



**Goodstart**  
Institute of  
Early Learning

# Student Guide

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A guide for students studying with Goodstart Institute of  
Early Learning

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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 (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 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

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. Along with providing future workers and existing early childhood professionals the opportunity to study with a registered training organisation that provides exemplary teaching and learning practices. 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 governing body the Australian Skills Quality Authority (ASQA). In order to maintain our registered status, we must comply with the Australian Quality Framework (AQF) standards which outline the basis upon which all RTOs must operate. The AQF 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) Sector and as a Registered Training Organisation we are required to operate under

ASQA guidelines and all our courses must be accredited with ASQA. Complying 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 Qualification 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
- Sex Discrimination Act 1975
- Human Rights and Equal Opportunity Act 1986
- Racial Discrimination Act 1975
- NSW Anti- Discrimination Act 1977
- Disability Discrimination Act 1992
- Privacy Act 1988 (Commonwealth Government)
- Commonwealth/ State legislation and regulatory requirements.

Goodstart Institute of Early Learning will ensure:

- Adequate training facilities
- Trainers and Assessors hold relevant qualifications to train and assess in the Child care sector and have relevant industry experience
- Accurate marketing, promotional and advertising materials
- Compliance with Workplace Health and Safety and Duty of Care
- 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 training and assessment materials to ensure effective output and relevance to industry, assessment and student outcomes.

## 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.

## 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, and training and assessment. The feedback collected via these survey's help to inform the Institute 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.

# 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

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# Student Services

# 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, academic questions, concerns or advice in regards to learning and assessment tasks. 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 and Assessor to support them through the completion of their study. All Trainers and Assessors employed by the Goodstart Institute of Early Learning are selected against the Trainer and Assessor requirements as outlined in the Standards for Registered Training Organisations (RTOs 2015).

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

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

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

## 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 is 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
- Students who are Aboriginal and Torres Strait Islander
- Language, Literacy & Numeracy (LLN)
  - Identified through the LLN assessments and further actioned through available training in certificates in spoken and written English or additional contact provided by the trainer and assessor
- Mentoring
  - Provided 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
- Information Technology (IT) support
  - students are provided with materials and guidance on how to access MyPortal which provides assistance and materials for their training program
- Study support (this may include but is not limited to mentoring, one on one training, retraining after an NYC assessment, etc.)
- Expert advice on early childhood content, policies and practices
- 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](http://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](http://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		000
Alcoholism	Alcoholics Anonymous	<a href="http://www.aa.org.au">www.aa.org.au</a>	1 300 22 22 22
Crime reporting	Crime stoppers (report crime anonymously)	<a href="http://www.crimestoppers.com.au">www.crimestoppers.com.au</a>	1 800 333000
Crisis counselling & Self Harm	Lifeline	<a href="http://www.lifeline.org.au">www.lifeline.org.au</a>	13 11 14
Depression	Beyond Blue	<a href="http://www.beyondblue.org.au/">http://www.beyondblue.org.au/</a>	1 300 22 4636
Domestic violence	1800RESPECT	<a href="http://1800respect.org.au">1800respect.org.au</a>	1 800 RESPECT
Rape/ Sexual assault	1800RESPECT	<a href="http://1800respect.org.au">1800respect.org.au</a>	1 800 RESPECT
Drug addiction &	Narcotics Anonymous	<a href="http://www.na.org.au">www.na.org.au</a>	1 300 652 820

Area	Organisation	Website	Telephone
Mental health			
	Sane Australia	www.sane.org	1800 18 7263
Eating disorders	National Eating Disorders Collaboration	www.nedc.com.au	1800 ED HOPE
Gambling addiction	Gambling Help	www.gamblinghelponline.org.au	1800 858 858
Interpreting & translating	TIS National	www.tisnational.gov.au	13 14 50
Poison	Poison Information Centre		13 11 26
Pregnancy	Pregnancy Support	www.pregnancysupport.com.au/	1 300 737 732
Smoking	Quitline		13 18 48
Bullying	Kids Helpline & eheadspace	http://au.reachout.com/bullying	Age 5-25

## Language, Literacy and Numeracy

Every accredited qualification on the Goodstart Institute of Early Learning scope of registration requires a minimum level of Literacy, Language and Numeracy (LLN). All qualifications are delivered with a number of written assessments and project assignments. We aim to ensure that all students have equal understanding of the assessment requirements. Goodstart Institute of Early Learning will ensure that:

- Appropriate assessment is provided for the task which may include oral questioning and demonstrations as an alternative to reading and writing
- The assessment does not involve a higher level of Language, Literacy and Numeracy skills than the tasks being assessed actually requires
- Prior to qualification 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.

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](http://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 form, 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 individuals 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 monitors consistently 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 at 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 one of Student Services team or your trainer and assessor. Please assist us in helping you to achieve your goals by responding to these communications.

To maintain healthy academic progress:

- Attend to all training and pay attention to the work and activities undertaken
- Study the skills and knowledge that are taught and imparted in training sessions
- Ensure that you submit all assessments, completed
- Make an appointment with your Trainer 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 an 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 and 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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# Training and Assessment

# Australian Quality 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 complies with the VET Quality Framework and any national guidelines approved by the national regulatory body, Australian Skills Quality Authority (ASQA) in conjunction with the Australian Qualifications Framework.

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 aid 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 a business/ organisation who provide services in the area that students are studying. This learning environment is part of the success of the course program as all work is completed around the Goodstart policies, procedures, 1 – step and pedagogy. Along with the observation, third party reports and demonstrations are undertaken in the Goodstart Early Learning Centres or a learning centre of your choosing. For students who are completing Apprenticeships/ Traineeships this practice assists in all training, assessment, centre visits and third party reports are undertaken in the Goodstart Early Learning Centres.

Our courses are designed for you to be able to complete them independently with the use of online research or your own knowledge from within the centre you may spend time working in or volunteering in. The units we use are structured to help in the delivery of the course content at a pace that you feel comfortable with. The language used in the units is the language that you will be familiar with due to the industry you are studying in.

As an online student you must be able to connect to the internet and have a quiet space to complete your studies.

## Materials

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

Recommended learning resources are also communicated to students.

Students are advised of the assessment methodology before training commences.

## Training and Assessment Standards

Goodstart Institute of Early Learning staff are appropriately qualified and experienced to deliver the training and assessment offered. Assessments will meet national assessment principles including recognition of prior learning and credit transfer. Sufficient training materials and resources will be

provided to every student in order to achieve the learning outcomes of the training program. Appeals procedures are in place for students who are not satisfied with assessment or training.

## Assessment Requirements

Each course will require an assessment of the student's learning, these assessments will be undertaken per unit. 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 of 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
- Questioning
- Third party evidence.

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

Third parties can be:

- Workplace Supervisors
- Trainers and Assessors
- Team members.

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 the unit of competency.

To demonstrate competence in this 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 could therefore be 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 marked accurately and within a timely period the 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 the unit, you will be expected to show your competency of the elements through observations or demonstrations. 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 this 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 and/or customers.

The observation will cover the unit's elements.

The observation 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 issues related to observation.

If you are not employed, or 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 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.

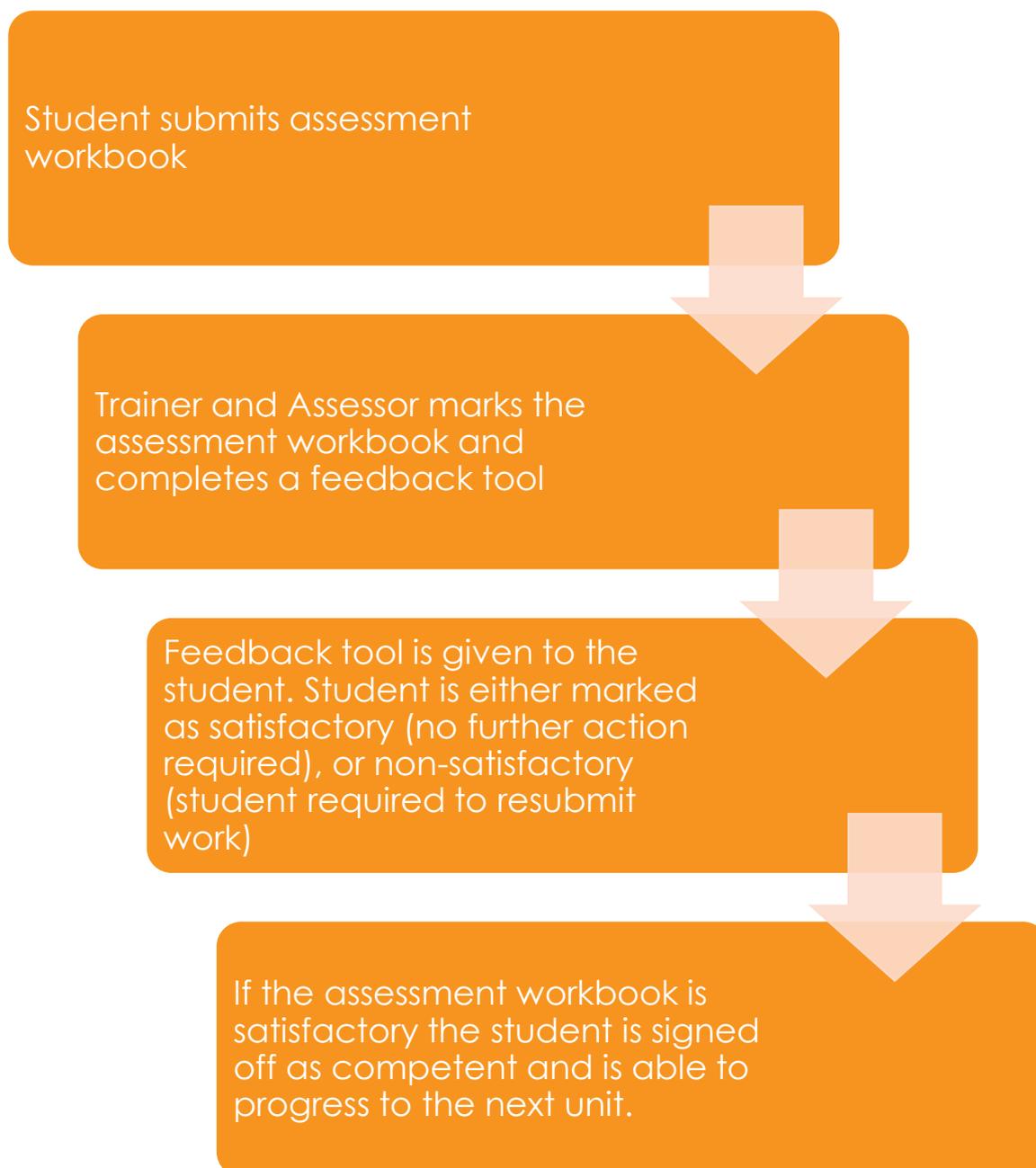
Students are assessed as either "competent" or "not yet competent" relative to the required performance standard.

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 past 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 part of the assessment tasks. Feedback form is provided with reference to the unit(s)
- **Not Yet Competence (NYC)** – Students have to resubmit the assessment tasks due to not completing all questions to the level 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 endorsed unit of competency)
- *Reliable* (shows that the student consistently meets the endorsed unit of competency)
- *Current* (reflects the students current capacity to perform the aspect of the work covered by the endorsed unit of competency)
- *Sufficient* (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely; task skills, task management skills, contingency management skills, and job/role environment skills)

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 their assessment and re-assessment may access our Complaints and Appeals process.

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.

Trainer and Assessors are required to complete an assessment on each of their student's demonstrated abilities in class and completed assessment work.

## 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 competent, 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.

Assessment will only be accepted on three occasions, if the student's assessment is not competent 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.

## Third Party Assessors

Goodstart Institute of Early Learning has an arrangement with a third party (Open Colleges) who will assist in the assessment of students work. The relationship between the student and their trainer and assessor is not affected and the first point of contact for any training and/ or assessment works is for the student to contact their trainer and assessor.

Having a third party assessor supports the trainers to provide support, guidance and training as required by their students and the third party assessors have to meet all arrangements, such as high level of turn around for assessment marking.

Third party assessors are qualified in early childhood education and care and abide by all Goodstart Institute of Early Learning requirements. At any time the National Manager can terminate the arrangement with the third party assessor and students will be notified of any changes to any arrangements.

If at any time students require to complain about their assessment or appeal an assessment decision they contact their trainer and assessor who will work with them, discuss and rectify any complaints and appeals. Please see the complaints and appeals policy.

## Certification

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Upon successful completion of the requirements of the course, students will receive a Nationally Recognised Certificate.

In cases where a student does not complete the full requirements of the training program 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 mutually 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 students 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.

## 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.

To apply for a 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 number
- 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.**

## 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.

To apply for a Testamur or Record of Results to be reissued, students must make a request in writing with the information as stated in the previous section above (fees may apply \$50+GST).

## Recognition of Prior Learning (RPL)

RPL is a process that acknowledges a person's skills and knowledge acquired through previous on-the-job experience or training. RPL is the demonstration of a student's life skills contributing and enabling the student to demonstrate competency in a unit of study.

The RPL process requires each candidate to be actively involved in the process, participating in the required steps and undertaking assessment. During RPL process, the candidate will be asked to:

- Provide evidence of and samples of work experience / practice
- Perform tasks
- Talk about and explain how they perform and have specific tasks (competency conversation)
- Obtain letters of reference from present or past employers who can verify the candidate's skills and knowledge

A qualified assessor will consider the evidence of knowledge and skills the candidate has provided, matching this evidence against the relevant qualification.

Before applying for RPL, students are encouraged to go to the Goodstart Institute of Early Learning website and click on the section Future Students, to look through the process for applying for RPL.

## Credit Transfer

Credit transfer allows the student to provide evidence of a competency previously achieved. Credit transfers can only be awarded to units of competency that have an equivalent competency outcome, as deemed by the Australian Government national register for Training in Australia.

Units of competency may directly transfer or only partially transfer to the units in the current training package of the qualification you choose to study.

To apply for a Credit Transfer, the student is required to submit a certified copy of a Statement of Attainment (SoA) listing Units of Competency currently held. Upon receipt of a certified copy of a SoA, the Assessor will assess the listed qualifications for eligibility of a potential Credit Transfer.

### **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 unit/ module to be delivered
- The delivery mode
- Timeframes for training, start and estimate end dates.

A training plan is a fluid document, meaning it is ever changing, it 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 assessment as outlined in each subject alternative forms and times of assessment may be negotiated with the trainer and assessor prior to the assessment date.

## 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.

## Enrolment

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

- a) The selection, from among prospective Students; and
- b) The treatment of students.

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.

This process includes completing an enrolment form. You may obtain an enrolment application from the Goodstart Institute of Early learning website or by contacting us on 1800 617 455 and our student services team will assist you with information about your prospective enrolment.

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 the provision of proof of completion of pre-requisite criteria or upon other factors detailed in an offer to a student.

## Induction Process

Students are required to participate in an induction process with a Trainer and Assessor. Sessions are held at State Offices or other appropriate locations, regional/ remote students are required to attend via an online webinar. These compulsory sessions will provide students with valuable information about their course and covers:

- Support in starting studies, responsibilities, and what is required of you as a student
- Meeting your trainer and assessor
- 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.

## 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 do an Australian Apprenticeship.

You may do 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 finishing 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.

Apprentice or trainee responsibilities:

- <http://www.australianapprenticeships.gov.au/australian-apprentices>
- Employer responsibilities: <http://www.australianapprenticeships.gov.au/employers>
- For Apprentice or Trainee information specific for Queensland Students: <http://apprenticeshipsinfo.qld.gov.au/>

### Training and Record Plan

All trainees and 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 party concerned.

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.

04

# 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 web site. It outlines the collection and retention of student information.

You may obtain more information about Australia's privacy laws at [www.comlaw.gov.au](http://www.comlaw.gov.au) or at the Privacy Commissioner's website at [www.oaic.gov.au](http://www.oaic.gov.au).

Students may contact Student Services for information on how to access their personal information.

## 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 the VET course while outside Australia.

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

## The maintenance of 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 Coordinators) keep detailed records of all interactions and communication between students and the RTO.

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).

## Compliance with professional associations

Goodstart Institute of Early Learning is the educational institute of choice for professional early childhood educators. As such, Goodstart Institute of Early Learning is a member of a number of 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 (National and Queensland Branch): Executive Committee
- Australian Skills Quality Authority
- Australian Children's Education & Care Quality Authority
- ACPET Australian Council for Private Education Providers
- Community Services & Health Industry Skills Council (ISC)
- Workforce Council – Skills Alliance

## Important 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:

- Access and equity
- Access to records
- Course cancellation
- Leave of absence (course extension)
- Complaints and appeals
- Refund policy
- Disciplinary actions

- Induction and orientation
- Academic appeals
- Academic progression

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

## Funding availability

Students can access various forms of financial support for their studies. Please visit our website at to learn more about funding available in each state and the eligibility criteria. Alternatively, the Student Services Department can discuss funding options.

<http://www.goodstart.edu.au/Future-students/Traineeships-Apprenticeships>

<http://www.goodstart.edu.au/About-The-Institute/Subsidised-Training>

## Subsidised Training

Some students studying with Goodstart Institute of Early Learning may be eligible to access subsidised training.

### National Funding – Goodstart Employees only

Goodstart early learning centre based Educators 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), a 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 [www.goodstart.edu.au](http://www.goodstart.edu.au)

### Queensland – Higher Level Skills

The 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.

## 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 [www.goodstart.edu.au](http://www.goodstart.edu.au) 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.

## Tasmania – Apprentice and Trainee Training Fund (User Choice)

The User Choice Program is an annual grants program that provides training subsidies to Skills Tasmania endorsed registered training providers (RTOs) to help cover the cost of providing quality training and assessment services for nationally recognised qualifications to Tasmanian apprentices and trainees. It is important to note that the subsidies are designed to be a contribution to the cost of providing these services and employers may be required to make a further financial contribution.

## Western Australia – Equity Program

If you are a permanent resident of Western Australia, Christmas Island or Cocos Island you may be eligible to access subsidised training through the Equity Training Programs, which is a Government funded training initiative of Western Australia.

# Complaints and Appeals

All complaints received will be given consideration. The objective will be to find an immediate solution and amicable settlement for all parties concerned.

Goodstart Institute of Early Learning aims to:

- Ensure a complaints handling system is fair and reasonable at all times
- Provide students, clients and staff with contact details of public, independent authorities who may assist in complaint resolution
- Ensure that complaints are taken seriously, handled professionally and confidentially in order to achieve a speedy resolution.

If a student or client has a complaint they are encouraged to speak immediately with their Trainer and Assessor to resolve the issue or by contacting Student Services if the complaint is about a trainer and assessor, student services will direct the complaint accordingly, either they will deal with it or refer to the Regional Training Co-ordinator. Where possible, attempts will be made to resolve the issue, this may include advice and/ or discussions.

Some students may feel they have received unfair treatment or unreasonable services or products and may wish to make a formal complaint. In these cases students are asked to submit a formal written complaint to allow Goodstart Institute of Early Learning time to review and address the issue quickly and by the most appropriate qualified staff member.

Students are entitled to formally appeal the outcome of the assessment decision. Students dissatisfied with the assessment received are asked to discuss the results with their Trainer and Assessor in an attempt to reach a decision before a formal appeal is submitted.

Where a student is dissatisfied with the assessment practical work performed in the workplace, the student should discuss the results with their Trainer and Assessor and/ or mentor/ supervisor in an attempt to reach an amicable solution. The appeal can be directed to the Regional Training Co-ordinator who will reassess the assessment practical work performed and notify the student of their findings. If the issue cannot be resolved, a student may undertake a formal appeal.

In all cases, the appeals process will be:

- Formal and impartial
- Clearly defined and explained to the student
- Known to Trainers and Assessors and students before assessment takes place
- Include the Regional Training Co-ordinator
- Supported with written documentation.

For more information please access the Complaints and Appeals Policy on the Goodstart Institute of Early learning Website.

Complainants have the right to access advice and support from independent external agencies and/or persons at any point of the complaint and appeals process. .

## Plagiarism and Cheating

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.

Goodstart Institute of Early Learning will:

- Ensure that students will be advised at the beginning of their course about our plagiarism & cheating policy
- Ensure staff are educated as necessary in the appropriate skills and knowledge to avoid plagiarism
- Provide an assessment cover sheet to ensure that work submitted for assessment is the work of the student concerned
- Allow students suspected of plagiarism to respond
- Ensure staff who suspect plagiarism has occurred must produce evidence to support their allegation
- Provide support to staff to discuss with the trainer, and a neutral staff member if they believe plagiarism and/ or cheating has occurred
- Enter relevant information into a register that outlines the people present, discussion and outcome
- Follow disciplinary actions after discussion with the National Manager. These actions may include, written warning, Not Yet Competent in that unit and re-submit the assignment or it may be left to the discretion of the National Manager
- Take steps to detect plagiarism, which may include the use of methods to compare work submitted for assessment against various databases, which may include the internet and other students' work submitted for assessment.

Students will:

- Sign and date an assessment cover sheet outlining that the work provided is their own doing
- Take any concerns of plagiarism and/ or cheating to their trainer and assessor or staff

member

- Not have the intent to deceive, represent the work of another person and their own in any assignment submitted in a course, if a student has submitted another person's work it shall be noted that the student intended to deceive and shall meet to discuss the allegation with Goodstart Institute of Early Learning staff members.

Trainers and Assessors will:

- Comply with the plagiarism and cheating policy
- Ensure all students are addressed at the start of each course about plagiarism and cheating
- Report any form of suspected plagiarism and/ or cheating to the Managing Director
- Ensure all students sign their assessment cover sheets when they hand in their assignment for each unit
- Provide a written report to the National Manager when a disciplinary meeting has occurred and will update the plagiarism & cheating register located on the S Drive.

## Consequences

- Any student found to have been cheating or plagiarising work will be recorded on an active register and their student files will be noted with the outcome of any discussions in relation to plagiarism and cheating
- Students do have the right to respond to the allegations. They should refer to the policy for tips on how to respond.
- Counselling on the effects plagiarism and cheating will be offered to each student who has been caught plagiarising or cheating.

## 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, or end date for their application to be considered.

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

05

# Qualifications

# CHC30113 Certificate III in Early Childhood Education & Care

## Overview

The certificate III qualification is the minimum qualification required to be held by all educators working within the Early Childhood Education and Care profession. Students completing this qualification through Goodstart Institute of Early Learning are provided rich learning opportunities and support to gain the knowledge and skills required to take on a role as an Early Childhood Educator.

Students will be introduced to the skills and knowledge required by Early Childhood Educators to support children's learning development and wellbeing. Additionally, students will gain an understanding of the laws and regulations that govern early childhood services, and their responsibilities for assisting the implementation of the requirements of the national laws and regulations, as well as the standard within the National Quality Standards for Early Childhood Education and Care and School Age Care.

## Career Opportunity

- Early Childhood Educator (Children's Services)
- Nanny (Children's Services)
- Recreation Assistant (Children's Services)
- Family Day Care Worker (Children's Services)  
Out of school hours care assistant (Children's Services)

## Entry Requirement

- Year 10 or equivalent
- Clearance for working with children in relevant state
- IELTS 5.5 or equivalent (for non-native English speakers)

## Duration

1 years part time

This course requires 120 hours of vocational placement – undertaken at Goodstart Early Learning Centres for staff employed at Goodstart Early Learning.

## Delivery Mode

This qualification is delivered through blended learning including face-to-face and online. Units are completed one at a time on a unit-by-unit basis. Assessments are done both online and in an approved Early Learning Centre.

Students will have access to their learning and assessment materials 24/7 via Goodstart Institute of Early Learning's online learning platform. The portal not only houses the learning and assessment materials, but also houses presentations and resources to assist students in their understanding of

the topics being delivered. Students may be required to complete a log book as evidence of their vocational placement.

A Trainer and Assessor will be assigned to each student to provide teaching of knowledge and skills, and observe students undertaking practical assessment activities and assess written assessments. Trainer and Assessors are available via phone and email support, Monday to Friday.

## Credit & RPL

Credit may be awarded to candidates who have completed equivalent accredited training elsewhere

## Apprenticeships / Traineeships

Students may be eligible for government funding under an approved Apprenticeship or Traineeship. Please check with Student Services to ascertain individual eligibility.

## Statement of Attainment

Students can exit this qualification at any time and receive a statement of attainment for any units of competency achieved.

## Units of competency

- HLTWHS001 Participate in work health and safety (Core)
- CHCECE002 Ensure the health and safety of children (Core)
- CHCLEG001 Work legally and ethically (Core)
- HLTAID004 Provide an emergency first aid response in an education and care setting (Core)  
\*\* To be sourced at an external provider of your choice by program end date
- CHCECE007 Develop positive and respectful relationships with children (Core)
- CHCECE006 Support behaviour of children and young people (Elective)
- CHCECE003 Provide care for children (Core)
- CHCECE005 Provide care for babies and toddlers (Core)
- CHCECE004 Promote and provide healthy food and drinks (Core)
- CHCECE009 Use an approved learning framework to guide practice (Core)
- CHCECE013 Use information about children to inform practice (Core)
- CHCECE010 Support the holistic development of children in early childhood (Core)
- CHCECE011 Provide experiences to support children's play and learning (Core)
- CHCPRT001 Identify and respond to children and young people at risk (Core)
- CHCECE001 Develop cultural competence (Core)
- CHCECE012 Support children to connect with their world (Elective)
- CHCDIV002 Promote Aboriginal and / or Torres Strait Islander cultural safety (Core)
- BSBWOR301 Organise personal work priorities and development (Elective)

\*\*Units of competency to be completed via an External/Third Party Provider(s)

The units of competency listed must be completed by the student through an external/ third party provider. This is to be sourced by the student and all costs to complete these units of competency are to be paid by the student directly to the external/ third party provider.

In order to gain credit for these units of competency the student is required to supply The Goodstart Institute of Early Learning with a Certified Copy of a Statement of Attainment for the following units of competency.

- HLTAID004 Provide an emergency first aid response in an education and care setting (Core)

## CHC50113 Diploma of Early Childhood Education & Care

### Overview

The Diploma offered by the Goodstart Institute of Early Learning has been developed through ongoing consultation with Early Learning experts from Australia, Canada, the US and the UK. Students completing this qualification through Goodstart Institute of Early Learning are gaining access to the most up-to-date national and international research on Child Development and contemporary pedagogical research on children's rights, emotional, social and psychological development and inclusivity.

### Career Opportunity

- Early Childhood Educator
- Centre Director (Early Childhood)
- Centre Manager (Early Childhood)
- Lead Early Childhood Education (Group/ Room Leader)
- Authorised Supervisor (Early Childhood)

### Entry Requirement

- Year 10 or equivalent
- Clearance for working with children in relevant state
- IELTS 5.5 or equivalent (for non-native English speakers)

### Duration

2 years part time

This course requires 240 hours of vocational placement – undertaken at Goodstart Early Learning Centres for staff employed at Goodstart Early Learning.

## Delivery Mode

This qualification is delivered through blended learning including face-to-face and online. Units are completed one at a time on a unit-by-unit basis. Assessments are done both online and in an approved Early Learning Centre.

Students will have access to their learning and assessment materials 24/7 via Goodstart Institute of Early Learning's online learning portal. The portal not only houses the learning and assessment materials, but also houses presentations and resources to assist students in their understanding of the topics being delivered.

A Trainer and Assessor will be assigned to each student to provide teaching of knowledge and skills, and observe students undertaking practical assessment activities and assess written assessments. Trainer and Assessors are available via phone and email support, Monday to Friday.

## Credit & RPL

Credit may be awarded to candidates who have completed equivalent accredited training elsewhere

## Apprenticeships / Traineeships

Students may be eligible for government funding under an approved Apprenticeship or Traineeship. Please check with Student Services to ascertain individual eligibility.

## Statement of Attainment

Students can exit this qualification at any time and receive a statement of attainment for any units of competency achieved.

## Units of competency

- HLTWHS003 Maintain work health and safety (Core)
- CHCECE002 Ensure the health and safety of children (Core)
- CHCLEG001 Work legally and ethically (Core)
- CHCECE016 Establish and maintain a safe and healthy environment for children (Core)
- HLTAID004 Provide an emergency first aid response in an education and care setting (Core)  
\*\* To be sourced at an external provider of your choice by program end date
- CHCECE007 Develop positive and respectful relationships with children (Core)
- CHCECE003 Provide care for children (Core)
- CHCECE005 Provide care for babies and toddlers (Core)
- CHCECE004 Promote and provide healthy food and drinks (Core)
- CHCECE009 Use an approved learning framework to guide practice (Core)
- CHCECE017 Foster the holistic development and wellbeing of the child in early childhood (Core)
- CHCECE018 Nurture creativity in children (Core)

- CHCECE019 Facilitate compliance in an education and care service (Core)
- CHCECE020 Establish and implement plans for developing cooperative behaviour (Core)
- CHCECE021 Implement strategies for the inclusion of all children (Core)
- CHCECE022 Promote children's agency (Core)
- CHCECE023 Analyse information to inform learning (Core)
- CHCECE024 Design and implement the curriculum to foster children's learning and development (Core)
- CHCECE025 Embed sustainable practices in service operations (Core)
- CHCECE026 Work in partnership with families to provide appropriate education and care for children (Core)
- CHCPRT001 Identify and respond to children and young people at risk (Core)
- CHCECE001 Develop cultural competency (Core)
- CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety (Core)
- BSBLED401 Develop teams and individuals (Elective)
- BSBMGT605 Provide Leadership across the organisation (Elective)
- CHCPRP003 Reflect on and improve own professional practice (Elective)
- CHCPOL003 Research and apply evidence to practice (Elective)
- CHCPOL002 Develop and implement policy (Elective)

\*\*Units of competency to be completed via an External/Third Party Provider(s)

The units of competency listed below must be completed by the student through an external/third party provider. This is to be sourced by the student and all costs to complete these units of competency are to be paid by the student directly to the external/ third party provider.

In order to gain credit for these units of competency the student is required to supply The Goodstart Institute of Early Learning with a Certified Copy of a Statement of Attainment for the following units of competency.

- HLTAID004 Provide an emergency first aid response in an education and care setting (Core)

If you successfully complete a Certificate III in Early Childhood Education and Care course you are able to apply for Credit Transfer on the following units:

- CHCLEG001 Work legally and ethically
- CHCECE001 Develop cultural competency
- CHCECE002 Ensure the health and safety of children
- CHCECE003 Provide care for children
- CHCECE004 Promote and provide healthy food and drinks
- CHCECE005 Provide care for babies and toddlers
- CHCECE007 Develop positive and respectful relationships with children

- CHCECE009 Use an approved learning framework to guide practice
- CHCPRT001 Identify and respond to children and young people at risk
- CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety.

# BSB40515 Certificate IV in Business Administration

## Overview

The Certificate IV in Business Administration has been developed to assist administration assistants, customer support office staff, centre staff and management with skills to enhance their computer and business writing. The units provided below allows students to enhance the skills performed in daily administrative tasks, giving them confidence with creating, designing and implementing relevant policies, procedures, templates, letters, spreadsheets and presentations all using the Microsoft suite of tools.

These units are designed to help office staff, admin assistants, centre directors, educators, area managers and anyone wishing to improve and enhance their business skills.

The course provides students with the relevant skills and techniques required for applying solutions for unpredictable problems, for working with different communication styles. Developing the skills to;

- Organise business documents
- Make a presentation
- Risk identification and management
- Develop excel spreadsheets.

## Entry Requirement

There are no formal requirements. However, learners will need:

- Sufficient language, literacy and numeracy skills to complete the course
- Basic computer skills
- Knowledge of common computing terms and word processing
- Proficiency with web browser software and sending/receiving e-mail including e-mail with attachment
- Familiarity with navigating the Internet

## Duration

12- 18 months part time for full course

## Delivery Mode

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This qualification is delivered through blended learning including face-to-face and online. Units are completed one at a time on a unit-by-unit basis and also dependant on requirements, as the course can be obtained over a period of time, undertaking relevant units and obtaining a statement of attainment for those units there is no specific time frame provided for the course, we aim to support students if they wish to undertake the full qualification, if that is the case it would be within 12 months. Assessments are done online.

Students will have access to their learning and assessment materials 24/7 via Goodstart Institute of Early Learning's online learning portal. The portal not only houses the learning and assessment materials, but also houses presentations and resources to assist students in their understanding of the topics being delivered.

A Trainer and Assessor will be assigned to each student to provide teaching of knowledge and skills, and observe students undertaking practical assessment activities and assess written assessments. Trainer and Assessors are available via phone and email support, Monday to Friday.

## Credit & RPL

Credit may be awarded to candidates who have completed equivalent accredited training elsewhere

## Statement of Attainment

Students can exit this qualification at any time and receive a statement of attainment for any units of competency achieved.

## Units of competency

- BSBITU401 Design and develop complex text documents
- BSBITU402 Develop and use complex spreadsheets
- BSBITU404 Produce complex desktop published documents
- BSBWRT401 Write complex documents
- BSBFIA401 Prepare financial reports
- BSBADM407 Administer projects
- BSBCMM401 Make a presentation
- BSBFIA402 Report on financial activity
- BSBITU404 Produce complex desktop published documents
- BSBRISK401 Identify risk and apply risk management processes.

# BSB51915 Diploma Leadership and Management

## Overview

The Diploma of Leadership and Management has been developed to assist customer support office staff, centre managers and area managers. It is designed specifically for those who have responsibility for a team of people, as well as those who participate in operational planning and are involved in change, projects and meetings. The units provided below allows students to develop knowledge of management skills by explaining and drawing on modern practices and methods to achieve business objectives. It promotes a holistic approach to the role of the management within industry and promotes the ability to identify factors that impact most on management success.

## Entry Requirement

There are no formal requirements. However, learners will need:

- Sufficient language, literacy and numeracy skills to complete the course
- Basic/ intermediate computer skills
- Knowledge of common computing terms and word processing
- Proficiency with web browser software and sending/receiving e-mail including e-mail with attachment
- Familiarity with navigating the Internet

## Duration

12-18 months part time for the full course.

## Delivery Mode

This qualification is delivered through blended learning including face-to-face and online. Units are completed one at a time on a unit-by-unit basis and also dependant on requirements, as the course can be obtained over a period of time, undertaking relevant units and obtaining a statement of attainment for those units there is no specific time frame provided for the course, we aim to support students if they wish to undertake the full qualification, if that is the case it would be within two years. Assessments are done online.

Students will have access to their learning and assessment materials 24/7 via Goodstart Institute of Early Learning's online learning portal. The portal not only houses the learning and assessment materials, but also houses presentations and resources to assist students in their understanding of the topics being delivered.

A Trainer and Assessor will be assigned to each student to provide teaching of knowledge and skills, and observe students undertaking practical assessment activities and assess written assessments. Trainer and Assessors are available via phone and email support, Monday to Friday.

## Credit & RPL

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Credit may be awarded to candidates who have completed equivalent accredited training elsewhere

## Statement of Attainment

Students can exit this qualification at any time and receive a statement of attainment for any units of competency achieved.

## Units of competency

### CORE

- BSBLDR501 Develop and use emotional intelligence
- BSBMGT517 Manage operational plan
- BSBLDR502 Lead and manage effective workplace relationships
- BSBWOR502 Lead and manage team effectiveness

### ELECTIVES

- BSBFIM501 Manage budgets and financial plans
- BSBLDR503 Communicate with influence
- BSBMGT502 Manage people performance
- BSBINN502 Build and sustain an innovative work environment
- BSBHRM513 Manage workforce planning
- BSBMGT520 Plan and manage the flexible workforce
- BSBPMG522 Undertake project work
- BSBADM503 Plan and manage conferences
- BSBCUS501 Manage quality customer service.

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 too 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, in order to be able 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 learners' 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.

## The Goodstart Practice Guide

An essential resource for early learning professionals.

You will notice throughout your learning materials lots of references to the *Goodstart Practice Guide* and ISTEP framework. Goodstart Early Learning is committed to achieving the organisation's purpose of ensuring all children have the learning, development and wellbeing outcomes they need for school and life. *The Goodstart Practice Guide* provides Educators with a framework, called ISTEP, to assist them in achieving this goal.

The *Guide* is a resource that incorporates a collection of evidence informed practices and presents them to students and Educators along with questions to prompt critical reflection, and practice ideas to try with children, families and colleagues.

The ISTEP framework within the *Guide* presents the evidence informed practices through the introduction of 5 components - Interactions, Space, Time, Experiences and Planning. These 5 components can be worked through sequentially or in no specific order, but are dependent on each

other as they are interrelated and closely connected. Practice examples incorporating each of the ISTEP components are included throughout your learning resources demonstrating how this might look for each of the key concepts being explored in the qualification you are studying.

It is intended that the *Goodstart Practice Guide* will be viewed alongside the National Quality Standard and will assist you in further understanding and embedding the Early Years Learning Framework (EYLF) in your work with children.

For students who are not employees of Goodstart Early Learning it is hoped that you will view the *Guide* and ISTEP framework as an extension of the experiences you have in your own workplace or practical placement centre.

For Goodstart employees more information and resources to assist in understanding and implementing the Goodstart Practice Guide and ISTEP can be found on the intranet and on the Professional Learning Portal under the Goodstart Practice Guide tab. In particular students are encouraged to view the video 'Using ISTEP - Introduction' and complete the course 'The ISTEP Framework in Action'.

*"The Goodstart Practice Guide defines the organisation's approach to professional practice, informs the educators' daily curriculum decisions and provides a common language. The Guide describes the learning environments offered to young children and their families at Goodstart". (Goodstart Early Learning 2016 p10).*