

LEARNER HANDBOOK

Gowrie



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INFORMATION FOR LEARNERS (RTO 45602)

QUALIFICATIONS ON SCOPE

CHC30121 – CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

CHC50121 = DIPLOMA OF EARLY CHILDHOOD EDUCATION AND CARE

INDIVIDUAL UNITS OF COMPETENCY ON SCOPE

CHCPRT025 – Identify and report children and young people at risk

CHCECE043 – Nurture creativity in children

Disclaimer:

The Learner handbook contains information that is correct at the time of publication. Changes to legislation and/or Registered Training Organisation (RTO) policy may impact on the currency of information included. Gowrie Training & Consultancy reserves the right to vary and update information without notice. Learners are advised to seek any changed information and/or updates by contacting Gowrie Training & consultancy on (03) 6230 6824 or RTO@gowrie-tas.com.au

This Learner Handbook outlines important information that supports learners in their decision-making process and learning journey.

Policies and Procedures in full are available to learners on 'Canvas'.

If learners need to discuss any aspect of the handbook, contact Gowrie Training & Consultancy (the RTO).

Our product Disclosure Statement is available through our website: [Product-Disclosure-Statement.pdf](#)

DETAILS:

GOWRIE TRAINING & CONSULTANCY

346 Macquarie Street, South Hobart
(Head Office)

PO Box 422, South Hobart, TAS 7004

E: RTO@gowrie-tas.com.au

T: (03) 6230 6824

www.gowrieconsultancy.com.au

REGISTERED TRAINING ORGANISATION

Code: 45602

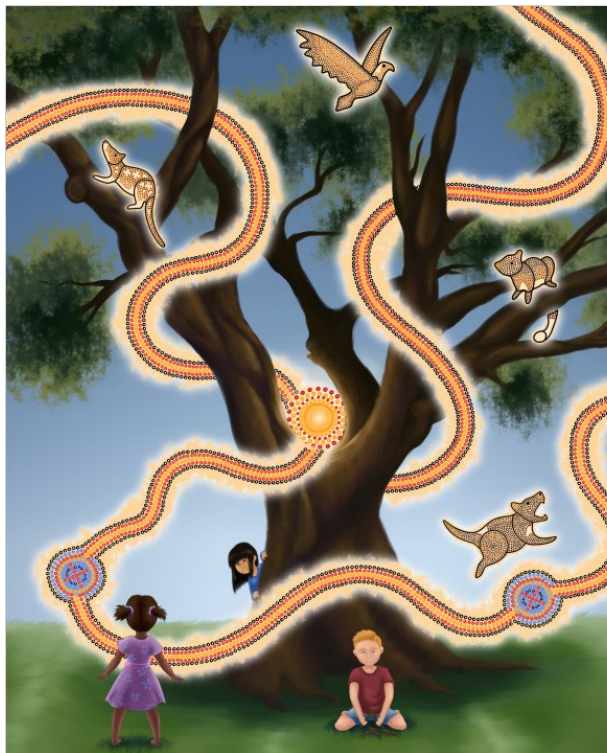
Legal Name: Lady Gowrie Tasmania Inc

Trading Name: Gowrie Training &
Consultancy

ABN: 34730372717

ACKNOWLEDGEMENT OF COUNTRY

Lady Gowrie Tasmania acknowledges the Tasmanian Aboriginal peoples as the custodians of these lands and honour the wisdom of, and pay respect to, Elders past and present. With gratitude, we acknowledge the rich landscape of lutruwita, the living culture of Aboriginal peoples and recognise that they have been nurturing and teaching children on this land for thousands of years. We honour and respect their continuing connection to land, sea, waterways, sky and culture.



The artwork designed by Andy Gall, a Tasmanian Aboriginal Artist uses a mix of contemporary digital painting and Aboriginal dot-art to symbolise different cultures coming together harmoniously. It incorporates the large tree growing at Lady Gowrie Tasmania's first location in Battery Point to represent the organisation. The rays of the sun represent Aboriginal culture flowing down to the next generation, with the rays traveling through the branches and down to the children at the base of the tree. The animals scattered around the illustration are all native Tasmanian animals:

- Eastern Spotted Quoll
- Wedge-tailed eagle
- Ring-tail Possum
- Tasmanian Devil.

Tasmanian Aboriginal culture holds a strong bond to nature including animals and the environments in which they live. All elements of nature: plants, animals, the earth and the sky are all connected within Aboriginal culture and hold importance to the community.

As a Tasmanian Aboriginal Artist, I feel it's important to show the significance of these elements in my artwork. Being a part of building understanding around culture is very important to me as a member of the community.' Andy Gall

COMMITMENT TO CHILD SAFETY

Lady Gowrie Tasmania has a 'Children First' philosophy, supporting the rights of all children to grow, learn and play in a safe place. We have zero tolerance towards abuse, neglect or exploitation of children combined with a strong commitment to the health and wellbeing of both children and our team, including learners. We strive to provide a safe and inclusive environment across our services, programs and workplaces, where diversity in all its forms, including strengths, cultural background, identity and abilities are recognised and celebrated.

This publication is protected by Australian Copyright Law. Except as provided under the Copyright Act 1968, no part of this handbook may be reproduced, stored in a retrieval system or transmitted in any form or by any means without the prior written permission of Gowrie Training & Consultancy. All enquiries relating to this matter are to be directed in writing to the Learning, Development & Inclusion General Manager by emailing rto@gowrie-tas.com.au.

OUR STORY

Welcome to Gowrie Training & Consultancy Registered Training Organisation (RTO 45602), the RTO chosen to support you in your lifelong learning journey. Whether you are beginning your qualification or returning to undertake further studies, the RTO values your commitment to the children and young people, sector and your career pathway. The RTO is guided by a partnership model where all stakeholders (learner, workplace and RTO) work together to assist you in achieving the knowledge and skills required to thrive as a professional educator.

Gowrie Training & Consultancy is a division of Lady Gowrie Tasmania Inc. which has played a significant role in the lives of countless children, families and educators over the past nine decades. Gowrie Training & Consultancy (the RTO) consists of a team of qualified, experienced and dedicated professionals, who have worked in, studied with, and supported organisations across a range of early and middle childhood programs, throughout Tasmania, Australia and overseas for over 25 years. The team holds a wealth of knowledge in a range of education and care pedagogy, practice and compliance areas and an in-depth understanding of the sector through lived experiences.

There will be times when the workload and/or content may be challenging, however remember that people within the RTO have all been in this position at one time or another, so make sure you take that leap, ask questions and seek additional support when required.

On behalf of the RTO, I wish each of you every success in your studies and in your ongoing work with our youngest citizens. As educators, you make a difference each day in the lives of children and families, and this is acknowledged and celebrated.

Annette Barwick
Learning, Development & Inclusion General Manager



PART ONE – QUALIFICATIONS

Gowrie

WHAT IS A QUALIFICATION?

WHAT IS A STATEMENT OF ATTAINMENT

ISSUING OF CERTIFICATES AND
STATEMENTS OF ATTAINMENT

LEGISLATION

CURRENT QUALIFICATIONS ON SCOPE

WHAT TO EXPECT FROM THE RTO

WHAT IS REQUIRED BY THE LEARNER

LEARNER FEEDBACK TO US

DRY CLEANING
SERVICE
PHONE B227
SERVICE
STATION
PHONE B152

INSPIRE

WHAT IS A QUALIFICATION?

In Australia, vocational education and training (VET) is study that offers you the opportunity to learn specific and practical job skills. VET courses are organised by Registered Training Organisations (RTOs), which ensures that the qualification being studied is nationally recognised.

A qualification is a formal record awarded at the successful completion of the full requirements of the qualification in which a learner is enrolled. RTOs are required to produce certified documentation of testamurs, statements of attainment and records of results.

The Australian Quality Framework (AQF) defines a testamur as 'an official certification document that confirms that a qualification has been awarded to an individual'. A learner who has completed all the required units of competency or modules (as specified in the training package qualification or accredited course) is entitled to receive both a testamur and a record of results. The record of results may be printed on the back of the testamur or provided separately.

Qualification test amurs (known as certificates) are individually coded with the unique identifier number, have a Lady Gowrie Tasmania logo, and include the Nationally Recognised Training logo.

WHAT IS A STATEMENT OF ATTAINMENT?

A 'Statement of Attainment' will be awarded if units towards a qualification have been completed, but the full qualification is not yet complete. Statement of Attainments are individually coded with the unique identifier number.

To receive a Statement of Attainment, learners must be assessed as competent in one or more units of competency within a qualification.

ISSUING OF CERTIFICATES AND STATEMENTS OF ATTAINMENT

Upon successful completion of a course/qualification (provided all fees are paid), an AQF Certificate or Statement of Attainment will be issued within 14 calendar days (Skills Tasmania requirement) of being assessed as meeting all requirements for the course. The RTO will generate the Certification and advise learners when it is ready for collection.

If the RTO ceased to operate whilst a learner is enrolled, a Statement of Attainment will be issued for the units successfully completed within the course/qualification.

LEGISLATION

As a Registered Training Organisation (RTO 45602), Lady Gowrie Tasmania Inc. trading as Gowrie Training & Consultancy is required to adhere to legislation designed to uphold the integrity of nationally recognised qualifications.

- National Vocational Education and Training Regulator Act 2011
- RTO Standards 2025 comprising:
 1. [Outcome Standards \(legislation\)](#): Outcome focused requirements that support the delivery of nationally consistent and high-quality training that leads to quality outcomes for students, industry, employers and the Australian community.

2. [Compliance requirements \(legislation\)](#): Administrative requirements (including the Fit and Proper Person Requirements and NRT Logo Conditions of Use Policy) that support integrity in the VET sector.
3. [Credential Policy \(TGA\)](#): An enforceable policy that operates alongside the Standards and outlines the credentials required for delivering training and assessments and undertaking validation of assessment.

Additionally, the RTO abides by a range of other legal requirements at a State and Commonwealth level including, but not limited to:

- Anti-discrimination,
- Australian Consumer Law
- Children and Young Persons and their Families Act
- Child and Youth Safe Organisations
- National Principles for Child Safe Organisations
- Copyright
- Corporations,
- Disability Rights, Inclusion and Safeguarding
- Equal Opportunity
- Fair Work (including harassment and bullying)
- Department of State Growth (Skills Tasmania) Agreement, Funding obligations and requirements
- TTAC Policies
- Privacy and Personal Information Protection
- Student Identifiers
- Taxation
- Traineeships including school-based traineeships
- Work Health and Safety

The RTO is dedicated to following the provisions in the VET Quality Framework, and information about these regulations and legal framework can be found at:

Commonwealth Law Register: www.comlaw.gov.au

Australian Skills Quality Authority is the website for the regulator of Australia's VET sector:
www.asqa.gov.au

QUALIFICATIONS ON SCOPE

CHC30121 – CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia. They support children's wellbeing and development in the context of an approved learning framework. Educators use a range of well-developed skills and knowledge using discretion and judgment when carrying out their work in the context of established policies and procedures. They may work independently or under the guidance of others, though in some contexts that guidance may not be on-site.

Early childhood educators work in long day care centres, outside school hours care, family day care, in-home care, pre-schools or kindergartens.

To achieve this qualification, the individual must have completed a total of at least 160 hours of work in a regulated children's education and care service in Australia as detailed in the Assessment Requirements of units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Under the Education and Care Services National Law (2011) the Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: www.acecqa.gov.au

Further information is available at: <https://training.gov.au/training/details/CHC30121/qualdetails>

To study the Certificate III in Early Childhood Education and Care qualification with the RTO, you are required to have access to a regulated education and care service to complete on-the-job training across various age groups and specifically children birth-23 months when studying the Unit of Competencies CHCECE032 – Nurture babies and toddlers and CHCECE036 Provide experiences to support children's play and learning.

UNITS IN THIS QUALIFICATION

Total number of units: 17

- 15 Core units
- 2 Elective units

Electives chosen must contribute to a valid, industry-supported vocational outcome.

CORE UNITS

CHCECE030	Support inclusion and diversity
CHCECE031	Support children's health, safety and wellbeing
CHCECE032	Nurture babies and toddlers
CHCECE033	Develop positive and respectful relationships with children
CHCECE034	Use an approved learning framework to guide practice
CHCECE035	Support the holistic learning and development of children
CHCECE036	Provide experiences to support children's play and learning

CHCECE037	Support children to connect with the natural environment
CHCECE038	Observe children to inform practice
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
CHCECE055	Meet legal and ethical obligations in children's education and care
CHCECE056	Work effectively in children's education and care
CHCPRT001	Identify and respond to children and young people at risk
HLTAID012	<i>Provide First Aid in an Education and Care Setting *</i>
HLTWHS001	Participate in workplace health and safety

ELECTIVE UNITS OFFERED BY THE RTO

CHCPRP003	Reflect on and improve own professional practice
CHCDIV001	Work with diverse people

HLTAID012 - PROVIDE FIRST AID IN AN EDUCATION AND CARE SETTING

*** Please Note** that workplaces are responsible for arranging and paying for (under a traineeship model) training and assessment in the First Aid unit and choice of which Registered Training Organisation (RTO) is used for this unit of competency. RTO 45602 will then apply a Credit Transfer for the First Aid Unit of Competency.

For further information: <https://training.gov.au/training/details/HLTAID012/unitdetails>

CHC50121 – DIPLOMA OF EARLY CHILDHOOD EDUCATION AND CARE

This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia. Educators at this level are responsible for designing and implementing curriculum that meets the requirements of an approved learning framework and for maintaining compliance in other areas of service operations. They use specialised knowledge and analyse and apply theoretical concepts to diverse work situations. They may have responsibility for supervision of volunteers or other educators.

Early childhood educators work in long day care centres, outside school hours care, family day care, in-home care, pre-schools or kindergartens.

To achieve this qualification, the individual must have completed a total of at least 280 hours of work in a regulated children's education and care service in Australia as detailed in the Assessment Requirements of units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Under the Education and Care Services National Law (2011) the Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: www.acecqa.gov.au

Further information is available at: <https://training.gov.au/training/details/CHC50121/qualdetails>

ENTRY REQUIREMENTS TO THE DIPLOMA

Entry to this qualification is open to individuals who:

- Hold a CHC30121 Certificate III in Early Childhood Education and Care or,
- CHC30113 Certificate III in Early Childhood Education and Care

UNITS IN THIS QUALIFICATION

Total number of units: 15

- 12 Core units
- 3 Elective units

Electives chosen must contribute to a valid, industry-supported vocational outcome.

CORE UNITS

BSBTWK502	Manage team effectiveness
CHCECE041	Maintain a safe and healthy environment for children
CHCECE042	Foster holistic early childhood learning, development and wellbeing
CHCECE043	Nurture creativity in children
CHCECE044	Facilitate compliance in a children's education and care service

CHCECE045	Foster positive and respectful interactions and behaviour in children
CHCECE046	Implement strategies for the inclusion of all children
CHCECE047	Analyse information to inform children's learning
CHCECE048	Plan and implement children's education and care curriculum
CHCECE049	Embed environmental responsibility in service operations
CHCECE050	Work in partnership with children's families
CHCPRP003	Reflect on and improve own professional practice

ELECTIVE UNITS OFFERED BY THE RTO

CHCDIV003	Manage and promote diversity
BSBPEF502	Develop and use emotional intelligence
BSBOPS504	Manage Business Risk

WHAT TO EXPECT FROM GOWRIE TRAINING & CONSULTANCY (THE RTO)

- A safe and supportive adult learning environment based on mutual respect and a learner-centered approach, free from discrimination and harassment.
- Relevant and accurate information to support learners make informed decisions on their enrolment and learning pathway/s.
- Quality, innovative training programs that lead to a nationally recognised qualification where learners are supported to reach their full potential.
- Impartial and constructive feedback on assessment tasks aligned to the [Principles of Assessment](#) and [Rules of Evidence](#).
- Timely access to support services and staff.
- Access to required facilities and resources including trainers and assessors that are experienced and have currency in the education and care sector.

The RTO believes in supporting you in your qualification pathway by creating an adult learning environment which enables you to bring your experience, skills and knowledge to your learning journey. We understand that you have a life outside of your studies and that you need to be able to do things in a timeframe that meets both the RTO, the workplace and your requirements. To do this, in collaboration with you and your workplace we develop an individual training plan that remains flexible and adaptable in supporting you to be successful in completing your studies. For this to be effective we need you to be open and honest about your needs so as we can work together to support a successful learning experience.

Your employer provides facilities and expertise to assist in your training, including on-the-job training, an experienced and qualified supervisor, time to undertake off-the-job training. Within the qualifications, there is also self-directed learning that requires you as a trainee to complete tasks/research that will support you completing in the nominal timeframe.

WHAT IS REQUIRED BY THE LEARNER

The RTO provides access to training materials and online resources. There is access to training room facilities and access to laptops for learners to borrow during classes as required. RTO facilities have Wi-Fi access so that learners can access internet resources and log on to Canvas, the RTO's online platform. Information on training dates and times will also be made available for the current study year and time to complete a range of study and assessment tasks.

Learners require access to:

- a computer/laptop or device that has appropriate software and capacity to use learning and assessment materials online
- An internet connection with sufficient capacity to download course materials (e.g., broadband connection)
- Microphone and speakers
- The RTO has study facilities and Information Technology (IT) equipment available if required. Learners are expected to take responsibility for correct use of this equipment and are guided by the RTO's Information Technology Policy.

Learners will need the following for their training:

- Pen and paper/notepad for classes.
- Devices where possible (that are fully charged for class).
- Lunch if attending a full day class (time is provided for lunch if learners wish to go out and buy lunch).
- Assessments or paperwork for classes that has been requested by the trainer.

Learners are also required to:

- be punctual and prepared for classes and online training – on time and ready to learn and participate
- be enthusiastic and have a positive, inclusive learning mindset
- comply with all RTO policies, procedures and safety practices including workplace expectations and agreements
- be honest and respectful and conduct yourself in a professional manner
- take responsibility for own learning, development and progression including submission timeframes and self-directed learning
- ask for help and stay in regular contact with the RTO including any concerns or specific needs
- respect other learners and RTO staff irrespective of gender, race, culture, sexual preference,

political affiliation, marital status, disability or religious belief, and their right to privacy and confidentiality

- follow the expectations of an adult learning environment including the Learner Code of Conduct
- let the RTO know of any changes to your personal details in timely manner

LEARNER FEEDBACK TO US

The RTO is dedicated to ensuring its practices are constantly reviewed to safeguard the best possible outcomes. This approach relies on input from learners (and workplaces) regarding their experiences during and at completion of the course.

We welcome feedback at any time and will also specifically ask for it at the completion of a course/qualification. From time-to-time learners and workplaces may also be asked to complete an online or hardcopy survey during the course of the studies.

The Education and Care National Quality Framework emphasises continuous improvement, and feedback is one tool we use to guide our practices as an RTO.

PART TWO – FEES

Gowrie

FEES

PAYMENT OPTIONS



FEES

Information about our fees and charges can be found on our website (under RTO schedule of Fees and Charges), Canvas and in hard copy on request.

RTO course fees do not attract GST.

Gowrie Training & Consultancy operates in accordance with applicable legislation including the Standards for Registered Training Organisations (RTOs) 2025. The RTO is entitled to charge fees for the services provided to learners undertaking a course of study and/or under a traineeship model charge gap fees to their service/workplace. These fees are for items such as enrolment, course materials/access, administrative support, learner services and training and assessment services.

Review of the fee schedule occurs annually and endeavours to keep the cost of training down while continuing to be committed to continuous improvement and quality of RTO service delivery.

Several factors will determine how much your course/qualification will cost, including (but not limited to):

- the course/qualification being undertaken,
- course/qualification duration,
- any credits that may be applied through Credit Transfer and/or Recognition of Prior Learning,
- funding and eligibility of the program being undertaken, and
- traineeships – fee is the responsibility of the employer.

Additional fees as outlined in the schedule of fees and charges:

- enrolment Registration fee,
- hardcopy text including replacement or learning materials,
- re-issue of transcripts, and
- annual Administration fee.

PAYMENT OPTIONS

Payment of course and/or Unit of Competency fees can be made to the RTO via:

- Credit card
- Debit card
- Electronic funds transfer

Fees must be paid, or a payment plan agreed to prior to commencement of training. Please note that outstanding fees may result in cancellation of your enrolment and/or the RTO withholding the issue of certification until all fees are paid.

For any additional fee cost information including cancellation and refund request form, please refer to the Schedule of Fees and Charges on our website www.gowrieconsultancy.com.au, or contact us via the contact information at the front of this handbook.

The RTO only accept payment of no more than \$1,500 from each learner/workplace prior to the commencement of the course/qualification. Each subsequent payment, if applicable, to be paid will not exceed \$1,500. The subsequent payments are based on the costs of your training and assessment which are yet to be delivered. If the cost of the course/qualification is less than \$1,500, the full amount will be requested before the program commences (payment plans may be negotiated).

PART THREE – ENROLMENT

Gowrie

HOW TO ENROL

APPLICATION FOR ENROLMENT PROCESS

**RIGHTS AND RESPONSIBILITIES OF
DISCLOSING ADDITIONAL SUPPORT NEEDS**

UNIQUE STUDENT IDENTIFIER

ENROLMENT COOLING-OFF PERIOD

WORKING WITH VULNERABLE PEOPLE

COMMENCEMENT DATES

LEARNER INDUCTION

LEARNER CONDUCT

**DEFERMENT FROM THE
COURSE/QUALIFICATION**

**WITHDRAWAL DUE TO ILLNESS OR
HARDSHIP**

MAINTAINING RTO ENROLMENT

**NON-PROGRESSION OF
COURSE/QUALIFICATION**

COURSE/QUALIFICATION WITHDRAWAL

**CANCELLATION OF A
COURSE/QUALIFICATION BY GOWRIE
TRAINING & CONSULTANCY**

HOWTO ENROL – Traineeship Only

TRAINEESHIPS (EXISTING WORKERS & NEW WORKERS)

Traineeships combine work (on-the-job training) and formal training outside of the workplace. Trainees complete a nationally recognised qualification while learning valuable skills on-the-job at work, under the supervision of a workplace supervisor and guidance of a Registered Training Organisation (the RTO).

Trainees sign a contractual agreement with their workplace and an [Apprentice Connect Australia Provider](#). There are clear responsibilities as a learner to show continual progression and commitment to studies – see active progression policy on the Learners Hub.

Trainees can be:

- Permanent full-time
- Permanent part-time
- School-based (College)

The RTO will work with learners and their employer to develop a tailored plan to support their learning journey. For more information on traineeships visit:

https://www.skills.tas.gov.au/apprenticeships_and_traineeships

Before the RTO can sign and accept a Training Program Outline (TPO) from an Australian Apprentice Connect Provider, the following steps must be completed by both the workplace and the prospective learner.

Initial Contact

The workplace must contact the RTO to request a *Pre-Enrolment Form* and *Language, Literacy and Numeracy (LLN) Assessment*.

► Email: RTO@gowrie-tas.com.au

► Phone: (03) 62306824

If a TPO is received by the RTO prior to a *Pre-Enrolment Form* and *LLN Assessment* being completed, the RTO will contact the workplace to arrange for this process to occur.

The workplace is to provide the name and email contact details for the prospective learner. The prospective learner will then receive the *Pre-Enrolment Form* and *LLN Assessment* to complete. Please note: the *LLN Assessment* is to be undertaken solely by the prospective learner.

Once the learner has submitted the completed *Pre-Enrolment Form* and advised the RTO that the *LLN Assessment* is complete, the RTO will review the information and liaise with both the prospective learner and workplace, discuss eligibility and any required support and will be guided to information as per enrolment policy.

Once eligibility has been confirmed, the RTO will sign the TPO and return it to the Apprentice Connect Australia Provider. The prospective learner will then receive an *Application for Enrolment Form* to complete.

HOWTO ENROL - Fee for Service and other Programs

FEE FOR SERVICE

Fee for Service training means that there is no funding support for the learner and the full cost of a qualification will be paid by the learner. The cost for Fee for Service training can be found on our Fee Schedule located on our website and in hard copy on request. The RTO will discuss any payment plans and payment options on an individual basis.

As the RTO delivers vocational training, the qualifications on scope include minimum mandatory hours completed by the learner in a regulated education and care setting. Units of Competency will have workplace assessment tasks attached as performance evidence; therefore, the prospective Fee for Service learner must be working in a regulated education and care service or have access to volunteer work in the sector before an application for enrolment will be accepted.

The Website contains an *Application for Enrolment*. If this is completed and submitted by a prospective learner (outside of a traineeship) and/or they contact the RTO expressing interest in completing a qualification, skill set, or unit/s of competency, a meeting will be organised which will include completing the *Pre-Enrolment Form* and *LLN assessment*. This assists the RTO to determine if a prospective learner has selected the right qualification/course of study for their intended career pathway. The interview will also establish capacity to complete the qualification/course at the level required as outlined in the Australian Qualification Framework.

The RTO will review the information and liaise with prospective learner to discuss eligibility and any required support and will be guided to information as per enrolment policy.

Once eligibility has been confirmed, the RTO will progress to finalising the *Application for Enrolment* Process.

APPLICATION FOR ENROLMENT PROCESS

The following information will be required at the application for enrolment stage:

- Approved identification (minimum 50 points) e.g. Drivers Licence, Medicare Card.
- Certificates, and/or Statements of Attainment achieved in the past five (5) years (copies certified by a Commissioner for Declaration or Justice of the Peace).
Please note the RTO on acceptance of enrolment is required as reasonably possible to verify the certificates and statements with the issuing RTO.
- Unique Student Identifier number or permission for the RTO to create one.
- Working with Vulnerable People Card (WWVP).

Other information may be required depending on the course/qualification being applied for.

Upon return of the Application for enrolment form and required information outlined, the RTO will issue a *Letter of Offer* to both the learner and workplace (traineeship or where relevant) and arrange an Induction.

If the *Application of Enrolment* is not accepted a meeting will be arranged to discuss the reason for the outcome.

RIGHTS & RESPONSIBILITIES OF DISCLOSING ADDITIONAL SUPPORT NEEDS INCLUDING MEDICAL CONDITIONS OR DISABILITY

You have a right to:

- Choose whether to disclose a medical condition or disability at any stage throughout your training; however by disclosing in confidence, the RTO can ensure that they are providing you with the support including any reasonable adjustment to meet your needs.
- Request information from the RTO about the collection, storage and use of your personal details.

Your responsibilities:

- Disclosure before commencement does not remove your responsibilities to disclose your medical condition or disability once you commence if you require adjustments to be made including adjustments to assessments.

UNIQUE STUDENT IDENTIFIER

All learners who undertake Vocational Education and Training (VET) must hold a Unique Student Identifier (USI). It is the responsibility of the learner to apply for a USI prior to the commencement of the qualification or to provide the RTO with permission to create one for them. The USI was formally implemented in January 2015, and was developed to create an easy, one stop site to collate all VET qualification achievements by a learner no matter what RTO or qualification was completed.

As an RTO, Gowrie Training & Consultancy cannot issue Certificates or Statements of Attainment without a valid learner USI or commencement formal enrolment. Name changes that occur for a learner during their qualification/course must be changed on the USI. This can be completed by logging into the USI website. More information can be found at <https://www.usi.gov.au>.

ENROLMENT COOLING-OFF PERIOD

Learners have a 10-working day cooling off period from the date of the enrolment offer email/letter. This time enables the learner to have an opportunity to reconsider their qualification pathway and if not the right fit, cancel the training contract without any penalty of costs to either the learner or the workplace.

Please note that although there is a 10-day cooling off period, if you enrol in a course with less than 10 days prior to the commencement of the program you have a 3-day cooling off period to be eligible for a 100% refund.

WORKING WITH VULNERABLE PEOPLE

Anyone wishing to work in an education and care setting or with children in any other voluntary or work role must have a valid and current WWVP card. To register for this card or to seek additional information see the Department of Justice website: <http://www.justice.tas.gov.au>

The RTO will sight the original and keep a copy of all learner's WWVP card on file. For a Jobseeker program, the RTO and Job Active Providers (if relevant) will support participants to apply for a WWVP check.

No learner can work or complete practical placement in a service without applying for and be in receipt of a current WWVP check.

COMMENCEMENT DATES

Commencement dates will vary. Learners who commence as a cohort, dates of commencement will be advised, and a schedule of classes will be provided to the learner and workplace. If rolling start dates are used, a learner's previous units completed, (if applicable) will be taken into consideration, and a schedule confirmed with them including any units of competency for Recognition of Prior Learning (RPL).

LEARNER INDUCTION

Prior to commencement, learners will be involved in an induction process. The RTO understands that there is a wealth of information to digest and as a learner you may be new to adult learning; therefore, the RTO assigns a specific trainer, who is available to revisit information when and if needed. The RTO's online learning system (Canvas) contains a Learner Hub which has all the policies and procedures saved; however, if you feel more comfortable discussing the policies and procedures to support your knowledge and understanding, you can book time with your trainer. As a small RTO, learners are actively encouraged in their learning journey and 'voice'.

LEARNER CONDUCT

Just as the RTO has a responsibility to meet expectations of learners, legislation, and regulations, learners have obligations to the RTO.

It is expected that learners will commit to their studies, submit assessments on time, and behave in a manner that does not contravene the health, wellbeing and safety of others. The RTO views learner misconduct seriously. The RTO expect learners will behave in an honest, respectful manner appropriate for an adult education and care learning environment (including a workplace), and in a way, that will uphold the integrity and professionalism of an educator. The Learner Code of Conduct can be accessed in full on Canvas Learner Hub

Examples of learner misconduct include, but are not limited to:

- academic misconduct including plagiarism, cheating, and falsifying information
- harassment, bullying and/or discrimination
- unsafe behaviour including child safety (verbal and physical)
- any behaviour or act that is against the law
- intentionally damaging equipment and/or materials belonging to the RTO and/or if applicable, any partner organisation such as a school or workplace

Consequences for misconduct will depend on the severity of the breach and may include:

- formal written warning
- suspension from the course/qualification
- reimbursement of the costs incurred by any damage caused
- cancellation of the course/qualification
- matter referred to the police

DEFERRAL FROM THE COURSE/ QUALIFICATION

Deferral is a term used to describe the status of a learner who at a particular time may not be able to continue their study.

A deferral is a process whereby the learner and/or workplace request for a period to be considered as non-active for the learner – meaning that they can take a break from their studies.

It is important that learners and workplaces understand that in the case of a traineeship, on-the-job training is a key component; therefore, the learner must be able to undertake this to continue progression.

Deferrals can be requested for various reasons including health, family, travel, or other personal circumstances impacting on study/training. A deferral must be approved by the RTO or Skills Tasmania in the case of a traineeship. Learners and workplaces are encouraged to speak with the RTO and/or the learners trainer. Deferrals for traineeships must be completed through the workplaces Australian Apprentice Connect Provider.

WITHDRAWAL DUE TO ILLNESS OR HARDSHIP

In circumstances of illness and/or extreme hardship, a learner may withdraw and may be entitled to a partial refund (for fee paying learners) under the following conditions dependent on the amount of training/ assessment undertaken:

- Satisfactory evidence for withdrawal (e.g. medical certificate) must be provided
- Any refund will be at the discretion of the RTO based on the Units of Competency commenced.

The RTO can discuss the option of deferral rather than withdrawal depending on the learner's needs and timeframes. Where training is being delivered under a funded program or a traineeship there are specific guidelines that apply to completion timeframes and learners should contact the RTO to discuss their individual circumstances.

Traineeship cancellations and suspensions occur through decisions by the workplace and in collaboration with the RTO and Australian Apprentice Connect Provider. A learner is involved in all parts of this process.

MAINTAINING RTO ENROLMENT

The RTO regularly monitors and assesses progression and learner engagement to ensure we are supporting learners to be successful in their career pathway, and for learners to continue to meet RTO requirements and the Education and Care National Law, Regulations and Standard. Learners and workplaces are provided with regular progress reports on a quarterly basis.

Maintaining enrolment is determined on an individual basis, however, involves the RTO checking in to ensure the individual is on track to complete all assessment requirements within the timeframes noted below, and any identified issues/concerns with the individual's progress are addressed.

A maximum of 2 Units of Competency are open at one time (with flexibility of a third depending on individual circumstances).

A maximum of 3 months is allocated for a Unit of Competency to be completed. The RTO can withdraw a learner if there has been no progression in a Unit of Competency/qualification for a 6-month period and there has been no communication from the learner and/or workplace.

Learners are actively encouraged to discuss individual needs and circumstances including any difficulty with an assessment, so as they can be provided with additional support and/or an extension.

NON-PROGRESSION OF COURSE/ QUALIFICATION

Please note: Withdrawal action is taken very seriously by the RTO as it may result in the cancellation or termination of a work contract. The RTO will work with the learner and employer in supporting learners to overcome progression barriers including discussion of deferral vs withdrawal.

There are several mandatory (legal) requirements for learners showing continual progression of their studies. This includes requirements for all educators to be actively progressing towards or have a completed Certificate III when working in a regulated education and care setting, including Long Day Care, Family Day Care and In Home Care.

Traineeships and other funded training programs also have requirements to be actively progressing as part of the funding contract with learners and workplaces.

The RTO works with learners to provide all reasonable support and flexible training plans. Progression however is the responsibility of the learner and learners need to speak with the RTO if they find this difficult. The RTO reserves the right to withdraw learners from the course. If learners are employed in the sector their employer will be consulted prior to any withdrawal action.

COURSE/QUALIFICATION WITHDRAWAL

Fee implications for a withdrawal from a course/ qualification prior to training commencement and after training commencement are outlined in the Schedule of Fee and Charges on the Gowrie Training & Consultancy website: www.gowrieconsultancy.com.au

CANCELLATION OF A COURSE/ QUALIFICATION BY GOWRIE TRAINING & CONSULTANCY

If a course/qualification is cancelled by the RTO for any reason, the learner (Fee for Service) enrolled at the time of the cancellation, or workplace (Traineeships) will be refunded the proportion of fees paid for services not delivered.

Learners who may have already been assessed as competent for some units in the course will be issued a Statement of Attainment for these units.

PART FOUR - TRAINING & EMPLOYABILITY

Gowrie

FOUNDATION SKILLS

LANGUAGE, LITERACY AND NUMERACY

EMPLOYABILITY SKILLS

TRAINING DELIVERY AND CLASS VENUES

ATTENDANCE AND ABSENCES FROM CLASS

TRAINING PLANS

TRAINING OPPORTUNITIES

VOLUME OF LEARNING

COMPETENCY BASED TRAINING

FIRST AID UNIT OF COMPETENCY



FOUNDATION SKILLS

All job tasks and Units of Competency include foundation skills – almost all work tasks have something to do with learning, reading, writing, oral communication and numeracy. Below is an example of the foundation skills from CHCECE031 Support children's health, safety and wellbeing unit of competency. You can access the foundation skills required for each unit of competency on <https://training.gov.au/>

Unit details	Qualifications	Skill sets	Accredited courses	Summary	Find RTOs
Foundation skills					
Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.					
Skills		DESCRIPTION			
Reading skills to:		<ul style="list-style-type: none">interpret service hygiene, health and safety proceduresinterpret medication administration instructions.			
Writing skills to:		<ul style="list-style-type: none">complete forms and reports.			
Oral communication skills to:		<ul style="list-style-type: none">interact and engage with children to build rapport.			
Numeracy skills to:		<ul style="list-style-type: none">measure medications and calculate correct times to be administeredinterpret food labels.			
Initiative and enterprise skills to:		<ul style="list-style-type: none">determine appropriate strategies to support children's individual needs.			
Technology skills to:		<ul style="list-style-type: none">record information using digital media according to service policies and procedures.			

LANGUAGE, LITERACY AND NUMERACY

Language, Literacy and Numeracy (LLN) skills are important to all areas of work and can influence the performance of workplace tasks such as measuring and comprehending written work instructions.

The Australian Core Skills Framework (ACSF) is a tool which assists both specialist and non-specialist English language, literacy and numeracy practitioners describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy.

It provides a consistent national approach to identifying and developing the core skills in three diverse contexts; personal and community; workplace and employment; and education and training

<https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework>

- For Certificate III – Level 2 ACSF is generally required to commence to ensure you possess the necessary skills for successful completion
- For Diploma – Level 3 ACSF is generally required to commence to ensure you possess the necessary skills for successful completion

To support this approach the RTO will:

- consider a learner's LLN skills during the pre-enrolment process to ensure learners have adequate skills to successfully undertake and complete the training
- support learners during their study with training and assessment materials that are easily

- understood and suitable to the level required for the qualification and on-the-job tasks
- provide clear information to learners about language, literacy, and numeracy assistance available
- refer learners to other support services, when necessary
- negotiate an extension of time to complete training programs through reasonable adjustment

EMPLOYABILITY SKILLS

Employability skills include:

- teamwork
- problem solving
- initiative and enterprise skills
- planning and organising skills
- self-management and technology skills

Throughout your studies and on-the-job training, you will have opportunities to develop and grow employability skills by undertaking project work, completing tasks and reflecting on practice and through written/skills assessments. Employability skills are part of your overall assessment of competency. If you have any queries, please contact the RTO.

TRAINING DELIVERY AND CLASS VENUES

The RTO delivers training that combines a variety of delivery methods including face-to-face classes, digital class-based sessions, Canvas online platform, webinars and workplace visits. Study sessions are also available.

Classes are held in Burnie/Ulverstone, Launceston and Hobart. For classes to proceed and to ensure learners have good class-based experience, a minimum number of learners (10) is required for a physical face-face class to be facilitated.

ATTENDANCE AND ABSENCES FROM CLASSES

For face-to-face classes and live webinars, it is an expectation that learners will attend the required classes throughout their training. Each learners' training plan will be a little different and flexibility will be provided to accommodate this. The RTO has an online platform (Canvas) that learners have access to. Learners will also have attendance requirements online to complete quizzes, discussions or show evidence that they have read information.

Learners are responsible for their attendance to training and are to speak with RTO staff if they have any difficulties in attending classes. This includes absences to classes or online due to illness, work, or other personal circumstances.

For a Jobseeker Program - When a learner is on work placement, it is also important that they notify their workplace manager and the RTO for any absences.

TRAINING PLANS

For Trainees, the RTO trainer in collaboration with the workplace and learner will develop a training plan

within 3 months of commencing with the RTO. This training plan is flexible to meet ongoing learner needs during the qualification. The training plan supports competency-based progression and completion of the traineeship. It is a living document and at the very least, the RTO will review the training plan with the learner and their employer twice per year to ensure it remains current.

The RTO will use a variety of strategies to support an individual's learning, such as but not limited to;

- study support groups
- practical sessions
- one-to-one support
- additional resources/readings

TRAINING OPPORTUNITIES

At times, the RTO will tender for funded training opportunities. This can include funding for Skill Sets (some units of a qualification) or for full qualification programs other than traineeships.

Application for this funding is driven by the sector and specifically an employer seeking specific training opportunities for their employees. If the RTO are successful in the tender process, these training opportunities will be offered in accordance with the parameters of the funding arrangements and the RTO's contractual obligations. Information about individual programs will be highlighted on our website <https://www.gowrieconsultancy.com.au>

RTO staff will assist with queries regarding specific programs e.g., eligibility requirements, pre-enrolment processes, the application for enrolment process, and details of the program where a specific Training and Assessment Strategy will be developed for RTO personnel, learners and workplaces. Further information on funding types is available at <https://www.skills.tas.gov.au/funding>

VOLUME OF LEARNING

The Australian Qualifications Framework (AQF) expresses the time expected to gain a qualification as an equivalent to full-time years. This is known as the 'Volume of Learning'. Volume of Learning provides a starting point as an indication of the amount of time it is expected that a learner would need to achieve the qualification.

The listed timeframes account for all activities a learner would undertake, including supervised training activities, classroom sessions, online modules and/or workplace learning, as well as individual study, practice, and learning.

The RTO utilises blended training tailored to different learning styles and personal circumstances and these include, but are not limited to:

- face to face training sessions
- study sessions
- on-the-job training
- self-paced
- mentoring and coaching
- on-line modules and resources

QUALIFICATION	VOLUME OF LEARNING
CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE	1 - 2 YEARS
DIPLOMA OF EARLY CHILDHOOD EDUCATION AND CARE	1 - 2 YEARS

DURATION OF TRAINING

How long your course will take depends on varying factors, including:

- a learner's own commitment and time for their study, including self-directed study
- the study load (i.e. full-time or part-time)
- how many units (if any) are eligible for Credit Transfer and/or Recognition of Prior Learning
- the level of the qualification being undertaken
- how many units of a course/qualification are being undertaken
- any deferrals to study that have been approved for a learner

The AQF summarises the criteria of different qualification levels and gives an indication of the complexity, depth of achievement, knowledge, skills, and levels of autonomy required to achieve a qualification at that level.

Although the RTO may accept learners on a rolling basis, the RTO predominately works on a specific intake model (certain times of the year) with a class schedule outlined in the Training and Assessment Strategy (TAS) which is available on Canvas; however, a learner's own needs and context is taken into consideration. A plan will be developed with you (and your workplace if applicable) to support a positive and meaningful learning journey.

COMPETENCY BASED TRAINING

Competency Based Training (CBT) is an approach to teaching that focuses on allowing a learner to demonstrate their ability to do something. Used in the Vocational Education and Training (VET) sector, CBT is used to develop concrete skills and is typically based on a standard of performance expected in the workplace and sector.

CBT programs deliver qualifications that are made up of Units of Competency. Each unit defines the skills and knowledge required to effectively perform in the workplace. Assessment is based on the required skills and knowledge as defined by individual units of competency.

FIRST AID UNIT OF COMPETENCY

The unit of competency *HLTAID012 Provide First Aid in an Education and Care Setting*, through a traineeship is the responsibility of the workplace for sourcing and payment. On receipt of evidence of completion, The RTO will then apply a credit transfer to your training plan for this unit of competency.

For Fee for Service Learners, the First Aid Unit of Competency is the responsibility of the learner to source, pay for and complete. The learner must provide the RTO with a Statement of Attainment on completion of their First Aid training to apply for a credit transfer. The RTO will discuss this with learners during the enrolment confirmation process.

PART FIVE – ASSESSMENT

Gowrie

FLEXIBLE LEARNING AND ASSESSMENT

COMPLETION OF THE QUALIFICATION

**ASSESSING COMPETENCY BASED
TRAINING**

ASSESSMENT STRATEGIES

PRINCIPLES OF ASSESSMENT

RECOGNISING OF PRIOR LEARNING

CREDIT TRANSFER PROCESS

REASONABLE ADJUSTMENT

SUBMITTING ASSESSMENTS

**FEEDBACK AND RESUBMISSION OF
ASSESSMENTS**

EXTENSIONS

PLAGIARISM AND REFERENCING

USE OF ARTIFICIAL INTELLIGENCE (AI)



FLEXIBLE LEARNING AND ASSESMENT

Included in our TAS's are practices that promote flexibility in learning and assessment. This means we will work with you to provide options that are responsive to your individual needs to maximise learning outcomes and access to learning experiences whilst maintaining the integrity of the qualification. This is aligned to an individual learners training plan.

COMPLETION OF THE QUALIFICATION

The RTO cannot guarantee a successful outcome for learner qualifications. As part of the pre and enrolment process, and ongoing assistance provided, the RTO will assess learners to identify any additional or specific training support a learner may require. As part of the RTO's teaching and learning strategy we endeavour to meet individual learners' learning needs identified.

If a learner decides to withdraw from their qualification prior to completion, the RTO will supply a Statement of Attainment which shows competency for any units completed.

ASSESSING COMPETENCY BASED TRAINING

Unlike traditional schooling and university where assessments are graded using a scaling/percentage system, assessment of CBT determines if learners have satisfactorily met the required skills and knowledge for an assessment. Assessment is specifically conducted to determine if a learner can demonstrate essential outcomes related to the Knowledge and Performance Criteria within each Unit of Competency. There are usually 2 or more different modes of assessment for each unit in a qualification.

If a learner's performance in an assessment does not demonstrate the requirements, rather than failing the unit, the learner is marked as 'Not Yet Satisfactory' (NYS) and will be given opportunities to re-submit an assessment including a workplace assessment. Once all assessment components of the Unit of Competency are marked as 'Satisfactory', a result of 'Competent' will be issued against that unit of competency.

RESULT CODE	MEANING	DESCRIPTION EXPLANATION
S	Satisfactory	Assessment task has been determined as meeting the required outcomes to a satisfactory standard e.g. written assessment
NYS	Not Yet Satisfactory	Assessment task does not meet the required outcomes. Learner will be given the opportunity to re-submit the assessment task.
C	Competent	Has met all assessment requirements for the relevant unit of competency e.g. written assessment, workplace assessment, hours of evidence etc.
NYC	Not Yet Competent	Learner has engaged in learning and assessment activity and has not demonstrated competency of the overall unit of competency

Assessors use the following Principles of Assessment and Rules of Evidence in supporting effective assessment processes. (see next page)

ASSESSMENT STRATEGIES

The RTO has a TAS for each of the qualifications delivered, and outlined approaches for conducting assessment in those strategies.

Ways that the RTO undertake assessment of a learner can include:

- being observed in the workplace; perform the work tasks required
- responding to verbal questioning
- completing written responses to theory questions
- undertaking a project
- submitting a written report
- compiling a portfolio of work samples
- a combination of the above

The Certificate III and Diploma of Early Childhood Education and Care have mandatory hours attached to different Units of Competency in each of the qualifications.

Learners are provided with a Mandatory Hours Log that indicates the number of hours worked in direct contact with children. This must be signed by the learner and the workplace supervisor/manager.

PRINCIPLES OF ASSESSMENT

The RTO adheres to the **4 Principles of Assessment**. These are:

<p>1. VALIDITY – Assessment decisions made by the RTO are justified and based on the evidence provided by the learner to meet the requirements covered in a Unit of Competency including any workplace application. Decisions consider the foundation skill level required for a specific qualification as outlined in the Australian Core Skills Framework and Foundation Skills described in Unit of Competency.</p>	<p>2. RELIABILITY – The decisions made for the assessment are interpreted, and comparable irrespective of the assessor marking the assessment. For consistency of decisions, the RTO has marking guides for assessment tools.</p>
<p>3. FLEXIBILITY – Assessment is flexible to the individual, reflecting the learner's needs, considering a variety of assessment methods, and considering the work and assessment context for the requirements in the unit of competency.</p>	<p>4. FAIRNESS – The individual learner's needs are considered in the assessment process, reasonable adjustments are considered when required, the learner is informed of the assessment requirements as well as their rights through complaints and appeals process.</p>

The RTO collects assessment evidence based on the **4 Rules of Evidence**. These are:

<p>1. VALIDITY – The assessor is confident that a learner has the skills, knowledge and practical capabilities required for a specific Unit of Competency.</p>	<p>2. SUFFICIENCY – The assessor is confident that the quantity of evidence and relevance of the evidence is enough to enable a clear judgement to be made of a learner's competency.</p>
<p>3. CURRENCY – The assessor is confident that the evidence provided show currency of information and practice in the performance criteria, knowledge and performance evidence outlined in the Unit of Competency.</p>	<p>4. AUTHENTICITY – The assessor is confident that the evidence gathered by the learner is their own work.</p>

See Australian Skills Quality Authority (ASQA) for further information - <https://www.asqa.gov.au/>

RECOGNISING OF PRIOR LEARNING

The RTO can help determine if a learner would like to apply for Recognition of Prior Learning (RPL). The [RPL process](#) differs to other assessments provided as it involves making a judgement on the skills and knowledge an individual has because of past study and/or experience.

The learner is responsible for gathering evidence and submitting all RPL documents to the Assessor. When completing a unit through the RPL process the learner may undergo Competency Conversations with the Assessor and may also be observed by the Assessor in the workplace.

Fee for Service learners completing RPL will be charged a minimum of 50% of the single unit cost per unit. However, if significant gap evidence/training is required the fee will rise to the full cost.

CREDIT TRANSFER PROCESS

Learners are not required to repeat any Unit of Competency in which they have already been assessed as competent unless a regulatory requirement or license condition (including an industry licensing scheme) requires this. If a learner provides suitable evidence, they have successfully completed a unit or module at any RTO, the RTO must provide credit for that Unit of Competency. Learners are required to bring evidence of completion through either a qualification transcript and/or USI report (both are required to be verified).

REASONABLE ADJUSTMENT

A reasonable adjustment can be taken into consideration for a learner in line with the Principles of Assessment. This means that the individual learner's needs are considered in the assessment process, and an assessment is flexible and reflects the learner's needs. All learners are provided with equal opportunity to apply for reasonable adjustment in their training and assessment needs. The reasonable adjustment needs to be justifiable and uphold the integrity of the qualification/Units of Competency. Learners can discuss reasonable adjustments during the pre and enrolment process or throughout the course as learner support needs arise. The first point of contact for a learner wanting reasonable adjustment will usually occur with their RTO Trainer/Assessor.

SUBMITTING ASSESSMENTS

With each assessment the learner will be provided with a due date for the work to be submitted. This is usually 4 weeks based on the level of practical tasks to complete the assessment, the learners' experience, and individual discussions with the learner regarding work/study load. It is the learner's responsibility to ensure that assessments are completed by their due date.

It is important that all assessment questions and tasks are completed before submitting.

Incomplete assessments will be returned unmarked and count towards a first resubmission. A learner who has 3 resubmission attempts and is still Not Yet Satisfactory may be required to undertake further relevant training. Fees may apply for any further training undertaken by the RTO. These fees will be discussed with the individual learner and workplace (if applicable).

Assessments are to be submitted through Canvas. If an assessment is submitted as a hard copy, a Cover Sheet must be included with the learner's signature to indicate that the work submitted is valid (their own work).

Learners are to complete an Acknowledgement Quiz prior to unlocking the assessment task. This is to indicate the learner is ready to undertake assessment and it is their own work.

FEEDBACK AND RESUBMISSION OF ASSESSMENTS

When a learner submits an assessment, the Assessor will mark, provide feedback if applicable, including whether this is Satisfactory (S) or Not Yet Satisfactory (NYS). If the assessment is Not Yet Satisfactory, the learner will be informed of the additional requirements to be provided as evidence to the assessment.

EXTENSIONS

We understand that at times, life can throw curve balls and for this reason learners are strongly encouraged to contact their trainer if they are unable to complete their assessments by the due date. The RTO will work with the learner and if applicable the workplace to review the date/s in support of the learner, however ensuring regulatory requirements of *actively working towards a qualification* are considered.

If assessments are submitted late and without any contact made to the RTO, marking may be delayed as trainers and assessors align their workplan and timeframes specifically on the assessment due dates.

PLAGIARISM AND REFERENCING

All work submitted by a learner must be their own. Plagiarism is taking someone else's work and/or ideas and passing them off as your own. The following examples constitute plagiarism as:

- copying wording directly out of a book or article without referencing/quoting or putting into own wording and understanding
- presenting work as own that was completed as a group
- using images, designs, logo's without citing original designer or photographer
- copying another learner's work directly in an assessment

Plagiarism is taken seriously by the RTO. If a learner is in doubt, it is always safest to reference the information. Learners can access a Referencing Guide via the Canvas platform.

USE OF ARTIFICIAL INTELLIGENCE (AI)

If learners are using AI as a learning tool, this must be disclosed on submission of their assessment/s. Using AI to complete written assessments word for word are NOT permitted and will be treated as plagiarism unless identified as AI and you have also reflected on the answer in writing. It is vital that learners critically reflect on the information that is being provided through AI to ensure it is credible and accurate.

If you use AI, you must completely understand what your response means (theory and practice) as you may be asked to clarify your responses.

Please refer to the RTO's policy on the Use of AI for more information.

PART SIX - RTO POLICIES & PROCEDURES

Gowrie

RTO POLICIES AND PROCEDURES

COPYRIGHT

PRIVACY

ACCESS TO RECORDS

CONFIDENTIALITY

**USE OF VIDEOS AND/OR PHOTOS AS
EVIDENCE IN ASSESSMENTS**

ONLINE BEHAVIOUR

ACCESS AND EQUITY

COMPLAINTS AND APPEALS

HEALTH, SAFETY AND WELLBEING

LEARNER SAFETY

SMOKING, VAPING, DRUGS AND ALCOHOL

EMERGENCY EVACUATION

FIRST AID

LIFTING

ELECTRICAL EQUIPMENT

TRAINING AND STUDY AREAS

COMPUTER/STUDY SAFETY

RTO POLICIES AND PROCEDURES

The RTO policies and procedures are reviewed regularly. Access to the suite of policies and procedures in full, can be found on the online learner platform Canvas.

COPYRIGHT

All materials/resources that are produced by or on behalf of the RTO are Copyright protected. This means that permission needs to be provided to reproduce or use any of our materials/resources outside of the RTO.

PRIVACY

The RTO takes the privacy of learners and all other stakeholders seriously and complies with all legislative requirements.

These include:

- The Privacy Act 1988, and
- National Privacy Principles (and updated changes that have since occurred).

Learner information is only shared with external agencies such as registered authorities to meet compliance requirements as an RTO. All information shared is kept in the strictest of confidence by both parties and is available on request. In some cases, the RTO are required by law to make learner information available to others such as the National Centre for Vocational Education and Research, Skills Tasmania and for Australian Skills Quality Authority (ASQA) performance assessment (audit) purposes. In all other cases the RTO will seek the written permission of the learner for such disclosure.

Workplaces will be informed of trainee learner progression and where applicable for other learners, through appropriate permissions by the learner.

ACCESS TO RECORDS

All reasonable steps are taken to protect the security of personal information held from misuse, loss and unauthorised access, modification, or disclosure. This includes appropriate measures to protect electronic materials (restricted access) and materials stored and generated in hard copy (locked files). Learners at any time can contact the RTO to request access to their record information.

CONFIDENTIALITY

During the class events and/or attendance at host workplaces, a learner may hear and/or see information about families, children, other educators and/or other learners. Confidentiality must be always maintained. Any concerns with confidentiality can be referred to RTO staff. As trainees, you will be required to abide by your workplace policies and procedures including reportable conduct. Speak with your workplace supervisor.

However, if on a practicum placement at a non-workplace, you see/hear any behaviour of concern, report immediately to the workplace supervisor and/or RTO who can then support you with the reporting process.

USE OF VIDEOS AND/OR PHOTOS AS EVIDENCE IN ASSESSMENTS

The RTO does not require or accept digital images/video recordings containing images of children to be submitted as evidence for assessment.

Digital images of environments/learning experiences may be submitted as assessment evidence provided that no children's images are included.

Reference: <https://www.asqa.gov.au/resources/guidance-providers/assessing-early-childhood-education-and-care-students-workplace>

ONLINE BEHAVIOUR

The RTO is committed to a safe online learning environment, that encompasses a range of practices to yourself and if using the RTO devices, from potential risks associated with internet use. This includes understanding how to safeguard personal information, recognising and responding to cyberbullying, and being aware of potential online dangers like inappropriate content, contact, and scams – see <https://www.esafety.gov.au/young-people> for further information.

Learners are also prohibited from recording or taking screen shots, downloading canvas content for any other use, than for engaging in the RTO learning without the explicit permission from the RTO.

ACCESS AND EQUITY

The RTO is committed to the principles underpinning access and equity and understands the obligations under legislation in the provision of services.

ACCESS: Services are available to everyone who is entitled to them and should be free of any form of discrimination irrespective of a person's country of birth, language, culture, race, gender, or religion.

EQUITY: Services are developed and delivered based on fair treatment of clients who are eligible to receive them.

The RTO is committed to ensuring that the training and assessment environment is free from discrimination and harassment and where diversity is celebrated. All RTO staff are aware that discrimination and harassment will not be tolerated under any circumstances. If discrimination and harassment is found to have occurred, disciplinary action will be taken against any RTO staff, and/or learner who has breached this policy. Suspected criminal behaviour will be reported to police authorities immediately.

Learners should expect fair and friendly behaviour from RTO staff, who follow complaint handling procedures that are advocated by the Australian Human Rights and Equal Opportunity Commission (HREOC). The HREOC Complaints Info-Line: 1300 656 419. See more information: <https://www.humanrights.gov.au/> or refer to our Complaints and Grievance Policy on the website for more information.

COMPLAINTS AND APPEALS

What is a complaint?

The RTO recognises the rights of learners and other RTO stakeholders, and an effective feedback handling

mechanism is essential in providing a quality service. Feedback, both positive and corrective, is a valuable and important tool for the RTO as it helps us to identify the needs of our clients and stakeholders, understand any business shortcomings, increase client satisfaction, and improve overall performance. We are committed to being responsive and resolving any complaint as quickly as possible.

Learners, and/or employers should contact the RTO to discuss issues or concerns, or to lodge a formal complaint. All complaints will be acknowledged within 7 working days and the complainant will be contacted to seek resolution. Where complaints cannot be addressed by the appropriate RTO staff member, it will be escalated as per our Feedback and Complaints Policy. This policy can be accessed on our website at www.gowrieconsultancy.com.au, or sent to the complainant on request.

What is an appeal?

The RTO recognises the right of learners to be afforded procedural fairness through appealing decisions (inclusive of assessments) of the RTO, and any third parties contracted to the RTO, any person employed or contracted by the RTO, where the decisions adversely affect the learner.

For assessment appeals, learners are encouraged to speak with their trainer in the first instance if they feel comfortable to do so.

Written formal appeals must be lodged with the RTO Manager at rto@gowrie-tas.com.au within 20 working days of the learner being notified of the assessment outcome and/or a decision that adversely impacts them. The RTO will work to resolve the appeal within 15 working days from receipt of the appeal

HEALTH, SAFETY AND WELLBEING

The RTO is committed to the provision of a safe and healthy training environment without risk to the health, safety and the welfare of all learners and staff. This is achieved through:

- providing and maintaining safe equipment, structures and safe systems of work and training
- ensuring the safe use, handling and storage of equipment, structures, and substances
- providing adequate facilities for the welfare of staff and learners in carrying out work and training
- providing any information, training, instruction, or supervision that is necessary to protect all people from risks to their health, safety and wellbeing arising from work and/or training activities
- ensuring that the health and wellbeing of learners and staff and the conditions at the training venues are monitored for the purpose of preventing illness or injury of learners (visitors) and staff arising from our business
- consulting with learners (visitors) and staff on all matters relating to health, safety and wellbeing
- provision of health, safety and wellbeing resources
- continuation of COVID safe behaviours
- adherence to the Child and Youth Safe Standards and National Principles

General Principle:

We require that all learners and RTO staff treat each other with respect and abide by all policies and procedures; not engage in any activity and/or behaviour which may jeopardise the health, safety, and wellbeing, or cause any injury or illness, including psychological, to another person engaged with an activity of the RTO. Everyone has a responsibility to ensure the workplace and learning environment is safe; therefore, you should report any safety issue, or concern to your trainer and/or other RTO staff immediately so as it can be rectified.

LEARNER SAFETY

The RTO is committed to providing learners with a safe environment in which to participate in learning, training, and assessment.

The following guidelines are provided as a basis for safe practice in the RTO environment:

- If exhibiting cold and flu symptoms, do not attend class.
- Do not undertake activities which may cause injury to self or others, including psychological.
- Be responsible for own actions.
- Report all potential hazards, accidents and near misses to the RTO staff.
- Keep training areas tidy.
- Observe hygiene standards particularly in eating and bathroom areas.

SMOKING, VAPING, DRUGS AND ALCOHOL

The RTO is a smoke and vape-free workplace. Smoking and vaping are prohibited in all buildings, grounds and external venues where training occurs and within sight of the building. This is important due to our on-site training facilities being in buildings where education and care of young children is occurring.

Any learner under the influence of drugs and/or alcohol is not permitted on the RTO premises, to use the RTO's facilities or equipment, or to engage in any RTO activity. This includes undertaking work placements. People taking prescription medication have a duty to ensure their own safety, and that of others, they are not affected, and the medication is stored securely.

EMERGENCY EVACUATION

The Registered Training Organisation (RTO) will:

- communicate all evacuation procedures to learners at the training facility event
- ensure all learners are familiar with the location of all emergency exits
- encourage learners to look at maps to determine location. It is the user's responsibility to understand emergency evaluation procedures displayed around the premises
- practice evacuation will be undertaken minimum yearly

FIRST AID

First aid facilities and kits are available where training is delivered. Accidents must be reported to RTO staff and the accident and any aid administered must be recorded by staff involved.

LIFTING

- Learners should never attempt to lift, push or pull anything that is beyond their capacity,
- Always bend the knees and keep the back straight when picking up items, and
- If a learner has experienced back problems in the past, they are not to attempt to lift heavy objects at all. Ask for assistance.

ELECTRICAL EQUIPMENT

Electrical equipment that is not working should be reported to RTO staff. Any electrical work must only be performed by appropriately licensed or trained personnel. The RTO electrical equipment is tested and tagged yearly.

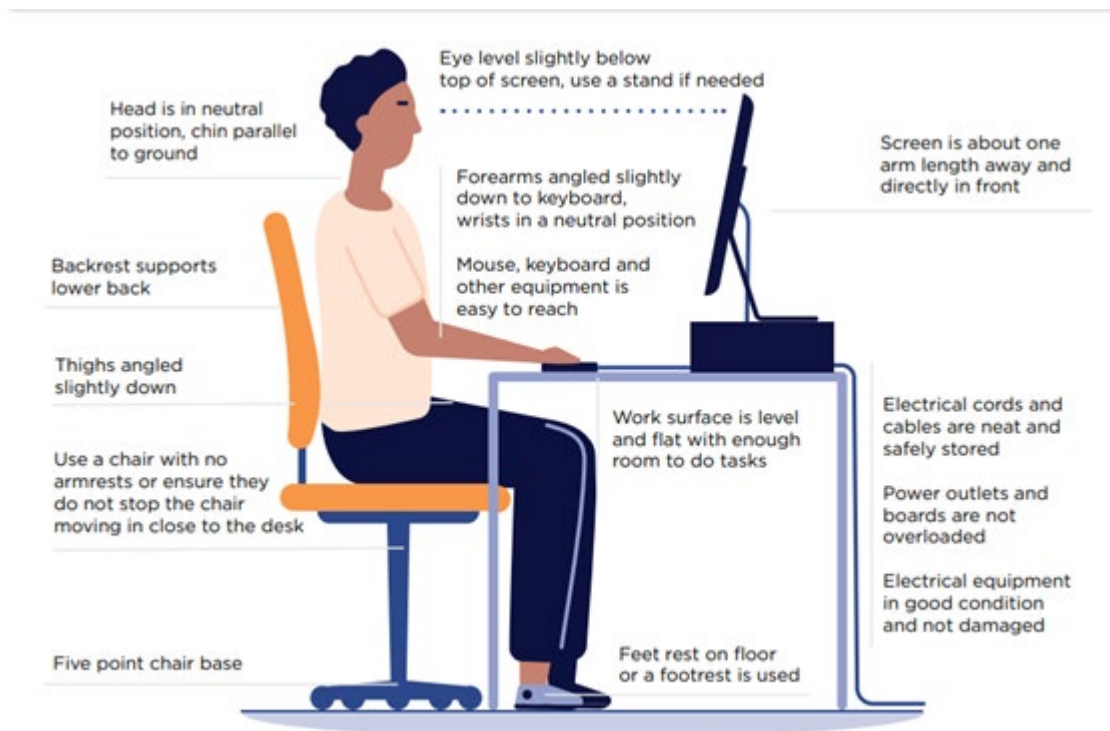
TRAINING AND STUDY AREAS

- Training and study areas should be clean and clear of clutter to avoid the danger of accident by tripping or falling over.
- Rubbish is to be placed in bins provided.
- Kitchen bench spaces are left clean and tidy.

COMPUTER/STUDY SAFETY

Extended periods of time working with computers can result in general fatigue and eye strain. Repetitive tasks and incorrect posture may result in consistent aches and pains. Current Workplace Health and Safety guidelines indicate that people working for long periods at computers should organise their work to allow a 5 to 10-minute rests every hour. This rest should include a change of position and stretching exercises as appropriate. Posture can be improved by:

- adjusting chair height so that the person's feet are comfortably placed on the floor (or footrest) and arms are at an approximately 90-degree angle, and
- ensuring that the computer screen is positioned to avoid reflection from lights and windows and at a suitable distance so that it can be easily read.



PART SEVEN - SUPPORT SERVICES

Gowrie

SUPPORT SERVICES

**USEFUL SUPPORT SERVICES – NUMBERS
AND WEBSITES**



SUPPORT SERVICES

The RTO values the importance of learner's overall wellbeing and encourages learners to speak with their trainer and/or our Support Officer if they are experiencing difficulties and/or require additional support.

We are better able to support a quality learning journey if we know how you learn and what environments/teaching methods meet your needs. We will work with you to tailor individual learning and wellbeing plans.

The RTO can support learners through referral processes as there are several professional organisations well equipped to offer support services.

Often utilised support services that the RTO collaborates with includes:

- Lady Gowrie Tasmania Wellbeing Program – People and Quality – Manager Employee Wellbeing
- Gowrie Training & Consultancy, Learning, Development & Inclusion team – mentoring & coaching and digital support
- 26Ten - <https://26ten.tas.gov.au>
- Libraries Tasmania - <https://www.libraries.tas.gov.au/Pages/Home.aspx>
- BeYou

You are not alone. Reach out and we can support you to navigate the diversity of services available.

We have collated a list of contact details for a variety of Support Services available on the next page.

USEFUL SUPPORT SERVICES – NUMBERS AND WEBSITES

1800RESPECT

1800 737 732 or

<https://www.1800respect.org.au/>

Anglicare

1800 243 232 or [https://www.anglicare-](https://www.anglicare-tas.org.au/)

[tas.org.au/](https://www.anglicare-tas.org.au/)

Australian Counselling Service

www.acscounselling.com.au

Beyond Blue

1300 22 4636 or www.beyondblue.org.au

Department Health Human Services (Family Violence Counselling and Support Services)

1800 022 222 or

<https://www.health.tas.gov.au/health-topics/family-violence>

Family Violence Response and Referral Line

1800 633 937 (24 hours, 7 days a week) or

<https://www.safeathome.tas.gov.au/>

Community and Disability services

<https://www.dpac.tas.gov.au/divisions/cpp/community-and-disability-services>

Headspace (Youth support 12-25 years)

Support available in Hobart, Burnie, Launceston and Devonport

<https://headspace.org.au/headspace-centres/>

The Hive Counselling (Drug, alcohol, and other addictions)

62241777 or <http://www.holyoake.com.au/>

Legal Aid Commission

1300 366 611 or

<https://www.legalaid.tas.gov.au/>

Lifeline

13 11 14 or <https://www.lifeline.org.au/>

Salvation Army

13 SALVOS (13 72 58) or

<https://www.salvationarmy.org.au/need-help/>

Suicide Call Back Service

1300 659 467 or

<https://www.suicidecallbackservice.org.au/>

Southern Sexual Assault Service (SASS) 24/7 Crisis Line

1800 697 877 or <https://www.sass.org.au/>



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