

Goodstart
Institute of
Early Learning

Student Guide

A guide for students studying with Goodstart Institute of
Early Learning

Acknowledgements

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Acknowledgement of Country



Goodstart Early Learning acknowledges the Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of the land on which we come together. We recognise Aboriginal and Torres Strait Islander cultures as enduring, living cultures and pay our respects to Elders, past and present.

This artwork is titled *Pathway Leading to Reconciliation*, and was commissioned by Goodstart. It was created by Cyndy Newman, Wiradjuri woman of Condobolin, NSW, and Centre Director.

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01

About us

Goodstart Institute of Early Learning

Welcome

Congratulations on your enrolment and for investing in your own future.

Thank you for choosing Goodstart Institute of Early Learning (RTO Number 32215) to support you on your learning journey. This guide has been designed to provide you with information that will assist you in getting the most out of your training and understanding the assessment process, student support, and facilities provided by Goodstart Institute of Early Learning.

From your initial contact and enrolment through to completion of your course there will always be a supportive team member to assist you.

This guide is designed to provide you with information about the services provided for you as a student throughout your learning journey with Goodstart Institute of Early Learning.

Goodstart Early Learning

Goodstart Early Learning Limited (Goodstart) is a not-for-profit organisation that operates over 650 early learning centres across Australia. We are the country's largest long day care provider, with 14,000 staff caring for and educating 71,500 children from 61,000 families.

Goodstart was founded by four of Australia's most respected not-for-profit organisations: Social Ventures Australia; Mission Australia; the Benevolent Society; and the Brotherhood of St Laurence.

As a not-for-profit organisation, Goodstart reinvests any surplus funds into its centres and its social purpose programs designed to improve outcomes for all Australian children and their families.

Goodstart Institute of Early Learning (RTO number 32215)

Goodstart Institute of Early Learning responds to the needs of early childhood professionals by offering programs that complement and support their everyday work. Goodstart Early Learning has a vision for Australia's children to have the best possible start in life.

Goodstart Institute of Early Learning supports that vision by committing to working with the wider early childhood education and care sector and the vocational education sector to improve the quality of early learning education and outcomes for children. We recognise that qualified, knowledgeable and skilled staff improves the quality of early learning education and promotes positive outcomes for children.

Goodstart Institute of Early Learning is registered by the national VET regulator, Australian Skills Quality Authority (ASQA). In order to maintain our registered status, we must comply with the VET Quality Framework (VQF) standards which outline the basis upon which all Registered Training Organisations (RTOs) must operate. The VQF provides the basis for a nationally consistent, high-quality vocational education and training system.

ASQA is the national regulating authority for education and training in the Vocational Education and Training (VET) Sector and as a RTO we are required to operate under ASQA guidelines and all our courses must be accredited with ASQA. We must also comply with strict conditions and standards when providing training and assessment.

A regulatory system has important benefits for you when you enrol with Goodstart Institute of Early Learning as a student.

- It means we provide quality training and assessment that complies with the ASQA standards
- We provide a quality training environment with qualified experienced Trainers and Assessors who help you gain knowledge, skills and competence in your chosen course or qualification.

Goodstart Institute of Early Learning shall at all times act with integrity in dealing with all stakeholders, students and members of the community. We will conduct our business operations with full regard and compliance with all local, state and federal laws, by-laws and regulations.

These include:

- Standards for Registered Training Organisation's (RTOs 2015)
- Australian Qualifications Framework (AQF)
- Fit and proper person requirements
- Financial viability
- Data provision requirements.

Training and assessment services will be provided in a safe environment in line with the legislative requirements of:

- Workplace Health and Safety Act 2011 (Cth)
- Sex Discrimination Act 1975 (Cth)
- Human Rights and Equal Opportunity Commission Act 1986 (Cth)
- Racial Discrimination Act 1975 (Cth)
- NSW Anti- Discrimination Act 1977 (NSW)
- Disability Discrimination Act 1992 (Cth)
- Privacy Act 1988 (Cth)
- Commonwealth/ State legislation and regulatory requirements.

Goodstart Institute of Early Learning will ensure:

- Adequate training facilities/resources
- Trainers and Assessors hold relevant qualifications to train and assess early childhood education and have relevant industry experience
- Accurate marketing, promotional and advertising materials
- Compliance with Workplace Health and Safety and Duty of Care requirements
- A fair and transparent policy and procedure outlining fees and refunds
- Observe all Record Keeping requirements
- Adherence to all relevant legislation in relation to childcare, training and assessment and State/ Commonwealth requirements
- To monitor student progress and assist students to complete tasks at a required timeframe
- Students have appropriate support throughout their course
- Monitor/validate training and assessment materials and processes to ensure effective output and relevance to industry, assessment and student outcomes.

Professional Associations

Goodstart Institute of Early Learning works with a number professional associations. Our work with these associations supports us to continually reflect on practice and improve, to advocate for quality programs (learning, teaching and assessment) through the early childhood VET profession and to look for opportunities of providing further benefit to our students. Professional Associations the Goodstart institute currently is involved in includes:

- Early Childhood Australia (ECA)
- Australian Children's Education & Care Quality Authority (ACECQA)
- Enterprise Registered Training Organisation Association (ERTOA)
- Australian Skills Quality Authority (ASQA)

Institute locations

| National Office | |
|----------------------|--|
| Brisbane CSO | Goodstart Early Learning Centre Support Office 43 Metroplex Avenue, Murarrie Qld 4172 |
| State Offices | |
| NSW State Office | Suite 4.03, Level 1 Building 4, 190 Bourke Road Sydney Corporate Park Alexandria NSW 2015 |
| Vic/Tas State Office | 7/ 350 Bridge Street Port Melbourne VIC 3207 |
| SA/NT State Office | Level 1 26-28 Metro Parade Mawson Lakes SA 5095 |
| WA State Office | Unit 5 902 Albany Highway East Victoria Park WA 6101 |

Continuous Improvement

Goodstart Institute of Early learning is committed to the continuous improvement of our training and assessment services, student support and management systems. Central to our commitment is our approach to continuous improvement and the procedures we apply to achieve improvement.

Students are encouraged to provide feedback so we can improve our services in the future, by contacting your Trainer and Assessor, Student Services and/ or Management within the Institute.

Student Feedback

Goodstart Institute of Early Learning is continually working to ensure quality successful study outcomes for our students and welcome student feedback and suggestions to improve our services. Students are encouraged to provide feedback and suggestions either directly to their Trainer/Assessor or Student Services, or via emailing goodstart@goodstart.edu.au.

Satisfaction Surveys

During your enrolment with Goodstart Institute of Early Learning students may be invited to participate in a number of surveys to provide feedback across all areas of the Institute's operations including training and assessment. The feedback helps to inform and improve our programs, processes and facilities. We want to know what our students enjoy, and feel are working well, as well as what they feel requires some improvement.

It's important that students take the time to complete these survey's when invited as all feedback collect is reviewed, investigated, and helps to inform Goodstart Institute of Early Learning's continuous improvement activities.

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Student Services and Support

Student Services Department

The Student Service's team provide ongoing student support for our students, call our friendly team on 1800 617 455. Student Services Officers are available Monday to Friday from 8.00am to 4.30pm (AEST) to assist you with any enrolment and/or student administration requirements, technological assistance (e.g. using MyPortal), and general questions. The team provides the following services to our students:

- Course information
- Enrolment/commencement date information
- Assistance with study leave of absence or deferred assessment
- Assistance with unit withdrawals and course cancellations
- Student fees, charges, refunds and concession information
- Relevant student support and guidance
- General queries via phone or email.

Student Support Services

Trainers and Assessors

Every student will be assigned a Trainer/Assessor to support them through the completion of their study. All Trainers/Assessors employed by the Goodstart Institute of Early Learning are selected in accordance the Trainer and Assessor requirements as outlined in the *Standards for Registered Training Organisations (RTOs 2015)*.

Goodstart Trainers/Assessors are qualified, dedicated early childhood professionals who have the experience, qualifications, and teaching skills to assist you in developing your knowledge and skills for the early childhood profession.

Our Trainers/Assessors understand the multi-faceted roles of educators working in the early childhood education and care sector, drawing on their professional experience, as well as current practices, to enhance every student's learning and development. Trainers/Assessors are available to answer your queries and are available to support you in the following ways:

- Regular contact and visits to keep you on track with your learning
- Study reviews and progression monitoring
- Follow-up phone calls to check on your progress (You should also advise your Trainer/Assessor if you have any queries or concerns related to completing your coursework.)
- Coaching by phone, email, skype/video calls and scheduled visits to the workplace
- On-the-job training or coaching/mentoring
- Facilitating workshops, either at Institute hubs or via webinars
- Conducting induction sessions
- Consultation, review and assessment of RPL and credit transfer applications

Academic Support

In addition to allocated Trainer/Assessor, Academic Support is also available by contacting Student Services on 1800 617 455. Students are able to access Academic Support where they are put in touch with a Trainer/Assessor whom they can ask academic questions, discuss study concerns, or seek advice regarding learning and assessment tasks.

Student Support

The welfare of you, our students during your training and assessment is important to the Goodstart Institute of Early learning team. Staff will counsel you as appropriate and/or refer you to qualified counsellors where required. Staff are required to respond to and attempt to alleviate any signs of distress or discomfort, and to actively render appropriate assistance.

Support services provided may include but are not limited to:

- Pre-enrolment support to understand rights and obligations, fees and payment arrangements, and the services to be provided
- English as second language assistance
- Language, Literacy & Numeracy (LLN) assistance
 - Students with identified LLN support requirements will be provided with a LLN Support and Action Plan which documents the appropriate strategies, resources, and support assistance in place to ensure the student's success in their course.
- Coaching and additional tuition
 - Provision of one on one by trainers and assessors
- Disability or medical condition support
 - Determined through Enrolment Forms and actions to be determined dependant on disability or condition and in discussion with you
- Information Technology (IT) support
 - students are provided with materials and guidance on how to access MyPortal on how to access MyPortal via an initial student induction session. Ongoing support and troubleshooting are provided on an as needs basis.
- Study support (this may include but is not limited to coaching, one on one tuition, retraining after an NYC assessment, etc.)
- Expert advice on early childhood content, policies and practices, and application within the workplace
- Support for students completing assessment
- Academic counselling.

Student Support Agencies

Please refer to the following list of available support agencies:

Learning Difficulties Australia www.lidaustralia.org

Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research, both in the classroom and through individualised instruction.

Australian Council for Adult Literacy www.acal.edu.au

The Australian Council for Adult Literacy promotes adult literacy and numeracy policy and practice.

The council exists to:

- provide leadership in Australian debate on adult literacy and numeracy practices and policy
- build understanding of adult literacy and numeracy issues
- advocate on behalf of equitable adult literacy and numeracy provision for all Australians
- build links between people, organisations and systems; the participants and stakeholders in the adult literacy and numeracy field
- Work with other organisations on issues of mutual concern.

Adult Learning Australia (ALA) <https://ala.asn.au/>

Adult Learning Australia is the national peak body for Adult and Community Education.

Goodstart Institute of Early learning can refer to a service (or students can access themselves) such as the ones listed in the following table:

| Area | Organisation | Website | Telephone |
|--------------------------------|---|--|------------------|
| Fire, Ambulance, Police | Emergency Services | www.triplezero.gov.au | 000 |
| Alcoholism | Alcoholics Anonymous | www.aa.org.au | 1300 22 22 22 |
| Crime reporting | Crime stoppers (report crime anonymously) | www.crimestoppers.com.au | 1800 333 000 |
| Crisis counselling & Self Harm | Lifeline | www.lifeline.org.au | 13 11 14 |
| | Mensline Australia | mensline.org.au | 1300 789 978 |
| | Suicide Call Back Service | www.suicidecallbackservice.org.au | 1300 659 467 |
| Depression | Beyond Blue | http://www.beyondblue.org.au/ | 1300 22 4636 |
| Domestic violence | 1800RESPECT | 1800respect.org.au | 1800 RESPECT |
| | Relationship Australia | www.relationships.org.au | 1300 364 277 |
| Rape/ Sexual assault | 1800RESPECT | 1800respect.org.au | 1800 RESPECT |

| Area | Organisation | Website | Telephone |
|--------------------------------|--|--|---|
| Drug addiction & Mental health | Narcotics Anonymous | www.na.org.au | 1300 652 820 |
| | Direct Line (Drug & Alcohol Service, Victoria) | www.directline.org.au | 1800 136 385 |
| | Sane Australia | www.sane.org | 1800 18 7263 |
| Eating disorders | National Eating Disorders Collaboration | www.nedc.com.au | |
| Finance | Centrelink | centrelink.gov.au | |
| Gambling addiction | Gambling Help | www.gamblinghelponline.org.au | 1800 858 858 |
| Interpreting and translating | TIS National | www.tisnational.gov.au | 13 14 50 |
| Poison | Poison Information Centre | | 13 11 26 |
| Pregnancy | Pregnancy Support | www.pregnancysupport.com.au/ | 1300 792 798 (Qld, NSW, Vic, ACT) 1300 655 156 (SA, WA, Tas, NT) |
| Literacy | Reading and Writing Hotline | www.readingwritinghotline.edu.au | 1300 6 555 06 |
| Smoking | Quitline | quitlinesa.org.au | 13 78 48 |
| Bullying | Kids Helpline & eheadspace | http://au.reachout.com/bullying | Age 5-25 |

Language, Literacy and Numeracy

Every nationally recognised qualification/course requires a minimum level of Literacy, Language and Numeracy (LLN). As a quality training provider, the Institute aims to ensure that all students have the capacity to successfully complete their chosen qualification/course.

Goodstart Institute of Early learning will ensure that:

- Prior to qualification/course commencement, student Language, Literacy and Numeracy skills are assessed as part of the pre-enrolment process and are taken into account during the

training program and the assessment tasks.

- The assessment approach does not involve a higher level of Language, Literacy and Numeracy skills than the units being assessed actually require.
- A range of assessment tasks are used across the qualification/course.

Students who require help with their language, literacy and numeracy can access information about their nearest Language Literacy and Numeracy provider by calling The Reading Writing Hotline on 1300 655 506 or refer to their website at www.readingwritinghotline.edu.au. Any costs incurred will be the responsibility of the student.

The learning support strategies used by trainers and assessors at Goodstart Institute of Early Learning include:

- Providing opportunities for 'hands-on' experience and practice
- Ensuring individual support and advice to students
- Literacy support to assist in the understanding of language specific to the industry
- Encouraging students to work at their own pace
- Providing written learning material and illustrations to reinforce the learning
- Applying the principles of reasonable adjustment to training and assessment.

Students with learning difficulties beyond our area of expertise are referred to external specialist agencies. Goodstart Institute of Early Learning will not charge for such referral however the agency may charge the student on a fee-per-service basis.

All staff are responsible for:

- Recognising the cultural diversity of all students
- Ensuring equal treatment of all students
- Encouraging full participation and assist all students to achieve course outcomes
- Providing equal access to resources
- Referring students externally should the need arise.

Access and Equity

Goodstart Institute of Early Learning is committed to providing opportunities to all people regardless of their background. To assist in identifying any special learning needs, we ask that all students provide us with information regarding any special learning needs in your enrolment application, prior to the start of your training. If you do have any learning difficulties you are encouraged to discuss these with your trainer and assessor prior to course commencement or during the course induction.

We operate in accordance with; and our staff are aware of; and implement the relevant legislative and regulatory requirements, in its dealings with employees, students, clients and with stakeholders.

Goodstart Institute of Early Learning will meet the needs of individuals, and the community as a whole through the integration of access and equity guidelines and we prohibit discrimination towards any group or individual in any form.

Goodstart Institute of Early Learning will ensure that equity principles are implemented through the fair allocation of resources and the right to equality of opportunity without harassment, bullying and discrimination.

Student Involvement

Students are expected to actively participate in their learning experience as student success is directly linked to student involvement.

Goodstart Institute of Early Learning consistently monitors students' course progress and staff will apply interventions when a student is in danger of not progressing satisfactorily. We want you to do well and move forward on your career path.

Students who may require intervention include:

- Those who fail to complete assessments within a suitable timeframe
- Those who do not maintain communication with their trainer and assessor.

If you begin to show signs of poor progress, you will be contacted via email and/or telephone and be asked to discuss this with your trainer/assessor or one of Student Services team. Please assist us in helping you to achieve your goals by responding to these communications.

To maintain healthy academic progress:

- Participant in all training activities and pay attention to the work and activities undertaken
- Study and practice the skills and knowledge that are taught and imparted in training activities
- Ensure that you submit all assessments, completed to the best of your ability
- Make an appointment with your Trainer/Assessor or Student Services if you are having any difficulties with your studies. We want to help!

Goodstart Institute of Early Learning expects all students to conduct themselves with honesty and integrity in all their dealings with their trainers and assessors and support staff. This is especially important in the verification that a student's work is genuinely his or her own. This environment of mutual respect and understanding is important to foster the learning process, and it is all of our responsibility to maintain.

How to get involved with your online learning experience:

- Become familiar with the online experience, how to use My Portal and seek help if you are uncertain
- Share your challenges with your trainer/assessor
- Be sure to complete readings and assigned activities, this will give you a firm basis for the course content and allow you to be fully informed.

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03

Applying for Enrolment and Onboarding

Traineeships and Apprenticeships

Participating in a Traineeship or Apprenticeship is an ideal way to combine training and employment that leads to a nationally recognised qualification.

Australian Apprenticeships (often referred to as apprenticeships or traineeships) are available to anyone of working age. You don't need a secondary school certificate or other qualification to be able to complete an Australian Apprenticeship.

You may apply for an Australian Apprenticeship if you're a school leaver, re-entering the workforce or as an adult worker simply wishing to change careers or gain new skills. You can even begin your Australian Apprenticeship while you're still at school during Years 11 and 12.

Australian Apprenticeships are delivered through a cooperative arrangement between the Australian Government, State and Territory Governments, industry employers and RTO's.

The Department of Education and Training require that all Apprentices and Trainees, and their Employers receive information that clarifies the employer and trainee/apprentices' roles.

Further information can be found via the following links:

- ['Information for Apprentices' fact sheet](#)
(australianapprenticeships.gov.au, Australian Government, sourced 05/07/2019)
- ['Information for Employers' fact sheet](#)
(australianapprenticeships.gov.au, Australian Government, sourced 05/07/2019)
- [Information for Queensland Traineeships and Apprenticeships](#)
(Department of Employment, Small Business, and Training, Queensland Government, Sourced 05/07/2019)

Training and Record Plan

All trainees, apprentices and students must receive a hard copy of their Training and Record Plan, which must be kept updated at all times. This plan is a legal document and must be kept in a safe place at your workplace. As the plan is updated a copy will be provided to your workplace supervisor.

The Training and Record Plan details the requirements of each relevant party to the Plan.

At the commencement of the Traineeship/Apprenticeship, all students participate in an induction process. The induction covers your work and study requirements, resources, and commitments over the period of your contract.

A Training Plan is a legal document that is developed with the member of staff and the trainee/apprentice. There are four parties involved in the traineeship/apprenticeship process, including:

- the student (trainee/apprentice)
- workplace supervisor
- The Goodstart Institute of Early Learning Trainer and Assessor
- A representative from an Australian Apprenticeship Support Network (AASN)

All of these people agree to support you to complete your Traineeship/Apprenticeship.

Applying for Traineeships and Apprenticeships with Goodstart Institute of Early Learning

To apply for a Traineeship or Apprenticeship please contact Student Services via phone on 1800 617 455 or via email to goodstart@goodstart.edu.au to request the relevant state-specific traineeship and apprenticeship information and application links.

Please note that eligibility criteria do apply and students will be advised of their application outcome.

Enrolment

Goodstart Institute of Early learning has open, fair and transparent enrolment procedures, based on merit for making decisions about:

- a) The selection of prospective Students; and
- b) The management of students in an ongoing way.

Prospective students seeking to enrol with Goodstart Institute of Early Learning, regardless of their background, circumstances or eligibility for funding, will be assessed for entry to study through the same published entry requirements and through the same process.

To enrol in a course at Goodstart Institute of Early Learning you are required to participate in an enrolment process.

Enrolment Process

This process includes completing an online enrolment application. You may obtain the link to the online enrolment by contacting Student Services on 1800 617 455 or via email to goodstart@goodstart.edu.au. Our Student Services team will provide you with the relevant Course Information Guide, a copy of the Student Guide, and any other resources or information to help you determine if you this course suits your requirements along with the link to complete the online enrolment application.

During the online enrolment application process students are required to complete all mandatory fields and upload relevant documentation to confirm their identity, their ability to undertake training and assessment within an early learning services (e.g. Working With Children Check) and any supporting documentation to apply for Credit Transfer. To finalise the online enrolment application students must complete a Pre-Training Review and Language, Literacy, and Numeracy indicator.

Goodstart Institute of Early learning student selection process is completed in a timely, ethical and responsible manner, and enrolments will only be accepted where the applicant meets the published entrance requirements.

Final enrolments may be conditional upon applicant's ability to meet course entry and pre-requisite requirements, or other factors detailed in a course offer to the applicant.

Further information

Student Services will gladly assist you with any questions you have about your course, the enrolment process, and studying with Goodstart Institute of Early Learning,

Induction and Onboarding Process

Students are required to participate in a Student Induction prior to commencing their course. Student Inductions may be undertaken either via webinar, or interactive online inductions.

Participation in a Student Induction is compulsory as the induction provides students with valuable information about their course and studying with Goodstart Institute of Early Learning and includes:

- Support in starting studies, responsibilities, and what is required of you as a student
- Introduction to MyPortal
- Learning about observation, third party reports and feedback
- Guidelines for assessment
- Explain course material including online access
- Training plans and important dates for assessment
- The benefits available as a student.

As part of the student onboarding process your Trainer/Assessor will contact you to welcome you to the course and ensure you have received all the required information to commence your course and answer any questions to may have commencing your course.

04

Training and Assessment

Australian Qualifications Framework

You are studying a nationally recognised qualification and your course comes under the Australian Qualifications Framework or AQF. The AQF provides a comprehensive, nationally consistent and transparent yet flexible structure for all qualifications in post-compulsory education and training.

Goodstart Institute of Early Learning also complies with the VET Quality Framework and any national guidelines approved by the national regulatory body, ASQA.

It is in our best interest as an organisation to ensure that we give you the best possible service as you are our target market. We need to make sure that every effort possible is made to assist you in your academic journey.

We welcome your feedback and value your support as a student. A training organisation is only as good as its students and that is what makes you the student our greatest asset.

Learning Environment

Goodstart Institute of Early Learning is part of an organisation that provides services directly related to your study area – early childhood education and care. This hands-on learning environment is part of the success of our courses. You will have the opportunity to immediately apply new learnings and be assessed in the real world of early childhood education and care.

Our courses are designed for you to be able to complete them independently with the use of our online portal to access your learning and assessment materials. The core and elective units which underpin your course are structured in such a way that you can complete them at a pace that you feel comfortable with. The language used in course materials and resources is the language that you will be familiar with due to your work within your centre.

As an online student you must be able to connect to the internet and have a quiet space to complete your studies, and of course access to an ACECQA approved early learning service/centre.

Materials

Goodstart Institute of Early Learning supplies each student with one complete set of learning materials including online access, learning guides, assessment workbooks, texts, and resources as applicable.

Recommended learning resources and additional readings are also communicated to students within the learning guides, and supporting resources.

You will be advised of assessment methods, requirements and timeframes on or before training commences within each unit of competency.

Assessment Requirements

Each course will require an assessment of your skills and knowledge on a per unit basis. The objectives of the assessment process are to confirm that you have acquired the competencies relevant to your qualification and to demonstrate that you are competent to the agreed industry standard.

Our assessment procedures are flexible and take into account student needs. We will ensure that:

- All required resources for the delivery of any course are in place and to the most current industry standards
- Training and assessment will only be conducted by qualified staff
- All training and assessment will be to the nationally set standard prescribed in the relevant Training Package or accredited course material.

This means that training and assessment you receive with Goodstart Institute of Early Learning is done in accordance with the national quality-training framework.

Goodstart Institute of Early Learning applies the principles of validity, reliability, fairness, and flexibility in all assessments.

Assessment can either be:

- Direct observation
- Product-based methods e.g. reports, work samples
- Portfolios – annotated and validated to ensure authenticity (i.e. is evidence of the student's own work)
- Questioning
- Third party and/or supplementary evidence.

Third Party Observation document must be completed by the agreed third party.

Third parties can be:

- Workplace Supervisors
- Trainers and Assessors
- Team members that hold the equivalent qualification (or higher) that may provide mentoring/coaching within the workplace. For example the role of Educational Leader within an early learning centre.

The third party observation is to be used by the trainer and assessor to assist them in determining competency.

The assessment activities in the workbooks assess aspects of all the elements, performance criteria, skills and knowledge and performance requirements of each unit of competency.

To demonstrate competence in each unit you must undertake all activities in the unit assessment workbook and have them deemed satisfactory by the trainer and assessor. If you do not answer some questions or perform certain tasks, you are therefore deemed to be Not Yet Competent, your trainer and assessor may ask you to resubmit the required tasks or questions. Once you have demonstrated the required level of performance, you will be deemed competent in this unit.

Should you still be deemed Not Yet Competent, you will have the opportunity to resubmit your assessments or appeal the result.

As part of the assessment process, all students must abide by any relevant assessment policies as provided during induction.

Page Set-up & Style Guide

Students are required to complete their assessment tasks in a word-processed document (unless otherwise indicated in the assessment instructions). To ensure the students work is mark accurately and within a timely period, students must follow the Page Set-up & Style Guide instructions below.

1. All responses must be typed and word processed in Microsoft Word document or other appropriate word processing software which can save the document as a .docx file format.
2. The document must be set up as an A4 page, with 2cm page margins
3. The document must include a 'Header' which shows the Student's full name and Student Number on each page.
4. All assessment parts must be clearly labelled. E.g. Assessment 1, Part A, Question 2
5. Only clear document fonts such as Arial, Helvetica, Verdana, Century Gothic, Georgia, and Times New Roman are permitted. Please use size 10 point font, with 1.5 Line Spacing.
6. Ensure to use correct spelling and grammar.
7. Proof read your document prior to submitting your work for marking.

Student Name: John Citizen
Student Number: 2010xxxxxx

CHCECE005 Provide care for babies and toddlers

Activities

Activity 1A

Q1. Explain why it is important to ensure that decisions are made based on a mutual understanding with the family of a child.

It is important to ensure decisions are made based on mutual understanding with the family of a child in order to.....

Q2. Identify and record four key factors which will help to ensure that a child gets the sleep they need.

Factors which help to ensure a child gets the sleep they need include:

- Item 1
- Item 2
- Item 3
- Item 4

Q3. Explain what Sudden Infant Death Syndrome is and list four things which you can do to help reduce the risk of SIDS from occurring.

Sudden Infant Death Syndrome or SIDS is..... The following are four things you can do to help reduce the risk of SIDS from occurring:

- Item 1
- Item 2
- Item 3
- Item 4

Activity 1B, etc.

Summative Assessments

Section A – Knowledge Activity (Q&A)

Q4. List five different things that may indicate that a baby or a toddler is stressed, distressed or in pain

Observation/Demonstration

Throughout each unit, you will be expected to demonstrate application of your knowledge and skills in a variety of contexts and for a variety of tasks. Your trainer and assessor will have an observation checklist of tasks to be observed. The observations and demonstrations will be completed as well as the activities found in the unit workbook.

An explanation of observations:

Observation is on-the-job

The observation will usually require:

- Performing a work based skill or task
- Interaction with colleagues, children, and families

Observations will cover the unit's performance criteria, required skills and application of required knowledge.

Observations will take place in the workplace, your trainer and assessor will ensure you are provided with the correct equipment and/or materials to complete the task. They will also inform you of how long you have to complete the task.

You should be able to demonstrate the skills, knowledge and performance criteria required for competency in this unit, as seen in the Learning Guide.

Third Party Guide

The reasons to use a third party may include:

- Assessment is required in the workplace
- Where there are health and safety or privacy issues related to observation.

If you are unable to complete demonstrative tasks in the workplace, you will need to inform the Trainer and Assessor. They will work with you to make suitable alternative arrangements.

We would prefer that, wherever possible, these be "live" scenarios for your industry and require application of the principles that you are learning as part of your training.

Third party evidence can also be used to provide "everyday evidence" of tasks included in your work role that relate to the unit of competency but are not a part of the formal assessment process.

Assessment

Throughout your studies with us, it will be necessary for you to submit assessment through the online portal. The assessment may take the form of short answer questions, projects, assessments, observation and third party reports.

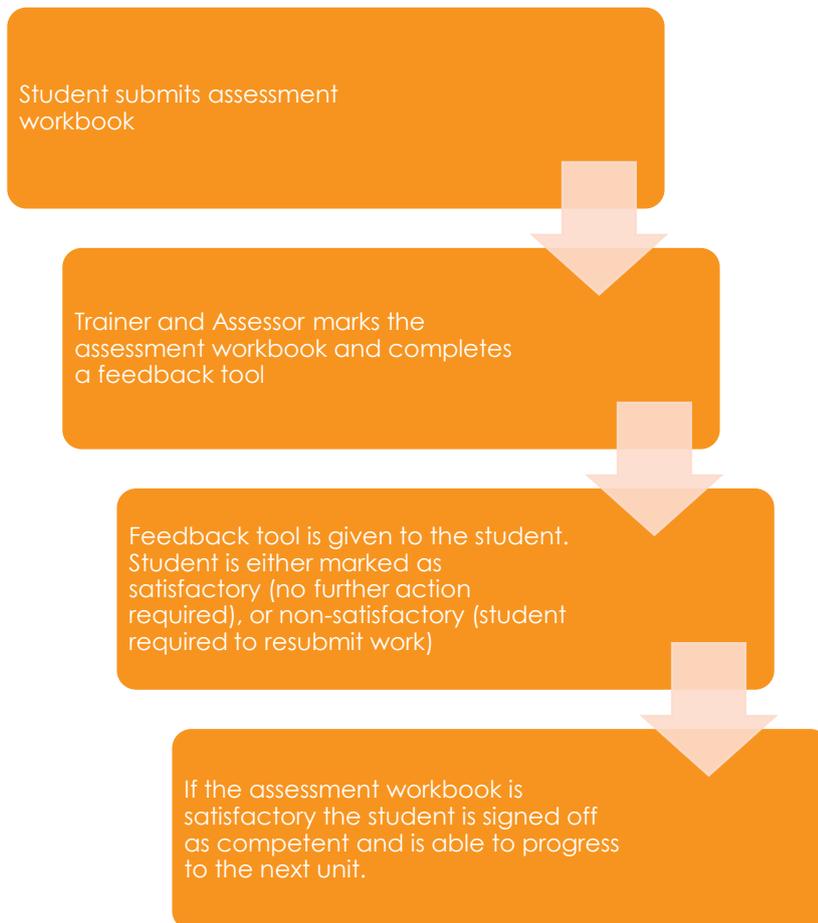
Students are assessed as either "competent" or "not yet competent" relative to the required performance standard.

Goodstart Institute of Early Learning Assessors will mark and finalise your assessments within the time frame for your course. For students who have been assessed as Not Yet Competent, the following options will be available:

- approve extension for re-submission
- see the Trainer and assessor for coaching/counselling

Students must complete all assessments within the course period (exclusive of any supplementary assessment periods granted).

Assessment Process



Assessment Results

Once the assessment tasks have been submitted, students will be awarded one of the following results:

- **Satisfactory(S)** - No further action required
- **Not Yet Satisfactory (NYS)** - The student is required to read feedback; action updates/provide additional information as requested. Within the start and due date of a unit the student can submit an assessment task 3 times. Once the due date is passed a student will need to discuss options with their trainer and assessor
- **Competent (C)** – Student has satisfactorily reached the desired level of competence for the unit(s) as demonstrated by satisfactory completion of the assessment tasks.
- **Not Yet Competent (NYC)** – Students have to resubmit the assessment tasks due to not completing all requirements or requirements have not been met to the standard required.

In judging evidence, the assessors must ensure that the evidence is:

- *Authentic* (the students own)
- *Valid* (directly related to the current version of the relevant unit of competency)
- *Reliable* (shows that the student consistently meets the requirements of the unit of competency)
- *Current* (reflects the students current capacity to meet the requirements of the unit of competency)
- *Sufficient* (enough evidence is gathered to make a valid judgement of competency or not)

If a student remains Not Yet Competent for an assessment re-submitted (after two further attempts), the student will be notified that the student will have to re-sit that unit at a later date to be arranged with their trainer and assessor.

If a student has not completed the assessments within the course duration AND the student provides evidence that compassionate or compelling circumstances precluded the student from completing an assessment within the course period, the student can submit the assessment, without penalty.

Compassionate or compelling circumstances may include:

- Serious illness
- Death in the family
- Any other reason which the student is able to substantiate through written evidence.

Students who are dissatisfied with a decision made by Goodstart Institute of Early learning in relation to assessment and re-assessment processes and/or outcomes may lodge an appeal, refer to our Complaints and Appeals policy and procedure for further information.

Goodstart Institute of Early Learning will work with every student to optimise their access to learning and ensure that course assessment standards and requirements are met at all times for every student.

Trainer and Assessors will work closely with each student, we ensure:

- Training materials are developed in conjunction with the trainers and assessors, student feedback, and industry standards
- Training resources are provided for each student
- One-on-one supported training delivery is offered to students who require or request further support.

Submitting Assessments

Assessment instructions and assessment submission instructions are explained in the 'Assessment' section of each unit of competency. If a student has questions regarding the assessment instructions, or questions about submitting their assessment they should contact their trainer and assessor.

When submitting assessment for each unit of competency, students are to ensure all questions have been fully answered with all assessment requirements completed. If questions or partial

questions are not marked satisfactory, students will be able to continue working on this assessment, however it is important to note that students have a limit to how many attempts are available.

Re-assessment will only be accepted on three occasions, if the student's assessment is not satisfactory on the third attempt, the student will have to re-sit that unit at a later date to be arranged with their trainer and assessor.

Certification

Upon successful completion of the requirements of a qualification, students will receive a nationally recognised qualification certificate.

In cases where a student does not complete the full requirements of a qualification, then a statement of attainment for the individual unit of competencies successfully completed will be issued.

All qualifications and statements of attainment will comply with standards outlined in the Australian Qualifications Framework (AQF) Implementations Handbook, which are:

- Issue certificates and/or statements of attainment to students who satisfactorily complete the requirements of the accredited courses/endorsed training packages within the Scope of Registration. Certificates and Statements of Attainment will include the following:
 - a) name of the provider as shown on the Certificate of Registration;
 - b) name of the person receiving the qualification;
 - c) name of the course/training package qualification as shown on the Scope of Registration;
 - d) date issued;
 - e) authorised signatory of the Registered Training Organisation
 - f) imprint certificates with the nationally recognised training logo where courses are nationally recognised;
 - g) identify units of competency achieved on any certification
 - h) issued in relation to courses based on national competency standards.

Goodstart Institute of Early Learning accept authenticated certifications awarded by any other Registered Training Organisation and recognise the qualifications and statements of attainment awarded by any other Registered Training Organisation.

Goodstart Institute of Early learning will:

- Issue a certificate or statement of attainment in a timely manner (AQF certification documentation must be issued within 30 calendar days of the student's final assessment being completed or their exiting their course, providing all fees have been paid)
- Issue AQF certification documentation directly to the student, not to another party, such as an employer
- Issue students who have completed all units or modules in a qualification with a testamur and a record of results
- Issue a student who has completed one or more units/modules (but not a full qualification) and has finished their training with Goodstart Institute of Early Learning with a statement of attainment (a record of results may also be issued in this case), and

- Ensure students can access records of certification issued to them.

Full Completion & Qualification / Record of Results

The Qualification Testamur and a Record of Results will be sent within 30 days of successful completion, providing all relevant fees are paid. The exception is for trainees and apprentices who will receive their Statements of Results within 30 calendar days of completion of their course, irrespective of fee status.

Partial Completion & Statements of Attainment

Statements of Attainment are issued for partial completion of a qualification within 30 days of withdrawal from the course. Statement of Attainments will not be released if there are outstanding fees to be paid. The exception is for trainees and apprentices who will receive their Statements of Attainment within 30 days of withdrawal, irrespective of fee status.

Damaged or lost Certificates or Statements of Attainment

To apply for a qualification certificate or Statement of Attainment to be reissued, students must make a request in writing to the Student Services Team. This request must contain the following information:

- Student name and either their Student Number or their Date of Birth (in order to assist in locating their records within our database)
- Course name and course code
- Date started and completion date of the course
- Mailing address and contact telephone number
- Cheque, money order, or credit card details to effect a payment of \$50+GST

Please allow 14 working days for processing and reissuing once payment has been received.

Recognition of Prior Learning (RPL)

Recognition of prior learning is an assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning or competency outcomes

Where a student has knowledge, skills, and experience that may be considered for Recognition of Prior Learning (RPL) the student will select they wish to seek RPL for their enrolment during the enrolment process. The student will then be required to complete the Initial RPL Evidence Collection document in order to determine their suitability for RPL.

A preliminary review of the evidence is conducted to determine if the student has grounds for RPL and will be notified during an RPL Interview with the relevant Trainer and Assessor. Student Services will advise the student of possible re-adjustment of fees if the RPL is granted.

RPL is awarded if the evidence supplied meets the requirements of the relevant Training Package, meets workplace and regulatory requirements and evidence is supplied and matched with criteria

for each unit of competency in the relevant Training Package. The Trainer and Assessor must check evidence for validity and will contact the student for further evidence or questioning.

Applying for RPL

Students may apply for RPL either at enrolment by discussing their RPL options with Student Services, or at any time during their course via discuss with their trainer and assessor. Students will be directed to any relevant applications which apply.

Credit Transfer

Credit Transfer is the recognition by an RTO of the AQF qualifications and statements of attainment issued by other RTOs, and

Is the granting of credit for equivalent units of competency/modules previously completed. The assessment process determines the extent to which the individual's initial course, unit or module is equivalent to the required learning outcomes; competency outcomes, or standards in a qualification. Credit transfer applies where the unit of competency/module previously attained does not have the same unit/module code or unit/module title; however, the Training Package or Accredited Course states that it is equivalent to the unit of competency/module being sought. Credit Transfer can also apply to other certification and formal learning such as tertiary qualifications where equivalence can be demonstrated

Applying for Credit Transfer

Students that hold unit(s) of competency for the qualification they are enrolling into are invited to apply for Credit Transfer (CT). They are required to provide a copy of the Statement of Attainment or transcript to Student Services. Student Services will verify the student's transcript via the USI portal where possible, or will verify the document with the issuing RTO. Where neither of these options are possible the Statement of Attainment or transcript will need to be certified or the original sighted by a Goodstart Institute of Early learning representative. Goodstart Institute of Early learning will not accept certification from non-RTO training providers for CT purposes.

Student Services will determine the match and equivalency of competency(s) held. If the match is identical, credit transfer is granted and fees adjusted. If the unit is superseded and not equivalent as per the qualification package, the application is to be forwarded to the Head of Institute to determine if CT can be granted. The student will be advised of the outcome.

Students that receive credit transfer for units within a study period may be able to complete their studies earlier than the standard course duration. The students training plan or due date schedule will be updated to reflect the relevant units where credit transfer was granted and their duration/schedule will reflect their new study period/s.

Credit Transfer and HLTAID004 Provide an emergency first aid response in an education and care setting

Goodstart Institute of Early Learning does not offer the First Aid competency standard at this time. Students must undertake the First Aid course within six months of enrolment into a qualification that requires a first aid unit of competence. The Institute will recognise this Statement of Attainment, issued by a Registered Training Organisation, through the Credit Transfer process.

Training Plans

Training Plans are distributed to every student. These training plans outline the following information:

- The qualification issued on completion of the training
- Special needs and assistance for individual students
- Duration of the qualification
- Trainee/student details and RTO details
- Application for RPL/ Credit transfer format
- Application agreement to be signed by individual student and RTO
- The units of competency to be delivered and sequence
- The delivery mode
- Timeframes for training, start and estimate end dates.

A training plan is a fluid document, meaning it is ever changing, if at any time there are changes to circumstances, dates and any other relevant requirements a new training plan will be developed for the student.

Reasonable Adjustment

Where students are unable, due to physical or mental disabilities, ill health or family emergency, to undergo required assessment processes, alternative forms and timeframes for assessment may be negotiated with the trainer and assessor prior to the assessment date.

05

Rights & Obligations

Student Records and Privacy Act

Goodstart Institute of Early Learning takes privacy very seriously and is committed to protecting the privacy of individuals. This includes personal and other confidential information. Goodstart Institute of Early Learning will take all reasonable steps to protect student's information from loss, misuse or unauthorised disclosure or destruction. The right to privacy is a value that is highly regarded.

Privacy Policy

Goodstart Institute of Early Learning Privacy Policy is available on the website (<http://www.goodstart.edu.au/About-The-Institute/Policy-and-procedures>).

The Privacy Policy outlines how the Goodstart Institute of Early Learning collects, records, uses, discloses, and retains student information.

You may obtain more information about Australia's privacy laws at www.comlaw.gov.au or at the Privacy Commissioner's website at www.oaic.gov.au.

Total VET Activity Data and National Centre for Vocation Education Research (NCVER)

Under the Data Provision Requirements 2012, Goodstart Institute of Early Learning is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information (including the personal information contained within the online enrolment application) may be used or disclosed by Goodstart Institute of Early Learning for statistical, administrative, regulatory and research purposes. Goodstart Institute of Early Learning may disclose your personal information for these purposes to:

- School – if you are a secondary student undertaking VET, including a school-based apprenticeship or traineeship;
- Employer – if you are enrolled in training paid by your employer;
- Commonwealth and State or Territory government departments and authorised agencies;
- NCVER;
- Organisations conducting student surveys; and
- Researchers.

Personal information disclosed to NCVER may be used or disclosed for the following purposes:

- populating authenticated VET transcripts;
- facilitating statistics and research relating to education, including surveys and data linkage;
- pre-populating RTO student enrolment forms;
- understanding how the VET market operates, for policy, workforce planning and consumer information; and
- administering VET, including program administration, regulation, monitoring and evaluation.

You may receive a student survey which may be administered by a government department or NCVER employee, agent or third-party contractor or other authorised agencies. Please note you may opt out of the survey at the time of being contacted.

NCVER will collect, hold, use and disclose your personal information in accordance with the Privacy Act 1988 (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).

Unique Student Identifiers (USI)

All new and continuing students must hold or apply for a Unique Student Identifier (USI). A USI gives students access to a government online portal that will contain all of your nationally recognised training records and results.

Goodstart Institute of Early Learning will not process an Enrolment Application unless a valid USI has been provided, or the student has completed the USI application section within the Enrolment Application and provided relevant documentation to verify their identity.

The Unique Student Identifier or USI is a reference number made up of 10 numbers and letters that:

- Creates a secure online record of your recognised training and qualifications gained in Australia, even from different training organisations
- Will give you access to your training records and transcripts
- Can be accessed online, anytime and anywhere
- Is free and easy to create and
- Stays with you for life.

You will also be able to produce a comprehensive transcript of your training. This can be used when applying for a job, seeking a credit transfer or demonstrating pre-requisites when undertaking further training.

If you are a New Zealand citizen you cannot apply for a USI while overseas. You will require a USI if you undertake a VET course in Australia, and you will be able to apply for a USI once you have entered Australia on your NZ passport.

However, if you are an Australian expat or resident and have an Australian ID, you need a USI even if you do a VET course while outside Australia.

You can create an USI by going to <https://www.usi.gov.au>

Record Keeping

Goodstart Institute of Early learning has effective administrative and records management systems in place to secure the integrity, accuracy and currency of records, to keep documentation up-to-date and to safeguard any confidential information obtained and held.

Accessing and Correcting your Records

Students are able to request access to their personal information. All requests for access to personal information will be done in accordance with the Australian Privacy principles. If for some reason Goodstart Institute of Early Learning refuses to give access to such personal information, we will provide the person concerned with reasons for our refusal in accordance with the Privacy Act.

If at any time you believe Goodstart Institute of Early Learning's record of your personal information is incorrect, please let Goodstart Institute of Early Learning know. We will take reasonable steps to correct the information so that it is accurate, complete and up-to-date.

Please contact Student Services to request or correct your personal information and records. Access to your personal information will be provided as per the Privacy Policy.

Maintaining Adequate Records

To ensure effective communication with our students it is important that our records are current and maintained. We request all students inform us of any change to their enrolment details: name change, postal address, e-mail address, and telephone numbers and of course the centre you are employed.

All Goodstart Institute of Early Learning staff (Trainers and Assessors and Student Services Officers) keep detailed records of all interactions and communication between students and the Institute.

Students' study progress and completion of units of competency are recorded to report student progression.

Copies of all student assessment is maintained as required under the *Standards for Registered Training Organisations (RTOs, 2015)*.

Important Policies, Procedures, and Information for Students

In order to ensure students have a quality training experience with Goodstart Institute of Early Learning, it's important all students are aware of the following policies, procedures, and other important information.

Complaints and Appeals

Goodstart Institute of Early Learning takes all complaints and appeals seriously and will handle all complaints and appeals in a fair and reasonable manner. A clear Complaints and Appeals policy has been developed to ensure:

- Goodstart Institute of Early Learning effectively and efficiently manages complaints and appeals:
 - involving the conduct of Goodstart Institute of Early Learning, its trainers and assessors, or other staff; or a third party providing services on Goodstart Institute of Early Learning's behalf, its trainers, assessors or other staff; or a client of Goodstart Institute of Early Learning.
 - related to the programs, services and operations of Goodstart Institute of Early Learning or those provided by a third party on behalf of Goodstart Institute of Early Learning;
- complaints and appeals are handled in a fair and equitable manner; and
- clients, staff, and other interested parties have a clear understanding of the steps involved in making a complaint or appeal.

This policy can be found on the Institute's website at the link below. Students should access the policy directly from the website to ensure they are viewing the most current version of the policy.

<http://www.goodstart.edu.au/About-The-Institute/Policy-and-procedures>

Plagiarism

Goodstart Institute of Early Learning is committed to uphold standards of vocational integrity and honesty. Plagiarism in any form is unacceptable and will be treated seriously.

Plagiarism means to closely imitate or take and use the language, thoughts, ideas, or expressions of another person and pass it as their own without authorisation or acknowledgement of the original author. This includes but is not limited to work published or not published, printed materials, information on the internet, recordings, photos, social media, TV, radio and work from other students.

Goodstart Institute of Early Learning has a clear policy and procedure that outlines how suspected plagiarism cases will be investigated and dealt with. Students are encouraged to view the policy and procedure found on the Institute's website at the link below to ensure they are aware of process for investigating suspected cases of plagiarism.

<http://www.goodstart.edu.au/About-The-Institute/Policy-and-procedures>

Leave of Absence and Extensions

Goodstart Institute of Early Learning understands that sometimes life events or unforeseen mishaps and injuries can happen. In some case this may impact on your ability to study for a period of time.

The Institute has two policy and procedures in place to provide students with the opportunities suspend or extend their studies. These are:

- *Leave of Absence*

This policy/procedure allows students to apply for an agreed amount of time to suspend their studies. The most common reasons to suspend your studies are due to maternity leave, surgery, long term illness and caring for the long-term ill. Students are encouraged to apply for a Leave of Absence where they may not be able to study for two or more months.

- *Extension*

This policy/procedure allows students to apply for extension to their assessment due dates, as well as their course end date. Students must request an extension prior to their current due date or end date for their application to be considered.

Please refer to the Goodstart Institute of Early Learning website for the relevant policies and procedures.

<http://www.goodstart.edu.au/About-The-Institute/Policy-and-procedures>

Alcohol and Substance Abuse

As students of Goodstart Institute of Early Learning are employees of Goodstart Early Learning, they are therefore bound by the requirements of the *BM1 Alcohol and Substance Abuse Requirement*. Students that breach this requirement while undertaking study with Goodstart Institute of Early Learning will not only face action as per the *BM1 Alcohol and Substance Abuse Procedure* but will also face action as per Goodstart Institute of Early Learning's Student Disciplinary Procedure.

Other Important Policies, Procedures, and Information

Goodstart Institute of Early Learning encourages students to be fully aware of their rights and obligations. Please visit our website to access our policies and procedures which include the following:

- **Student Obligations Policy**
This details the obligations students have when undertaking study with Goodstart Institute of Early Learning.
- **Student Disciplinary Procedure**
This outlines the actions the Institute will take in the event of undertaking disciplinary action against students.
- **Fee and Refund Policy**
This policy outlines the fees charged by Goodstart Institute of Early Learning and how and when refunds of fees will be provided to students.
- **Prior Learning Policy**
This policy outlines how and when the Institute will issue Credit Transfer, as well as how to undertake Recognition of Prior Learning.
- **Student Progression Procedure**
This procedure outlines how Goodstart Institute of Early Learning will intervene and manage students who are not adequately progressing through their course.

<http://www.goodstart.edu.au/About-The-Institute/Policy-and-procedures>

Closure/Cessation of Operations as a Registered Training Organisation

In the event Goodstart Institute of Early Learning ceases to operate as a Registered Training Organisation, Goodstart Institute of Early Learning will:

- Notify all students in writing of the closure of the RTO
- Issue an Australian Qualification Framework (AQF) testamur and record of results to any student who has successfully completed the requirements of the relevant qualification
- Issue a statement of attainment to a student who has not completed the requirements of a qualification but has completed one or more units of competency.
- Provide the Australian Skills Quality Authority (ASQA) with student records as per legislative requirements and within the prescribed timeframes
- Where possible, work with students to transition to a new training provider to continue their studies.
- Where possible, refund course fees paid for training that has not commenced
- Notify the relevant state/territory governments where state or territory based funding arrangements are in place (e.g. trainee and apprentice funding).

Funded and/or Subsidised Training

Some students studying with Goodstart Institute of Early Learning may be eligible to access funded and/or subsidised training schemes.

National

Permanent Goodstart Early Learning Employees (Employer Funded)

Permanent (full-time and part-time) Goodstart Early Learning centre-based employees who work under the Goodstart Early Learning Enterprise Agreement 2016 who have the unrestricted right to study within Australia are able to apply for Employer Funded Study Assistance.

To have your eligibility assessed for this offer you have to complete an enrolment application ensuring you have added all your Goodstart employment details (especially your Employee ID).

Queensland

Certificate III Guarantee

If you are a Queensland resident, aged 15 years or over and no longer at school (with the exception of VET in School Students), an Australian or New Zealand citizen, you may be able to apply for the Certificate III Guarantee program.

To find out more please contact Student Services or visit our website <http://www.goodstart.edu.au/About-The-Institute/Subsidised-Training>

Higher Level Skills

The Higher Level Skills program provides a government subsidy to support eligible individuals to access one subsidised training place in selected Certificate IV and above qualifications, or priority skill sets.

The aim is to assist individuals to gain the higher level skills required to secure employment or career advancement in priority industries or to transition to university. Employers may also be able to access training to address workforce development needs.

The program is open to any Queensland resident aged 15 years or over who is no longer at school is an Australian or New Zealand citizen or Australian permanent resident (including humanitarian entrants), or a temporary resident with the necessary visa and work permits on the pathway to permanent residency. Prospective students must not have or be enrolled in a Certificate IV level or higher-level qualification, not including qualifications completed at school and foundations skills training.

To find out more please contact Student Services or visit our website <http://www.goodstart.edu.au/About-The-Institute/Subsidised-Training>

New South Wales

Smart and Skilled

If you are a resident of New South Wales you may be eligible to access subsidised Smart and Skilled training. Regardless of the level of any previous qualifications held, you are able to access subsidised Smart and Skilled training up to Certificate III level. You can also enrol in subsidised training at a Diploma level depending on the availability of funding for these courses.

To find out more contact Student Services, visit our website <http://www.goodstart.edu.au/About-The-Institute/Subsidised-Training> or the smart and skilled website <https://smartandskilled.nsw.gov.au/>

Victoria

Skills First

Skills First entitles Victorian residents to Government subsidised training.

The Victoria State Government subsidises the cost of training for eligible students. If any of the criteria below apply to you then you may be eligible for funding.

To be eligible you must be:

- Employed by Goodstart Early Learning
- An Australian citizen, holder of a permanent visa
- New Zealand Citizen
- Reside in the state of Victoria
- Applying for a course at a higher level than the highest qualification you already hold
- Have not commenced a maximum of two subsidised courses at the same level in your lifetime. This restriction applies whether or not you complete the course.

Undertaking a skills first subsidised training program can affect future training options and eligibility for further government subsidised training under the skills first program.

06

Tips, Tools, Strategies and Resources

Study Success

When you commit to undertaking a qualification, you are entering a partnership. Each stakeholder within the partnership has different responsibilities. In order for the partnership to succeed and for you to gain your qualification, each person must complete their allocated tasks to the required standard. Goodstart Institute of Early Learning has developed policies, processes and practices they our staff abide to that ensure we give students the best opportunities for study success. There are tasks and responsibilities that students have that must too be completed and abided to so that you are providing yourself with the best chance for study success. The following section outlines the responsibilities student have in regards to their study.

Studying online

By attaining an online qualification, you've already demonstrated the drive to work independently and efficiently. This alone gives you a great advantage over other applicants.

Make sure that you have reliable internet access.

Technology glitches happen all the time. Imagine you are working in the middle of the night and your computer crashes. To avoid mishaps, ensure that you save your work repeatedly and backup regularly using cloud storage, for example Dropbox or Google Documents. This also enables you to access your previous work from your smart phone or tablet, if needed. Furthermore, ensure that you not only have a backup of your online course material and assignments, but also you have saved your trainer's contact information in your phone or in your email. A reliable internet access will also give you the opportunity to check in, stay current with your eLearning course, and deal with sudden schedule changes.

Set realistic study goals

Make sure you can balance study with your other commitments. Fit in your study with your lifestyle and work life balance by setting study goals. You can increase your workload as you gain confidence in your time management and ability to get the units completed.

Make online study part of your daily routine, give yourself ample time to sit down and read through the materials, so you understand everything clearly.

Identify the best time for you to study, "are you a morning person?", "like studying late at night?" Then schedule in your study at a time when you're performing at your peak.

Online courses certainly give you a lot of flexibility in terms of when you do your studying, but that doesn't mean you don't have to study! Just as you might attend a face-to-face lecture at a regular time each week, you need to schedule time (and enough of it) in your personal calendar to study the materials in your online course and complete assignments. Treat those blocks of time as seriously as you would a face-to-face class by sticking to them, letting your friends and family know you are unavailable during those times, and consistently using your workspace during those times. Keep a close eye on assignment due dates as well, adding those to your personal calendar as well.

Identify your learning objectives and goals.

To stay on track with your online course, make sure that you always keep in mind what you hope to accomplish by the end of it. The learning objectives and goals of the eLearning course can be an excellent road map during online learning; read carefully your online course requirements, create notes that are closely related to your objectives, and make sure that you review them thoroughly every time you start an assignment, so that you stay focused on your goals. Finally, consider starting

with the most difficult tasks, as this will improve both the effectiveness of your study and your performance.

Understanding online learning

Before you commence your learning you would have attended an induction session which provided an outline on MyPortal and how to complete your assessments online. Your trainer and assessor is there to help you get through the online learning and understanding working with MyPortal.

Build a study plan.

A study plan is critical to online learning. Here are some tips to help you build it:

- Plan ahead.
Never wait until the day before an assignment due date to start working on it. It will stress you and stress will prevent you from effectively completing the online task. Furthermore, knowing when all of your assignments are due until the end of the eLearning course will facilitate your time management; for instance, if you are going on vacation in the middle of the eLearning course, you can study ahead.
- Have an effective calendar system.
Online learning needs structure; create a study calendar that will help you remember all important dates, like exams, or deadlines for submitting your assignments. You can save your calendar in your computer or in your mobile device, or you can even create a wall planner, which you can mark up and check every time you study.
- Create to-do lists.
At the start of each week, make a to-do list of the tasks you need to complete by the end of the week. This is an excellent way to prioritise your study plan and stay on track with your studying.
- Set time limits.
Before you start studying, estimate how much time each task will take to complete, whether it is a specific assignment or simply reading a chapter. Try to stick to your time limits, as this will help you develop your self-discipline. Furthermore, when you realise that despite your best efforts you cannot concentrate, consider stopping for an hour or for the night; it is better to wait until you are able to start afresh than to waste your time trying to focus.
- Stay on schedule.
Finally, stick to your study plan. Procrastination is the worst enemy of online learners, so make sure that you stay organised and you are not falling behind in your online class. If you are having difficulties submitting your assignments on time, contact your trainer and let them know, so that they can help you create a consistent study routine.

Ask for help when you need it.

While it may be constructive to look for answers to your online course-related questions independently, hesitating to contact your trainer and assessor when you are stuck may be problematic. If you don't ask for help when necessary, you may end up falling behind, which may lower your self-esteem, as you may not be able to keep up with the online course. Build a relationship with your trainer and assessor and avoid misunderstandings by contacting them regularly and informing them who you are, and how you could use their help. By asking your trainer and assessor to clarify problems, you will also help them not only to evaluate **your** level of understanding of the online material, but also to get an idea of the overall effectiveness of the

online course. Keep in mind that if you don't ask for help when you need it, your trainer and assessor may never know that something is wrong.

Reward yourself

Online study requires discipline. So reward yourself every time you achieve a study goal – this will motivate you to keep going and complete your course. It can be simple as enjoying a piece of cake for getting through the weeks reading, or treating yourself to a massage for getting an assignment in. It's important to reflect on what you've learnt and be proud of yourself.

Stay organised

As with any course, but especially for an online one, it's important to stay organised. Organise all of your files in a way that makes sense to you. It's also wise to keep a copy of anything you submit in the event that a technology problem requires you to resubmit it—even your discussion forum posts. Don't forget to take good notes while doing your readings or watching online lectures just as you would in any other class.

Turn in All Assignments Complete and on Time

Your trainer and assessor cannot assess your assessments if you don't turn them in.

You may submit your assessments as soon as you have completed them, you do not have to wait until the end of term due dates. If you are submitting your assessments throughout the term any resubmissions required can be completed earlier and avoid the stress of trying to get them done in the term breaks.

Make sure you complete your assessments and upload them properly.

Referencing

Why Do We Reference?

When writing assignments for your studies, or research or reports for work, you need to highlight your use of other author's ideas and words so that you:

- give the original author credit for their own ideas and work
- validate your arguments
- enable the reader to follow up on the original work if they wish to
- enable the reader to see how dated the information might be
- prove to your trainer that you have read around the subject
- avoid plagiarism.

Be Organised

When writing an essay, report, dissertation or other piece of academic work the key to referencing is organisation, keep notes of the books and journal articles you have read, the websites you have visited as part of your research process.

What needs to be recorded when referencing

Record as much information as possible in references to make finding the original work simple.

Author/s – Include the author/s name/s where possible. You should write the surname (last name) first followed by any initials. If there are more than three authors then you can cite the first author and use the abbreviation 'et al', meaning 'and all'.

Examples:

For one, two or three authors:

Jones A, Davies B, Jenkins C

For more than three authors

Jones A et al.

For some sources, especially websites, the name of the author may not be known. In such cases either use the organisation name or the title of the document or webpage. Example: What Are Interpersonal Skills.

Date of Publication - You should include the year of publication or a more specific date if appropriate, for journal or newspaper articles/stories. For webpages look for the when the page was last updated. Include dates in brackets (2012) after author information. If no date can be established then put (no date).

Title of Piece - Include the title of the piece; this could be the name of the book, the title of a journal article or webpage. Titles are usually written in italics. For books you should also include the edition (if not the first) to make finding information easier. Often when books are republished information remains broadly the same but may be reordered, therefore page numbers may change between editions.

Publisher Information - Usually only relevant for books, you should include the publisher name and place of publication.

Page Numbers - If you are referencing a particular part of a book then you should include the page number/s you have used in your work. Use p. 123 to indicate page 123 or pp. 123-125 to indicate multiple pages.

URL and Date Accessed - For webpages you need to include the full URL of the page (<http://www...> etc.) and the date you last accessed the page. The web is not static and webpages can be changed/updated/removed at any time, it is therefore important to record when you found the information you are referencing.

Once you have recorded the information, you have everything you need in order to reference correctly. Your work should be both referenced in the text and include a reference list or bibliography at the end, the in-text reference is an abbreviated version of the full reference in your reference list.

What kind of information do I need to reference?

Printed books are not the only sources that require acknowledgement. ANY words, ideas or information taken from ANY source requires a reference.

Reference when you are using words or ideas from:

- Books and journal articles
- Newspapers and magazines
- Pamphlets or brochures

- Films, documentaries, television programs or advertisements
- Websites or electronic resources
- Letters, emails, online discussion forums
- Personal interviews
- Reference when you reprint any diagrams, illustrations, charts or pictures

No need to reference:

- When you are writing your own observations or experiment results (for example, a report on a field trip)
- When you are writing about your own experiences (for example, a reflective journal)
- When you are writing your own thoughts, comments or conclusions in an assignment
- When you are evaluating or offering your own analysis
- When you are using 'common knowledge' (facts that can be found in numerous places and are likely to be known by a lot of people) or folklore.

Direct Quotations

When directly quoting text, you must use quotation marks and a footnote or endnote symbol. Here is an example:

"Referencing demonstrates that the student has read widely, is aware of authoritative scholarship in the field and has based his/her ideas on earlier research or evidence. This is central to research-based learning. Failure to reference appropriately will be considered unethical academic behaviour and could result in allegations of misconduct." [1]

The text inside the quote comes directly from the University's Library of Policies and Procedures. The [1] symbol at the end of the quote refers to the first entry in a list of references, usually shown at the end of your work under a heading 'references' or 'bibliography'. It would thus be shown:

[1] *The University of Queensland, Policies and Procedures Library, Policy Number 3.60.04, Student Integrity & Misconduct, The University of Queensland, November 2012.*

Paraphrasing

When you paraphrase or use someone else's ideas without directly quoting them, you still acknowledge them by an endnote. Here is an example using an idea taken from a textbook:

Unlike their analogue counterparts, digital computer based controllers make their control decisions based on sampled data. The key design issue with respect to sampling is the rate at which samples must be taken [2].

The entry in the reference table is:

[2] *Curtis D. Johnson., Process Control Instrumentation Technology, Fifth edition, Prentice Hall., 1997.*

The actual words in the book are:

Digital computer based controllers operate differently from their analogue equivalents when making control decisions; they rely on sampled data. In designing digital controllers, engineers need to consider a number of issues. The primary one of these with respect to sampling is how frequently samples must be taken.

The idea that has been taken from the book is that the rate of sampling is an important design issue.

If you are paraphrasing words, avoid the temptation to merely change a few words using a thesaurus. Not only could you be accused of plagiarism but you could risk changing the original meaning or argument. You could then be accused of misquoting, also without academic merit.

Referencing and Citations

Citations are not used simply to avoid plagiarism; they have other important roles too. Referencing allows you to acknowledge the contribution of other writers and researcher in your work.

Referencing is a way to provide evidence to support the assertions and claims in your own assignments. By citing experts in your field, you are showing your marker that you are aware of the field in which you are operating. Your citations map the space of your discipline, and allow you to navigate your way through your chosen field of study, in the same way that sailors steer by the stars.

References should always be accurate, allowing your readers to trace the sources of information you have used. The best way to make sure you reference accurately is to keep a record of all the sources you used when reading and researching for an assignment.