



Student Handbook

RTO ID: 3900

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The information in this handbook is current and accurate at the time of publication. To ensure you have the most up-to-date information, it is highly recommended that you check the Gowrie Victoria website: gowrievictoria.org.au/study-with-gowrie

Welcome to Gowrie

Thank you for choosing Gowrie Victoria to support you in achieving your career goals in the early childhood education and care sector.

Gowrie Victoria is a not-for-profit organisation with a long and respected history of delivering high-quality early childhood education and care services. In addition to operating early learning services, we work in strong partnership with the early childhood education and care sector to support workforce development, professional capability, and continuous improvement through the delivery of education and training programs.

As a Registered Training Organisation (RTO), Gowrie Victoria delivers nationally recognised training courses and qualifications in Early Childhood Education and Care. Our training programs are developed and delivered in accordance with national regulatory requirements and are designed to equip students with the practical skills, theoretical knowledge, and professional behaviours required to work effectively, ethically, and confidently in regulated early childhood education and care settings.

We are committed to providing a supportive, inclusive, and high-quality learning environment that enables students to successfully engage with their studies and achieve their learning outcomes. Our trainers and assessors bring relevant industry experience and educational expertise to support your learning and assessment journey. We look forward to working with you throughout your course and supporting your growth and development as a reflective, capable, and professional early childhood educator.

Gowrie Victoria provides a broad range of services and programs that support students, educators, early childhood education and care services, and the children and families who attend them. Our approach is underpinned by a strong commitment to child-centred practice, equity and inclusion, professional integrity, and continuous improvement. Through our training delivery and sector partnerships, we aim to make a positive and lasting contribution to the early childhood education and care workforce and the communities we serve.



Adult Learning Environment

At Gowrie Victoria, we are committed to supporting your learning through a respectful adult learning environment that recognises and values the experience, skills, and knowledge you bring to your studies. We understand that adult learners balance study with work, family, and personal commitments, and we work in partnership with you to support successful participation and completion.

To accommodate individual circumstances while maintaining the requirements of the qualification, we work with students to develop an individual training and assessment plan and offer flexible delivery approaches where appropriate. This partnership relies on open and timely communication. Students are expected to inform us of any circumstances that may impact their studies and to actively engage in training and assessment activities. Clear communication is essential to ensuring appropriate support and successful learning outcomes.

A key component of your qualification is mandatory practical placement in an early childhood education and care service. Workplace learning allows you to apply theory to practice and demonstrate competency in a real environment. During placement, you will work with children and within services operating under the National Quality Framework (NQF). Students are required to meet professional standards of practice and complete all tasks necessary to demonstrate competency for their qualification.

You will be supported by a workplace supervisor who will guide and oversee your practice. It is essential that you communicate your course and

assessment requirements to your supervisor, seek clarification when needed, and raise any issues that may affect your ability to complete required tasks.

An essential part of adult learning is constructive feedback and reflection. Feedback supports professional growth and continuous improvement. Gowrie Victoria also values student feedback, which is used to review and improve our training and support services. Students may be asked to participate in surveys and feedback activities throughout their studies.

Gowrie Victoria is committed to providing ongoing learner support and encourages students to contact their facilitator or support team at any time to discuss learning needs, progress, or concerns. We look forward to supporting you throughout your learning journey and partnering with you as you work towards achieving your qualification.



Introduction to Gowrie Victoria

Our Purpose

Gowrie Victoria's purpose is to champion and demonstrate high quality early learning. As a non-profit social enterprise, our belief in children as strong and capable citizens drives everything we do.

Our Values

- demonstrate the flexibility to learn and grow
- invest time in building relationships
- consistently pursue higher standards
- cultivate a friendly and supportive environment

Our Impact

- empowered children
- skilled and engaged educators
- connected and supported families
- valued and effective early learning sector

Our Statement of Commitment to Child Safety

Gowrie Victoria considers that the physical, psychological and cultural safety of children is fundamental for their learning and development.

Everyone working for Gowrie Victoria is fully committed to providing an environment and promoting an organisational culture which:

- is safe, inclusive and nurturing for all children attending our services
- actively encourages children to express their culture and enjoy their cultural rights
- actively supports children with additional needs, children experiencing vulnerability, Aboriginal and Torres Strait Island Peoples, children from culturally and linguistically diverse backgrounds, and children who are unable to live at home
- facilitates child-friendly ways for children to express their views, participate in decision-making and raise their concerns
- is responsive to children's contributions
- promotes social connections between children

Gowrie Victoria does not tolerate:

- the physical, sexual, emotional or psychological abuse of children, or any form of child neglect
- racism, discrimination or prejudice in any form.

At each of our services and across our whole organisation, we have:

- a code of conduct which includes expected behavioural standards and responsibilities for child safety and well-being
- risk management procedures and practices to identify and mitigate risks to children's safety
- recruitment and human resource management practices which take full account of child safety, including promoting Gowrie Victoria as a child safe organisation, rigorous reference checks and pre-employment screening for staff member or volunteers looking to join us
- a program of continuous education and training to ensure all our staff members are fully up to date with their child safe knowledge, skills and obligations.

- practices in place to identify children who are at risk of abuse or neglect outside our services
- practices in place to ensure that families participate in decisions affecting their children
- effective and culturally safe processes for allowing families to raise concerns
- complaint handling processes which are understood by families, staff and volunteers.

Gowrie Victoria:

- investigates all incidents relating to child safety
- reports all allegations of abuse as required by law and by our duty to safeguard children in our care
- shares information when required for child safety and well-being purposes
- Gowrie Victoria regularly reviews its child safe practices to ensure continuous improvement.



The Lady Gowrie Story

The Gowrie story begins in 1930 with a group of Melbourne women of remarkable vision and enthusiasm. Realising the impact of children's early experience on their later development and wishing to extend the influence of the growing number of nursery schools, these public-spirited women formed The Nursery School Committee "to consider ways of furthering the new nursery school experiment in Victoria".

In 1932, the committee was re-naming the Demonstration Nursery School Committee and over the next few years guided the establishment of several nursery schools including one at the Children's Hospital. With extraordinary foresight, this voluntary committee formed a working party in early 1938 to draw up tentative plans for a demonstration centre for preschool child development in each capital city. A detailed memorandum and plans were taken to Canberra and discussed with the Director General of Health. The need for better care for the very young had also been urged by other influential agencies and the valuable support of Lady Gowrie, wife of the Governor General, did much bring about a quick approval of the scheme. Late in April, the Prime Minister wrote to the Premiers in each state:

Because of the inspiration provided by Lady Gowrie, it was decided that each of the six centres would bear her name – The Lady Gowrie Child Centre. During the years 1939 – 40, she personally opened each of the Centres at a public gathering.



“

It has been decided that a Demonstration Centre should be established in each Capital City at which not only will the methods of care and instruction of young children be tested and demonstrated, but also problems of physical growth, nutrition and development will be studied. These Centres will be under the direction of the Commonwealth Department of Health.

Who Can I Talk To?

We are here to help! If you have any questions please speak to the following people.

Operations and Compliance Manager

- Feedback and general support enquiries
- Certificate Issuance
- Complaints and grievances

RTOcompliance@gowrievictoria.org.au

- Withdrawals and deferrals



Narendra Joshi
narendraj@gowrievictoria.org.au
M: 0402 096 322

Engagement and Partnerships Manager

- Feedback and general support enquiries
- Certificate Issuance
- Complaints and grievances

RTOcompliance@gowrievictoria.org.au

- Withdrawals and deferrals



Renee Willis
reneewi@gowrievictoria.org.au
M: 0466 852 121

RTO Trainers and Assessors

- Student Support
- Classroom delivery
- Observation Visits
- General enquiries
- Assessment questions and queries
- Day-to-day contact for students



Sayuri Amemiya
sayuria@gowrievictoria.org.au



Carolina Varela
carolinav@gowrievictoria.org.au



Juliane Rigoni
julianer@gowrievictoria.org.au



Rekha Gnanasegaran
rekha@gowrievictoria.org.au

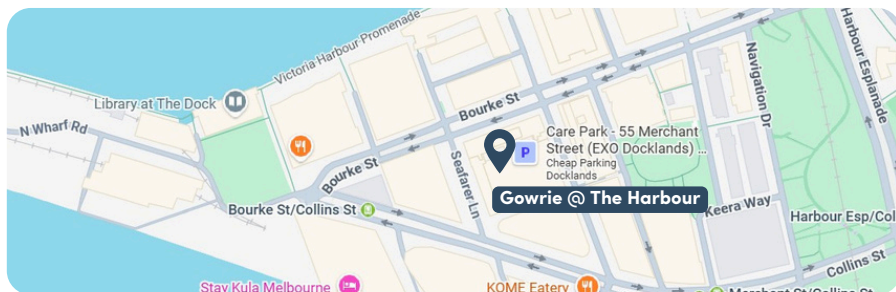
Student Support

- Student Wellbeing Support
- Student Academic Support
- Resources and Content
- Progression check ins
- Google Classroom



Carolina Varela
carolinav@gowrievictoria.org.au

Campus Details



 **Gowrie Victoria, 1 Seafarer Lane, Docklands VIC 3008**

Campus is conveniently located close to public transport and Major train station. Victoria have extensive Public Transport Systems to get to the campus comfortably.

**Classes may be held at other Gowrie locations*

Facilitators

Our facilitators are responsible for the delivery and assessment of training across our scope of registration. In addition to this, the facilitators are responsible for the day-to-day administration of any training and assessment that occurs. Gowrie Victoria employs facilitators with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered. Our facilitators are kept up to date with current best practice in early childhood education and care through our extensive professional development program and through regular involvement with our six early childhood education and care services.

Programs

- CHC30125 Certificate III in Early Childhood Education and Care
- CHC50125 Diploma of Early Childhood Education and Care
- CHCSS00147 Entry to Diploma of Early Childhood Education and Care – Skill Set

Mode of Study

All students at Gowrie Victoria enrolled in a Face-to-face study. As a best practice, student will be contacted for any changes to the training delivery mode.

Assessment Methods

Individual units under each program have specific assessment requirements and must be met.

The assessment methods generally include (but not limited to and/or mix of any of below).

- a) written tasks – knowledge tests, essays, analysis etc
- b) projects – research, plans, presentation, reports etc.
- c) practical tasks – hands-on work, demonstration, work-based training, role plays etc.
- d) assessor observation
- e) third-party report and/or observation.

Staff Recruitment

Gowrie Victoria's recruitment practices ensure that all candidates for employment are screened and selected considering their suitability for working with children. This includes but is not limited to:

- behaviour-based interviews
- validated referee checks
- integrity and probity checks appropriate to the position, including Working with Children Checks,
- qualifications checks and other assessments as required by regulatory authorities.

Gowrie Code of Conduct

- **Principle 1** – We promote high quality early childhood education and care
- **Principle 2** – We keep children safe
- **Principle 3** – We build strong relationships and promote strong teamwork
- **Principle 4** – We recognise we all have a role to play in our learning community
- **Principle 5** – We act honestly and professionally



Code of practice

Gowrie Victoria shall adopt such policies and actions to ensure the quality of vocational education and training programs offered are relevant and in accordance with:

- Australian Qualifications Framework (AQF) 2013
- National Vocational Education and Training Regulator Act 2011
- Regulatory Standards
- Child Wellbeing and Safety Amendment (Child Safe Standards) Act 2015

Training and assessment services will be provided in a safe environment in-line with the legislative requirements of the Occupational Health and Safety Act (2004) Victoria, the Work, Health and Safety Act 2011 and Child Safe Standards Act 2015.

Gowrie Victoria will meet all legislative and regulatory requirements of State and Federal Governments (including The Charter of Human Rights and Responsibilities Act 2006, Disability Act 2006, Working with Children's Act 2005, The Education and Training Reform Act 2006, Sex Discrimination Act 1984, and the Information Privacy Act 2000).

All staff are aware of and implement these requirements including:

- occupational health and safety
- workplace relations
- anti-discrimination, harassment and bullying
- equal Opportunity
- privacy

Rights and Responsibilities

Student Code of Conduct

It is the responsibility of all students to ensure that appropriate standards of conduct are adhered to, while participating in a course, using the facilities/services of the training venue and undertaking in the workplace training/work placement.

Student Rights

Students at Gowrie Victoria have the right to:

- be treated in a fair and non-discriminatory manner
- a safe learning environment
- be treated with respect
- be provided with a learning environment that is conducive to success
- access and equity in programs offered
- be treated with acceptance regarding individual learning styles
- apply for skills recognition where the student considers they already have gained the skills and knowledge to be addressed in the course
- cease the course
- access their personal file on request.

Student Responsibilities

- students at Gowrie Victoria have the responsibility to:
- attend scheduled training sessions and work placements punctually and notify Gowrie Victoria and the work placement service when they are unable to do so
- comply with any program requirements outlined at course commencement or during the course
- present assessments by the due date and in legible form or negotiate an extension
- negotiate work placement assessment times with assessor

- demonstrate sensitivity to the needs of others, particularly other students
- observe confidential and ethical behaviour
- maintain responsible and ethical practices, including refraining from breaches of confidentiality, plagiarism and copyright
- pay all fees on time
- maintain confidentiality regarding any personal agreement
- negotiate with the facilitator regarding any special needs
- maintain open communication with facilitator(s)/ assessor(s) to facilitate learning
- provide accurate and true information at time of enrolment
- hold a current working with children's check.

Gowrie Victoria Rights

Gowrie Victoria has the right to:

- arrange a substitute facilitator or assessor in the event of non-availability/emergency
- reschedule any session in the event of unforeseeable circumstances
- exclude a student from a session where the student is offensive, disruptive or deemed inappropriate
- exclude a student from future training after two formal warnings for offensive, disruptive or inappropriate behaviour
- suspend, cancel or withdraw enrolment of a student from participation in the course if fees are in arrears
- withhold the issuing of a completion letter, statement of attainment or qualification if fees are not paid in accordance with the negotiated schedule or when a student does not have a Unique Student Identifier.



Student Information

Gowrie Victoria provides adequate protection for the health, safety and welfare of students and, without limiting the ordinary meaning of such expression, this includes adequate and appropriate support services in terms of academic counselling. Facilitators can help if students require additional support and can also refer to other appropriate services.

Students requiring additional support can seek advice from their Facilitators, Appointed Welfare Officer or the Compliance & Operations Manager.

Training Package

Consists of three parts:

Competency Standards is a statement about the skills, knowledge and attributes a learner needs to complete and contained in a Unit of Competency (UoC). Each UoC is often made up of several elements and provides the industry benchmark for training and assessment. They are the basis for designing vocational education and training courses and assessment approaches for delivery off-the-job by

registered training organisations (RTOs).

The assessment of your competency means that you must be able to “Show, Tell and Apply” evidence and skills, which match and meet these units and elements against a set of key performance competencies and nationally set standards. This could include:

- collecting, analysing, and organising information
- communicating ideas and information
- planning and organising activities and tasks
- working with others in teams
- leading teams
- using mathematical ideas and technological tools
- solving problems
- demonstrating understanding

National Qualifications within the Australian Qualifications Framework (AQF) are awarded when a student has been assessed as achieving a combination of Units of Competency that provides a meaningful outcome at an industry or enterprise level. Each qualification consists of core and/or elective Units of Competency. These cover knowledge and skills that workers require in performing a particular job. Where an individual achieves one or more Units of Competency without completing a full qualification, a Statement of Attainment is issued that recognises their achievement.

Assessment Guidelines provide a framework for accurate, reliable and valid assessment of the applicable Competency Standards. They ensure that all assessments are thorough, consistent and valid. They provide important quality assurance in the issuing of qualifications. To be assessed as competent and attain a specific competency standard, a student needs to be able to competently perform all the elements in the performance criteria of a unit of competency. Students will be required to collect and produce evidence from both on and off-the-job training and/or classroom-based training and work placements and be able to demonstrate the skills and knowledge. It is the combination of both the on and

off-the-job training evidence that supports an assessment of competence. This means that the evidence you provide and the competencies you demonstrate must meet the standard of performance already set. During assessment your assessor reviews your evidence and observes the demonstration of your competencies and records your evidence and/or demonstrations as “C” – Competent or “NYC” – Not Yet Competent”.

What if you successfully demonstrate competencies in some areas and not in others?

If you are enrolled in a qualification and can only demonstrate competencies in some and not all Units and module of learning, a certificate for the qualification cannot be issued.

You can, however, receive recognition from the competencies and units of learning you have successfully completed. This recognition is a Statement of Attainment and will identify the unit code and title.

If you elect to continue and complete the full qualification or any outstanding Units your facilitator or Enrolling officer will work with you and together, a training pathway and plan can be developed to complete the outstanding learning units.





Pre-Enrolment

Course Information

Students are given course information including the units of competency to be undertaken and details of how training will be delivered and assessed prior to commencement of course through a **training plan** and will also receive a class schedule.

Entry and Enrolment

Entry and enrolment in courses is subject to applicants meeting any pre-requisites set by standards of the national training package. Gowrie Victoria promotes inclusiveness in all courses, programs and services.

All prospective students must undertake a **pre-training review** to determine the most suitable program for the student to enrol into, and considers the individual's capabilities, interests and aspirations. A student's language literacy and numeracy skills, including computer literacy, are assessed to ensure they will be able to successfully undertake and complete the training program. The pre-training review will also identify whether a prospective student has acquired any

previous skills through a skills recognition process. Students must hold a current and valid working with children's check throughout the duration of their studies.

Unique Student Identifier (USI)

If you are undertaking nationally recognised training delivered by a registered training organisation (such as Gowrie Victoria) from 1 January 2015 you will need to have a Unique Student Identifier (USI). A USI account will contain all of your nationally recognised training records from 1 January 2015 onwards.

Students who have completed any units or qualifications from 2015 onwards will not be issued their certificates and/or statements of attainment until a verified USI has been created for you as per the Student Identifiers Act 2014. USI account holders can now use their USI to access their national training records online in the form of a USI transcript.

Skills Recognition

Gowrie Victoria recognises Qualification Certifications and Statements of Attainment issued by other Registered Training Organisations based in Australia. All qualifications presented for credit transfer must be either the original document or a certified copy of the original document.

The term refers to assessment processes that enable recognition of competencies currently held, regardless of how, when or where the learning occurred. Under the relevant VET regulatory framework, competencies may be attained a number of ways. This includes through any combination of formal, informal or non-formal training and education, work experience or general life experience. In order to grant RPL/RCC the assessor must be confident that the candidate is currently competent against the endorsed industry or enterprise competency standards of training packages or competency outcomes specified in AQF-accredited courses. The evidence may take a variety of forms and could include certification, references from past employers, testimonials from clients and work samples. The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient.

Foundation Skills

(Language, Literacy and Numeracy support)

The Australian Core Skills Framework (ACSF) defines the foundation skills as reading, writing, oral communication, numeracy, learning and digital capability, which are essential for effective performance in the workplace. Students who have language, literacy or numeracy needs may require additional support or customised training and assessment.

Gowrie Victoria will make every endeavour to accommodate students needing support by:

- assessing the student's language literacy and numeracy skills during a pre-training review to ensure they have adequate skills to complete the training program
- supporting students with training and assessment material and strategies that are easily understood and suitable to the level of the workplace skills being delivered
- providing information to students about details of language, literacy and numeracy assistance available
- study support group classes held regularly.

Where a level of support is assessed as necessary for a student that is beyond the support offered by Gowrie Victoria, the student will be referred to external language, literacy and numeracy support services or may need to undertake foundation program, and an extension of time to complete the training program negotiated if necessary.

Induction

Students will be inducted at an orientation session where the Student Handbook will be explained. The most current Student Handbook is always available on our website and a copy will be emailed to you upon application for enrolment. The facilitator will ensure that students are aware of their rights and responsibilities and will provide information about Gowrie Victoria's policies and procedures.



Reasonable Adjustment

Gowrie Victoria provides equitable access to all required educational and support services, so that no student is disadvantaged regardless of their mode of study or location. Where there may be limitations regarding access to resources, clear advice in pre-enrolment information is provided so all clients can make an informed choice about the course of study that best meets their needs. Students are encouraged to disclose the disability so an appropriate measure/s can be put in place to achieve intended outcomes.

Where a student has disclosed the disability that may affect their participation and completing training and assessment, a reasonable adjustment will be made provided the integrity of the course or program and assessment requirements and processes are maintained.

In assessing whether a particular adjustment is reasonable for the student with a disability, Gowrie Victoria takes into account:

- the nature of the student's disability,
- the information provided by, or on behalf of, the student about how the disability affects the student's ability to participate,
- views of the student, or an associate of the student, about whether a proposed adjustment is reasonable and will enable the student with a disability to access and participate in education and training opportunities on the same basis as students without disabilities,
- information provided by, or on behalf of, the student about his or her preferred adjustments,
- the effect of the proposed adjustment on the student, including the student's ability to participate in courses or programmes and achieve learning outcomes,
- the effect of the proposed adjustment on anyone else affected, including The RTO operations, personnel and other students, and
- the costs and benefits of making the adjustment.



Training Delivery

Delivery Methods

Course delivery will be through a variety of flexible learning approaches in line with the student's Training Plan. Training will take place off and on the job, including work placements. Students will be provided with a range of learning materials and resources, as well as be required to complete their own research to complete their chosen qualification. If individual training support is required by a student, they can discuss this with their facilitator through class contact, telephone or email. If a facilitator is not available at that time, queries will be responded by other Gowrie representatives as quickly as practicable.

Gowrie Victoria will use a variety of strategies to support an individual's learning, such as, but not limited to:

- classroom based training
- blended learning (a combination of facilitated online and face to face sessions)
- study support group
- workplace and placement
- learning groups
- practical sessions

- role plays
- one-to-one support
- readings
- self-paced learning
- self-assessment and reflection

Learning Strategies

Gowrie Victoria will use a variety of strategies to support students' learning, such as, but not limited to:

- self-assessment
- classroom sessions
- face-to-face
- online
- practical sessions
- learning groups
- role plays
- one-to-one support
- assignments
- readings
- self-paced learning
- compilation of evidence sheet
- completion of structured learning tasks and tutorials

Attendance

Students are required to attend the classes to demonstrate satisfactory participation in the enrolled qualification and is recorded when training occurs using SMS portal.

More than 50% attendance record is required for students attending classroom-based training and is recorded as attended, absent, late arrival and early departure. Attending study support can contribute to achieve minimum attendance requirement.

Students must contact Gowrie Victoria if they are going to be absent or late. Students who are absent from classroom-based training will need to catch up on the missed class with their facilitator via 1:1 delivery or may be required to attend class with another group. Attendance with another group is at the facilitator's discretion who will make the arrangements on behalf of the student.

In cases of repeated non-attendance, the trainer provides relevant advice to the

student that their ability to complete the training program may be compromised by their non-attendance. Non-attendance contact and advice is noted on a Contact Record.

If non-attendance continues for more than two consecutive sessions, Gowrie Victoria:

- discusses the non-attendance with the student (and with their employer, where relevant),
- provides options and determines a resolution to the non-attendance.

Students who do not notify Gowrie Victoria of their absence repeatedly and who do not attend more than 50% classes for a cluster may be issued with an intent to withdraw letter. Should they wish to continue their study they will need to contact their facilitator and attend a meeting to discuss their academic progress.

If a student is absent from class whilst undertaking a traineeship their employer will be notified by the facilitator.





Assessment System

Assessment of Competency

Students are assessed as competent when they can perform at the level required in the performance criteria and achieved the essential outcomes of the elements of a unit of competency. The assessment requirements and procedures will be clearly explained to students at the commencement of training. Units of competency will be assessed holistically, and evidence of assessment and competency may be used to assess more than one unit of competency.

Competency based training is a feature of Vocational Education and Training (VET) whereby the focus of learning and assessment is what the student can do practically in the workplace as a result of their training. Throughout training students will gain the skills and knowledge they need to work in a range of environments and situations, and complete workplace activities to industry performance standards.

Competency based assessment tools and materials are designed to enable each

student to achieve competency by successfully completing all on-the-job and off-the-job tasks and meet all the outcome (skills and knowledge) requirements of each unit of competency. Training can take place both on and off-the-job using a variety of delivery modes and methods. Students must meet all training and assessment requirements to achieve competency in competency-based training.

Written Assessments

Written assessments (assignments and Workplace Assessment Kits) must:

- meet all requirements for each task as per the assessment instructions
- have a completed student declaration
- be submitted on or before the due date agreed with the facilitator
- where the assessment is written and paper-based, they must be handed directly to the Facilitator or delivered in person to Gowrie Victoria's training office
- students must keep a hard or electronic copy of all submitted assessments.

Due Dates for Assessments

All due dates are set dates by which assessment tasks must be submitted and are set by the facilitator.

Students are expected to take responsibility for meeting due dates and plan their work accordingly. The due date is the day the assessment must be received by Gowrie Victoria.

Extensions

Assessments must be submitted by the due date or an extension must be negotiated no later than the 48 hours prior to the original due date. Students need to apply for an extension via their facilitator.

Extensions will be granted on a case-by-case basis and are not guaranteed. Approval is up to the discretion of the facilitator. An extension will only be granted when the student has a valid reason for not submitting work on time such as illness or compelling and compassionate reasons and supported by documentation e.g. doctor's certificate.

The maximum time extended will be two weeks after the original due date. Supporting evidence, such as medical certificates or a letter from an employer, must be submitted with the extension form. All assessment work completed to date for the cluster that the extension is being requested for must also be submitted when requesting an extension. If assessment work is not submitted with the form the extension will not be granted.

Extension Request Rejected

If the extension request is rejected and the assessment is not submitted by the original due date the assessment will be deemed Not Yet Satisfactory (NYS) for the first time, and must be submitted

within 5 business days of the original due date, otherwise it will be deemed NYS for the second time and the student will be required to re-enrol into the cluster with will incur further fees.

If the assessment has been deemed NYS once due to non- submission by the original due date, and the assessment is then submitted within 5 business days of the original due date, the first submission must be marked Satisfactory as all students are only permitted one NYS result per assessment. If this first submission receives an NYS result the student will be required to re-enrol into the cluster which will incur further fees.

Cluster Re-enrolment

Students who are required to re- enrol into a cluster will need to pay a \$200 re-enrolment fee per cluster. An action plan will need to be created along with amended training plan, and agreed to, by all parties and a new due date will be set by the facilitator.

The assignment may be marked by a facilitator other than the student's regular facilitator, and the student has one chance for re-submission. The timing of any re-enrolment will be at the discretion of Gowrie Victoria.



Re-Submission of Assessments

Students will, in discussion with their facilitator, be permitted one re-submission of each assignment task provided that the task was originally submitted by the due date.

If an assignment requires a re-submission, the facilitator will advise of a re-Submission action Plan and will discuss re- submission requirements with the student who need to verify and demonstrate that they understand what is required of them to obtain a satisfactory result.

This single re-submission must be submitted within the timeframe designated by the facilitator. Failure to re-submit by the designated due date will result in a Not Yet Satisfactory (NYS) of that assessment task, and any unit(s) covered by that assessment task.

If a student does not meet the requirements of the re- Submission action Plan, or does not re-submit by the designated date, they may be required to re-enrol in the unit/s and undergo reassessment which may incur additional fees.

Assessment Outcomes

All students are required to satisfactorily complete on-the-job (workplace) assessments and off-the-job (written and theoretical) assignments for each cluster of units to successfully complete the full qualification.

Results will be S (Satisfactory) or NYS (Not Yet Satisfactory) for assignment results and workplace results. Students will receive CA (Competency Achieved) for each unit of competency once all on and off the job elements have been deemed Satisfactory. Assignment task results, workplace assessment tasks and

Assessor Observation results must be entered and signed off by the facilitator/assessor for each cluster.

Units of competency are assessed and marked as:

For individual tasks the assessment results will be:

S – Satisfactory

NYS – Not Yet Satisfactory

Final Unit Results:

CA – Competency Achieved

CNA – Competency Not Achieve

Assessment Outcomes – Appeals

If a student is dissatisfied with an assessment outcome, the student should discuss the matter with their facilitator within 10 working days of receiving the assessment outcome. If the student is not satisfied with the informal review the student may request a formal review by writing to the Compliance and Operations Manager at RTOcomplaints@Gowrievictoria.org.au. For additional information please refer to the Student Grievance/Complaints Procedures and Appeals.

Special Consideration

In the event of illness or other personal circumstances adversely affecting the student's ability to complete assessment tasks and assignments the student may be entitled to special consideration.

The student will need to contact their facilitator no later than three days prior to the assignment task due date to apply for special consideration. Supporting documentation will be required in relation to any request for special consideration.

Assessment and Academic Misconduct

Assessment misconduct under assessment system at Gowrie is not condoned, where the student obtains any unfair academic advantage or benefit through Plagiarism, Cheating, Collusion, Misrepresentation, Falsification, Sophisticated Assistive technology, and use of social relationship with academic staff and/or non-academic staff.

Assessment Misconduct includes:

Cheating is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means.

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source.

Note: *Such an act is not plagiarism* – if it is ascertained that the ideas arrive through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary.

Collusion is defined as any kind of secret cooperation between two or more parties (including or excluding student) that unfairly advantages a student, or group of students, over others. Collusion involves unpermitted or illegitimate cooperation between more than one student to complete work that is then

submitted for assessment.

Sophisticated Assistive Technology

Gowrie considers Academic misconduct if the student submits the assessment prepared using any Sophisticated Assistive Tool, artificial intelligence or paraphrasing software which can generate Texts, Videos, Images and other content, which may include but not limited to; ChatGPT, Bard AI, Copilot, Gemini, Bing AI, Scribe, Jasper, Dall-E (and further versions), Wordtune, GitHub, VEED, Speechify and many others.

We welcome the use of ChatGPT and other similar tools to aid your studies through:

- research/offering sources for further research
- gathering information
- assisting you to understand a word or concept
- generating new or innovative ideas
- refining your language (you might have a response scribbled down that you would like to put into a better structure).

Other forms of academic misconduct includes but is not limited to the actions of tampering, or attempting to tamper, with examination scripts, class work, grades or class records; failing to abide by directions of a member of staff regarding individual responsibility for the submission of assessable work, including that for any group work submitted; impersonating another student, or arranging for anyone to impersonate a student, in an assessment task; falsifying or fabricating work or assessment pieces; use of taped, recorded or video-graphed

lectures, tutorials or other classes in a way that infringes another person's privacy or intellectual property rights – for example, by publishing or distributing a recording without permission from Gowrie Victoria.

Gowrie is committed to pass-on the essential skills and knowledge is required to be competitive in the workspace by maintaining the Academic Integrity through this policy by:

- supporting, maintaining, and encouraging Academic Integrity
- intolerances to Assessment Misconduct in any form
- ensuring the Assessment Misconduct decision is undertaken appropriately
- ensuring procedures are transparent, equitable and consistent organisation wide
- when dealing with misconduct, the emphasis is on timely and prompt resolution of matters
- RTO recognises that individuals have the right to access and instigate complaints, or grievance claims in response to disciplinary actions in accordance with the provision of the complaints and appeals policy.

If students have been found to be plagiarising on an assessment, the following action will be taken:

- students will receive an outcome of Not Yet Satisfactory for assessment and Not Yet Competent (NYC) for UoC with plagiarism being the reason recorded
- students will be given one [1] week to resubmit the work in the original format required.

If an assessor receives an assessment from student that is identical to another student's and finds that they have copied, the following action will be taken:

- students may be charged a reassessment fee to resubmit the assessment piece
- students will be given one [1] week to resubmit the work in the original format required
- if it cannot be determined which student(s) have copied, then all with identical items will be subject to point "c and d"
- a note detailing the breach of policy will be held on student file.

Student Records – Your Access

You are entitled to have access to your student file and learning and assessment records upon request. You may require these to monitor your progress with training or simply to go back and confirm something in a previous training delivery. Whilst these records will be retained by Gowrie Victoria, you are welcome to have access anytime and request a copy. If you require access to your records, please put your request into writing by emailing training@gowrievictoria.org.au.

Feedback

Gowrie Victoria has a commitment to providing quality service and a focus on continuous improvement. We value feedback from students, staff and employers for incorporation into our future program.



Practical Workplace Assessment Guidelines

All students undertaking a certificate or diploma level qualification will be issued with Workplace Assessment Kits (WAKs) in which they and their workplace supervisor will record evidence of training progression and competency achieved.

All students in the workplace must:

- have a signed Placement Agreement with Gowrie Victoria and their Host Employer regardless of whether they are undertaking voluntary placement or placement as a paid employee before they start placement (excludes trainees)
- hold a current working with children's check
- only undertake practical tasks and be assessed in a regulated education and care
- adhere to the Student Code of Conduct at all times
- work cooperatively with the workplace supervisor and the Facilitator/Assessor at all times

- collect evidence of competency and record it in their Workplace Assessment Kits (WAKs)
- contact the facilitator/assessor whenever the student has a query or concern
- be prepared for all workplace assessment visits by completing relevant student and supervisor sections in the Workplace Assessment Kits (WAKs) prior the assessment visit
- ensure attendance in the workplace for all scheduled on- the-job assessment visits
- notify Gowrie Victoria in the event of unavoidable absence or cancellation of the scheduled on-the-job assessment visit
- complete the hours log including age groups of the children worked (where required).

Please note: Where a visit date and time has been booked and confirmed, a fee of \$75 may be charged in the following instances:

- the student cancels inside a 9-hour window of the visit start time
- unexplained absence where the Assessor arrives at the workplace and the student is absent
- the student is not prepared at time of visit (i.e. experiences not ready)
- required sections of Workplace Assessment Kits (WAKs) have not been completed as instructed and therefore Assessor is unable to collect sufficient evidence required for assessment of competence to occur.

Special circumstance requests will only be accepted where reasons preventing the assessment visit taking place were outside of your control AND where you can provide evidence to support this reason (i.e., medical certificate in the case of illness). Special circumstance requests are required to be forwarded to the facilitator and will be finalised by Program Manager and/or Operations and compliance Manager, and will only be accepted for review if received within 48 hours of the scheduled visit time.

Minimum Practical Requirements

All students are required to meet the minimum practical hours for a particular qualification, and students may be required to continue attending placement after they have completed the minimum hours until they have met all practical assessment requirements in the workplace.

Certificate III in Early Childhood Education and Care CHC30125

- minimum hours: 180 hours working with children under 24 months of age including two (2) children under the age of 12 months. (More hours may be required at the facilitator's discretion)
- recommended weekly hours: minimum 2 days per week voluntary placement or paid work
- type of service: a regulated long day care or family day care service, where there is access to the specified age group children
- assessment visits: Students will be assessed over 3-5 visits by a Gowrie Victoria Assessor.

Diploma of Early Childhood Education and Care CHC50125

- minimum hours: 280 hours
- recommended weekly hours: minimum 2 days per week voluntary placement or paid work
- type of service: a regulated long day care, kindergarten or family day care, where there is access to the specified age group children
- assessment visits: Students will be assessed over 3-5 visits by Gowrie Victoria Assessor.

Entry into Diploma of Early Childhood Education and Care CHC50125

- minimum hours: 30 hours
- recommended weekly hours: minimum 1 to 2 days per week voluntary placement or paid work
- type of service: a regulated long day care, kindergarten or family day care, where there is access to the specified age group children
- assessment visits: Students can be assessed over 2-5 visits by Gowrie Victoria Assessor.

Regulated Education and Care Services

Most formal services for children are regulated to ensure children are protected from harm and that their opportunities for learning and development are maximised.

An education and care service is any service providing or intending to provide education and care on a regular basis to children under the age of 13 years. Services that meet this definition, including family day care services, long day care services, outside school hours care services and preschools (kindergartens), are generally required to operate under the National Quality Framework.

If you are not sure whether your particular service is regulated check via the ACECQA link to the National Register for Victoria:

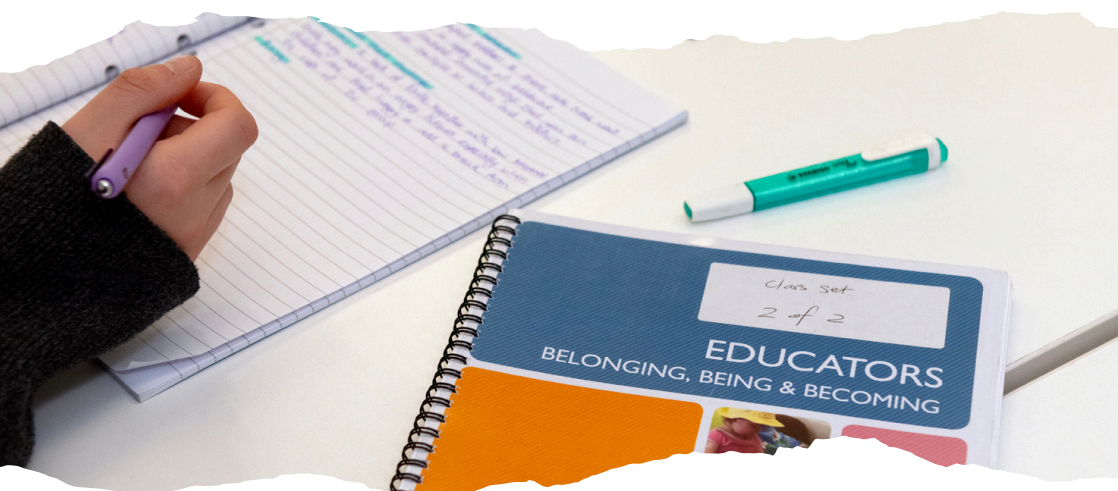
<http://www.acecqa.gov.au/national-registers/vic>

In line with our commitment to ensuring safe environments for our students Gowrie Victoria will only partner with services who have been assessed and rated as meeting the National Quality Standard (NQS).

Working with Children's Check

Prospective students need to be aware that volunteering or working with children under the age of 18 requires a Working with Children Check and that employers, volunteer organisations and agencies must ensure that any of their staff or volunteers have one.

It is advisable for students to obtain a Working with Children Check as soon as practical before they commence study if they do not already hold one. Students should carry their working with children check at all times at work and study.



Changes During Enrolment at Gowrie

Transfer of Enrolment

All students may be permitted to transfer, either to another qualification or they can stay enrolled in the same qualification but transfer to a different class. Approval of transfer is up to the discretion of Gowrie Victoria and is not guaranteed.

We recommend students discuss transfer with their Facilitator, as well as their employer if applicable, prior to requesting. A **\$200 transfer fee** is required if the transfer is initiated and requested by the student, and additional enrolment paperwork may be required. The transfer will only be processed once all documentation has been received.

Withdrawal and Deferral

Gowrie Victoria students who wish to withdraw or defer from training must notify Gowrie Victoria in writing. Withdrawals and deferrals will be processed within 7 days upon receipt of written confirmation, or if there has been no contact from the student in response to a withdrawal or deferral letter being sent to them by Gowrie Victoria.

Students who apply for a deferral can be granted one deferral for a maximum of 12 months. Additional fees and charges may be associated with the recommencement of training OR, full enrolment procedure where the student circumstances had changed between deferral and re-commencement.

Courses and funding may change and may not be available at time of recommencement. Should this occur Gowrie Victoria will negotiate alternative

study options and/or fees and charges with you.

Employment Termination – Trainee

For any reason where a trainee is unemployed, you must contact Gowrie Victoria immediately to discuss matters to continue your enrolled qualification.

Gowrie Victoria may support trainee to continue participation in studies and follow guidelines as prescribed by VRQA and as per the Skills First contract, as applicable.

Changes to Student Details

If any of your particulars changes during enrolment, it is your duty to provide Gowrie with updated information no later than 14 days of any changes. At minimum these include changes of Name/s, postal addresses, phone number, email, emergency contact details and any other information, the student may find suitable.

Gowrie and/or its representative may need to make a regular or periodical contact, send emails, welfare checks, post documents, certificates etc. or in event of you not attending classes or placement service.

Contact any of the person listed anywhere in this handbook to provide changes to your details. You can also email to provide changed details. You may receive a confirmation email.



Completion

Results and Certificates

Students who have completed and been assessed as competent in all units of competency of a course will receive a Qualification Certification for the enrolled and completed program. Students must settle any outstanding fees before they can collect their qualification. Student results will be kept on file for 30 years. Additional or replacement copies of the record, statement or certificate can be requested with an additional charge of \$25 per document.

We will issue your qualification when all assignments, assessments on and off-the-job records have been marked as satisfactory and all units are assessed as Competency Achieved (CA). Additionally, all administration requirements will have been met and any outstanding fees have been paid before a qualification will be issued.

Students are entitled to receive statement of attainments if they have completed one or more accredited units at any stage throughout the course, or upon withdrawal or deferral.

Please allow up to 30 days after your file is completed before receiving your certificate. Should you need evidence of completion earlier contact training@gowrievictoria.org.au for a letter of completion (we cannot however print this until your file has been audited).

Alumni

Everyone who has completed a qualification with Gowrie Victoria automatically becomes part of the Gowrie family alumni. We invite you to stay connected with Gowrie Victoria so that you can network and share ideas with other Gowrie-trained educators. Our social media pages also contain topical information, sector news and inspirations that you may find useful in your practice.

Please update your details with us if you move or change your contacts so we can keep you informed.



Rights and Responsibilities of Disclosing a Medical Condition or Disability

You have the right to:

- request information from Gowrie Victoria about the collection and use of your personal details
- choose whether to disclose a medical condition or disability at any stage throughout your training
- decide whether Gowrie Victoria discloses information regarding your medical condition or disability that may impact our ability to perform in the workplace with your employer or practical placement host centre, and who will be informed.

Your responsibilities:

- disclosure before course commencement does not remove your responsibility to disclose your medical condition or disability once you start the course if you require adjustments to be made in the workplace or for written assessments

- the qualifications that Gowrie Victoria deliver fall under the category of competency-based training, which means you must be able to successfully perform various tasks and requirements of the course.

Immunisation

All those associated with and involved with the organisation have a right to enjoy an environment that is sanitary and conducive to maintaining good health. Children, employees, students on placement, volunteers, contractors, clients and visitors have a right to be adequately protected from the risk of contracting infectious illnesses.

Prevention is the most appropriate and effective form of infection control. Appropriate preventive procedures and behaviours should be followed by staff, students and volunteers at all times. Immunisation is an effective, safe and appropriate preventive infection control measure, and we recommend the following immunisations:

- common childhood diseases
- Hepatitis B
- Hepatitis C
- annual influenza vaccination

Common Duties and Risk of Injury

- lifting and moving children and equipment – back, forearm/wrist, arm, shoulder, neck, hands and fingers
- storing equipment, materials toys – back, forearm/wrist, arm, shoulder, neck, hands and fingers
- bending, kneeling and squatting – knee, neck, forearm/ wrist, ankle
- disease and infections
- work related stress from bullying, harassment and stress
- psychological
- pregnant students may be vulnerable to gestational complications as a result of contracting certain infectious diseases.

Safety Solutions

WorkSafe expects employers to have safety solutions in place to protect workers from injury and illness. Employers should work together with their employees to determine the most effective solutions for their workplace. For further information about workplace safety solutions is available from WorkSafe.

[ISBN-Childrens-services-occupational-health-and-safety-compliance-kit-2019-10.pdf \(worksafe.vic.gov.au\)](https://www.worksafe.vic.gov.au/ISBN-Childrens-services-occupational-health-and-safety-compliance-kit-2019-10.pdf)
([worksafe.vic.gov.au](https://www.worksafe.vic.gov.au))



Gowrie Online

Gowrie Victoria are committed to ensuring safe online learning environments. Students are prohibited from recording or taking screen shots of any online sessions without the explicit consent from Gowrie Victoria in line with Child Safe Standards.

Online Training Delivery Standards

Students can access all their learning and assessment materials in the learning portal, anytime. The students are supplied with their personal secured login to the learning portal and are required to keep it confidential.

The students get timely communication and support from their trainer during the session and business hours after classes. The student can also track trainer's feedback for assessments, grades and progress along the way.

System Required to Participate in Studies

The RTO conducts online delivery of courses through learning portal and delivered through web-conferencing tools that is imbedded in the learning portal to aid the virtual classroom. All the sessions delivered, may be recorded and can be accessed by the learner as & when required during enrolment. The following are the minimum information and technology requirements to enable optimal access to learning portal.

- reliable and stable internet connection. In-class you will be provided with a unique code to connect to internet.
- recommended browsers; Chrome, Firefox, Microsoft Edge, and Safari
- recommended devices; desktop computers and laptop.

- web-based content is available on hand-held devices including mobile phones and tablets, with limited access and functionality.

What you will Need to Study Online

Gowrie uses a learning portal for in-class and online delivery, and assessment.

Students are required to Bring Your Own Device (BYOD) to access the learning portal. The following are the minimal technology requirements for a student to participate and access the Learning portal:

- it is recommended that the device has a keyboard, suitable storage for coursework and it must have sufficient battery life for the school day.
- the minimum system requirement for BYO device is an i3 processor with 4GB of memory, 10GB of free disk, and a screen resolution of 1280 x 1024, with wireless card that supports WPA Enterprise mode (i.e., 802.1X mode), and latest browser to access LMS, and latest operating system.



Recommendations for Specific Devices

- **Windows:** (laptop/tablet/desktop) the minimum recommended device is with 4GB of memory, 10GB of free disk, and a screen resolution of 1280 x 1024, OS latest Windows 11.
- **tablets:** there is no minimum recommendation, however the devices must be running on latest operating system (iOS or Android OS). Student must be able to use the browser to access the LMS.

****Please note:** while tablet will work with the learning portal, but may have limited accessibility. Also, it is required that student have administrator permissions to allow cookies for some learning portal content.*

- **MacBook/iMac:** the minimum recommended device is an i5 processor with 4GB of memory, and considerable free disk, running on latest suppliers iOS. Use the Google Chrome browser to access the learning portal is recommended and have MSOffice docs, as iWork may result in some encryption issues for facilitator to be able to see and mark the assessments. Also, it is required that student have administrator permissions to allow cookies for some LMS content.
- **mobile phones:** mobile Phone devices are not recommended, as many features may not be supported by the learning portal, this includes iOS and Android devices.

Other Considerations when Using a BYOD

- students will be responsible for the care and maintenance of their device. Gowrie takes no responsibility for any damage or loss of a student's device, parts or work.

- students need to have their device, password protected so that no other student can access the device. It should not be left where other students can gain access to them.
- students must be respectful of other student's property and privacy at all times do not share usernames or passwords with anyone or use / interfere with another student's device.
- students must backup their data regularly to avoid loss of coursework.
- Gowrie does not have insurance to cover the loss or damage to mobile devices, so we strongly advise that student check their personal insurance.
- if a device is lost or damaged Gowrie cannot be held responsible to replace, repair or reimburse.



Google Classroom

Gowrie currently uses Google classroom and provide access to you for class resources and assessments as well as communicating important information regarding your studies and changes in the sector. Google classroom is an online classroom that allows you to communicate with your peers and facilitator and access all documents required to successfully complete your course.

Web-conferencing (Zoom, Teams, Google Meet)

Web-conferencing connects students and facilitators at their computers wherever they are located, through the Internet. Anyone with a computer and Internet access can join a web-conference class. Participants communicate in real-time through audio, text chat and video, and interact using a shared whiteboard space. Sessions may be recorded for later viewing.

During a web-conference, you should be able to communicate with the facilitator and fellow participants using a microphone and speakers and/or a text chat feature.

Digital Textbooks

You will be given a unique code to access your textbook/s digitally. Once you have access to your digital textbook you may also choose to print this or there is an option to order a hard copy textbook if this is your preference. Speak with your Facilitator if you wish to order a hard copy textbook.

You will be provided with further information about using online resources on the first day of class.



Travelling Safely to and from Campus

Gowrie Victoria is committed to ensuring all students are able to safely travel to and from classroom sessions. Gowrie Victoria services are located close to public transport and in well light, populated areas of Melbourne CBD. Classroom sessions commence no earlier than 9am and finish no later than 4pm to ensure students are able to travel safely home in day light hours. Where possible Gowrie Victoria encourages students to travel with classroom peers to and from our sites and when leaving the site for scheduled breaks.

Docklands

Gowrie at The Harbour

*1 Seafarer Lane, Docklands
Victoria 3008*

Public Transport

Train to Southern Cross Station and a short walk down Bourke Street.
Tram 11 or 48 from Collins Street to Victoria Harbour and get off at stop 17.

Parking Options

All day parking is available at nearby carparks:

- 800 Bourke Street: Wilson Parking
- Marvel Stadium Parking
- 717 Bourke Street
- EXO Building: carpark

Carlton North

Gowrie Carlton North

*36 Newry Street, Carlton North
Victoria 3054*

Public Transport

Train to Parliament Station and then Tram 96 to East Brunswick and get off at stop 18. Walk down Newry Street.

Parking Options

Limited 4hr parking located on Newry and Canning Streets.

Information for Trainees

What is a Traineeship?

A traineeship is a training contract between an employer and an employee (the student/trainee) in which the trainee learns the skills needed for a particular occupation or trade.

Training Contract

Employees undertaking a traineeship sign a legally binding Training Contract with a representative from an Australian Apprenticeship Centre and their employer where they agree to undertake training. The nominated Registered Training Organisation (RTO) will then contact the employer and organise training arrangements.

Gowrie Victoria partners with employers who are regulated early learning services with a minimum rating of meeting and who uphold a commitment to child safety.

Training Plan

All trainees must have a training plan, signed by all relevant parties, which specifies, amongst other requirements, when and where the training will occur for each unit of competency.

Induction

Where an employer is not familiar to Gowrie Victoria, we may prior to the commencement of training meet with the trainee and workplace supervisor to:

- outline the supervisor's responsibilities
- outline the purpose of face-to-face visits
- outline the key features of the training plan
- sign off the training plan with the supervisor and trainee

- discuss the Student Handbook
- discuss the course of training that you will undertake
- assessment of the trainee's current competencies (including language, literacy and numeracy skills)
- skills recognition
- outline where training will be conducted, and any training material required.

Off-the-job Training

Trainees will be issued with Workplace Assessment Kits (WAKs) in which they and their workplace supervisor will record evidence of training progression.

Trainees must attend all scheduled off-the-job training (class attendance). Employers will be advised by the facilitator of absences.

All off-the-job assessments must be submitted in-line with assessment requirements listed in this handbook.

On-the-job Assessment

An assessor will visit the trainee in the workplace over a minimum of three visits to observe and record evidence of competency. Visit feedback must be verified by the signature of the trainee and dated. It is the trainee's responsibility to ensure that the Workplace Assessment Kits (WAKs) have been filled out and ready when the assessor visits.

During the Course of the Face-to-Face Visits, the RTO Training Staff will:

- meet with the trainee external from their direct work environment to discuss progress in relation to the training
- deliver training consistent with the class schedule and in accordance with the training plan
- document the training provided in reference to the competencies.

Structured Release Time

There are compliance standards which must be met by the employer when an employee has been signed in to a traineeship. These include withdrawal time from routine work duties for structured training/learning activities (your class attendance). Your Australian Apprenticeship Centre will have outlined this and other employer obligations.

If an employer/supervisor does not allow the trainee to be withdrawn from routine work as per contractual requirements of the traineeship and it is not resolved with initial consultation with the employer/supervisor we are required to report the non-compliance to the Apprenticeship Centre if the matter is not resolved within 14 days.

Withdrawal time must be recorded and can include the following activities a trainee participates in:

- staff meetings which the trainee is paid to attend.
- professional development training which the trainee is paid to attend.
- study time- where the student is removed from their normal duties to complete assignment tasks or theory work during work hours.
- classes that the trainee attends

- work experience in a different room or at another service that the trainee would not normally work. This would occur if the student had to gain experience with a different age group and is placed in a new room to learn and be assessed for their training.

Monthly Contact - Trainee & Employer

Monthly contact will be made by Gowrie either by email, phone or face-to-face with both the trainee and workplace supervisor to:

- monitor the progress of training against the training plan
- monitor the training/learning activities undertaken during for the previous months.

Employer Contact

Employers will be notified of the following:

- when a trainee requests a change to their class schedule
- when a trainee is absent from class
- when a trainee is required to resubmit work and/or receives a Not Yet Competent (NYC) result
- when an Action Plan is put into place for re-submission of work
- when a trainee fails to meet deadlines or other requirements as set by Gowrie Victoria
- any other issues or problems regarding the trainee's structured training.



Policies

Fees and Refunds

Gowrie Victoria is committed to ethical financial management systems and practices and these include a fair and reasonable approach to the refund of fees to students enrolled in nationally recognised training courses.

Itemised fees and charges can be found on our website, or obtained from the Student Engagement and Partnership Manager or Operations & Compliance Manager. All students sign a Statement of Fees upon enrolment which outline the terms of training and payment of fees, as well as receiving this Student Handbook which covers important information and guidelines.

Students, or third-party payers are expected to pay fees in accordance with their Statement of Fees and policies in this handbook. If fees are not paid by their due date, the Debt Recovery Procedure may be implemented. Gowrie Victoria has the right to suspend, cancel or withdraw enrolment of a student from participation in the course at any time if fees are in arrears.

Enrolment & tuition fees

Students will be charged the non-refundable tuition fees current at time of enrolment. If fees increase between time of enrolment and commencement of training the student will not be expected to pay the new fees, and continue to charge fees current at time of enrolment, as long as the student commences training within three [3] months of enrolling. After three months, eligibility and Pre-training review to be conducted again.

A candidate will be charged the tuition fees quoted at the enquiry stage provided they enrol within one month of enquiring.

Payment options

Gowrie Victoria accepts payment via BPAY, EFTPOS and credit card (Visa or MasterCard only).

Cooling-off period

Gowrie Victoria offers a 2-day cooling-off period. A refund will be granted for any students who have enrolled into a qualification and have paid a fee

provided that the student has not commenced the qualification they have enrolled into.

Change of mind

You are entitled for the change of mind for the educational services on offer at Gowrie Victoria. The tuition fee are fully refundable only within the cooling-off period.

Provision of services

Students are expected to have paid the agreed fees before services are offered to them. Gowrie Victoria has the right to withhold training or assessment services to students if fees are not paid, this includes issuing of certificates and statements of attainment. If payments owing are not made within 30 days of the due date, assessment visits may be postponed until payments are up to date. Students may negotiate payment terms with the Compliance and Operations Manager; if in hardship, payment terms other than agreed payment plans must be approved by the Compliance and Operations Manager.

Third party payments

Students may elect a third party to pay for their course fees if written authorisation has been obtained by Gowrie Victoria prior to commencement of training.

Third parties will be informed of any changes to the student's enrolment that effect fee payments. This includes being informed of refunds owing to them if students defer or withdraw from their training.

Third parties include employers, schools or Job Seeker Agencies.

Issuance of Qualification, Letter of Completion, or Statement of Attainment

Gowrie Victoria has the right to withhold the issuance of a completion letter, statement of attainment, or qualification, if fees are not paid in accordance with the negotiated schedule, or when a student does not have a Unique Student Identifier.

Transfer of enrolment

All students may be permitted to transfer, either to another qualification or they can stay enrolled in the same qualification but transfer to different class. Approval of transfer is up to the discretion of Gowrie Victoria and may not be guaranteed.

We recommend students discuss transfer with their Facilitator, as well as their employer or parent if applicable, prior to requesting. A \$200 transfer fee is required if the transfer is initiated and requested by the student, and additional enrolment paperwork may be required. The transfer will only be processed once all documentation has been received.

Recommencement of training

Students who recommence training within the same calendar year that they deferred will not be charged additional fees upon recommencement.

Students who recommence in a different calendar year to the year that they deferred their training may be charged the fees current at time of recommencement. Eligibility for government subsidised funding will be reassessed prior to recommencement to ensure the student meets all requirements current at time of recommencement.

Compliance with commonwealth, state/territory legislation and regulatory requirements

Gowrie Victoria is required to advise students that there are State/Territory legislation and regulatory requirements that are relevant to students enrolled in any courses delivered by Gowrie Victoria (including The Charter of Human Rights and Responsibilities Act 2006, Disability Act 2006, Working with Children's Act 2005, The Education and Training Reform Act 2006, and Child Safe Standards 2015).

These include:

- workplace health and safety
- workplace harassment, victimisation and bullying
- anti-discrimination, including equal opportunity, racial vilification, disability discrimination
- vocational education and training
- apprenticeships and traineeships, and
- privacy

Anti-Discrimination, Harassment, Victimisation and Bullying Policy

Gowrie Victoria is committed to providing an environment free from all forms of discrimination and harassment including bullying. It aims for equality of opportunity and participation for all employees and students (both permanent and temporary) and is consistent with our policy of merit-based selection and promotion.

Discrimination, harassment and bullying are unacceptable and unlawful pursuant to state legislation (Equal Opportunity Act 2010, Racial and Religious Tolerance Act 2001) and federal legislation (Sex Discrimination Act 1984, Racial Discrimination Act 1975, Disability Discrimination Act 1992, Human Rights and Equal Opportunity Commission Act

1986) and various occupational health and safety legislation. It is the responsibility of management to provide a working environment free from discrimination, harassment and bullying.

Gowrie Victoria will take all practicable steps to ensure that staff and students are provided with an environment in-line with this policy. In addition, management and their delegates are to ensure that all complaints are treated confidentially, seriously and with sympathy. To this end we have developed an internal complaint resolution process to assist employees and students to raise issues of concern. Relevant disciplinary action will be taken against anyone found to have breached this policy. No employee or student will be penalised or disadvantaged as a result of raising concerns relating to discrimination, harassment or bullying.

Where complaints of discrimination are substantiated, appropriate disciplinary action will apply. Serious policy breaches will lead to termination of employment or training. All parties involved in a complaint or report in relation to this policy will have the option to access personal counselling.

A student who makes a complaint or report will not be disadvantaged in their training conditions or opportunities as a result of this process.

Privacy Policy

Gowrie Victoria takes its obligations under the Privacy Act 1988 (Commonwealth), the Health Records Act 2001 (Victorian) the Education and Training Reform Act 2006 and other applicable privacy laws seriously.

We respect the privacy of the personal information that we hold. The Gowrie Victoria Privacy Policy sets out how we

handle personal information about individuals. Personal information is collected for the purposes of; providing our services, researching and developing our services, reporting to government authorities and complying with the law.

All Registered Training Organisations are required to report information to their state or territory training authority. The range of information required includes the courses and subjects in which students are enrolled, their age and gender and the location of training. This information is used to:

- develop a picture of the vocational educational and training sector in Australia
- inform policy decisions
- enable reporting of what has been achieved with government funds
- assist in future planning

If you are registered as a trainee under an Australian Apprenticeship Scheme, we may be required to provide information relating to your progress to:

- your employer
- the Australian Apprenticeship Centre
- relevant state or federal government departments.

For more information on how student information may be used or disclosed and for a copy of Gowrie Victoria's Privacy Policy please contact us on 1300 446 975 or email training@gowrievictoria.org.au.

Vocational Education and Training Legislation

The following Australian legislation are fundamental to the VET system:

- Skilling Australia's Workforce Act 2005
- Skilling Australia's Workforce (Repeal and Transitional Provisions) Act 2005
- Workplace Relations Act 1996

- National Vocational Education and Training Regulator Act 2011
- Standards for Registered Training Organisations 2015
- State and territories also have laws that govern VET in their jurisdiction. These laws establish and grant powers to training authorities, and provide mechanisms for the planning, funding, coordination and evaluation of VET. For more information visit www.training.gov.au.

NCVER Survey

Gowrie Victoria as a Registered Training Organisation must participate in the National student Outcomes Survey, managed by the National Centre for Vocational Education and Research (NCVER).

Students enrolled in training with Gowrie Victoria may receive a NCVER survey to be completed, and/or an invitation to participate in a Department of Education endorsed project, and/or may be contacted by the Department of Education (or persons authorised by the Department of Education) for audit or review purposes.

Gowrie Victoria endeavours to create a positive learning environment for students, one in which each student has the opportunity to achieve their personal best. Part of the maintenance of that positive environment is a fair and open complaints and appeals procedure made available to all students.

Gowrie Victoria has in place a policy and procedure to address such issues as part of its quality service for students. In compliance with access and equity principles this procedure is made available to all students and staff.

Definitions

Complaint – dissatisfaction with a service offered or treatment received at Gowrie Victoria.

General Appeal – dissatisfaction with a decision made by Gowrie Victoria.

Assessment Appeal – dissatisfaction with an assessment–decision made by Gowrie Victoria.

Complaints, Grievances and Appeals Resolution Guidelines

A grievance or complaint is considered a formal grievance or complaint when it is made in writing. All parties are expected to participate in the grievance resolution process in good faith. Gowrie Victoria will attempt to resolve all verbal and/or written complaints. An appeal or complaint will be dealt with promptly and the length of time involved may vary in accordance with the complexities of the case. Under normal circumstances a provisional written response will be provided within 10 working days of presenting your appeal or complaint. If resolution takes longer, the complainant will be kept informed on the progress of the case.

- on resolution the complainant will be provided with written outcome on the case including reasons for the decisions/ actions.
- during the appeals and complaints process enrolment must be maintained.
- the appeals and complaints services available incur no costs.

Any substantiated complaints will be reviewed by Gowrie Victoria as part of continuous improvement.

Complaints, Grievances and Appeals Resolution Procedure

Step 1 – Informal resolution

It is in everyone's best interests for a dispute to be resolved amicably and at an early stage.

A difficulty or concern should initially be discussed with the staff member concerned and a satisfactory outcome might be achieved through discussion. If the issue is not resolved, then the individual should proceed to Step 2 and commence the formal grievance handling process.

Step 2 – Lodgment of formal complaint

Individuals may lodge a formal written complaint using the Complaints Form, available as hard copy and/or by contacting the emails provided in the student handbook.

The individual should complete this form and attach all the information they have to support the complaint then submit to RTOcomplaints@gowrievictoria.org.au or, in person.

Step 3 – Formal complaint

Within ten [10] working days from receipt of the formal complaint the following process takes place.

The formal complaint is received and initially considered by the Operations and Compliance Manager and/or Engagement and Partnership Manager. In most cases, they will refer the complaint to an appropriate staff member within the RTO, depending on the nature of the complaint.

If the complaint relates to an 'Academic Matter' as defined in this policy and procedure, the matter will be referred to the Lead Facilitator.

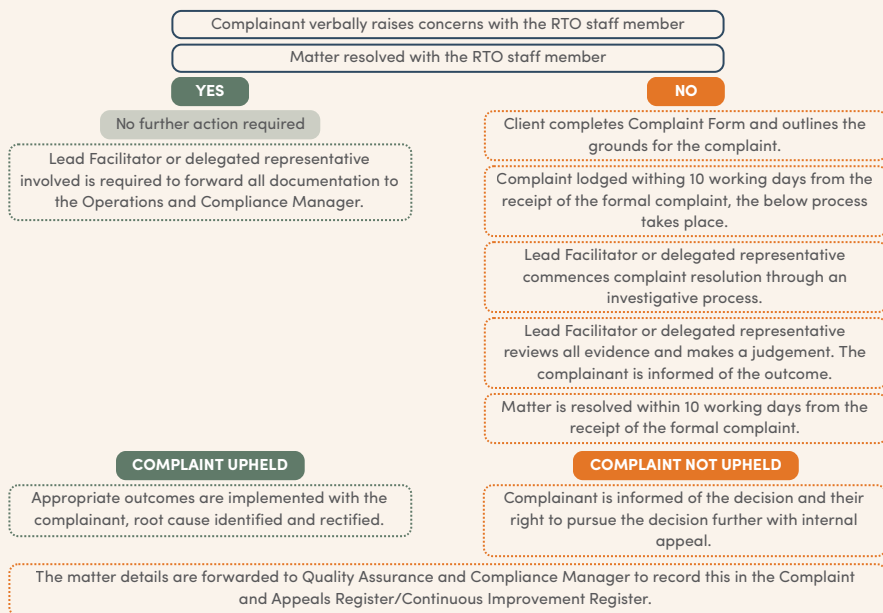
1. **Investigation and outcome:** the RTO representative will investigate and decide the outcome for the complaint. The RTO will advise the complainant of the outcome in writing within ten [10] working days from the receipt of the formal complaint. If the outcome does not favour the complainant, the RTO will also advise in writing of the complainant's right to engage the Internal Appeals process as outlined at Step 4.
2. the matter details are forwarded to Quality Assurance and Compliance Manager to maintain the Complaint and Appeals Register/Continuous Improvement Register.

Complaints Processing Delays

If, at any stage the RTO considers the investigation or decision processes to take longer than specified in this policy and procedures are required to;

1. informs the complainant in writing, including reasons for delays, and
2. regularly updates the complainant on the progress of the matter.

Complaint Process Flowchart



Step 4 – Internal appeal

If the complainant is not satisfied with the decision at Step 3 of this procedure, they may lodge an appeal to the RTO. This appeal must be submitted within twenty [20] working days of receipt of the notification from Step 3.

To engage an Internal Appeal, individuals must complete the approved Appeals Form and submit with the additional supported evidence.

An opportunity will be provided to the appellant to formally present their case in a meeting along with the support person.

If the appellant chose to a meeting, the following would occur:

Meeting day:

- if the appellant has further supported documents other than those supplied with the Complaints, are encouraged to bring to the meeting.
- the appellant is welcomed and encouraged to bring a support person with them to this meeting, or any other related meetings, provided this is informed and an ID is supplied prior to this meeting to the RTO.
- at the meeting, the Appeals Committee or delegated representative will be present to hear the appellant's case. Where possible, the RTO may appoint staff independent to the reason for the appeal.
- the appellant's support person may assist with presenting the existing case but are not allowed to make their own case.

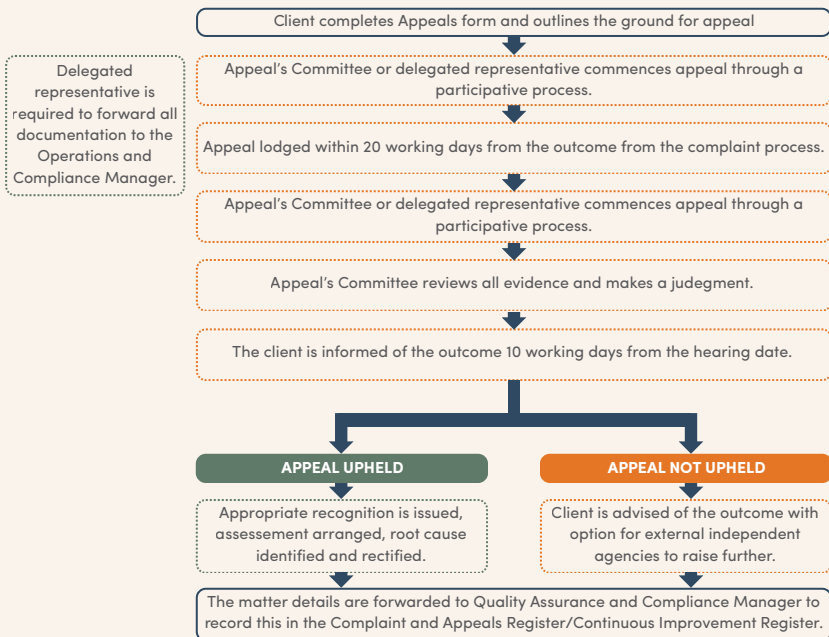
Note: this meeting day is not intended to make any decisions, but to put forward the case and to investigate further.

- the Committee will review student's Appeal and the additional supporting evidence provided.
- student will be informed of the appeal outcome in a written statement, including reasons for the outcome within [10] working days after the hearing of the appeal.
- if the appeal outcome is a decision not in favour of the student, student will be informed of the next steps in the grievance procedure and suggest seeking external appeal. This notice is required within ten [10] working days.
- the matter details are forwarded to Operations and Compliance Manager to maintain the Complaint and Appeals Register/Continuous Improvement Register.

Note: the student expelled from the RTO or enrolment cancelled for the enrolled program due to, but not limited to behaviour and discipline, health and safety risk to themselves and others, breaching code of conduct, false and misleading information; will not have the opportunity for internal appeal, but can access the services for External Appeal.



Internal Appeals Process Flowchart



Step 5 – External appeal

- students are free to choose and engage the external party/mediator. The RTO will honour this, where;
- the student have informed the RTO within ten[10] working days of engaging an external party.
- the student to bear the costs of all matters related to this engagement.
- the external party is interested to engage locally within Victorian Jurisdiction.
- the student to continue to participate in studies as scheduled during this process.
- the RTO shall not make a decision on the student's enrolment and continue facilitation as per the training plan and delivery schedule.

Note: where the appeal is in relation to the Academic Progress, case-by-case approach is applied for Step 5, e and f.

Step 6 – Outcome of external appeal

- if the appeal outcome is in favour of the student, the RTO must immediately implement the decision or recommendation and/or take preventative or corrective action required by the decision/recommendation and advise the student in writing of that action.
- if the appeal outcome is a decision not in favour of the student, student will be informed of the finalisation of the process and may consider reinstating the original outcome or,

discuss further options or, negotiation with the student.

External bodies

- Relationship Matters
<https://relationshipmatters.com.au/>
- Australia Skills & Quality Authority (ASQA): 1300 701 801
www.asqa.gov.au
- Victorian Department of Education & Training: www.skills.vic.gov.au

Counselling services

Gowrie Victoria have teamed up with Sonder to provide students access to free counselling and coaching services.

You will have access to immediate 24/7 live chat support with a mental health specialist, for any issue big or small via an app on your phone as well as a huge library of resources. Sonder is accredited as a private healthcare provider and is a fully confidential service.

Details of how to access Sonder are provided on the first day of your studies.

We really encourage you to check it out, it's a fabulous service and can help with things such as:

- workplace problems and stress
- study worries
- family challenges
- interpersonal problems
- conflict
- life changes
- mental health and mental illness

In addition, students may like to access the below services for specific support.

If English is your second language and you wish to speak to a counsellor, call the Translating and Interpreting Service on 13 14 50 and ask them to translate for you or go to: www.tisnational.gov.au

Lifeline

T: 13 11 14 www.lifeline.org.au

Beyondblue

T: 1300 22 46 36 www.beyondblue.org.au

Suicide Help line

T: 1300 651 251 www.suiceline.org.au

Parent Line

T: 13 22 89 www.parentline.com.au

Post and Antenatal Depression Association

T: 1300 726 306 www.panda.org.au

Crisis Accommodation Information Line

T: 1800 627 727 www.homes.vic.gov.au/crisis-accommodation

Women's Domestic Violence Crisis Service

T: 1800 015 188 www.safesteps.org.au

Women's Information and Referral Service

T: 1300 134 130 www.wire.org.au

Melbourne Sexual Health Centre

T: (03) 9341 6200 www.mshc.org.au

Centres Against Sexual Assault

T: 1800 806 292 www.casa.org.au

Gay and Lesbian Switchboard Victoria

T: 1800 184 527 www.switchboard.org.au

Gambler's Help Line

T: 1800 858 858 <https://gamblershelp.com.au>

Legal Aid Victoria

T: 1300 792 387 www.legalaid.vic.gov.au

Fitted for Work

T: (03) 9662 4028 www.fittedforwork.org

Grief Line

T: (03) 9935 7400 <https://griefline.org.au/>

Direct Line (drug & alcohol)

T: 1800 888 236 www.directline.org.au

Turning Point (drug & alcohol)

T: 1800 888 236 (helpline) or (03) 8413 8413
www.turningpoint.org.au

Smoking Quit Line

T: 13 78 48 www.quitnow.gov.au

Translating and Interpreting Service (TIS)

T: 13 14 50 www.tisnational.gov.au

Department of Families, Fairness and Housing

T: 1300 475 170 <https://services.dffh.vic.gov.au>

Youth Drug and Alcohol Line

T: 1800 458 685

Drug and Alcohol Clinical and Advisory Service

T: 1800 812 804 www.dacas.org.au

Family Drug Support Australia

T: 1300 368 186 www.fds.org.au



Gowrie Services

The Harbour

Level 1, 1 Seafarer Lane, Docklands, VIC 3008

Ph: (03) 8624 1000

Broadmeadows Valley

30-54 Johnstone Street, Broadmeadows, VIC 3047

Ph: (03) 9133 0250

Clare Court

40 Court Street, Yarraville, VIC 3013

Ph: (03) 9314 7886

Carlton Learning Precinct

150 Palmerston Street, Carlton, VIC 3053

Ph: (03) 9123 1910

Carlton North

36 Newry Street, Carlton North, VIC 3054

Ph: (03) 9362 2200

Docklands Kindergarten

17 Little Docklands Drive, Docklands, VIC 3008

Ph: (03) 9115 6520

Marshalltown Road Kindergarten

122 Marshalltown Road, Grovedale, VIC 3216

Ph: (03) 9123 1344

Minindee Road Kindergarten

52 Minindee Road, Manor Lakes, VIC 3024

Ph: (03) 9123 1915

Oberon Kindergarten

15 Torquay Road, Belmont, VIC 3216

Ph: (03) 9123 1340

Opening in 2027

Craigieburn North

Footscray

Wyndham Vale

Glossary of Terms

ACAP: Apprentice Connect Australia Provider (ie MEGT).

Assessment: the process of collecting evidence and making judgment on whether competency has been achieved, or whether specific skills and knowledge have been achieved that will lead to the attainment of competency.

Assessor: the person responsible for conducting assessment activities. An assessor must be qualified in the nominated competencies as specified in the Standards for Registered Training Organisations (RTOs) 2015 to conduct assessment.

AQF: Australia Qualifications Framework
AQF certification documentation is the set of official documents that confirms that an AQF qualification or statement of attainment has been issued by an RTO or other AQF authorised issuing organisation to an individual.

ASQA: Australian Skills Quality Authority, Vocational and Education Training Regulator.

Assessment system means a coordinated set of documented policies, procedures and assessment tools designed to ensure that assessment, including recognition of prior learning, produces consistent and valid judgements of VET student competency and meets the requirements of these standards.

Children: any person under the age of 18.

Cluster: a number of related core or elective units of competency grouped together and delivered to students as part of the qualification.

Competency: a student will be required to show their skills both in the workplace (on the job) and through their theory-based assignments (off the job). This is the ability to perform tasks and duties to the standard expected in employment.

Competency based training is a feature of Vocational Education and Training (VET) whereby the focus of learning and assessment is what the student can do practically in the workplace as a result of their training. Students must meet all training and assessment requirements to achieve competency in competency-based training.

Course commencement date: date of the first scheduled training for the first unit of competency towards the completion of the qualification in which the student has enrolled.

Credit transfer is an administrative process to recognise and award credit for prior successful completion of an equivalent unit of competency or module.

Delivery: various methods and strategies used to train and impart relevant knowledge about each cluster to the student.

Enrolment date: date being either when a deposit is paid or course commencement; whichever comes first.

Epsilon: Epsilon is the register that records all Apprentices and Trainees in Victoria. All contracted RTOs delivering training to Apprentices and Trainees must have access to this database.

Facilitator: the person responsible for delivering training content, assessing assignments and monitoring training activities. A facilitator must be qualified in the nominated competencies as specified in the Standards for Registered Training Organisations (RTOs) 2015 to conduct assessment.

Mode of delivery means the methods for delivering training and/or assessment, including face-to-face, online, distance, or blended methods.

On-the-job: assessments will take place on the job. Students are required to complete Workplace Assessment Kits (WAKs) and an assessor from Gowrie Victoria will visit the student in the workplace and students will be required to demonstrate their skills and abilities to the assessor.

Off-the-job: students will be required to attend face to face classes and complete written assignments. These will contribute to the on-the-job assessments and an overall result of Competency Achieved.

Registered Training Organisation (RTO): a training organisation formally recognised and registered by a state or territory registering body with the authority to deliver training and/or conduct assessments and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework.

Scheduled hours: Scheduled hours are the anticipated hours of learning or training deemed necessary in order to adequately cover the educational material. The scheduled hours for each unit of competency varies. These hours are stated in each student's training plan.

Statement of attainment: a statement of attainment should only be issued if a student successfully completes one or more units of competency or modules or an accredited short course, but does not meet the requirements for a qualification (as specified in the training package). The statement of attainment will list all of the units of competency or modules achieved.

Training package: a set of nationally endorsed standards and qualifications for recognising and assessing people's skills in a specific industry, industry sector or enterprise.

Training plan: outlines of a process for training to be used in a training program. The training plan will outline who will deliver the training, and when and where a trainee needs to go to receive the structured component of the training.

Training product means AQF qualification, skill set, unit of competency, modules and accredited short course.

Work placement: if a student does not currently work in the early childhood sector, then a work experience placement is required. You will attend placement as a volunteer.

Unit delivery: delivery of training content and materials to a student for a particular unit of competency or group of units.

Unit of Competency (UoC): units of competency are developed by industry to meet the identified skill needs of industry. Each unit of competency identifies particular workplace requirements and includes relevant skills and knowledge that are required to work effectively, as well as meeting language, literacy and numeracy requirements. A qualification is made up of numerous units of competency, and a student must successfully complete all units of competency within a qualification as specified in the training package to be awarded the qualification.

Wellbeing support services means services and resources to support the physical, mental, and emotional wellbeing of VET student.

