

NSSSP Final Site Audit Report

William Angliss Institute of TAFE

**Audit of compliance with the minimum standards for
registration**

26 August 2019

Auditor details

Name(s) of auditor(s)	Geoff Emmett
Date(s) of visit(s)	26 August 2019

Provider details

Provider name	William Angliss Institute of TAFE			
Name of legal entity	William Angliss Institute of TAFE			
Chief Executive Officer	Name	Mr Nicholas Hunt		
	Position title	Chief Executive Officer		
Address of legal entity	Street address	555 La Trobe Street		
	Suburb/town	Melbourne	Postcode	3000
Postal address (if different)	Street address			
	Suburb/town		Postcode	
Course delivery	<input checked="" type="checkbox"/> VCAL	<input checked="" type="checkbox"/> Foundation	<input checked="" type="checkbox"/> Intermediate	<input checked="" type="checkbox"/> Senior
	<input type="checkbox"/> VCE	If not full VCE qualification, list units: 1. 2. 3.		
Conditions (if any)				
Primary delivery address	Street address	555 La Trobe Street		
	Suburb/town	Melbourne	Postcode	3000
Number of students enrolled	31 (11 Intermediate VCAL, 20 Senior VCAL)			
Student age range	16-19			
Age of youngest enrolled student	16 9			

Provider background


William Angliss Institute of TAFE is established under the Education and Training Reform Act 2006 (the Act). In accordance with the Act, the Minister and the governing body of each institute exercise specific powers in relation to governance. TAFE Institutes are also subject to the Public Administration Act 2004.

The documentation provided and discussion confirmed that staff are well aware of the head powers set out in the Act and the need to ensure that William Angliss Institute of TAFE operates within its legislative and regulatory framework.

William Angliss Institute of TAFE (William Angliss) is also a registered training organisation (RTO) registered with the Australian Skills Quality Authority (ASQA). William Angliss has over 80 training programs on its scope and over 20,000 students are enrolled. It was initially registered to offer the Victorian Certificate of Applied Learning (VCAL) at Foundation, Intermediate and Senior Levels in February 2009 and currently offers Intermediate VCAL to 11 students and Senior VCAL to 20 students.

It also offers two youth learning programs through standard Vocational Education and Training in Schools contracts to disengaged youth aged 16 to 23 years at sites in Prahran and Fitzroy. A Hospitality Education and Training Program (HEAT) at Prahran and a hospitality program for indigenous youth, (Charcoal Lane), in Fitzroy.

The VCAL program is offered through the Youth Learning Department at William Angliss Institute of TAFE which includes a program leader, youth learning co-ordinator a senior teacher and a student administration officer. The Youth Learning Department reports to the Manager of the Centre for Tourism and Hospitality.



The program includes core VCAL modules in Literacy and Numeracy, VET Training Packages Certificate II in Kitchen Operations, Tourism and Hospitality and projects including operating the William Angliss restaurant or bistro in terms 2 and 3, serving guests at the Melbourne Food and Wine Festival Homeless World's Longest Lunch and organising fund raising events as part of their personal development and industry specific skills. The program also includes presentations throughout the year from Legal Aid, Red Cross, Gambling Prevention, Mental Health, Disability and cultural awareness.

The particular focus of the site audit was governance and probity, student welfare, including the child safe standards, buildings, facilities and grounds, and student learning outcomes. The assessment also included the matters listed in the letter from Lynn Glover dated 2 July 2019.

The following staff participated in the site audit:

- Nicholas Hunt CEO William Angliss Institute of TAFE
 - Mark Agius Acting Associate Director, VET
 - Cary Warren Manager Centre for Tourism and Hospitality
 - David Wilson Youth Learning Program Leader
 - Dianne Whelan Youth Learning Coordinator
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Executive summary

This report is structured around the standards outlined in the Guidelines for non-school senior secondary providers: Minimum standards for registration to provide an accredited senior secondary course. The standards are used as a framework to present the outcomes and findings of the review. The compliance or otherwise of the providers with each standard at the time of the review is summarised in the following table.

Detailed findings relating to any non-compliant standards are documented under the relevant standard.

Prescribed minimum standard	Compliance outcome ¹	Summary of non-compliances
1. Principles	Not assessed	
2. Student learning outcomes*	Not assessed	
3. Student welfare	Non-compliant	<p>Child Safe Standards</p> <ul style="list-style-type: none"> • There was insufficient evidence that processes were in place to ensure children are aware of how they can report child abuse (Standard 5) • There was a high-level Risk Management Policy but no evidence in relation to Child Safe Standards that situational risks are considered and understood by all, that steps are in place to reduce or remove risks or that risk management approaches are regularly reviewed. (Standard 6) • There was no evidence that children understood child abuse, how to report an allegation of abuse for their safety to the organisation, a trusted adult or external bodies such as the police or DHS. There was no evidence that information about child abuse is accessible to children or that children are involved in strategies to address child safety. (Standard 7). <p>Mandatory Reporting</p> <ul style="list-style-type: none"> • There was a policy and procedure on Mandatory Reporting dispersed throughout the Child Safe Policy and Appendices that also included other State jurisdictions regulations on Mandatory reporting. The policy and procedures did not require mandated reporters to make a report even if the principal or equivalent did not share their belief or that mandated reporters should ensure that a report has been made in instances where another mandated reporter has undertaken to make the report. Because the policy and procedures included other state jurisdiction regulations on Mandatory Reporting it was not a document that was easily accessible to mandated reporters in Victoria.

		<p>On Site Supervision</p> <ul style="list-style-type: none"> Children were able to leave the site during the day at breaks. There was not a blanket permission from parents/guardians to this effect or an indication of the boundaries that applied when leaving the site. <p>Off Site Supervision</p> <ul style="list-style-type: none"> For off-site excursions there was blanket permission provided by parents/guardians at the beginning of the year and a summary of destinations and activity was provided to parents/guardians when an excursion occurred. There was a Student Excursion Procedure Appendix 5b that was titled Excursion Consent, Medical and Indemnity Form Under 18 Years and the Youth Learning Teacher's Toolkit indicates that students are responsible for completing this form and submitting it to their teacher prior to the excursion. It also indicates that parents/guardians must be informed of excursion requirements and the forms that must be signed. Staff were not clear whether parents /guardians provided specific permission for each excursion and in that context there was insufficient evidence that informed consent had been provided. <p>First Aid Policy</p> <ul style="list-style-type: none"> There were First Aid procedures but there was not a First Aid Policy. <p>Distribution of Medicine</p> <ul style="list-style-type: none"> There were Distribution of Medicine procedures but there was not a Distribution of Medicine Policy.
4. Student records and results*	Non-compliant	<p>Policy and procedure for monitoring and Annual analysis of participation rates, completion rates, student outcomes and access to further education and work after leaving the VCAL program which was made publicly available.</p>

¹ *Compliant* – The evidence provided by the provider meets the minimum evidentiary requirements and/or demonstrates compliance with the standard.

Non-Compliant – The provider has not met the minimum evidentiary requirements for the standard and/or has not demonstrated compliance with the Standard.

Not assessed – This standard was not assessed as part of this review visit.

In reference to evidence requirements, note that:

- 'NA' signifies the requirement is not applicable to this provider
- some requirements may not be assessed by the reviewers as part of this review. In this case, the outcome section may indicate the relevant assessor (for example VCAA) or that that the requirement was 'not assessed'.

		<ul style="list-style-type: none"> There was no policy and procedure for monitoring and analysis of participation rates, completion rates, student outcomes and access to further education and work after leaving the VCAL program. <p>Annual analysis of participation rates, completion rates, student outcomes and access to further education and work after leaving the VCAL program which was made publicly available.</p> <ul style="list-style-type: none"> There was no analysis and no evidence of how it would be made publicly available.
5. Teaching and learning*	Compliant	
6. Governance and probity	Non-compliant	<p>The governance of the William Angliss is structured to enable William Angliss to effectively manage the staff and the students enrolled in the VCAL.</p> <ul style="list-style-type: none"> While staff indicated that the Youth Education VCAL Program was now a standing item on the Board of Studies Agenda there was not yet evidence that there was governance oversight of appropriate provisions for the management of staff and students in the VCAL program.

*Some or all of these standards are assessed by the Victorian Curriculum and Assessment Authority (VCAA), which is the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) awarding body.

Prescribed minimum standards

Standard 1: Principles		Finding
<p>The programs and teaching of a senior secondary education provider must support and promote the principles and practice of Australian democracy, including a commitment to:</p> <ul style="list-style-type: none"> • elected government • the rule of law • equal rights for all before the law • freedom of religion • freedom of speech and association • the values of openness and tolerance. <p>- Education and Training Reform Regulations 2017, Sch. 8 clause 1</p>		Not assessed
Evidence required to demonstrate compliance		
<p>1. A statement affirming the provider's adherence to the principles and practice of Australian democracy, included in the provider's constitution, prospectus, handbook or policies.</p>		<input type="checkbox"/> Compliant
Assessment summary		
Evidence considered	The provider provided the following evidence:	
Assessment of compliance	<ul style="list-style-type: none"> • 	

THIS STANDARD WAS NOT ASSESSED AS PART OF THE SIITE AUDIT.

Standard 2: Student learning outcomes**Finding**

A senior secondary education provider that provides, or proposes to provide, an accredited senior secondary course must:

- deliver the course to the standards established by the awarding body for the qualification/course; and
- ensure that a student who satisfactorily completes all the course requirements is entitled to be awarded the registered qualification/course.

- Education and Training Reform Regulations 2017, Sch. 8 clause 2

Not assessed

Evidence required to demonstrate compliance

1. A sample student learning sequence or plan for the accredited qualification.

VCAA assessment

2. Procedures and documentation to indicate that staff and students have been provided with current and accurate information about VCAA standards and requirements including course standards, timelines, qualification requirements and the current VCAA, VCE and VCAL Administrative Handbook.

VCAA assessment

External provider—if part or all of the course is delivered by another registered provider, there must be:

3. a written agreement that sets out how the requirements of the student learning outcomes standard will be met (also see standards 3–6).

Compliant
 NA

Assessment summary

Evidence considered

The provider provided the following evidence:

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Assessment of compliance

THIS STANDARD WAS NOT ASSESSED AS PART OF THE SIITE AUDIT.

Standard 3: Student welfare**Finding**

A senior secondary education provider must have policies and procedures in place that are consistent with any relevant legislation to ensure the care, safety and welfare of students and the provision of opportunities for students with special needs to access the course.

Non-compliant

If two or more senior secondary education providers share the responsibility for providing an accredited senior secondary course or its components to a student, each of those providers must have procedures in place to identify and satisfy the legal duties owed to the student while the student attends, travels between or undertakes an excursion with the providers.

- Education and Training Reform Regulations 2017, Sch. 8 clause 3

Evidence required to demonstrate compliance

Legislative requirements—policies and procedures that demonstrate the ways in which the provider and any delivery partner/s will exercise compliance with:

1. child safe standards (see 6 below)	<input checked="" type="checkbox"/> Non-Compliant
2. the duties of care owed to its students (see 8, 9, 10 and 11 below)	<input checked="" type="checkbox"/> Non-Compliant
3. bullying and harassment, including cyber bullying	<input checked="" type="checkbox"/> Compliant
4. managing complaints or grievances	<input checked="" type="checkbox"/> Compliant
Student safety—evidence in policies and procedures with respect to:	
5. the Child Safe Standards and requirements of the <i>Child Wellbeing and Safety Act 2005</i>	<input checked="" type="checkbox"/> Non-Compliant
6. that it owes all students a duty of care to take reasonable measures to protect them from risks of injury that should have been reasonably foreseen	<input checked="" type="checkbox"/> Non-Compliant
7. that it owes a duty to take reasonable care that any student (and other person) on the premises will not be injured or damaged by reason of the state of the premises or of things done or omitted to be done in relation to the state of the premises	<input checked="" type="checkbox"/> Compliant
8. that it owes a duty to take reasonable precautions to prevent the abuse of a child by an individual associated with the organisation while the child is under the care, supervision or authority of the organisation	<input checked="" type="checkbox"/> Compliant
9. that greater measures may need to be taken for younger students or students with disabilities	<input checked="" type="checkbox"/> Compliant
10. appropriate arrangements for on-site supervision of students	<input checked="" type="checkbox"/> Non-Compliant
11. appropriate arrangements for supervision of students when engaged in off-site activities	<input checked="" type="checkbox"/> Non-Compliant
12. ensuring all staff understand mandatory reporting, and the failure to disclose offence which commenced on 27 October 2014 and the failure to protect offence which commenced on 1 July 2015.	<input checked="" type="checkbox"/> Non-Compliant
Student care:	
13. arrangements for ill students	<input checked="" type="checkbox"/> Compliant
14. policy and procedures for distributing medicine	<input checked="" type="checkbox"/> Non-Compliant
15. current register of staff trained in first aid	<input checked="" type="checkbox"/> Compliant
16. records of student medical conditions and management.	<input checked="" type="checkbox"/> Compliant

Additional evidence:

17. accidents and incident register	<input checked="" type="checkbox"/> Compliant
18. first aid policy and procedures	<input checked="" type="checkbox"/> Non-Compliant
19. critical incident plan	<input checked="" type="checkbox"/> Compliant
20. emergency management plan which must be reviewed at least annually and immediately after any significant incident	<input checked="" type="checkbox"/> Compliant
21. how the provider communicates policies and procedures on the care, safety and welfare of students to staff, students, guardians and parents.	<input checked="" type="checkbox"/> Compliant

External provider—if part or all of the course is delivered by another registered provider, there must be:

22. a written agreement that sets out how duty of care responsibilities will be managed. Areas to be covered include the legal responsibility for students who attend the course. These include but are not limited to:	<input type="checkbox"/> Compliant
<ul style="list-style-type: none"> • monitoring of attendance • student welfare matters • Working with Children Checks • travel between providers • participation in excursions (also see standards 3 and 4). 	<input checked="" type="checkbox"/> NA

Assessment summary

Evidence considered	<p>William Angliss Institute of TAFE provided the following evidence:</p> <ul style="list-style-type: none"> • Victorian Certificate of Applied Learning 2019 Welcome Handbook • Youth Learning Teacher’s Toolkit 2019 • William Angliss Student Guide 2019 • Student Code of Conduct • Staff Code of Conduct • Child Safe Policy • Child Safe Responding to and Reporting Child Abuse Procedure • Wellbeing and Counselling Services Policy • Support for Students with a Diagnosed Disability Policy • Student Misconduct Policy and Procedure • Health and Safety at Work Policy • Student Duty of Care Policy and Procedure • Critical Incident Policy and Procedure • Emergency Management Policy and Procedure • First Aid Officers List • Medical flow chart • Accident Injury and Near Miss proforma • Accidents and Injury Register • Discussion with Nicholas Hunt CEO, Mark Agius Acting Associate Director, VET, Cary Warren, Manager Centre for Tourism and Hospitality, David Wilson, Youth Learning Program Leader, Dianne Whelan, Youth Learning Coordinator.
Assessment of compliance	<ul style="list-style-type: none"> • Child Safe Standards and requirements of the Child Wellbeing and Safety Act 2005 <p>William Angliss has a Child Safe Policy and a Child Safe Responding to and Reporting Child Abuse Procedure that are published on the website. There is reference to child safety in the Student Guide 2019, the Staff Code of Conduct and the Student Code of Conduct. The 2019 VCAL calendar includes legal presentations on street law, sexting and sexual consent/age of consent; there are programs on disability, NAIDOC week celebrations, cultural diversity and mental health. All staff undertake a compulsory on-line module on Mandatory Reporting and child safety and these matters are addressed at induction. The child safe policy includes a</p>

statement of commitment to child safe practice, acknowledges the importance of the cultural safety of Aboriginal children and children from culturally diverse backgrounds, the safety of children with a disability, gender diverse children and same sex attracted children. The policy is published on the website and on the intranet and it applies to all staff and volunteers.

There is a staff code of conduct that addresses personal relationships and lists examples where boundaries between a professional and personal relationship will be breached. The code of conduct is on the intranet and applies to all employees including contractors, consultants and volunteers.

The Duty of Care policy and procedure reference safe behavior with Aboriginal children, culturally diverse children and children with disabilities.

Every position description has child safe requirements and these are also included in job advertisements. Employees must provide a passport or birth certificate as evidence of their identity. All staff are required to have a Working with Children's Check (WWCC) and all staff are required to undertake on-line training in child safety. There are presentations on child safety at professional development sessions and at induction.

The Child Safe Responding to and Reporting Child Abuse Procedure sets out the steps for responding to and reporting suspected child abuse, lists responsibilities of leadership, staff and volunteers. It specifically refers to supporting children who report child abuse immediately and in the longer term. Reporting to Victoria Police and/or Child Protection is listed in the steps.

Broad strategies to promote student participation and empowerment are included in the course program and measures are taken to promote the cultural safety of Aboriginal children, culturally diverse children and children with a disability. This includes a Wellbeing, Counselling and Disability Centre on site, a Medical Centre and an Aboriginal Liaison Officer.

There was insufficient evidence that processes were in place to ensure children are aware of how they can report child abuse. (Standard 5).

There was a high-level Risk Management Policy but no evidence in relation to Child Safe Standards that situational risks are considered and understood by all, that steps are in place to reduce or remove risks or that risk management approaches are regularly reviewed. (Standard 6).

There was no evidence that children understood child abuse, how to report an allegation of abuse for their safety to the organisation, a trusted adult or external bodies such as the police or DHS. There was no evidence that information about child abuse is accessible to children or that children are involved in strategies to address child safety. (Standard 7).

Duty of Care

There is a Duty of Care Policy and Procedure. The policy indicates a commitment to ensuring reasonable care is taken to protect the safety and welfare of students and staff and that additional measures may be needed for children under the age of 18. The Student Duty of Care procedure provides guidelines for a range of situations. There are 13 situations listed and advice on actions to be taken for children under 18 and those over 18. The situations range from disclosures of self harm or suicide to lateness. The policy and procedures also list related policies and documents that provide for student safety and care.

It was noted that children were able to leave the site during the day at breaks. There was not a blanket permission from parents/guardians to this effect or an indication of the boundaries that applied when leaving the site.

For off-site excursions there were, excursion approval forms, a risk management procedure, list of participants form, excursion consent and medical and Indemnity forms, a schedule of excursions and an injury, accident and hazard form. Blanket permission is provided by parents/guardians at the beginning of the year and staff indicated a summary of destinations and activity was provided to parents/guardians when an excursion occurred. There was a Student Excursion Procedure Appendix 5b that was titled Excursion Consent, Medical and Indemnity Form Under 18 Years and the Youth Learning Teacher's Toolkit indicates that students are responsible for completing this form and submitting it to their teacher prior to the excursion. It also indicates that parents/guardians must be informed of excursion

requirements and the forms that must be signed. Staff were not clear whether parents /guardians provided specific permission for each excursion and in this context there was insufficient evidence that informed consent had been provided.

- **Appropriate arrangements for on-site supervision of students (also addressed in Duty of Care)**

The buildings and grounds are supervised by security officer and there is a CCTV system installed around the campus. In any situation students are able to dial the security Officers on telephones distributed around the site. However, students can leave the site at lunchtime without any form of written approval from parents/guardians.

- **Appropriate arrangements for supervision of students when engaged in off-site activities (also addressed in Duty of Care)**

For off-site excursions there were, excursion approval forms, a risk management procedure, list of participants form excursion consent and medical and Indemnity forms, a schedule of excursions and an injury, accident and hazard form. Blanket permission is provided by parents/guardians at the beginning of the year and staff indicated a summary of destinations and activity was provided to parents/guardians when an excursion occurred. There was a Student Excursion Procedure Appendix 5b that was titled Excursion Consent, Medical and Indemnity Form Under 18 Years and the Youth Learning Teacher's Toolkit indicates that students are responsible for completing this form and submitting it to their teacher prior to the excursion. It also indicates that parents/guardians must be informed of the requirements of an excursion and forms must be signed. Staff were not clear whether parents /guardians provided specific permission for each excursion or only signed a medical indemnity and in this context there was insufficient evidence that informed consent had been provided.

Mandatory Reporting and Failure to disclose, Failure to protect, grooming and Reportable Conduct

Most of this information was included in the Child Safe Responding and Reporting Child Abuse Procedure and an Appendix titled Mandatory Reporting of Child Abuse and Neglect published by the Australian Institute of Family Studies.

Within these documents there were references to the Children, Youth and Families Act 2005. Mandated reporters were defined and their responsibilities listed. Physical and sexual abuse were noted as circumstances where a report must be made, the police and DHS were listed as agencies to report to and there was a statement that a report must be made on each occasion a belief was formed. Mandated reporters were required to make a report as soon as possible.

There was a section in the document on Reportable Conduct and failure to disclose and the responsibilities of the CEO as the responsible officer defined. Roles and responsibilities for departmental managers and staff were also defined. There was a definition of reasonable belief and examples which would contribute to a reasonable belief of child abuse. It was indicated that the failure to disclose offence applied to any person over 18 who had formed a reasonable belief that a sexual offence had been committed against a child under 16 by and adult over 18. The action required including reporting to police on 000 as soon as possible. There was a section on grooming and a definition and examples of what constitutes grooming.

There policy and procedures on Mandatory Reporting were dispersed throughout the Child Safe Policy and Appendices. The appendix Mandatory Reporting of Child Abuse and Neglect published by the Institute of family Studies included all State and Territory jurisdictions regulations on Mandatory reporting. The policy and procedures did not require mandated reporters to make a report even if the principal or equivalent did not share their belief or that mandated reporters should ensure that a report has been made in instances where another mandated reporter has undertaken to make the report. Because the policy and procedures included other state jurisdiction regulations on Mandatory Reporting it was not a document that was easily accessible to mandated reporters at William Angliss.

Bullying and harassment, including cyber bullying

The correspondence from the CEO (Director) of the VRQA requested that a Bullying and Harassment (including cyber bullying) policy directed at students be provided at the site visit. There is not a specific Bullying and Harassment (including cyber bullying) Policy. Rather bullying and harassment including cyber bullying is considered in the Student Code of Conduct, in the William Angliss Student Guide 2019, in the VCAL 2019 Welcome Handbook, in the Student Misconduct Policy and Procedure and on the intranet (Mywai). This was assessed as compliant.

Internet Use Policy

The correspondence from the CEO (Director) of the VRQA requested that an Internet use policy directed at students be provided at the site visit. The Computer Network Security Policy included a code of practice for student use of electronic communications and internet use. This included action to be taken for breaches of the code under the student misconduct policy and procedures including referring the matter to police if it involved a criminal offence. There is a section in the VCAL Student Welcome Handbook that considers the use of computers and cyber safety and there is a session in the curriculum on sexting and cyber bullying.

Policy and procedures for distributing medicine

The procedure for distribution of medicine are included in the Youth Learning Teacher's Toolkit. Students requiring medication are identified at enrolment and parents/guardians must advise the VCAL Coordinator in writing of the medication, the dosage and administration. The William Angliss Medical Centre is advised and the Doctor or First Aid Officer on duty in the Medical Centre administer the medication.

Supervising teachers are advised of student health conditions and their management.

There was not a Distribution of Medicine Policy.

Register of staff trained in first aid

The register of staff trained in first aid was sighted. The register is also included in the Youth Learning Teacher's Toolkit and includes contact details.

Records of student medical conditions and management

Records of student medical conditions are collected at enrolment and provided to the VCAL Coordinator. The Doctor and staff at the Medical centre are informed of ongoing health conditions and a medical action plan is developed for the student.

Accidents and incident register

William Angliss Institute of TAFE has an Accident Injury and Near Miss Proforma that staff are required to complete in the event of an accident. The forms are kept on a register.

First aid policy and procedures

The First Aid Procedure is outlined in the Youth Learning Teacher's Toolkit and indicates that in any emergency assistance should be provided and First Aid officers contacted. The contact list for First Aid Officers is included in the Toolkit and posted around the site. They are able to take the student to the First Aid Office and sick bay and administer first aid. The first aider is responsible for supervising the student in the sick bay until they are well or are collected by parent/guardians. They may also be referred to the William Angliss Medical Centre and the Doctor and staff on duty. There was not a First Aid Policy.

Arrangements for ill Students

The arrangements for ill students are outlined in the Youth Learning Teacher's Toolkit include contacting parents/guardians immediately to take the student home. There is a sick bay and a bed where children can lay down and rest. There are procedures for supervision of the student until their parents can collect them. Students may be referred to the Medical Centre for treatment by the Doctor on duty and an ambulance is to be called if the situation is life threatening.

Critical Incidents Policy

The Critical Incident Policy describes a critical incident as an event that causes strong emotional or psychological distress or threatens the safety of students or staff. The policy notes that a critical incident is often sudden and unexpected and identifies death, trauma and missing students as examples. The policy includes a description of minor, moderate and major critical incidents and provides detail of the action to be taken and those responsible. Details on documenting the critical incident and possible media contact are provided. The role and responsibilities of the Crisis Aid and Support Team is described and its reporting relationship through managers, program leaders the CEO and the Board. Details of the Crisis Aid Support Team are also included in the Youth Learning Teacher's Toolkit.

Emergency Management Plan

The William Angliss Institute of TAFE Emergency Management Plan 2019 provides the emergency contacts within the Institute, external contacts, including emergency contacts (police, ambulance, service providers), the establishment of an Emergency Management Team and their individual responsibilities. The Plan also notes the staff trained in first aid and emergency response procedures for a range of potential emergencies. An area map is provided that includes exit points from the site and off-site assembly points. The location of fire equipment (extinguishers, fire blankets, hose reels), first aid stations and disabled access is provided and it is noted that this detail is included on emergency evacuation maps around the buildings. A risk assessment and review has been completed in 2019.

How the provider communicates policies and procedures on the care, safety and welfare of students to staff, students, guardians and parents

Policies and procedures on the care, safety and welfare of students to staff, students, guardians and parents are communicated through the Intranet (Mywai), the website and are summarised and referenced in the Student Guide, the Victorian Certificate of Applied Learning Welcome Handbook and the Youth Learning Teacher's Toolkit. The Student Guide and the Victorian Certificate of Applied Learning Welcome Handbook is provided to students and parents/guardians at induction.

William Angliss Institute of TAFE was not compliant with the following requirements:

. Child Safe Standards

- There was no evidence that processes were in place to ensure children are aware of how they can report child abuse (standard 5)
- There was a high-level Risk Management Policy but no evidence in relation to Child Safe Standards that situational risks are considered and understood by all, that steps are in place to reduce or remove risks or that risk management approaches are regularly reviewed. (Standard 6)
- There was no evidence that children understood child abuse, how to report an allegation of abuse for their safety to the organisation, a trusted adult or external bodies such as the police or DHS. There was no evidence that information about child abuse is accessible to children or that children are involved in strategies to address child safety. (Standard 7).

Mandatory Reporting

- There were a policy and procedures on Mandatory Reporting dispersed throughout the Child Safe Policy and Appendices that also included other State jurisdictions regulations on Mandatory Reporting. The policy and procedures did not require mandated reporters to make a report even if the principal or equivalent did not share their belief or that mandated reporters should ensure that a report has been made in instances where another mandated reporter has undertaken to make the report. Because the policy and procedures included other state jurisdiction regulations on Mandatory Reporting it was not a document that was easily accessible to mandated reporters at William Angliss in Victoria.

On Site Supervision and Duty of Care

- Children were able to leave the site during the day at breaks. There was not a blanket permission from parents/guardians to this effect or an indication of the time of breaks or boundaries that applied when leaving the site.

Off Site Supervision and Duty of Care

- For off-site excursions there was blanket permission provided by parents/guardians at the beginning of the year and a summary of destinations and activity was provided to parents/guardians when an excursion occurred. There was a Student Excursion Procedure Appendix 5b that was titled Excursion Consent, Medical and Indemnity Form Under 18 Years and the Youth Learning Teacher's Toolkit indicates that students are responsible for completing this form and submitting it to their teacher prior to the excursion. It also indicates that parents/guardians must be informed of excursion requirements and the forms that must be signed. Staff were not clear whether parents /guardians provided specific permission for each excursion or signed a medical indemnity form and in that context there was insufficient evidence that informed consent had been provided.

First Aid Policy

- There were First Aid procedures but there was not a First Aid Policy.

Distribution of Medicine

- There were Distribution of Medicine procedures but there was not a Distribution of Medicine Policy.

Standard 4: Student records and results

Finding

A senior secondary education provider must have policies and procedures in place:

- to maintain accurate student records and ensure the integrity of student assessments;
- if the provider is not the awarding body, to enable compliance with the requirements of the awarding body for the course with regard to the assessment program and the timely provision of student enrolments and results;
- if the provider is also the awarding body, to deal with the assessment program and the timely provision of student enrolments and results;
- to monitor patterns of student participation and completion rates, and the quality of outcomes of students in the registered senior secondary education qualification/course; and
- to undertake an annual analysis (that is made publicly available) of student participation and completion rates and outcomes.

Non-compliant

A senior secondary education provider must prepare and maintain records of student assessments and comply with appropriate requests to provide copies of a student's records to the student or a person authorised by the student to receive the records.

A senior secondary education provider must have processes in place that comply with the requirements of the awarding body for the course for the accurate and timely issuing of qualifications/course and for the retention, archiving and retrieval of sufficient information about student enrolments and results to enable the re-issue of statements and certificates if required.

- Education and Training Reform Regulations 2017, Sch. 8 clause 4

Evidence required to demonstrate compliance

Policies and procedures for:

1. assessment	VCAA assessment
2. administration of student records (including an archive period of not less than seven years. Note: School-assessed coursework, copies of coursework or coursework not returned to students may be destroyed four months after the student is notified of their final result for the unit	VCAA assessment
3. monitoring and analysis of student results (including monitoring and analysis of participation rates, completion rates, student outcomes and access to further education and work after leaving the program). This information needs to be publicly available.	<input checked="" type="checkbox"/> Non-Compliant

Procedures that:

4. maintain the integrity, accuracy and currency of student records	<input checked="" type="checkbox"/> Compliant
5. allow students to check personal details about them which are stored on the VCAA database	<input checked="" type="checkbox"/> Compliant
6. ensure that the personal details of students are held securely to prevent unauthorised access	<input checked="" type="checkbox"/> Compliant
7. allow for the production of eligibility reports for currently enrolled students from VASS (for existing providers)	VCAA assessment
8. demonstrate appropriate learning programs (for new providers).	VCAA assessment

Evidence of:

9. technical hardware to support the use of the VASS.	VCAA assessment
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External providers—if part or all of the course is delivered by another registered provider, there must be:

10. a written agreement that sets out how the requirements of the student records and results standard will be met (also see standards 1, 2 and 4).	<input type="checkbox"/> Compliant
	<input checked="" type="checkbox"/> NA

Assessment summary

Evidence considered

William Angliss Institute of TAFE provided the following evidence:

- Victorian Certificate of Applied Learning 2019 Welcome Handbook
- Youth Learning Teacher's Toolkit 2019
- William Angliss Student Guide 2019
- Student Code of Conduct
- Staff Code of Conduct
- Risk Management Policy
- Transfer of Student Based Administrative Documents to Student Records procedure
- Certificate Enrolment List Report for William Angliss Institute of TAFE 2019
- Exit Student Report for William Angliss Institute of TAFE 2018
- Student Personal Details Summary Report for William Angliss Institute of TAFE 2018 and 2019
- Records Retention and Disposal for Teaching Areas Policy and procedure
- Records Management procedures in the Hewlett Packard Records Management Database (HPRM)

Discussion with Cary Warren, Manager Centre for Tourism and Hospitality, David Wilson, Youth Learning Program Leader and Dianne Whelan, Youth Learning Coordinator.

Assessment of compliance

The correspondence from the CEO (Director) of the VRQA requested that procedures to maintain the integrity, accuracy and currency of student records, allow students to check personal details stored on VCAA database and ensure personal details are stored securely to prevent unauthorised access be provided at the site visit.

In the Records Management and Disposal for Teaching Areas Policy and Procedure Executive, Managers and Coordinators are instructed that student records are to be kept in secure restricted areas. During site inspection it was noted that student records are stored securely in the staff and administration area where there is no access to students. The Youth Learning Coordinator and the Administrative Officer in the Youth Learning area are VASS system users. Other staff do not have access to the VASS system. The Hewlett Packard Records Management System HPRM is a high-level secure data base within the William Angliss administration.

There was advice to trainers in the Youth Learning Teachers Toolkit on the responsibility of trainers in delivering the VCAL, assessment and recording results and on the VCAA quality assurance procedures. There was direction to trainers to the VCAL Unit Assessment Planning Guide, the VCAL Quality Assurance Kit and the VCAA VCAL Administrative Handbook. Access to these VCAA documents and a range of other VCAA material was noted in the Teacher's Toolkit and was also available through the intranet.

Students had access, on approval, to their personal details through the intranet and a secure login.

The correspondence from the CEO (Director) of the VRQA requested that a policy or procedure for monitoring and analysis of student results (including monitoring and analysis of participation rates, completion rates, student outcomes and access to further education and work after leaving the program) be made available at the site visit.

There was an Excel spreadsheet that included details of student enrolments, students withdrawn, certificate and unit completion rates. Certificate completion rates had a zero entered for both Intermediate and Senior VCAL for 2018. Further consideration of a VCAL Certificate Enrolment List Report from VASS form 2018 indicated that 42 students had initially enrolled and seven had withdrawn. Of the remaining students 17 had been enrolled in Senior VCAL and nine had been awarded the Certificate and 18 students had been enrolled in Intermediate VCAL and seven had been awarded the Certificate.

Attendance records were sighted. There was an expectation of a minimum of 80% attendance noted in the William Angliss Student Guide 2019. There was a procedure for following up absences of more than two days with parent/guardians. There was a VET

Student Progress Procedure that outlined a process for intervention when students were not progressing satisfactorily including probation, interview and consideration by a panel of continuation or otherwise. There was an appeals procedure.

There was no Policy and Procedure for monitoring and analysis of participation rates, completion rates, student outcomes and access to further education and work after leaving the program.

There was no overarching monitoring and analysis of participation rates, completion rates, student outcomes and access to further education and work after leaving the program and this information was not made available publicly.

Enrolment Register

A Student Personal Details Summary Report for 2018 and 2019 was provided. This included enrolments with student's name, course in which students were enrolled, date of birth, contact details and the course the student was enrolled in. A separate report VCA Certificate Enrolment List Report for William Angliss TAFE included commencement, completion and withdrawals.

William Angliss Institute of TAFE was not compliant with the following requirements:

Policy and procedure for monitoring and analysis of student results.

There was no Policy and Procedure for monitoring and analysis of participation rates, completion rates, student outcomes and access to further education and work after leaving the program.

There was no annual analysis of participation rates, completion rates, student outcomes and access to further education and work after leaving the program and this information was not made available publicly.

Standard 5: Teaching and learning**Finding**

A senior secondary education provider must have:

- qualified and competent staff to teach and assess the course;
- suitable teaching resources and physical facilities to provide the course;
- processes to ensure the consistent application of assessment criteria and practices; and
- processes to oversee the conduct of assessments of the course including processes to conduct investigations and hearings and, if necessary, amend or cancel assessments.

- Education and Training Reform Regulations 2017, Sch. 8 clause 5

Compliant

Evidence required to demonstrate compliance

Teacher qualifications—evidence for non-VET VCE teachers:

1. qualifications, Victorian Institute of Teaching (VIT) registration and other relevant information showing that teachers meet the requirements for the delivery and/or assessment of the qualification	<input checked="" type="checkbox"/> Compliant
2. for VCAL and VET teachers, evidence in the form of qualifications and other relevant information showing that teachers meet the Australian Quality Training Framework (AQTF) requirements for the delivery and/or assessment of the qualification	<input checked="" type="checkbox"/> Compliant
3. policies and procedures regarding screening, supervision, training and other human resources practices that comply with standard 4 of the child safe standards [Screening, supervision, training and other human resource practices that reduce the risk of child abuse by new and existing personnel]	<input checked="" type="checkbox"/> Compliant
4. There must be evidence in the form of policy and procedures for the supervision of non-registered staff and volunteers	<input checked="" type="checkbox"/> Compliant
5. There must be a designated person responsible for ensuring overall compliance with the principles and requirements of the accredited senior secondary qualification	<input checked="" type="checkbox"/> Compliant

Facilities and resources:

6. access to physical facilities which meet Australian building code standards and regulations as well as occupational health and safety requirements	<input checked="" type="checkbox"/> Compliant
7. physical facilities which are suitable for the delivery of the specific VCE and/or VCAL courses to be provided. This may include, for example, facilities in which to conduct practical work in biology, chemistry, physics, dance, food technology or physical education	VCAA assessment
8. adequate learning resources such as equipment for the courses intended for delivery to ensure that delivery meets all requirements for resources and facilities.	VCAA assessment

Assessment:

9. procedures for the fair, valid and reliable application of internal assessments	VCAA assessment
10. teaching and learning programs that use the relevant VCAA curriculum and assessment documents as the source of the content and are in accordance with the currently accredited qualification	VCAA assessment
11. written advice to staff and students which provides comprehensive course advice, including VCAA assessment rules and responsibilities	VCAA assessment
12. procedures for establishing and applying decisions about satisfactory completion and delay of satisfactory completion across the course consistent with VCAA Guidelines	VCAA assessment
13. policies and procedures which ensure the integrity and authentication of assessments and their compliance with VCAA requirements and administrative guidelines	VCAA assessment
14. documents available to staff to help ensure that they are able to meet course and assessment requirements, including administrative arrangements	VCAA assessment

15. procedures to identify students who require special provision and, where relevant, to enable consistent and fair decisions to be made about appropriate assistance for these students	VCAA assessment
16. policies and procedures to ensure that the provider meets all other requirements in the current VCAA, VCE and VCAL Administrative Handbook, as applicable	VCAA assessment
17. policies and procedures for any workplace learning arrangements consistent with current VCAA, VCE and VCAL Administrative Handbook and current Ministerial Orders (available at www.education.vic.gov.au/training/providers/rto/Pages/workplacelearn.aspx).	VCAA assessment
External providers—if part or all of the course is delivered by another registered provider, there must be:	
18. a written agreement that sets out how the requirements of the teaching and learning standard will be met (also see standards 1–3).	<input type="checkbox"/> Compliant <input checked="" type="checkbox"/> NA

Assessment summary

Evidence considered	<p>The provider provided the following evidence:</p> <ul style="list-style-type: none"> • Health and Safety at Work Policy • Occupancy Permit and Certificate 9(b) for each of six levels of buildings at 515 La Trobe Street including Essential Services and Maintenance requirements for air conditioning, lifts, lighting, exits, fire equipment, warning sign and paths. • Discussion with Cary Warren, Manager Centre for Tourism and Hospitality, David Wilson, Youth Learning Program Leader and Dianne Whelan, Youth Learning Coordinator
Assessment of compliance	<p>The correspondence from the CEO (Director) of the VRQA requested confirmation that Ross Baker had VIT Registration</p> <p>The Manager of the Centre for Tourism and Hospitality indicated that Ross Baker’s qualifications were still under review by the Victorian Institute of Teaching. He had completed TAE 40116 and was therefore qualified to teach VCAL.</p> <p>The correspondence from the CEO (Director) of the VRQA requested evidencethat the physical facilities met the Australian Building code standards and regulations as well as occupational health and safety.</p> <p>Occupancy Permits and Certificate 9(b) for each of six levels of buildings at 515 La Trobe Street including Essential Services and Maintenance requirements for air conditioning, lifts, lighting, exits, fire equipment, warning sign and paths were provided. There was a Health and Safety at Work Policy and Procedure that set out responsibilities for workers, teachers, OHS representatives Managers and Directors for occupational health and safety.</p>

Standard 6: Governance and probity

Finding

The governance and management of a senior secondary provider must be structured to enable the provider to effectively manage:

- the finances of the provider;
- the physical environment of each place where the course is offered by the provider;
- the staff of the provider; and
- the students enrolled in the course offered by the provider.

A senior secondary education provider must ensure suitable arrangements are in place:

- to enable the provider to respond to and supply any information requested by the Authority in regards to matters listed in section 4.3.11(2) of the Act;
- to enable the provider to comply with any relevant guidelines issued by the Authority under section 4.3.11(3) of the Act; and
- to enable the Authority to conduct an audit on the operation of the person, body or school in relation to the minimum standards.

The provider must be authorised by: (this section has been paraphrased)

- the Victorian Curriculum and Assessment Authority to deliver courses leading to the Victorian Certificate of Education and/or the Victorian Certificate of Applied Learning; and
- must comply with the conditions relating to that authorisation.

A senior secondary education provider must not provide instruction in an accredited senior secondary course at a school unless it is a registered school.

- Education and Training Reform Regulations 2017, Sch. 8 clause 6

Non-compliant

Evidence required to demonstrate compliance

Evidence in the form of:

1. policies and procedures that include appropriate provisions for the management of finances, physical environment, staff and students	<input checked="" type="checkbox"/> Non-Compliant <input type="checkbox"/> NA
2. the policies and procedures for the effective management of staff and students will include appropriate enrolment agreements with students and employment agreements with staff	<input type="checkbox"/> Compliant <input checked="" type="checkbox"/> NA
3. an outline of the governing body's structure, membership, meeting requirements, voting rights and rules governing meetings	<input type="checkbox"/> Compliant <input checked="" type="checkbox"/> NA
4. policies relating to the operation, professional development, review and induction of any governing body and its members	<input type="checkbox"/> Compliant <input checked="" type="checkbox"/> NA
5. a governance charter outlining the key functions and responsibilities of senior managers and the board of management	<input type="checkbox"/> Compliant <input checked="" type="checkbox"/> NA
6. enrolment estimates	<input type="checkbox"/> Compliant <input checked="" type="checkbox"/> NA
7. a business plan, including three-year financial projections certified by a qualified accountant	<input type="checkbox"/> Compliant <input checked="" type="checkbox"/> NA
8. the rental/leasing arrangements of each delivery site, including council approval (where required)	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> NA

Assessment summary

Evidence considered

William Angliss Institute of TAFE provided the following evidence:

- WAI Board, Subsidiary and Committee Structure.
- VRQA Notification for NSSSP Policy.
- Discussion with Nicholas Hunt CEO, Mark Agius Acting Associate Director, VET, Cary Warren, Manager Centre for Tourism and Hospitality, David Wilson, Youth Learning Program Leader, Dianne Whelan, Youth Learning Coordinator.

Assessment of compliance

The correspondence from the CEO (Director) of the VRQA requested that an outline of the governing body's structure as it relates to the oversight of the VCAL program be provided at the site visit.

A copy of the William Angliss Institute of TAFE Board, Subsidiary and Committee Structure was provided. In discussion it was indicated that the Youth Learning Program reported to the Field of Education Advisory Committee and to the Board of Studies. The Board of Studies reported through the Executive Group and CEO to the William Angliss Institute of TAFE Board. They also indicated that the Youth Education VCAL Program is now a standing item on the Board of Studies agenda.

The correspondence from the CEO (Director) of the VRQA requested that the requirement the VRQA will be notified within 10 working days of changes to the name or contact details of the proprietor, principal or members of the governing body.

This information was included in the VRQA Notification for NSSSP Policy.

The correspondence from the CEO (Director) of the VRQA requested that William Angliss confirm whether there were any other minutes of Board of Studies meetings from 2016-2018 that were not submitted for desk audit for the purposes of establishing whether the governance of the William Angliss was structured to enable William Angliss to effectively manage the staff and the students enrolled in the VCAL.

The staff indicated there were no other minutes and that between 2016 and 2018 there had been no recorded discussion of the oversight by the Board of Studies of the Youth Education VCAL Program. While staff indicated that the Youth Education VCAL Program was now a standing item on the Board of Studies Agenda there was not yet evidence that there was governance oversight of appropriate provisions for the management of staff and students in the VCAL program.

William Angliss Institute of TAFE was not compliant with the following requirements:

The governance of the William Angliss is structured to enable William Angliss to effectively manage the staff and the students enrolled in the VCAL.

While staff indicated that the Youth Education VCAL Program was now a standing item on the Board of Studies Agenda there was not yet evidence that there was governance oversight of appropriate provisions for the management of staff and students in the VCAL program.