



Australian Government

Australian Skills Quality Authority

REPORT

Audit report: SELMAR Holdings Pty Ltd

RTO number:	121531
CRICOS number:	02821B
Date/s of audit:	24–26 March 2020
Date report created:	27 March 2019

Organisation details

Organisation's legal name:	SELMAR Holdings Pty Ltd
Trading name/s:	SELMAR HOLDINGS PTY LTD Selmar Institute of Education
RTO number:	121531
CRICOS number:	02821B

Audit team

Lead auditor:	Paul Bunce
Auditor/s:	N/A

Audit details

Application number/s:	N/A
Audit number/s:	AUDREC0010321
Audit reason/s:	Compliance Monitoring
Address of site/s visited:	Desk audit
Date/s of audit:	24-26 March 2020
Organisation's contact for audit:	Joanne Asquith Chief Executive Officer jo.asquith@catalysteducation.com.au 0395166628

Original finding at time of audit

Audit finding: Concerning non-compliance

Report completed by: Paul Bunce

Practice	Standards for RTOs	Finding
Training and Assessment	1.1*, 1.2*, 1.3, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.20	Not compliant
Marketing/Recruitment Practices	4.1	Compliant
Enrolment	5.1, 5.2, 5.3, 7.3	Compliant
Support and Progression	1.7	Compliant
Completion	3.1	Compliant
Regulatory Compliance / Governance	2.3, 2.4, 8.2	Compliant

*Indicates a non-compliant clause

Background

Summary of organisation and management structure:

Selmar Institute of Education was initially registered as a training organisation in November 2004. The Chief Executive Officer, Joanne Asquith, commenced with the organisation in October 2019. The organisation became a part of Catalyst Education Pty Ltd (Catalyst Education) in 2014. Catalyst Education consists of three RTOs and has its headquarters in Melbourne, Victoria.

The organisation's CEO is responsible for the strategic and operational direction. She is supported by Senior Leadership Team consisting of a Head of Governance, Risk and Compliance, General Manager of Operations, Chief Financial Officer, Head of Sales and Marketing, Head of Learning and Teaching and Head of People and Culture. The RTO employs approximately 40 trainers and 7 Regional Managers across Victoria, New South Wales and Queensland to deliver products from within the community services training package. Predominantly within the Aged Care, Early Childhood and School Aged Education and Care sectors.

The administration team and corporate systems are independently managed by Selmar Institute of Education Pty Ltd. Students complete their studies either on the job through a workplace training model, or through a correspondence model with access to a workplace to complete their practical placement component of their course.

The organisation has funding contracts with the each State funding bodies (PQS, Skills First, Smart and Skilled) and is as Vet Student Loans provider. The organisation also offers interest-free payment plans.

Scope of organisation's registration:

- *BSB30115 Certificate III in Business*
- *BSB30415 Certificate III in Business Administration*
- *BSB40215 Certificate IV in Business*
- *BSB40515 Certificate IV in Business Administration*
- *BSB42015 Certificate IV in Leadership and Management*
- *BSB50215 Diploma of Business*
- *BSB51918 Diploma of Leadership and Management*
- *CHC30113 Certificate III in Early Childhood Education and Care*
- *CHC33015 Certificate III in Individual Support*
- *CHC40113 Certificate IV in School Age Education and Care*
- *CHC43015 Certificate IV in Ageing Support*
- *CHC43115 Certificate IV in Disability*
- *CHC43415 Certificate IV in Leisure and Health*
- *CHC50113 Diploma of Early Childhood Education and Care*
- *CHC50213 Diploma of School Age Education and Care*
- *CHC62015 Advanced Diploma of Community Sector Management.*

Suburb and state of all delivery sites:

- level 2, 80 Dorcas Street, Southbank VIC
- 84 Brunswick Street, Fortitude Valley QLD
- student workplace throughout Australia.

Third party usage:

- there are no third party arrangements.

Core clients/target groups:

- broadly, they are domestic students in the 18 – 35 age range.

Training Revenue (Funded or fee for service):

- funded and fee-for-service.

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

- 1993.

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 SELMAR Holdings Pty Ltd to ASQA.
- Existing information and records held by ASQA concerning SELMAR Holdings Pty Ltd.
- Information provided to ASQA's auditors and documentation reviewed during the site audit of SELMAR Holdings Pty Ltd conducted on 24 Mar 2020.
- Other publicly available information - including but not limited to, information published on the organisation's and third-party websites.

Audit Sample

Training Products	Mode/s of delivery/assessment*	Current enrolments
<i>BSB50215 Diploma of Business</i>	Workplace, Distance, Online	Nil
<i>CHC30113 Certificate III in Early Childhood Education and Care</i>	Workplace, Distance, Online	191
<i>CHC33015 Certificate III in Individual Support</i>	Workplace, Distance, Online	108

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

Interviewees

Name	Position	Training products
Julie Van Belkom	Head of governance, risk and compliance	All

About this Report

This report details findings against the *Standards for Registered Training Organisations (RTOs) 2015* (Standards for RTOs). If non-compliance has been identified, this report describes evidence of the non-compliance.

Where non-compliance has been identified, the Registered Training Organisation is accountable for identifying and correcting non-compliant practices and behaviours, particularly those that have had a negative impact on learners.

Correcting a 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

SELMAR Holdings Pty Ltd did not meet all requirements for clauses: 1.1 and 1.2 of the Standards for RTOs.

Remedial action is required for the following training products:

- *BSB50215 Diploma of Business*
- *CHC30113 Certificate III in Early Childhood Education and Care*
- *CHC33015 Certificate III in Individual Support*

The organisation is required to provide evidence that demonstrates:

Training and Assessment

- the organisation has corrected its training and assessment strategies and practices for futures students to ensure they meet the requirements of the training product, including:
 - training and assessment methods are clear for each mode of delivery and assessment
 - the amount of training to be provided
 - the duration of each course
 - the training and assessment methods for each unit of competency within each course
 - information explaining how unstructured learning will be structured, supervised and assessed
 - information detailing the duration of face to face learning and online learning for unit of competency within each course.

as required by Clauses 1.1 and 1.2 of the Standards for RTOs.

Areas of non-compliance

Training and Assessment

Training Delivery and Assessment

Standards for RTOs Clause 1.1

Original Finding: Not compliant

The RTO's training and assessment strategies and practices, including the amount of training they provide, are consistent with the requirements of training packages and VET accredited courses and enable each learner to meet the requirements for each unit of competency or module in which they are enrolled.

Standards for RTOs Clause 1.2

Original Finding: Not compliant

For the purposes of Clause 1.1, the RTO determines the amount of training they provide to each learner with regard to:

- a) the existing skills, knowledge and the experience of the learner;
- b) the mode of delivery; and
- c) where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.

- *BSB50215 Diploma of Business*
- *CHC30113 Certificate III in Early Childhood Education and Care*
- *CHC33015 Certificate III in Individual Support*
- The following evidence was reviewed:
 - Training and Assessment Strategy – *BSB50215 Diploma of Business*
 - Training and Assessment Strategy – *CHC30113 Certificate III in Early Childhood Education and Care*
 - Training and Assessment Strategy – *CHC33015 Certificate III in Individual Support*
 - Student Handbook
 - Training and Assessment Procedure
 - Training and Assessment Policy

The documented training and assessment strategies for delivery of the above training products are not consistent with the organisation's actual practices. For example, **but not limited to:**

- For *CHC30113 - Certificate III in Early Childhood Education and Care:*
 - the TAS does not report resources for trainers that are delivering and/or assessing students in an online mode of delivery
 - the TAS does not report how students that are not employed will complete 180 hours of practical placement
 - students are required to undertake "self-paced study", "research and preparation for assessment"; however, the organisation does not explain how this time is managed, monitored and assessed.
 - the TAS does not report how students, particularly those learning via correspondence or online, are trained and assessed in appropriate environments (simulated or otherwise)
- For *CHC33015 Certificate III in Individual Support:*

- the TAS does not report resources for trainers that are delivering and/or assessing students in an online mode of delivery
- the TAS does not offer evidence that students, particularly those learning via correspondence or online, are trained and assessed in appropriate environments (simulated or otherwise)
- the TAS does not report how students that are not employed will complete 120 hours of practical placement
- students are required to undertake “research, reflection and self-directed study”; however, the organisation does not explain how this time is managed, monitored and assessed.
- the TAS does not offer evidence that students, particularly those learning via correspondence or online, are trained and assessed in appropriate environments (simulated or otherwise)

The organisation’s practices are more complex than the descriptions provided in the documented training and assessment strategies. The strategies should provide a sufficient level of detail to ensure their implementation leads to ongoing consistent practices and can be used by the organisation to demonstrate compliance with Clauses 1.1 and 1.2.