Audit report: International College of Tasmania Pty Ltd

RTO number: 45352
CRICOS number: 03683K
Date/s of audit: 12 August 2019
Date report created: 13 August 2019
**Organisation details**

Organisation's legal name: International College of Tasmania Pty Ltd  
Trading name/s: TasCollege  
RTO number: 45352  
CRICOS number: 03683K

**Audit team**

Lead auditor: Darryl Murray  
Auditor: David Scott

**Audit details**

Application number/s: N/A  
Audit number/s: AUDREC0009655  
Audit reason/s: Post Initial  
Address of site/s visited: Level 1, 242 Liverpool St  
HOBART TAS 7000  
Australia  
Date/s of audit: 12 Aug 2019  
Organisation's contact for audit: Arjun Pandey  
Chief Executive Officer  
ceo@tascollege.edu.au  
0425 763 336

**Original finding at time of audit**

Audit finding: Concerning non-compliance  
Report completed by: Darryl Murray

<table>
<thead>
<tr>
<th>Practice</th>
<th>Standards for RTOs</th>
<th>National Code</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing/Recruitment Practices</td>
<td>4.1</td>
<td>1.1, 1.2, 1.3, 1.4</td>
<td>Compliant</td>
</tr>
<tr>
<td>Enrolment</td>
<td>5.1, 5.2, 5.3, 7.3</td>
<td>2.2, 2.1, 3.1, 3.3, 8.5, 3.4</td>
<td>Compliant</td>
</tr>
<tr>
<td>Support and Progression</td>
<td>1.7</td>
<td>6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.9, 8.1, 8.3, 8.4, 8.9</td>
<td>Compliant</td>
</tr>
<tr>
<td>Training and Assessment</td>
<td>1.1, 1.2, 1.3, 1.8*, 1.13*, 1.14, 1.15, 1.16, 1.17, 1.18, 1.20</td>
<td>11.1, 11.2, 8.18, 8.19, 8.20</td>
<td>Not compliant</td>
</tr>
<tr>
<td>Completion</td>
<td>3.1</td>
<td></td>
<td>Compliant</td>
</tr>
</tbody>
</table>
Background

Summary of organisation and management structure:
Mr Arjun Pandey (CEO) applied and received initial VET registration March 2018. Mr Pandey is from Nepal and has a family background in education. He saw an opportunity to build a college in Tasmania that catered to overseas students wishing to complete their studies in business management. Student numbers have doubled in the past 12 months, with most of the increase as a result of good marketing strategies and overseas student recruitment agents. Mr Pandey has focused on the recruitment of international students from countries such as Nepal, India and the Philippines. The organisation aims to continue increasing its recruitment activities and adding training products to its scope. Currently, the majority of enrolled students are studying Diploma of Leadership and Management. The structure of the college is as follows:

- Arjun Pandey – Chief Executive Officer
- Vishal Dawda – RTO Manager
- Karan Rajput – Academic and Human Resources Manager
- Ravi Shakya – Administration and Human Resources Manager

Scope of organisation’s registration:
- BSB51915 Diploma of Leadership and Management
- BSB61015 Advanced Diploma of Leadership and Management
- BSB80515 Graduate Certificate in Management (Learning)
- BSB80615 Graduate Diploma of Management (Learning)
- BSB51918 Diploma of Leadership and Management.

Suburb and state of all delivery sites:
- Delivery location: 232 – 242 Liverpool Street, Hobart, TAS, 7000.

Third party usage:
- no third parties used for the delivery and assessment of training. The only third party arrangements is with Education Agents for the purpose of recruitment of international students.

Core clients/target groups:
- overseas students on study visas.

Training Revenue (Funded or fee for service):
- fee-for-service.

Total number of current enrolments in the organisation as at audit date:
- 360

In preparing the audit report, consideration has been given and reference made, where relevant, to:
- Information provided by students as part of a student survey or interview.
- Information provided directly by International College of Tasmania Pty Ltd to ASQA.
Existing information and records held by ASQA concerning International College of Tasmania Pty Ltd.

Information provided to ASQA’s auditors and documentation reviewed during the site audit of International College of Tasmania Pty Ltd conducted on 12 Aug 2019 - 12 Aug 2019.

Other publicly available information - including but not limited to, information published on the organisation’s and third-party websites.

### Audit Sample

<table>
<thead>
<tr>
<th>Training Products</th>
<th>Mode/s of delivery/assessment*</th>
<th>Current enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSB51915 Diploma of Leadership and Management</td>
<td>Face-to-face</td>
<td>228</td>
</tr>
<tr>
<td>BSB61015 Advanced Diploma of Leadership and Management</td>
<td>Face-to-face</td>
<td>13</td>
</tr>
<tr>
<td>BSB80515 Graduate Certificate in Management (Learning)</td>
<td>Face-to-face</td>
<td>5</td>
</tr>
<tr>
<td>BSB80615 Graduate Diploma of Management (Learning)</td>
<td>Face-to-face</td>
<td>79</td>
</tr>
<tr>
<td>BSB51918 Diploma of Leadership and Management</td>
<td>Face-to-face</td>
<td>0</td>
</tr>
</tbody>
</table>

*Apprenticeship, Traineeship, Face to face, Distance, Online, Workplace, Mixed, Other (specify)

### Interviewees

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Training products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arjun Pandey</td>
<td>CEO</td>
<td>All</td>
</tr>
<tr>
<td>Vishal Dawda</td>
<td>RTO Manager</td>
<td>All</td>
</tr>
</tbody>
</table>

### About this Report

This report details findings against the Standards for Registered Training Organisations (RTOs) 2015 (Standards for RTOs) and/or the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code). If non-compliance has been identified, this report describes evidence of the non-compliance.

Where non-compliance has been identified, the organisation is accountable for identifying and correcting non-compliant practices and behaviours, particularly those that have had a negative impact on learners. Correcting non-compliance may require:

- correcting a process or system that has led to the non-compliance, and implementing a revised process or system
- identifying the impact on learners and carrying out remedial action for current and past learners
Original action required by Organisation

International College of Tasmania Pty Ltd did not meet the following requirements:
Clauses 1.8 and 1.13 from Standards for RTOs

Remedial action is required for the following training products:
- BSB51915 Diploma of Leadership and Management
- BSB51918 Diploma of Leadership and Management
- BSB61015 Advanced Diploma of Leadership and Management
- BSB80515 Graduate Certificate in Management (Learning)
- BSB80615 Graduate Diploma of Management (Learning)
  - BSBLED807 Establish career development services.

The organisation is required to provide evidence that demonstrates:

Training and assessment

- the organisation has corrected its assessment system (to comply with Clause 1.8) for future students and has systems in place to ensure it is this system that is applied. The evidence to be provided must:
  - include the full suite of assessment tools for each unit of competency identified as non-compliant
  - demonstrate the organisation will implement an assessment system that ensures assessment:
    - complies with the assessment requirements of the relevant training product(s)
    - will be conducted in accordance with the Principles of Assessment and Rules of evidence.
- the organisation has carried out remedial action to identify and address the impact the non-compliance may have caused to students in the training product sampled that were assessed in a manner that did not meet the requirements of Clause 1.8. Remedial action needs to cover currently enrolled students
- the organisation now has appropriate processes to ensure it only uses trainers/assessors meet the requirements of the standards to provide training and assessment (Clause 1.13)
- the trainers/assessors currently used by the organisation meet the requirements of the standards (Clause 1.13)
- the organisation has carried out remedial action to identify and address the impact the non-compliance may have caused to students across all scope items that were trained or assessed by a trainer/assessor that did not meet the requirements of the standards. Remedial action needs to cover all currently enrolled students
### Areas of non-compliance

#### Training and Assessment

#### Training Delivery and Assessment

<table>
<thead>
<tr>
<th>Standards for RTOs Clause 1.8</th>
<th>Original Finding: Not compliant</th>
</tr>
</thead>
<tbody>
<tr>
<td>The RTO implements an assessment system that ensures that assessment (including recognition of prior learning):</td>
<td></td>
</tr>
<tr>
<td>a) complies with the assessment requirements of the relevant training package or VET accredited course; and</td>
<td></td>
</tr>
<tr>
<td>b) is conducted in accordance with the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.</td>
<td></td>
</tr>
</tbody>
</table>

**Table 1.8.1 Principles of Assessment**

| Fairness | The individual learner’s needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner’s needs. The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary. |
| Flexibility | Assessment is flexible to the individual learner by: |
| | • reflecting the learner’s needs; |
| | • assessing competencies held by the learner no matter how or where they have been acquired; and |
| | • drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual. |
| Validity | Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires: |
| | • assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; |
| | • assessment of knowledge and skills is integrated with their practical application; |
| | • assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and |
| | • judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements. |
| Reliability | Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment. |

**Table 1.8.2 Rules of Evidence**

<p>| Validity | The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements. |
| Sufficiency | The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner’s competency. |
| Authenticity | The assessor is assured that the evidence presented for assessment is the learner’s own work. |</p>
<table>
<thead>
<tr>
<th>Currency</th>
<th>The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.</th>
</tr>
</thead>
</table>

**BSB51915 Diploma of Leadership and Management**
**BSB51918 Diploma of Leadership and Management**
**BSB61015 Advanced Diploma of Leadership and Management**
**BSB80515 Graduate Certificate in Management (Learning)**
**BSB80615 Graduate Diploma of Management (Learning)**

- The following evidence was reviewed:
  - Assessment tools for:
    - BSBLED807 Establish career development services
    - BSBLED807 Establish career development services
    - BSBLDR501 Develop and use emotional intelligence
    - BSBLDR502 Lead and manage effective workplace relationships
    - BSBSUS501 Develop workplace policy and procedures for sustainability
    - BSBMGT605 Provide leadership across the organisation
    - BSBMGT517 Manage operational plan
    - BSBMGT516 Facilitate continuous improvements.

- The completed student assessment items (and the assessment tools used):
  - **BSBLED807 Establish career development services**
    - Student - MR
      - Written questions
      - Case Study and demonstration of tasks x 2
      - Written report and presentation
      - Portfolio of evidence and demonstration of tasks
    - Student - WA
      - Written Questions
      - Case Study and Demonstration x 2
      - Written Report and presentation
      - Portfolio of evidence and demonstration.

- The following analysis provides guidance on the areas of non-compliance. Examples of non-compliances are provided; however, this is not an exhaustive list. It is the organisation’s responsibility to review the assessment system for each unit of competency for all non-compliances identified below and provide evidence:
  - of a revised assessment system for each unit of competency listed above that addresses all requirements of Clause 1.8.
  - that confirms students were assessed as meeting all the requirements of the training product(s) in which they were enrolled.

- **Validity and Sufficiency** - the assessment tools for **BSBLED807 Establish career development services** do not address all unit of competency requirements. For example, but not limited to:
  - Knowledge Evidence:
    - Instructions for Written Questions require the assessor to use a range of assessment methods, including verbal responses to establish learner’s knowledge. However, the responses to the learners written questions are marked insufficient with no evidence of verbal questioning used, while the overall knowledge activity was deemed satisfactory. Therefore, it cannot be assured that the learner has the knowledge described in the unit of competency or the assessor has the quantity of assessment evidence to enable a judgement be made of a learner’s competency.
Trainer and assessor competency

Standards for RTOs Clause 1.13

| Original Finding: Not compliant |

In addition to the requirements specified in Clause 1.14 and Clause 1.15, the RTO’s training and assessment is delivered only by persons who have:

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.

Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.

**BSB51915 Diploma of Leadership and Management**
**BSB51918 Diploma of Leadership and Management**
**BSB61015 Advanced Diploma of Leadership and Management**
**BSB80515 Graduate Certificate in Management (Learning)**
**BSB80615 Graduate Diploma of Management (Learning)**

- The following evidence was reviewed:
  - Poonam Rajput:
    - Resume
    - Trainer and Assessor Profile.
  - Gopal Singh Sijapati:
    - Resume
    - Trainer and Assessor Profile.
  - Mandeep Kaur:
    - Resume
    - Trainer and Assessor Profile.
  - Ravinder Kumar:
    - Resume
    - Trainer and Assessor Profile.
  - Mahjabeen Rahman:
    - Resume
    - Trainer and Assessor Profile.
  - Pratima Bista:
    - Resume
    - Trainer and Assessor Profile.
  - Aneesha Shrestha:
    - Resume
    - Trainer and Assessor Profile.
  - Numan Rashid:
    - Resume
    - Trainer and Assessor Profile.
  - Md Tauhedy Alam:
    - Resume
    - Trainer and Assessor Profile.

- The organisation did not provide sufficient evidence to demonstrate that the below listed trainers and assessors possess relevant industry currency:
  - Poonam Rajput
  - Gopal Singh Sijapati
  - Mandeep Kaur
  - Ravinder Kumar
  - Mahjabeen Rahman
  - Pratima Bista
- Aneesha Shrestha
- Numan Rashid
- Md Tauhedu Alam.