



# Gowrie Victoria

## Student handbook

Version 15, March 2024





# Welcome to Gowrie

Thank you for choosing Gowrie Victoria to assist you in achieving your career goals in the early childhood sector. We are a not-for-profit organisation with a long history of working as a provider of early childhood education and care as well as in partnership with the early childhood education and care sector in the delivery of training programs.

Gowrie Victoria is a Registered Training Organisation (RTO) delivering nationally recognised training courses and qualifications in Early Childhood Education and Care. We hope you will enjoy your studies with us and look forward to seeing you grow and develop as an educator.

Gowrie Victoria provides a range of services and programs to support students, educators, early childhood education and care services and the children and families who attend them.

## Adult Learning Environment

At Gowrie we believe in supporting you in your studies by creating an Adult Learning Environment which allows you to bring your experience, skills and knowledge to your learning journey.

We understand that you have a life outside your studies and that you need to be able to do things in a time frame which suits you. To do this, we partner with you in developing an individual training plan and have a variety of ways of delivering our programs to best meet your needs. This partnership means that you will need to tell us what is going on for you and your needs as well as committing to meet the requirements of the qualification. Open communication is very important to ensuring the success of your learning experience.

A key aspect of your learning experience is your practical work in an early childhood education and care service. This allows you to put your theory into practice and demonstrate your competence in a real environment. You will be working with real children in an environment where their family have carefully chosen to enrol them. You will have to meet the standards of care required of that service by the National Quality Framework (NQF) as well as undertake those tasks required to complete your qualification requirements. You will have a workplace supervisor to support you and guide you along the way and it is essential that you communicate with them what you are required to do for the course, ask questions and raise any issues you have as they will show you what working in a service is all about.

Essential to Adult Learning is the giving and receiving of feedback so you can reflect on your own practice and improve it. Similarly, Gowrie needs your feedback on how we can improve our service to you. We welcome your feedback throughout your studies and your facilitator and our support team will also ask you at specific times to fill in surveys & questionnaires to ensure that the programs we run are continually improved.

We look forward to being a part of your learning journey and hope you will feel free to contact us to discuss your ideas, needs and most importantly, your progress towards your qualification.

# Introduction to Gowrie Victoria

## Our purpose

Gowrie Victoria's purpose is to champion and demonstrate 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-named 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:

"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".

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.



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### Our staff

Executive Manager, Adult Learning & Marketing:  
Glyn Williams  
Compliance and Operations Manager: Anna Frisch  
Student Engagement Coordinator – Stephanie Soriano

### 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.

Lead Facilitator: Kelly Sweeting

Facilitators: Carolina Varela, Angela Grinberg, Renee Williams, Pina Grammenos

### Staff recruitment

Gowrie Victoria's recruitment practices ensure that all candidates for employment are screened and selected taking into account 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.

### Student services

We provide ongoing support for our students. Staff are available at The Harbour service Monday – Thursday from 9:00AM to 4:30PM to assist students with enquiries or via appointment outside of these times. We provide the following services to our students:

- Course application information
- Assistance with deferrals and withdrawals
- Student fees and charges
- Archiving and student administration
- Academic support
- General enquiries
- Support sessions

### Main training site

DOCKLANDS

Gowrie @ The Harbour

1 Seafarer Lane

Victoria Harbour Docklands Victoria 3008

\*Classes may be held at other Gowrie locations

### Qualifications

CHC30121 Certificate III in Early Childhood Education and Care

CHC50121 Diploma of Early Childhood Education and Care







## 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
- Standards for Registered Training Organisations (RTOs) 2015
- 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 & 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 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

## 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.

## Gowrie Victoria rights

Gowrie Victoria has the right to:

- arrange a substitute facilitator or assessor in the event of sickness/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 Facilitator or the Compliance & Operations Manager.

## Competency Standards, National Qualifications and Assessment Guidelines

A Training Package consists of three parts:

Competency Standards provide an industry benchmark for training and assessment. They specify the scope of knowledge and skills to be covered in the Training Package. They are the basis for designing vocational education and training courses and assessment approaches for delivery off-the-job by registered training organisations (RTOs).

**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 evidence from both on and off-the-job training and/or classroom-based training and work placements. It is the combination of both the on and off-the-job training evidence that supports an assessment of competence.

## 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. All students are given a training plan and all students will 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 student's must undertake a pre-training review to determine the most suitable qualification 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 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 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.

# Student Information

Recognition processes covers Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC), and Skills Recognition.

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 or informal 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.

Please consult your Facilitator or the Compliance & Operations Manager to discuss the process.

## Foundation skills

### (Language, Literacy and Numeracy support)

The increased importance of employability skills such as communication and problem solving skills in the early childhood education and care sector highlights the need for underpinning foundation skills. The Australian Core Skills Framework (ACSF) defines these foundation skills as reading, writing, oral communication, numeracy and learning, 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 these students and support this approach 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, and an extension of time to complete the training program negotiated if necessary.

## 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 to 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





### 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.

### Attendance

An **80%** attendance record is required for students attending classroom-based training. A student attendance register will record attendance at, absence from, late arrival and early departure from classes. Attending study support can contribute to the 80% 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.

Students who do not notify Gowrie Victoria of their absence and who do not attend two classes in a row 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 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:

- 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 provided by 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 Written 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 other serious matters 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, 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.





### 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
- 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)
- Adhere to the Student Code of Conduct at all times

**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 (ie: medical certificate in the case of illness). Special circumstance requests are required to be sent to Anna Frisch, Compliance Manager – [annaf@gowrievictoria.org.au](mailto:annaf@gowrievictoria.org.au) 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 (CHC30121)

- Minimum hours: 160 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
- Assessment visits: Students will be assessed over 3-5 visits by a Gowrie Victoria Assessor

### Diploma of Early Childhood Education and Care (CHC50121) – prerequisite CHC30113/CHC30121

- Minimum hours for students who have completed CHC30113: 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
- Assessment visits: Students will be assessed over 3-5 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.

### 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 Achieved

**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. 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.

## Plagiarism, Cheating and Academic Misconduct

Plagiarism is the action of taking and using as one's own the thoughts, writings or other work of someone else with the intent to deceive. Plagiarism includes:

- unauthorised use of the whole or part of a computer program written by another person
- use of the whole or part thereof, of written work or writing exercises, including the use of paragraphs or sentences in essays or other assessable work which are neither enclosed in quotation marks nor properly acknowledged
- paraphrasing of another's work without attribution.

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 videotaped 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.

If a student is found to have plagiarised or conducted other forms of academic misconduct, then an investigation will take place. Where the investigation concludes that academic misconduct has taken place the student will be notified in writing and may respond in writing, within 14 days if they wish to present alternate or subsequent information.

The final determination of the investigation may include one of the following options:

- The student is judged not yet satisfactory in the units concerned but may be allowed to re-enrol in the unit or appropriate section of the course.
- The student is excluded from further training and his or her enrolment cancelled with no refund of fees.
- No action will be taken against the student.

## 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](mailto: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 programs.





### Results and Certificates

Students who have completed and been assessed as competent in all units of competency of a course will receive a Certificate or Diploma. 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. There is a charge of \$25 per document for this service.

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 qualifications 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](mailto: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 known as our 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.

### 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 may not be 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.

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.





# 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 \(worksafe.vic.gov.au\)](#)  
([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.

### 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 are 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.

### What you will need to study online

#### Computer

You will need regular access to a computer with an Internet connection and Web access for the duration of your course. An Apple Mac or PC system is needed, with these minimum requirements:

- PC: Pentium III 600 MHz processor or faster, 256 MB RAM or greater (512 MB recommended), Windows XP/ Vista/ Win7.
- MAC: Intel x86 based processor, 512 MB RAM or greater (1GB recommended), Mac OS-X 10.5 (Leopard) or 10.6 (Snow Leopard).

#### Internet Access

Students must access and use their own Internet account to connect to their online courses. An Internet account with an Internet Service Provider (ISP) providing SLIP/PPP connections is required. High speed is recommended for the ideal learning experience. However, for the patient student, a 56k dial-up connection will work.

#### Google classroom

We use Google classroom for you to access 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

#### 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 class

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

The Harbour Family & Children's Centre 1 Seafarer Lane  
Victoria Harbour, 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 car parks:

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

### Carlton North

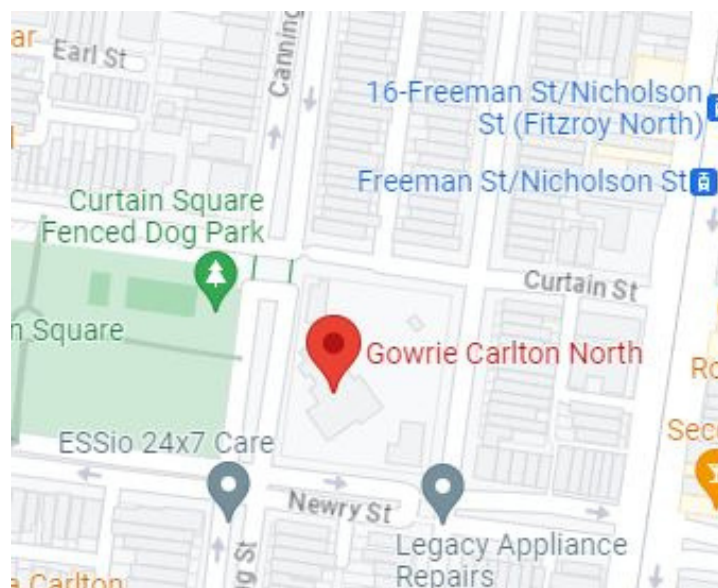
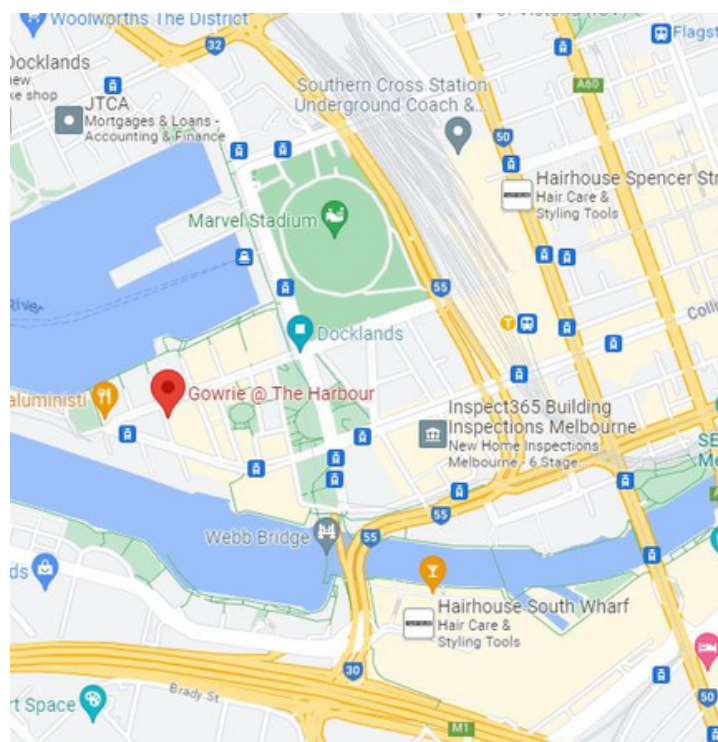
36 Newry Street Carlton North Victoria 3054

### 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 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.





## Our policies

### Fees & 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 Coordinator or Compliance & Operations 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 if fees are in arrears.

### Enrolment & Tuition Fees

Students will be charged the 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 will only be charged fees current at time of enrolment, as long as the student commences training within six months of enrolling.

A candidate will be charged the tuition fees quoted at the enquiry stage provided they enroll 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.





### 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 will 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](mailto: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](http://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.



# Student Complaints/Grievances and Appeals Policy

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.

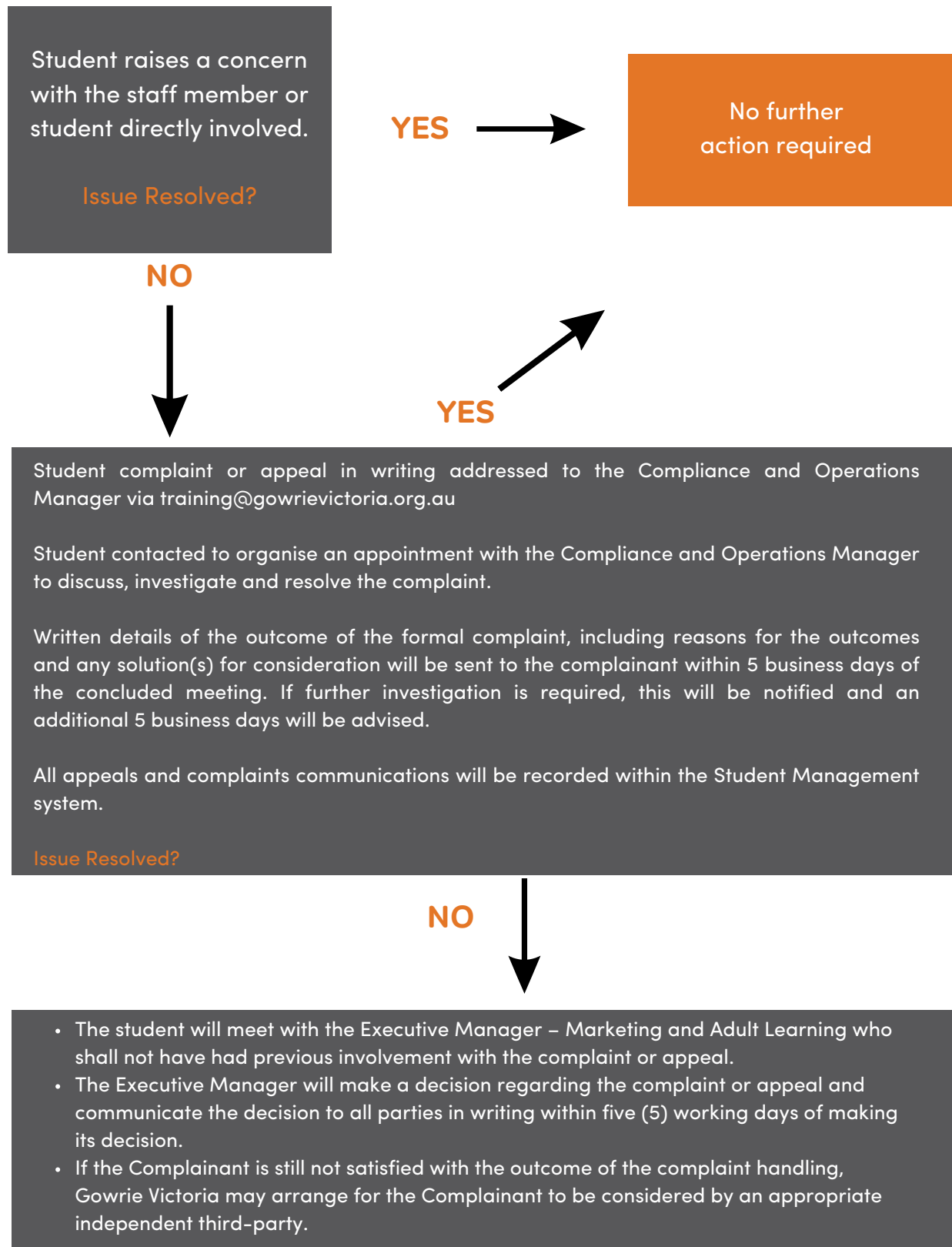
- On resolution the complainant will be provided with written outcome on the case including reasons for the decisions/ actions.
- During the appeals and complaints process enrolment must be maintained.
- The appeals and complaints services available incur no costs.

Where the appeals or complaints process results in a decision supporting the student complaint, Gowrie Victoria will implement the required corrective or preventative action within 14 business days and advise the student of the outcome. An event note outlining the appeal or complaint is also placed in the student's file. Gowrie Victoria's Compliance and Operations Manager will ensure complaints and appeal notes are current and updated throughout and until their resolution.

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



# Complaints, Grievances and Appeals Resolution Procedure



## Counselling Services

Gowrie Victoria have teamed up with The Mental Health Coach to provide students access to free counselling and coaching services.

As part of this service students have access to 3 free counselling or coaching sessions with a qualified professional who can help you with things like:

- Workplace problems and stress
- Study worries
- Family challenges
- Interpersonal problems
- Conflict
- Life changes
- Mental health and mental illness

These sessions are with qualified counsellors and are completely external to your work & studies. Anything discussed in these sessions is kept strictly confidential and information about how to book in is provided upon commencement via email, flyers in the classroom and via Google classroom.

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 13 14 50 and ask them to translate for you or go to: [www.tisnational.gov.au](http://www.tisnational.gov.au)

### Lifeline

T. 13 11 14

[www.lifeline.org.au](http://www.lifeline.org.au)

### BeyondBlue

T. 1300 22 46 36

[www.beyondblue.org.au](http://www.beyondblue.org.au)

### Suicide Help line

T. 1300 651 251

[www.suicideline.org.au](http://www.suicideline.org.au)

### Parent Line

T. 13 22 89

[www.parentline.com.au](http://www.parentline.com.au)

### Post and Antenatal Depression Association

T. 1300 726 306

[www.panda.org.au](http://www.panda.org.au)

### Crisis Accommodation Information Line

T. 1800 627 727

[www.homes.vic.gov.au/crisis-accommodation](http://www.homes.vic.gov.au/crisis-accommodation)

### Women's Domestic Violence Crisis Service

T. 1800 015 188

[www.safesteps.org.au](http://www.safesteps.org.au)

### Women's Information and Referral Service

T. 1300 134 130

[www.wire.org.au](http://www.wire.org.au)

### Melbourne Sexual Health Centre

T. (03) 9341 6200

[www.mshc.org.au](http://www.mshc.org.au)



**Centres Against Sexual Assault**

T. 1800 806 292

[www.casa.org.au](http://www.casa.org.au)

**Gay and Lesbian Switchboard Victoria**

T. 1800 184 527

[www.switchboard.org.au](http://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](http://www.legalaid.vic.gov.au)

**Fitted for Work**

T. (03) 9662 4028

[www.fittedforwork.org](http://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](http://www.directline.org.au)

**Turning Point (drug & alcohol)**

T. 1800 888 236 (helpline) or

(03) 8413 8413

[www.turningpoint.org.au](http://www.turningpoint.org.au)

**Smoking Quit Line**

T. 13 78 48

[www.quitnow.gov.au](http://www.quitnow.gov.au)

**Translating and Interpreting Service (TIS)**

T. 13 14 50

[www.tisnational.gov.au](http://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](http://www.dacas.org.au)

**Family Drug Support Australia**

T. 1300 368 186

[www.fds.org.au](http://www.fds.org.au)

# Glossary of Terms

**AAC:** Australian Apprenticeship Centre (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

**ASQA:** Australian Skills Quality Authority

**Certification:** Certification documentation is the set of official documents that confirms that a qualification has been completed and awarded to an individual.

**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.

**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.

# Glossary of Terms

**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.

**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:** 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.



# Gowrie Services

## The Harbour

Level 1, 1 Seafarer Lane, Docklands VIC 3008

Ph: 03 8624 1000

## Broadmeadow's 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:0458 323 808

## Docklands Kindergarten

17 Little Docklands Drive, Docklands VIC 3008

Ph:03 9115 6520

## Carlton North

36 Newry Street, Carlton North VIC 3054

Ph: 03 9362 2200