

Introduction

This document has been produced by Newbery Consulting to act as a guide to the type of audit evidence and questions an RTO will be expected to respond to during a renewal or registration audit. The guide covers evidence relating to the *Standards for NVR Registered Training Organisations 2011* and specifically the Essential Standards for Continuing Registration (SNR 15-25). Of course this standard is only one component of the VET Quality Framework of which RTOs are required by the legislation to comply with. You can access more information on the VET Quality Framework at the ASQA website: [Click Here](#). In addition to the VET Quality Framework, RTOs will also need to demonstrate their compliance with licencing and legislative requirements that are applicable to their operation. This information can equally be applied to the standards of the Australian Quality Training Framework.

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Newbery Consulting is sincerely committed to supporting the VET Sector and promoting high quality training and assessment. All RTOs registered under ASQA must consider that we are in a new regulatory environment that does not tolerate non-compliance. The renewal of registration should be approached as an important event in the life of an RTO. Preparation should be managed systematically and directly overseen by senior management who will ultimately be responsible for audit findings and outcomes. RTOs are recommended to commence preparation for registration renewal a minimum of 12 months out from their registration expiry.

I hope this document will assist you in your preparation.

Kind regards,

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Criteria	Evidence Guide	Audit Questions
<p>SNR 15.1, 16.2, 17.2 Continuous improvement</p>	<p>A documented continuous improvement policy that supports a “systematic approach”.</p> <p>Examples of specific data (information) that is being systematically collected and analysed as an input to the continuous approach.</p> <p>A continuous improvement register that demonstrate active use in the implementation and monitoring of improvement actions throughout the year.</p> <p>Specific examples (many) of continuous improvement actions that were identified through analysis of information and have been implemented.</p> <p>Documentary evidence relating to analysed information that resulted in identified opportunities for improvement.</p> <p>Documentary evidence of opportunities for improvement being implemented.</p>	<p>Can you talk me through your arrangements to apply a continuous improvement approach to your operation?</p> <p>What data are you collecting and analyzing to identify opportunities for improvement?</p> <p>How are you recording your continuous improvement actions so they can be monitored during their implementation?</p> <p>Do you have documented policy, procedure or forms that support your implementation of your continuous improvement arrangements?</p> <p>Can you show me examples of improvements to training and assessment?</p> <p>Can you show me examples of improvements to client services?</p> <p>Can you show me examples of improvements to management arrangements?</p>
<p>SNR 15.2 Strategies for training and assessment</p>	<p>Training and Assessment Strategy (current) for each item on the scope of registration.</p> <p>Documentation that shows how the strategy aligns with the training package requirements, i.e the qualification packaging rules and the unit of competency requirements. This is usually demonstrated through a mapping.</p>	<p>Can you talk me through the way this course is delivered?</p> <p>Can you identify how the packaging rules in the qualification are being met?</p> <p>Who have you identified as the Target Learner for this course and what information did you use to determine that?</p> <p>What are the pre-requisite or entry requirements for this course and</p>

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	<p>A training program or schedule for each item on the scope of registration that shows how the course is actually delivered. This document should show the structure and sequence of activities, the indicative time allocation and the planned learning and assessment activities in detail.</p> <p>Evidence of ongoing and continuous engagement with industry (your clients) to ensure that the training and assessment being provided is meeting current industry requirements and will prepare the student for the specific requirements of today’s workplace.</p> <p>Note. Industry consultation is not about whom you engaged with or providing references (endorsements) from industry representatives. It is about demonstrating the ways your training and assessment has been fine-tuned and adjusted to customize it for specific industry requirements. It is about the outcome not the process.</p>	<p>how have you catered for them in the enrolment process?</p> <p>How have you addressed the LLN requirements for entry into this course?</p> <p>Can you explain the design structure for the course and what was the reason for adopting this structure?</p> <p>What is the duration of the course and how have you determined that this is sufficient time to achieve all of the specific requirements of each unit of competence?</p> <p>What was the basis for your selection of elective units?</p> <p>Can you talk me through the rationale for the structure and sequence of the units of competence?</p> <p>How will training sessions be delivered in this course? Can you talk me through the training delivery strategy?</p> <p>How will assessment be conducted in the course? Can you talk me through how assessment methods will be applied?</p> <p>How did you determine what assessment methods to apply to each unit of competence?</p> <p>Do you have a training program or schedule that details how this course will actually be delivered? I want to be able to see how the specific learning and assessment activities are structured and fit together to form a learning and assessment pathway for student.</p>

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		<p>Can you explain the assessment process that will be applied in this course?</p> <p>What are the arrangements to validate this course program in future?</p> <p>Can you talk me through the identified resources required to support the implementation of this course?</p> <p>How will you ensure that these resources are available where the train and assessment we were conducted? I am particularly interested in how you will ensure these resources are available in the student’s workplace?</p> <p>Can you talk me through your arrangements to consult with industry in order to maintain the currency of the training and assessment you are providing? Who do you identify as industry?</p> <p>Can you show me evidence of consultation with industry that has resulted in improvements to your training and assessment?</p>
<p>SNR 15.3 Staff, facilities, equipment and training and assessment materials</p>	<p>Training facilities such as classrooms, computer labs, outdoor practical areas, etc</p> <p>Administrative facilities such as office space, computer systems, file storage, data storage, archive room, meeting rooms, reception area, etc</p> <p>Organisation chart accompanied by duty statements and a list</p>	<p>Can we take a tour of your training facilities?</p> <p>What resources and infrastructure do you have to support the administration and management of the organisation?</p> <p>Can I see the structure of the organisation and a list of personnel currently holding positions? Do these positions have documented duty statements?</p>

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	<p>of persons in currently fill positions.</p> <p>Staff files, (all staff, not just trainers) including employment contract, curriculum vitae or resume, copies of qualifications, record of professional development, etc</p> <p>All learning materials for all items on the scope of registration. This may include text, workbooks or reference material, session plans, training aids, handouts, electronic presentations, etc.</p> <p>All equipment used in the delivery of training for all items on the scope of registration.</p> <p>Equipment inventories or evidence of arrangements to support the management of equipment and resources.</p> <p>Evidence to demonstrate how equipment and resources required in the student’s workplace are validated as available. May be some type of Workplace Equipment and Resources Checklist.</p> <p>Lease agreements for facilities if leased (must include 9B certification (Public Assembly) in VIC)</p> <p>MOU or letter of confirmation from facility owners</p> <p>Service agreements with associated service providers that may provide services in support of the RTO operations, such as archive services, waste disposal, data services, security,</p>	<p>Can I see the staff files for the following staff please?</p> <p>Can you talk me through the process you apply to recruit a new staff member? How do you validate their qualifications and experience?</p> <p>Can you talk me through how you introduce or induct new staff to the organisation? Specifically, how do you ensure they are informed of the rights and obligations, and training and assessment arrangements? Do you have a systematic process that is followed to achieve this?</p> <p>I would like to see all of the learning materials for this unit of competence. Do you have any guide that shows how the knowledge requirement within the units is addressed within this reference?</p> <p>What is the basis and/or rationale for selecting this material as the learning reference?</p> <p>Do you have associated support materials that enable the implementation of the training strategy? I am specifically interested in seeing session plans, training aids, handouts, electronic presentations, etc.</p> <p>Can you show me the equipment that is available to support the delivery of training for this unit of competence?</p> <p>How to you manage this equipment in terms of maintenance, hygiene, and generally making sure it is available at the right time and place?</p>

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	<p>cleaning, etc.</p> <p>All assessment materials for all items on the scope of registration. Please refer to SNR 15.5.</p>	<p>How do you ensure that specific equipment required to support workplace training is available? Do you have a process to validate this or negotiate this with the employer?</p> <p>Can you show me a copy of the lease for the training facilities you have nominated at these delivery locations? Alternatively do you have an MOU or a formal / written confirmation that these venues can be leased as you need them?</p> <p>You have indicated that you are using an external service provider to manage you archiving and IT services. Can you provide me a copy of this service agreements along with proof of payment and the current subscription period?</p>
<p>SNR 15.4 Trainer competence</p>	<p>Staff matrix that shows what trainers are nominated to deliver which items (competence) on the scope of registration. This might also list the training and assessment and vocational competence for each staff member along with a summary of their recent professional development.</p> <p>Professional development register that lists in detail the specific professional development the trainer has completed over the past two years.</p> <p>Evidence that validates participation in the professional</p>	<p>Can you talk me through how you validate a trainer’s competence, experience and suitability during their induction?</p> <p>After reviewing these student files, I have identified the following trainers that have undertaken assessment against these units. Can you provide me their staff files please?</p> <p>How do you manage the allocation of trainers/assessor to specific items on your scope of registration?</p> <p>Do you have some type of register or other document where you manage the allocation of trainers to specific items on your scope of</p>

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	<p>development claimed in the professional development register.</p> <p>Curriculum vitae or resume that showcases the experience the trainer brings in addition to the qualifications. This should include referees.</p> <p>Employment agreement or contract (Service Agreement for contractors) that confirms that the nominated trainer is legally associated to the organization and outline the terms of their engagement.</p> <p>Certified true copies of each trainer’s qualifications that align with the staff matrix and substantiates their competence to undertake the training and assessment they are nominated to deliver.</p> <p>Any certifications required under licensing requirements such as working with children checks, police checks, etc</p> <p>Evidence that demonstrates their current competence. This may include recent RPL, professional development, work placement, professional membership, special projects, conferences or workshops, etc.</p> <p>A nicely formatted Staff File that includes all of this evidence and presents it in a professional and organized way.</p> <p>Note on trainer competence. The standards say that the trainer/assessor needs the “competence” to undertake</p>	<p>registration? Can you show me this document please?</p> <p>What arrangements are you applying to ensure the ongoing professional development of training staff?</p> <p>What arrangements are you applying to ensure the maintenance of current competence of training staff?</p> <p>Can you show me the qualifications for this trainer please?</p> <p>Can I see the record of professional development for these staff please?</p> <p>Do you have any evidence that demonstrates the current competence of these trainers?</p> <p>How do you manage the different requirements in professional development between training and assessment competence and vocational competence?</p> <p>Can I see proof of employment or legal engagement of these staff?</p> <p>Can you show me evidence of this staff complying with licensing requirements?</p> <p>This trainer does not have the required competence according to what they have been assessing. Do you have any additional evidence that would demonstrate their equivalent competence?</p>

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	<p>training and assessment. It does not say the qualification. If your trainer is delivering assessment on units of competence that he/she does not have listed in their various statements of attainment or qualification transcripts then they will need to generate additional supplementary evidence to demonstrate their equivalent competence. This need to be clear and overwhelming.</p>	
<p>SNR 15.5 Assessment</p>	<p>For each unit or cluster of units, all assessment materials. These might include:</p> <p>Assessment coversheet to record the results of the assessment. This document should bring together all of the evidence gathered in relation to the assessment of the unit.</p> <p>Assessment instructions for the Assessor, Candidate and Supervisor if applicable. These should be detailed and describe the specific assessment tasks to be completed.</p> <p>If the assessment requires the candidate to complete a document in a specific format, a document template must be provided to the candidate.</p> <p>If assessment of knowledge is planned using written or verbal</p>	<p>Can you talk me through this assessment arrangement and identify how the evidence is being gathered and assessed?</p> <p>How do you ensure the reliability of your assessment?</p> <p>How did you determine the assessment tasks?</p> <p>Can you show me how you have ensured the assessment evidence you are gathering is valid?</p> <p>Can you talk me through your arrangements to ensure that sufficient evidence is being gathered.</p> <p>How do you ensure that the evidence being submitted is the candidate's own work?</p> <p>Can you talk me through your process for assessment validation?</p>

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	<p>assessment, model answers for the assessment questions must be provided in order to ensure the reliability of the assessment.</p> <p>Observation assessment tools for practical or product based assessment. These should be designed to include observation criteria that relate to the specific assessment task being assessed. Do not simply copy all the performance criteria. Otherwise it will be non-compliant every time. The auditor wants to see customized observation criteria that are observable and measurable. Funny enough that also aligns with good assessment!</p> <p>Assessment mapping that shows how the assessment evidence being gathered relates to the unit of competence. This should display the mapping to elements, performance criteria, essential knowledge and skills and critical aspects of evidence. This is also an essential step in assessment validation. You will be asked for this.</p> <p>All RPL Assessment tools /resources.</p>	<p>Can you show me evidence of assessment validation being applied?</p> <p>Can you explain your approach to assessment using recognition of prior learning?</p> <p>Can I see an example of RPL being applied?</p> <p>Can I see the completed assessment records (Student File) for the following students please?</p> <p>I am trying to understand how you observe these tasks being performed. How do you inform the candidate of the assessment activity?</p> <p>Can you explain your approach to gathering third party evidence?</p> <p>How do you prepare or support the supervisor to provide this evidence toward the assessment?</p> <p>What resources and equipment do you use in support of this assessment?</p> <p>For workplace assessment, how do you ensure that sufficient resources are available in the workplace to support the assessment.</p> <p>How do you ensure that the assessment decisions between different assessors is consistent and reliable?</p> <p>Can you identify for me how this critical aspect of evidence is being satisfied within the assessment?</p> <p>The Training Package recommends holistic assessment. Why hasn't</p>

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		<p>this advice being followed?</p> <p>All of these assessment materials have been commercially supplied to you. How have you customized them to align with you delivery model and target learner?</p> <p>I would like to see evidence of how these commercial resources have been validated by you to ensure they appropriately assess the unit of competence.</p> <p>How are assessment results being reported and recorded?</p> <p>What is you process for a candidate to be re-assessed?</p> <p>How does the candidate receive feedback on their assessment result?</p>
<p>SNR 16.1 Establishing the needs of clients</p>	<p>Enrollment policy.</p> <p>Enrollment application forms.</p> <p>Enrollment interview record.</p> <p>Process for establishing a training plan.</p> <p>Student files.</p> <p>Student management database (AVETMISS).</p> <p>Process for student enrolment.</p>	<p>Can you talk me through your process for enrolling students?</p> <p>How do you identify their needs during the enrollment process?</p> <p>What do you define as a client need?</p> <p>What arrangements do you have in place to respond to these?</p> <p>Can you identify an example of identifying and responding to a client need?</p>
<p>SNR 16.1</p>	<p>Refer to SNR 15.1</p>	

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Continuous improvement		
SNR 16.3 Rights and obligations	<p>Evidence of analysis of rights and obligations.</p> <p>Policies relating to compliance with legislation.</p> <p>Information sources that inform staff of their legal obligations.</p> <p>Student handbook or other information source that informs students of their rights and obligations.</p> <p>Enrollment process that confirms students are provided information about rights and obligations prior to their enrollment.</p> <p>Mechanism for obtaining a formal acknowledgement from the student that they have been informed about their rights and obligations.</p> <p>Arrangements to educate staff of their responsibility to students.</p>	<p>Can you explain the process for enrollment and how students are informed about their rights and obligations?</p> <p>What documents do you use to communicate this information?</p> <p>What do you define as the students' rights and obligations?</p> <p>What process did you apply to identify the students' rights and obligations?</p> <p>Even though your students have had access to this information before they were enrolled, do you think that is sufficient to meet your obligations under the standard?</p> <p>How do you confirm that the student understands their rights and obligations?</p> <p>How do you ensure staff are informed about their rights and obligations?</p> <p>Can I see the information source (Student Handbook) where all this information is contained?</p> <p>Can I see some student files where students have signed to acknowledge their rights and obligations?</p>
SNR 16.4 Employers and	Employer Guide or some other document you use to inform employers, supervisors and other parties of their role in the	Do you require employers or supervisors to contribute to training or

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other parties	students training and assessment pathway. Supervisor or Third Party assessment instructions. Supervisor (or equivalent) feedback instrument or third party report. Supervisor (or equivalent) interview guide and recording instrument. Workplace equipment and resources checklist.	assessment? How do you engage with employers to assist them to contribute? What tools or documentation do you use to gather their feedback? Can you talk me through how this document is used? What are your arrangements to engage with supervisors on an ongoing basis? How do you ensure that employers have sufficient resources in the workplace to support the assessment?
SNR 16.5 Support services	Policy and procedure on support services such as LLN. MOU with local services providers (LLN specialist support). Enrolment process and documents used to identify a student’s support requirements. Evidence of other student support services.	Can you talk me through your process for enrolling students? How do you identify their needs during the enrollment process? What do you define as a client need? What arrangements do you have in place to support students? Can you identify an example of providing support services to assist them in their course? Can you talk me through your arrangement to assess student LLN ability?
SNR 16.6 Learners	Policy and procedure for facilitating student access to records.	If student need to access their records for any reason, how do they

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access to records	Example of student requesting access and how this was responded to. Forms used to record the students request?	apply for this? Is the student required to apply for permission to see their records. Do you have any policy and procedure that supports this arrangement? Do you have any examples of student requesting access to records?
SNR 16.7 Complaints and appeals	Complaints and Appeals Policy Complaints and Appeals Procedure Complaints and Appeals Policy Forms and other forms Complaints and Appeals Policy register Records of completed complaints or appeals (especially correspondence). Opportunities for improvement that resulted from handling complaints or appeals.	Can you talk me through your complaints handling process? Can you talk me through your appeals handling process? Do you have any examples of complaints over the last 12 months? Can I see all of the documentation relating to these? What is the difference in handling between a complaint and an appeal? How to you record complaints and appeals. Do you place timeframes for the initial response to the candidate?
SNR 17.1 Organisation's management	Organisational chart Complete duty statements Management meeting policy	Can you tell me about your arrangement to manage the operation? Can I see your org structure and duty statements for all positions? Can I see your meeting minutes over the past twelve months?

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	<p>Management meeting agenda</p> <p>Management meeting minutes over the past twelve months</p> <p>Evidence that demonstrated how your continuous improvement arrangements link with management and governance arrangements</p>	<p>Who attends your management meeting?</p> <p>How do the management arrangements link with governance and continuous improvement?</p> <p>How do you monitor the actions that result from management meetings?</p>
<p>SNR 17.2 Continuous improvement</p>	<p>Refer to SNR 15.1</p>	
<p>SNR 17.3 Partnerships</p>	<p>Partnership agreement</p> <p>What monitoring arrangements are being applied and evidence of these being applied.</p> <p>Student records relating to the partnership.</p> <p>Record of units of quals issued under the partnership.</p>	<p>Do you have a partnership arrangement in-place? Can I see it please?</p> <p>What monitoring arrangements are you applying to ensure the quality of training and assessment?</p> <p>Can I see evidence of these arrangements being applied?</p> <p>Can I have a list of all the qualifications or units of competence that have been issued under the partnership along with the details of the applicable students?</p> <p>Can I please see the following student files relating to the partnership?</p> <p>How do you monitor the advertising that the partner undertakes on behalf of you all registration?</p>

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SNR 17.4 Records management	<p>List of students who have completed over the last 6 months.</p> <p>Sample student files.</p> <p>Sample staff files.</p> <p>Security arrangements for records (keys, key press)</p> <p>Archiving register and / or document register.</p> <p>File system</p> <p>Arrangements to destroy / dispose of records.</p> <p>Data security and integrity arrangements</p> <p>Proof of support arrangements with service providers for IT, document destruction, scanning, security, etc.</p>	<p>Can I see the following 10 student files please?</p> <p>Can you talk me through the way documents relating to an enrolment flow through the office?</p> <p>What are your arrangements to secure records after hours?</p> <p>What about during the day, how do you prevent students from gaining access to the records system?</p> <p>Can I see the following staff files please?</p> <p>What is your retention period for student files?</p> <p>When you have finished with a student file, what happens to it then?</p> <p>What are your arrangements to secure electronic data?</p> <p>Can I see that a service agreement or some other evidence that confirms you have these support services available?</p> <p>Can you talk me through the process to archive a student or staff file?</p> <p>Do you undertake record audits? Do you use a form to complete this?</p>
SNR 18 Governance	Business Plan and or strategic plan	Can you tell me about your governance approach?

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arrangements	Financial plan Risk analysis or some other analysis of your compliance arrangements. Organisational chart Complete duty statements Management meeting policy Management meeting agenda Management meeting minutes over the past twelve months Evidence that demonstrated how your continuous improvement arrangements link with management and governance arrangements	Can I see your org structure and duty statements for all positions? Can I see you current strategic, business and financial plan? Can I see your meeting minutes over the past twelve months? Who attends your management meeting? How do the management arrangements link with governance and continuous improvement? How do you monitor the actions that result from management meetings?

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<p>SNR 19 Interactions with the National VET Regulator</p>	<p>Policy on reporting changes to:</p> <ul style="list-style-type: none"> – Ownership – Name change – Delivery location – Change of CEO or day-to-day contact <p>Arrangement to cooperate during an audit by the regulator.</p> <p>Procedure for reporting Quality Indicator Data to the regulator.</p> <p>Previous years Quality Indicator report.</p> <p>Completed self-assessment or internal audit report.</p>	<p>How you would report significant changes to your operation to the regulator?</p> <p>What do you define as a significant change?</p> <p>Can I see your last QI report?</p> <p>Have you completed a recent self-assessment of your compliance?</p> <p>Can I see a copy of that report please?</p>
<p>SNR 20 Compliance with legislation</p>	<p>Evidence of analysis of rights and obligations (such as risk analysis).</p> <p>Policies relating to compliance with legislation.</p> <p>Information sources that inform staff of their legal obligations.</p> <p>Student handbook or other information source that informs students of their rights and obligations.</p> <p>Enrollment process that confirms students are provided information about rights and obligations prior to their enrollment.</p> <p>Mechanism for obtaining a formal acknowledgement from the</p>	<p>Can you explain the process for enrollment and how students are informed about their rights and obligations?</p> <p>Can you tell me how you inform staff about their legislative responsibilities during their appointment?</p> <p>What documents do you use to communicate this information?</p> <p>What do you define as the students' rights and obligations?</p> <p>What process did you apply to identify the students' rights and obligations?</p> <p>Even though your students have had access to this information before they were enrolled, do you think that is sufficient to meet</p>

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	<p>student that they have been informed about their rights and obligations.</p> <p>Arrangements to educate staff of their legislative responsibilities.</p> <p>RTO policies relating to training safety, equity, discrimination, privacy, copyright, fair trading, etc, etc, etc.</p>	<p>your obligations under the standard?</p> <p>How do you confirm that the student understands their rights and obligations?</p> <p>How do you ensure staff are informed about their rights and obligations?</p> <p>Can I see the information source (Student Handbook) where all this information is contained?</p> <p>Can I see some student files where students have signed to acknowledge their rights and obligations?</p> <p>Can you explain your arrangements and show me any policy you have for training safety, equity, discrimination, privacy, copyright, fair trading, etc, etc, etc.</p>
SNR 21 Insurance	<p>Copy of the current Certificate of Currency for Public Liability.</p> <p>Copy of policy document.</p> <p>Evidence that the insurance relates to the RTO entity and for the delivery of training services.</p>	<p>Can I see the current Certificate of Currency for your Public Liability insurance and its policy document?</p> <p>How have you determined that this level of insurance is sufficient to cover your public liability risk?</p>
SNR 22 Financial viability	<p>Fee schedule</p> <p>Policy of refunds and fees administration.</p> <p>Financial accounting software</p>	<p>Can I see:</p> <ul style="list-style-type: none"> - Fee schedule - Pre-enrolment information relating to fees - Policy of refunds and fees administration

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	Annual financial audit report Current financial plan	<ul style="list-style-type: none"> – Financial accounting software – Annual financial audit report – Current financial plan Can you talk me through your arrangements to protect fees paid in advance?
SNR 23.1 Certification	Sample Statement of Attainment Sample qualification Completed student files Policy or procedure about issuing AQF certificates. Demonstration of software used to produce the certificate. Enrolment register Qualifications register	How have you determined how your certificates should look? Can I see the following student certificates relating to their completion? Can you talk me through how the certificate is raised and authorised. What are the major differences between a qualification and a statement of attainment? How are you maintaining a copy of all qualifications issued by your RTO? Can I see the following student files please?
SNR 24 Marketing	Copy of current course brochure Copy of content information Copy of web-site Arrangements to issue AQF qualifications	Can you talk me through the process for issuing a certificate to a student? Can you show me in your IT system the record of this particular students issued outcome? Can you explain the process you apply to issue a credit transfer?

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	<p>Policy and procedure for handling a credit transfer and recognising the outcomes issued by other RTOs.</p>	<p>Can you show me some examples of a credit transfer being issued for the following qualifications?</p> <p>How was the evidence for the credit transfer validated?</p> <p>Do you have specific requirements of the information provided by the applicant before the credit is issued?</p> <p>If a unit of competence had a different unit code but a similar title (from a previous version of the training package) how would you determine if the unit was equivalent?</p>
<p>SNR 25 Transition arrangements</p>	<p>Evidence of mapping the old and new Training Package.</p> <p>Continuous improvement actions that related to a transition.</p> <p>Subscription to information sources to inform you of changes.</p> <p>Policy and procedure that supports the transition between expired training packages.</p>	<p>Can you explain the arrangements being applied to manage the transition between training packages that have been superseded or have been release in a new version?</p> <p>Can I see evidence of these arrangements being applied?</p> <p>Can you talk me through your arrangements to teach-out students who are enrolled in superseded qualifications?</p> <p>How do you determine if a student is being disadvantaged in considering if they should transition or be taught out?</p>

Important Information

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