Online Service Standards - Certificate III Students

Pines Learning uses Moodle as a tool for sharing course resources and for submission of assessments tasks. In addition, students who miss all classes for a unit will be provided with a learner guide and may also be provided with additional Trainer support.

In 2022, Pines Learning will deliver Certificate IIII qualifications face to face, in the classroom. Classes may also be conducted via Zoom as per timetable, in response to infectious disease outbreak, or for study support purposes

Pines Learning is committed to providing a quality learning experience for students and these online service standards explain our commitment to students in key areas.

STUDENT SUPPORT

All students will attend an introduction to Moodle as part of the course orientation.
In addition to this session Pines Learning will provide the following support to students in the use of Moodle and Zoom:

Trainers:
- Will be able to answer questions during the scheduled Zoom classes for each unit,
- Will be available to assist students will Moodle and Zoom access at the scheduled Study Support sessions,
- Will have a maximum of 18 students to each trainer

Administrative/Technical Support:
- Will be available by phone or email between 10am and 2pm Monday to Friday
- Will reply to queries and requests for technical support within 48 hours

Support Services:
- Study Support sessions are available outside class hours, as scheduled (refer to the timetable for details)
- Course coordinators are available by appointment to discuss any concerns or requests for additional support

STUDENT ENTRY REQUIREMENTS AND TECHNICAL REQUIREMENTS - Moodle

Pines Learning conducts a comprehensive Pre-Training Review for all prospective students to determine whether the course is suitable and appropriate for their individual needs. As part of the Pre-Training Review, we will include assessment of your digital literacy, by:
- Asking you to undertake a self-assessment quiz
- Discussing the quiz outcomes and making recommendations about whether the course is suitable for you, and identifying additional support where required

All students are required to use the Moodle platform to access course resources and for submission of assessments tasks. The following are the minimum information technology requirements to enable optimal access to the Student Portal:
- A device with a minimum of 5GB memory and 1Ghz processor
- Microsoft Windows 8 and above or Mac OS version 10 and above

An introductory module and FAQs on Moodle can be found at:
https://docs.moodle.org/400/en/Installation_FAQ

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TECHNICAL REQUIREMENTS – Zoom

Zoom can be accessed via tablet, laptop, or desktop computer. It is recommended that the device meets the minimum specifications outlined in the section above. The device will need to have an inbuilt camera and microphone, or a headset with microphone can be used.

The Zoom app needs to be downloaded, and access to the scheduled sessions is via the link provided by the course coordinator.

The course coordinator and the trainer can provide additional support to access and use Zoom as required.

LEARNING MATERIALS

Pines Learning ensures that learning materials used in online training are interactive and are presented in a variety of formats, including:
- Guided content
- Graphics
- Video
- Audio
- Quizzes
- Interaction through discussion forums

MODE AND METHOD OF ASSESSMENT

The method of assessment for each unit will be a combination of at least two of the following:
- Demonstration/observation
- Written assessment task
- Work placement/practical tasks (where specified)
- Third Party reports

Written theory assessments are to be submitted via the Student Portal. All other assessments will take place in either the classroom or the workplace.

TRAINERS

All trainers delivering this course at Pines Learning are experienced in facilitating active learning and using the flipped classroom approach, whereby students complete the theory as self-paced learning and class time is spent in discussion, consolidating learning, practical work, and enhancing learning. In addition, the trainers have undertaken professional development to support students through the use of discussion forums, and in using the technology, including Moodle and Zoom.

Trainers also undertake ongoing development, including participation in trainer meetings to discuss and share ideas for improvement of delivery.