pre-enrolment process identifies the applicants' skills, knowledge and experience and is designed to select suitable students for each course • Training and Assessment Strategy for CUA60515 Advanced Diploma of Music Industry (Performance) <ul style="list-style-type: none"> – The TAS contains a clear, detailed and specific cohort description, particularly in relation to the characteristics of creative people. – The course comprises 820 nominal hours, with 576 hours delivered in the classroom = 70% of nominal hours. – The TAS states that the RTO's course totals 1776 hours, more than double the nominal hours. This includes 1200 hours of unsupervised learning, calculated as 30 hours per week x 40 weeks. While no breakdown of allocated tasks is provided, the 1200 hours is the RTO's own expectation and is well above the nominal hours. • Training and Assessment Strategy for CUA41115 Certificate IV in Photography and Photo Imaging <ul style="list-style-type: none"> – The TAS contains a clear, detailed and specific cohort description, particularly in relation to the characteristics of creative people. – The one-year course actually delivers the CUA31115 Certificate III in Visual Arts (Photography) combined with the CUA41115 Certificate IV in Photography and Photo Imaging, and the 'amount of training' figures in the TAS relate to the combined course, not just the Certificate IV Qualification. • Training and Assessment Strategy for CUA41115 Certificate IV in Photography and Photo Imaging (Professional Skill Set) <ul style="list-style-type: none"> – The TAS contains a clear, detailed and specific cohort description, particularly in relation to the characteristics of creative people. • Interview with Lucinda Goodwin, trainer and assessor CUA41115 Certificate IV in Photography and Photo Imaging She thinks 800 hours of unsupervised learning activities is accurate although it may not be evenly spread across the weeks. Students are preparing for exhibitions at the moment, working autonomously and only checking in when they need help. They also spend time doing full day test shoots, shoots, planning, post-production at home, bumping in and out from events. • Interview with Travis Trewin, Ballarat trainer and assessor CUA41115 Certificate IV in Photography and Photo Imaging (Professional Skill Set). 	

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RTO: Cinimod Enterprises Pty Ltd, t/a Oxygen College

GF.4.2.1	Finding	Required Rectification(s)
	<p>CUA41115 Certificate IV in Photography and Photo Imaging (delivered as part of a dual Qualification with CUA31115 Certificate III in Visual Arts (Photography))</p> <p>The TAS does not provide a rationale for the amount of training provided to the cohort of learners as described in the TAS to show how it meets their needs, and includes a significant amount of unsupervised learning without sufficient defined activities allocated to it to show how it contributes to the student's learning.</p> <p><i>Evidence</i></p> <ul style="list-style-type: none"> • The TAS (Target groups section) describes the cohort as creative people who are “generally part-time or casual workers who are dedicated to a career path within the photo industry and have committed to a full-time study load” because they are “committed and expect an intensified learning environment”. • The TAS (Duration and Schedule section) states that the 1365 nominal hours of the dual Qualification course are delivered in 612 classroom hours = <u>45% of nominal hours</u>. • The TAS states that there are 800 hours of unsupervised learning (20 hours per week x 40 weeks), which are to be spent on “<i>further research, practice/development of skills, completing assessments/planning, assistance from trainers via supervised open access to studios</i>”. It is not clear how much time would be spent on each category of activity, nor whether the total figure is calculated from an actual analysis of assigned or probable learning and practice tasks, or is just a general statement of expectation about the time students should spend outside of class. • Students attend class 2½ days (17 hours) per week + 20 hours per week of unsupervised learning tasks = an average of 37 hours per week over the duration of the course. This is in addition to any part-time or casual work or other commitments. 	<p>The RTO must provide a rationale for the amount of training provided to the cohort of learners as described in the TAS to show how it meets their needs, and show how the amount of unsupervised learning contributes to the student's learning.</p>

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GF.4.2.2	Finding	Required Rectification(s)
	<p>CUA41115 Certificate IV in Photography and Photo Imaging (Professional skill set)</p> <p>The TAS for this non-endorsed skill set does not provide a rationale for the amount of training provided to the cohort of learners as described in the TAS to show how it meets their needs, and includes a significant amount of unsupervised learning without sufficient defined activities allocated to it to show how it contributes to the student's learning.</p> <p><i>Evidence</i></p> <ul style="list-style-type: none"> The TAS describes the cohort as highly motivated and creative people who have completed the CUA31115 Certificate III in Visual Arts (Photography) or have equivalent skill levels (<i>Target groups</i> section); and who are "usually busy (work/family)... [so] can only commit to attending a part-time program"; and who "prefer slower paced learning to allow for skill development" (<i>Duration and Schedule</i> section). The TAS (<i>Duration and Schedule</i> section) states that the 470 nominal hours of the six units are delivered in 263 hours (56% of the nominal hours), comprised of: <ul style="list-style-type: none"> 63 classroom hours (3 hours per week x 21 weeks) = <u>< 14% of nominal hours</u>. 168 hours of unsupervised learning (8 hours per week x 21 weeks) to be spent on "<i>further research, practice/development of skills, completing assessments/planning, assistance from trainers via supervised open access to studios</i>". It is not clear how much time would be spent on each category of activity, nor whether the total figure is calculated from an actual analysis of assigned or probable learning and practice tasks, or is just a general statement of expectation about the time students should spend outside of class. 32 hours of learning consolidation (8 hours per week x 4 weeks after course delivery is completed) to be spent on "<i>extra research / skill development, completing works and assessments, further trainer support via supervised open access to studios or one on one</i>". At interview the trainer Travis Trewin stated that: <ul style="list-style-type: none"> During the 168 unsupervised hours, he thought students would be doing mood boards, preparation for photo shoots and research. Also, shooting images takes a lot of time. He encourages students to 	<p>The RTO must provide a rationale for the amount of training provided to the cohort of learners as described in the TAS to show how it meets their needs, and show how the amount of unsupervised learning contributes to the student's learning.</p>

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<p>watch YouTube clips on Photoshop to explore what they can do, more than what is possible in class. Files are also provided on Oxyhub to practise Photoshop skills.</p> <ul style="list-style-type: none"> – A full-time employed student would be more likely to spend 4–6 hours on average per week outside of class rather than 8 hours. His comments relate to his knowledge of Ballarat students. 	
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<p>GUIDELINE 4.3 - From 1 January 2016, to deliver any AQF qualification or assessor skill set from the Training and Education Training Package (or its successor), an RTO must have undergone an independent validation of its assessment system, tools, processes and outcomes in accordance with the requirements contained in Schedule 2 (and the definitions of independent validation and validation) of these Guidelines.</p>	<p>Not audited</p>
<p>GUIDELINE 4.4 - From 1 January 2016, to deliver any AQF qualification or skill set from the Training and Education Training Package (or its successor), an RTO ensures that all trainers and assessors delivering the training and assessment hold the training and assessment qualification at least to the level being delivered, or have demonstrated equivalence of competencies.</p>	<p>Not audited</p>
<p>GUIDELINE 4.5 - From 1 January 2017, to deliver the training and assessment qualification specified in Item 1 of Schedule 1 of these Guidelines, or any assessor skill set from the Training and Education Training Package (or its successor), an RTO ensures all trainers and assessors delivering the training and assessment:</p> <ul style="list-style-type: none"> a) hold the qualification specified in Item 5 of Schedule 1 of these Guidelines; or b) work under the supervision of a trainer that holds the qualification specified in Item 5 of Schedule 1 of these Guidelines. 	<p>Not audited</p>
<p>GUIDELINE 4.6 - An RTO ensures that any individual working under supervision holds the qualification specified in Item 1 of Schedule 1 of these Guidelines and does not determine assessment outcomes.</p>	<p>Not audited</p>
<p>GUIDELINE 4.7 - An application to add any AQF qualification or assessor skill set from the Training and Education Training Package (or its successor) to an RTO's scope of registration has only be granted if an RTO has:</p> <ul style="list-style-type: none"> a) held registration for at least two years continuously at the time of adding the qualification and/or skill set to scope; and b) from 1 January 2016, undergone an independent validation of its assessment system, tools, processes and outcomes in accordance with Guideline 4.3. 	<p>Not audited</p>

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RTO: Cinimod Enterprises Pty Ltd, t/a Oxygen College

GUIDELINE 5.1 - An RTO registered with the VRQA has provided an annual declaration of compliance with the AQTF Essential Conditions and Standards for Continuing Registration (the AQTF Standards) and these Guidelines, and in particular whether it:

- a) currently meets the requirements of the AQTF Standards and these Guidelines across all of its existing scope of registration; and
- b) has met the requirements of the AQTF Standards for all AQF certification documentation which it has issued in the previous 12 months; and
- c) has training and assessment strategies and practices in place that ensure that all current and prospective students are or will be trained and assessed in accordance with the requirements of the AQTF Standards and these Guidelines.

Not audited