

**une**partnerships  
creating professional success

## Studying with UNE Partnerships



## Contents

Introduction	2
Our educational philosophy	2
Student support	2
Support services .....	2
Approaching your study	4
Working through your assessments.....	4
Policies and Procedures	8
Customer protection strategy .....	8
Deferral / Leave of absence .....	9
Extension to the study period .....	10
Fee protection .....	10
Foundation Skills .....	11
Language Literacy and Numeracy .....	11
Legislative compliance .....	11
Plagiarism and other improper conduct .....	11
Program evaluation.....	12
Quality assurance .....	12
Reasonable adjustment .....	13
Recognition of Prior Learning (RPL).....	13
Records and information management .....	13
Recognition.....	14
Student rights and responsibilities .....	14
Withdrawal and refund policy .....	16
General resources	17
Studiosity .....	17
Writing your assessment tasks .....	17
Writing in Plain English .....	19
PowerPoint Presentations .....	19
Visual Aids.....	20
Writing for work documents .....	20
Document types .....	22
Glossary of terms .....	24

## Introduction

UNE Partnerships is one of Australia's most progressive Registered Training Organisations specialising in vocational training programs that are nationally recognised. UNE Partnerships is the wholly owned education and training company of the University of New England – New South Wales' second oldest university and Australia's oldest and most experienced distance education provider.

UNE Partnerships is committed to the provision of structured, high quality, industry relevant training to promote increased skills and knowledge. Our emphasis is on practical, accredited, nationally recognised qualifications, industry-specific programs and short courses which can be directly applied to the workplace. Many of our programs provide articulation into higher qualifications to enable a structured career path.

This guide to studying with UNE Partnerships aims to provide an overall reference point for information related to your enrolment and suggestions on how to approach the learning and assessment requirements.

Good luck with your studies!

## Our educational philosophy

We apply adult learning principles and an action learning approach to program delivery. Our aim is to promote critical thinking, reflection and a solutions focus, to ensure that new learning is embedded, applied and sustained. An action learning approach builds organisational networks and collaboration as it engages colleagues, study cohorts, coaches, mentors, managers and facilitators. This can create an immediate and sustained impact on culture, performance and behaviours. We encourage the use of workplace sponsors and mentors to support learning in the workplace. Coaching programs for individuals can also be included, to reinforce sustained change in performance and behaviours.

We incorporate solid theory and practice into all programs; those programs are ideal for active practitioners and for those preparing to enter a new occupation or role. Each client's requirements are discussed and analysed first, ensuring their strategic goals are incorporated into the design of the training program. This builds on existing organisational frameworks and provides a platform for future development and change management within your organisation.

## Student support

UNE Partnerships works to provide a high quality yet flexible learning experience. We encourage students to take responsibility for their own study by working through the learning material provided and seeking assistance from their assessor as needed by phone or email as needed.

## Support services

UNE Partnerships provides the following support services for all students, regardless of study mode. Access details are provided in the table below.

Service	Access points	Details
Study guidance and support	You can message your allocated teacher / assessor within <b>my.unep</b> . Your assessor should respond within 24 hours.	<a href="https://my.unep.edu.au/">https://my.unep.edu.au/</a> Log on details sent with confirmation of enrolment
Administrative support	Phone or email a member of the student services team as you need 9am to 5pm AEST Monday to Friday.	(02) 6773 0000 <a href="mailto:enquiries@unep.edu.au">enquiries@unep.edu.au</a>
Student contact plan <ul style="list-style-type: none"> <li>• Induction to the program – telephone call and online site.</li> <li>• Courtesy calls – plan goals, review progress and achievements.</li> <li>• Progress updates</li> </ul>	Initiated by the student services team by phone and email.	NA
Online student resource site and support centre	Study materials and self-help resources are available online. Study material is also available for download so you can choose to print or access offline as preferred.	<a href="https://my.unep.edu.au/">https://my.unep.edu.au/</a> Log on details sent with confirmation of enrolment

## Approaching your study

To maximise your learning in this program you are encouraged to be an active learner and use every opportunity to listen, read, practise, observe, ask questions and keep up-to-date records of what you are achieving. Above all, enjoy your learning experience.

Here are some useful tips.

- Work steadily through the courses.
- Ask for assistance as soon as you need it.
- Look for opportunities to practise or to demonstrate your competence.
- Use a learning journal to record your learning and activities as well as your thoughts and reflections.
- Write down the steps involved in performing tasks and other relevant notes and keep them in your learning journal.
- Ask questions.
- Observe other people in the workplace.
- Relate your learning to the work you are doing now or have done before.
- Practise what you have learned while it is still fresh in your mind.
- Seek feedback from colleagues and/or your mentor.
- Read the relevant competency before tackling Assessments.
- Maintain a personal calendar (if possible, a large-scale wall calendar) that shows time frames for your study and important dates such as assessment due dates.

## Working through your assessments

Once you have read through your Assessments and want to start working on your responses, you may find the following points useful.

### Assessment due dates

To keep you on track a study plan with suggested due dates is provided on enrolment. The schedule is established to ensure you allow enough time to complete all assessments in your qualification. You can request an extension, or a rescheduling of due dates, as long as these fall within the study period, and are permissible according to the nature of your enrolment.

Within some Courses, clicking on each Assessment submission link will display the due date, or for a quiz, the date the quiz closes.

Submission status	
Submission status	No attempt
Grading status	Not graded
Due date	Saturday, 30 December 2017, 5:00 AM
Time remaining	24 days 14 hours

Figure 1: An example of assessment task due date displayed within the individual task.

### Submitting assessment tasks

You must submit responses for your Assessment Tasks online, through the Assessment Submission section of each course. Please read the instructions provided for each assessment task.

In most cases you can upload one or more documents for an Assessment Task and save them online to return to later. However, you need to click the 'submit' button and confirm the submission is your own work, before your response is ready for grading by your Assessor.

If you fall behind in your schedule, you should contact UNE Partnerships to discuss.

### Grading criteria

If you have assessment tasks that are based on a quiz-style assessment, or online short answer questions, you must provide a correct response to all questions.

If you have assessment tasks that require you to submit documents such as written responses, reports or plans, providing presentations or participating in practical tasks, your result for any individual task will be Satisfactory or Not Satisfactory.

The result for all tasks in a Course will be 'Competent' or 'Not yet competent' and this will be the result for the Unit/s of Competency that are addressed by the Course.

- 'Competent' means that you have satisfied the requirements for the Unit/s of Competency covered by the course.
- 'Not yet competent' means that the responses you have provided are not sufficient to satisfy the requirements of the relevant Unit/s of Competency, and you will be asked to identify and submit further information and evidence.

### Providing supporting documents or evidence

Your assessment tasks will indicate the type of evidence you need to submit. You may need to submit a variety of evidence, such as emails, reports, presentations as well as audio or video evidence. This variety of evidence types is required because your qualification requires you show you are competent at performing a variety of work-based tasks, as well as having the knowledge that relates to these tasks. You may also be required to

provide presentations or role plays (online via webinar or face-to-face in workshops as relevant to your program) or participate in direct conversations with your trainer/assessor via telephone or internet.

When submitting documents and other types of attachments, please ensure you label each item so that it is very clear which task and/or question each attachment relates to.

### Audio/visual evidence

You may be required to submit audio/visual evidence, most likely an audio or video recording, in order to demonstrate your competence. While this may sound involved, it can be as simple as setting up a smart phone's video or audio recording app and positioning it to record the piece of evidence you wish to submit. There are also many other devices and software available to make recordings, such as a laptop with a web camera and a microphone.

If you are required to submit audio/visual evidence please consider the following points:

- You are not being assessed on your video or audio recording skills. The purpose is usually to allow your assessor to see you demonstrate one or more practical tasks such as oral communication and interpersonal skills.
- **my.unep** includes functionality for you to record your video or audio directly into **my.unep** and submit from there. You will see this as an option in the submission area of the specific task.
- You may also choose to create your own YouTube or Vimeo account and upload your recording there, selecting a "Private" listing. A private video can be accessed only by yourself and the user/s that you select. You would need to add your assessor's email address to allow them to view your video and provide them with a link to the recording. Once you have been advised that you have successfully completed the relevant task, you may remove the video from YouTube.

Alternatively, it may be possible to arrange for your assessor to observe your demonstration of evidence live (either via Skype, web-conferencing or face-to-face).

If none of the above options work for you, please contact your assessor to find an alternative solution to demonstrate the required skills.

### Response lengths

Your assessment tasks will commonly provide a guide to the length of response expected. If provided, this is a guide only and based on single line spacing. The key is to ensure your responses are succinct and relevant to the questions asked. Remember that too little information will not demonstrate your depth of understanding nor show your knowledge of relevant theory or how you have applied it to your work situation. On the other hand, responses that are too long or off the track will not demonstrate current competence clearly.

### Confidentiality

Confidentiality is a major workplace responsibility, so be sure that the work documents you wish to collect as evidence do not contain sensitive information. If in doubt, seek the permission of your manager or your organisation's legal department.

If you are unable to provide evidence due to confidentiality reasons, please be aware that you do not have to provide the full content of a document. In order to prove a document exists, providing a cover sheet, a table of contents, or a revision table with your name to prove your input, may suffice.

If you are still unable to provide evidence, please talk to your assessor as you may be able to use hypothetical issues rather than real events if this is necessary for reasons of confidentiality, privacy or compliance.

## Referencing

Referencing the input of others in your work is essential, regardless of whether it is documented or not.

It is important to recognise contributions from your colleagues in your evidence, however in your written answers you must also provide a reference for all information/data/facts taken from another source. For full details refer to the section on [Referencing/Bibliography](#) in this document.

## Policies and Procedures

An overview of policies as they relate to your studies is provided below. Full details of UNE Partnerships policies, procedures and FAQs are available through our website:

- Policies: <https://unep.edu.au/students/policies/>

## Customer protection strategy

We undertake to deal with complaints and appeals fairly, providing advice and guidance for a satisfactory and unbiased outcome. Every attempt will be made to resolve any student complaints and appeals using the relevant policies. Any complaint or appeal will be actioned as part of our commitment to continuous improvement and managed by the Director of Education as the designated customer protection officer.

## Assessment appeals process

If you are unhappy with an assessment result you should discuss this directly with your assessor in the first instance.

If you are dissatisfied with the outcome of the discussion you may lodge a written appeal with the Director of Education. An appeal outlining the reason for dissatisfaction should be lodged within 30 days of receiving the disputed result. The Director of Education will work with the Academic Director or another suitably qualified assessor to review all documentation including your submission/s, confer with the assessor involved and support one of the following programs of action:

- Uphold the assessment decision.
- Use professional judgment to revise the assessment decision.
- Request further evidence to support competency. This might include providing you with the opportunity to revise and resubmit your assessment.

If your appeal is unsuccessful, feedback on further evidence required will be provided by the Academic Director.

## Complaints and grievances

UNE Partnerships is committed to providing students with a high-quality service. As part of our commitment to quality we support the right of students to raise complaints or grievances about the quality of service.

If you are unhappy with any aspect of the service provided by UNE Partnerships, you should discuss this directly with a member of the program team. If you are unhappy with the outcome of the discussion you may lodge a written complaint with the Director of Education outlining the reason for dissatisfaction. Links to relevant policies and procedures are provided below.

- [Student wellbeing and support policy<sup>1</sup>](http://downloads.unep.edu.au/documents/Policies/UNEP-Student-Well-Being-and-Support.pdf)
- [Complaints and grievances procedure<sup>2</sup>](http://downloads.unep.edu.au/documents/Policies/UNEP-Complaints-and-Grievances.pdf)

---

<sup>1</sup> <http://downloads.unep.edu.au/documents/Policies/UNEP-Student-Well-Being-and-Support.pdf>

<sup>2</sup> <http://downloads.unep.edu.au/documents/Policies/UNEP-Complaints-and-Grievances.pdf>

## Dispute resolution

UNE Partnerships also has a dispute resolution and mediation process where a client who has brought a complaint against the organisation is not satisfied with the outcome or action taken. In such circumstances, the client may make a further submission outlining their dissatisfaction with the outcome. Once the submission has been received UNE Partnerships will appoint a mediator who will initially speak with the participant to establish if the concern does constitute a grievance, and to confirm that the issue cannot be resolved more quickly using other methods or avenues. The mediator will then organise a mediation session between the participant and the other party. The session will involve the isolation of the problem and the identification of options and alternatives to resolve them.

This process is voluntary and participants may withdraw from it at any stage.

## Guarantee

Once students have commenced a training program, we guarantee to complete all training and assessment as advertised. If for whatever reason we cannot supply the training and assessment services in which you have enrolled, we will refund student fees in accordance with our Fee and Refund Policy.

## Copyright

All materials issued by UNE Partnerships are subject to copyright and are for the use of the student only for the purpose of study.

## Deferral / Leave of absence

If for any reason you wish to defer or take a leave of absence from study please discuss this with the Student Services Team as a first step. There may be an alternative available that will allow you to continue study on your current timetable. In all instances we will endeavour to implement processes that will support you to continue with your training.

If you do decide to defer or take a leave of absence, you can only do so for a maximum of 12 months, after this time you will not be entitled to continue with your course. Requests for deferral/ leave of absence must be made in writing to the Program Manager and will only be considered where course fees have been paid or are subject to a payment plan which is up to date.

The following points should be remembered when applying for deferral or leave of absence.

- Deferral or leave of absence is only allowed once per enrolment.
- The maximum allowed deferral or leave period is 12 months.
- If your course is updated and replaced by a newer version during the leave period your enrolment will be transferred to the new course when you resume study. Such updates may result in additional assessment requirements and are beyond our control.
- Access to the course online site will be suspended during the deferral or leave period.
- Student support and assessment services will be suspended during the deferral or leave period.
- EzyPay debits will continue as agreed unless you have made other arrangements.
- It is your responsibility to advise UNE Partnerships when you are ready to resume study.

## Extension to the study period

UNE Partnerships ensures that students are allocated a reasonable period of time in which to successfully complete their chosen program of study. The nominal duration for each program is based on the number of weeks it would take for an average student studying part time to complete all learning and assessment requirements. This is known as the study period. The study period for individual students is calculated from the date of enrolment.

### Applying for an extension to the study period

If, due to illness or other extenuating circumstances, you have difficulty meeting the program requirements within the allocated study period you may apply for a Special Extension of Time of up to six months.

Applications for a Special Extension of Time should be submitted to the Program Manager in writing at least six weeks prior to your expected completion date. You will be advised of the outcome within one week.

The following factors will be considered when deciding the outcome of your application. In all cases the final decision rests with UNE Partnerships.

- Consideration will only be given to students who have made a genuine attempt to complete the program within the allocated study period.
- Consideration will be given to students with a chronic illness, special learning needs or other extenuating circumstances that may affect their ability to study.
- Verification by way of a medical certificate, employer advice or other evidence may be required to support the claim.

Where your enrolment has been fully or partially funded by Government, the terms and conditions set by the funding body will apply, and may prevent an extension to your study period.

### Employer-sponsored enrolment

Where the enrolment has been sponsored, by your employer or another organisation, UNE Partnerships will seek advice on the application from the sponsor.

### Program accreditation dates

UNE Partnerships will not consider an application for Special Extension of Time where the proposed new completion date exceeds the program accreditation period. In such cases a re-enrolment option will be offered.

## Fee protection

UNE Partnerships uses the following accounting procedures to ensure student fees are protected.

- On enrolment all fees paid are placed into deferred income and only recognised as income as service delivery is measured by the elapsed study period.
- Financial reserves equal to all delivery costs for unearned income is retained to ensure full teach-out capability for enrolments.

## Foundation Skills

Foundation Skills are those skills relating to learning, reading, writing, oral communication and the program (employability) skills that are required in the workplace. All training products include assessment of Foundation Skills at a level relative to the relevant qualification. Assessment of Foundation Skills is embedded in the assessment tasks.

## Language Literacy and Numeracy

All UNE Partnerships programs require well developed English language and numeracy skills to successfully complete the learning and assessment requirements. Minimum requirements for entry are detailed in the Admissions and Enrolments policy on our web site.

- [Admissions and Enrolments policy](#)<sup>3</sup>

Students are encouraged to identify special needs prior to enrolment through discussion with the course advisor and on the enrolment form. The information collected at enrolment is used to assess the suitability of applicants and identify any barriers to successful completion prior to enrolment. A language, literacy and numeracy assessment instrument is available for diagnostic use.

UNE Partnerships will make every reasonable effort to assist students with LLN difficulties, however individual needs are sometimes beyond our capacity to support. Such students will be offered advice and assistance on identifying and accessing additional services through another provider. **Fees may apply.**

Please contact a member of the student services team for further information.

## Legislative compliance

UNE Partnerships conducts periodic reviews to ensure that compliance with all state and federal legislative requirements for RTOs including but not limited to workplace health and safety, harassment, discrimination,

## Plagiarism and other improper conduct

UNE Partnerships views with the greatest concern the action of a student who acts dishonestly or improperly in connection with work submitted for assessment and such action will be investigated.

This includes the misuse or plagiarism of the work of other persons, copying (in whole or in part) the work or data of other persons, or presenting substantial extracts from books, articles, theses, computer software, lecture notes or tapes etc, without due acknowledgement. Such issues will be dealt with by the UNE Partnerships Coordinator and may result in expulsion from the program.

Improper conduct on our online sites, during workshops, residential schools or tutorial sessions will not be tolerated. Such behaviour includes the use of discriminatory or abusive language or being under the influence of alcohol or other drugs. Such behaviour will be dealt with by the nominated facilitator/assessor and may result in expulsion from the site, the session or the program.

However, it is important to point out that you cannot plagiarise your own work in the Vocational Education and Training Sector. If you find yourself answering a similar question to one you have answered previously, it is

---

<sup>3</sup> <http://downloads.unep.edu.au/documents/Policies/UNEP-Admissions-and-Enrolment.pdf>

recommended that you take your previous response and adapt it, rather than trying to come up with a fresh response and/or evidence. Providing examples of your own work, such as a report you have written or contributed to, or examples of forms or documents you have completed for work, is not plagiarism.

For full details around academic misconduct, please refer to the UNEP Policy:

- [Academic Misconduct Policy<sup>4</sup>](#)

## Program evaluation

Feedback from students and organisational clients plays an important role in the evaluation and ongoing development of UNE Partnerships' programs.

- Formal feedback is sought through the following instruments:
- The Employer Satisfaction Survey focuses on employers' evaluations of students' competency development, its relevance to work and further training, and the overall quality of the training and assessment.
- The Learner Engagement Survey focuses on the extent to which learners are engaging in activities likely to promote high-quality skill outcomes, as well as learners' perceptions of the quality of their competency development and the support they receive from RTOs.
- The Workshop Feedback Survey focuses on the quality of the trainer, the relevance of the content covered, and the suitability of the venue and resources used.

On completion of your program, you will be invited to complete the Learner Engagement Survey. This invitation will include a link to the Employer Satisfaction Survey which you can forward to your supervisor if your workplace has sponsored or otherwise assisted with your enrolment.

Your participation in the Learner Engagement Survey helps us to identify and improve on any weak areas and to build on areas of strength. It is an integral part of our ongoing program review process and we value the small amount of time you will need to devote to this.

If your program includes workshop components you will be asked to complete a Workshop Feedback Survey at the end of each workshop.

## Quality assurance

UNE Partnerships will provide quality training and assessment services that are fit for purpose and meet the requirements of the [National VET Regulator Standards for RTOs<sup>5</sup>](#), the [NSW VET Quality Framework<sup>6</sup>](#) and other legislation relevant to Registered Training Organisations.

## Code of Practice

UNE Partnerships adheres to a code of practice and follows all Commonwealth and State legislative regulatory requirements

---

<sup>4</sup> <http://downloads.unep.edu.au/documents/Policies/UNEP-Academic-Misconduct.pdf>

<sup>5</sup> <https://www.asqa.gov.au/about/asqa/key-legislation/standards-rtos>

<sup>6</sup> <https://www.asqa.gov.au/about/australias-vet-sector/vet-quality-framework>

- [UNE Partnerships – About us<sup>7</sup>](https://www.unep.edu.au/about-us/)

## Reasonable adjustment

Reasonable adjustment to learning methods and assessment tasks will be made to meet student needs when required, and to ensure all students have the opportunity to successfully complete the training program. We work to provide a high quality yet flexible learning experience. We have procedures in place to support the needs of students who have a disability, impairment or other special needs that could impact on their learning. Trainers and assessors apply the principles of reasonable adjustment where appropriate. Students who believe they need special consideration to complete the learning and/or assessment requirements are encouraged to contact a member of the UNE Partnerships student services team, or their trainer or assessor to discuss alternatives.

The types of adjustments that are made must be within our capacity to provide them and may include:

- oral response to questions rather than written (only when written responses are not a specific requirement)
- allowing extra time for assessment
- use of a support person.

If you are a student requesting reasonable adjustment to support your personal circumstances, it is important to understand that any adjustments made cannot diminish the rigor of the assessment process.

## Recognition of Prior Learning (RPL)

RPL acknowledges the skills and knowledge that you may have gained through formal and informal training/learning, work experience and life experience.

An application for RPL can be made at any point during the study period. RPL candidates are expected to prepare a portfolio of evidence addressing all aspects of the relevant unit/s of competency. An RPL kit is supplied for guidance.

If you believe you have significant skills and knowledge for one or more Units of Competency, please discuss your experience with your assessor before commencing the assessment tasks. Further information can be found in the RPL guide.

## Records and information management

UNE Partnerships collects personal information to create student records. Such records will include contact details, enrolment records, payment records, assessment records, communications and notices. Personal information regarding your enrolment with UNE Partnerships is available on request and may only be disclosed outside UNE Partnerships where:

- its disclosure has been consented to by the individual to whom it relates; or

---

<sup>7</sup> <https://www.unep.edu.au/about-us/>

- its disclosure is required by law and requested in an authorised written form (such as an official request from a government or statutory body).

Should you wish to access personal details related to your enrolment, please contact the student services team. You will be required to confirm your identity by quoting your name, date of birth and student number before any information is provided. Requests for copies of documents will require 48 hours' notice. A service fee will be charged for re-issue of qualifications and/or statements of attainment more than three months after the date first issued.

We are committed to implementing best practice in records management practices and systems, responding in a timely manner to all requests for information from present and past students. All staff are required to apply themselves to the provisions of the [Privacy and Personal Information Protection Act 1998](#)<sup>8</sup>

For full details please refer to the UNEP Policy:

- [Records and data management policy](#)<sup>9</sup>

## Confidentiality

All information received by UNE Partnerships is treated as confidential. This includes personal information as outlined above and workplace information and documentation that you may need to provide during the assessment process. Such information is subject to the same expectations for confidentiality as personal information.

UNE Partnerships' staff and contractors are required to maintain confidentiality at all times as part of their employment agreement.

Please contact the student services team or your assessor if you have any specific concerns about confidentiality.

## Recognition

UNE Partnerships will provide Direct Credit Transfer to students who can supply relevant and current documentation of successful study (e.g. Statement of Attainment, Certificate or Diploma) issued by any RTO under the Australian Qualifications Framework (AQF) for one or more Units of Competency that fit within the packaging rules of that qualification.

Credit will only be applied after other courses in the qualification have been achieved and after verification by the issuing organisation.

## Student rights and responsibilities

UNE Partnerships will ensure that all enrolled students:

- receive quality training and assessment that meets the [Standards for Registered Training Organisations \(RTOs\) 2015](#)<sup>10</sup>

---

<sup>8</sup> [http://www.austlii.edu.au/au/legis/nsw/consol\\_act/papipa1998464/](http://www.austlii.edu.au/au/legis/nsw/consol_act/papipa1998464/)

<sup>9</sup> <http://downloads.unep.edu.au/documents/Policies/UNEP-Records-and-Data-Management.pdf>

<sup>10</sup> <https://www.asqa.gov.au/standards>

- receive the training and support necessary to enable competency to be achieved
- receive AQF certificates and Statements of Attainment on successful completion of the training program
- have access to our consumer protection system, including an identified Consumer Protection Officer and our Complaints and Appeals Process
- receive a refund for services not provided in the event of the training program being terminated early or if the agreed services are not provided either by ourselves or by a third party delivering on our behalf
- have their personal information protected in accordance with the [Australian Privacy Principles<sup>11</sup>](#) and have access to that information on request
- are fully informed of fees and charges to complete the training program, including charges for equipment
- are fully informed of their obligation in relation to the repayment of any debt to be incurred under the [VET Student Loans scheme<sup>12</sup>](#)
- are provided with sufficient information regarding the requirements of the training and assessment to enable them to make an informed decision regarding enrolment in the training product
- are provided with information regarding the implications of government training entitlements and subsidy arrangements in relation to the delivery of the service and enrolment in other training
- are provided with a safe training environment free from harassment and discrimination.

All students must ensure that they:

- provide true and accurate information
- behave in an ethical and responsible manner at all times when engaged in training and assessment activities
- meet their Workplace Health and Safety (WHS) duty of care responsibilities by immediately reporting any WHS concerns or incidents in the training environment and follow any WHS related instructions.
- do not behave in any way that might intimidate, threaten, harass or embarrass other students or staff
- are free from drugs and alcohol at all times while in the training environment
- are punctual and attend all scheduled training and assessment sessions
- complete online assessments as scheduled
- do not copy or otherwise plagiarise the work of others
- meet assessment deadlines
- do not cause damage to equipment or facilities

---

<sup>11</sup> <https://www.oaic.gov.au/privacy-law/privacy-act/australian-privacy-principles>

<sup>12</sup> <https://www.education.gov.au/vet-student-loans> where applicable

- provide a USI or give permission for one to be obtained on their behalf.

## Withdrawal and refund policy

Students may withdraw from enrolment at any time during their study period. Notification of withdrawal must be made in writing by letter or email to the Program Manager and must include the following information.

- Your full name
- Your student number and/or your date of birth
- The name of the course in which you are enrolled
- Documentary evidence where withdrawal is based on exceptional circumstances.

It is your responsibility to keep a copy of the letter/email and a record of when it was sent to UNE Partnerships.

Refunds for withdrawal will only be considered under the circumstances outlined below and may incur an administrative fee.

## VET Student Loans approved courses

If you are enrolled in a VET Student Loans approved course, you will become liable for fees as the census date passes for each module of study in the course. If you have paid fees upfront and withdraw from your course of study after the first census date we will refund the balance of fees. For more information please see our policy on [Re-Crediting FEE HELP balances](#).<sup>13</sup>

## All other courses

If you withdraw from your course within 14 days of commencement, you can request a refund of any fees paid for enrolment. All such requests must be in writing. In such an event, any course fees paid at the time of notification of withdrawal will be reimbursed in full.

If you withdraw from your course after 14 days from commencement, UNEP may, in its absolute discretion, choose to accept requests for a partial refund of any fees paid for enrolment on an exceptional basis such as medical reasons. In such instances, each case will be examined and decided upon its merits.

UNEP is under no obligation to provide a reason for granting or refusing a request for a refund after 14 days from commencement. In the event that UNEP does agree to a refund, such refund shall be calculated in accordance with a formula devised for such a purpose as a portion of elapsed study time.

For more detailed information on processes relating to withdrawal and refunds, please refer to the Admissions, Enrolment, Withdrawal and Cancellation procedure, and the Fees and Refunds procedure at [www.unep.edu.au/students/policies/](http://www.unep.edu.au/students/policies/).

For full details please refer to the UNEP Policy:

- [Admissions, Enrolment, Withdrawal and Cancellation Policy](#)<sup>14</sup>

---

<sup>13</sup> <http://downloads.unep.edu.au/documents/Policies/UNEP-Re-Crediting-FEE-HELP-Balances.pdf>

<sup>14</sup> <http://downloads.unep.edu.au/documents/Policies/UNEP-Admissions-Enrolment-Withdrawal-and-Cancellation.pdf>

## General resources

### Studiosity

Within each course you will find a link to a range of help and support options provided by UNEP. One of these is 'Studiosity' which provides 24/7 online tutoring. You can connect with tutors for assistance with general study skills and feedback on grammar, spelling, structure and readability of written assignments.

*Please note that Studiosity does not provide assistance with assessment or vocational subject matter.*

### Writing your assessment tasks

As you embark upon this program of study, you may find the content new and stimulating. You may see ways to apply what you are learning directly in your workplace. You may find satisfaction in discovering that the study materials reinforce what you are already doing. In a practical sense, the learning and new ideas from this program of study may fulfil your personal and workplace needs.

BUT – there comes the time when you must put pen to paper (or rather 'fingers to keyboard') and respond to the assessment tasks. This allows you to demonstrate to your assessor that you have acquired the underpinning knowledge and skills and can effectively apply those skills.

This may not be as daunting as you think. Consider the following points.

- First, read the assessment tasks very carefully and make sure you are clear about what is being asked of you. Note the key words (task requirements) and the key action verbs (eg discuss, list, explain, analyse, etc) – and prepare your response accordingly.
- Check whether a format has been specified; for example, are you asked for a report, a discussion paper, a table, a diagram, a draft policy, a list? If so, present your response in the appropriate manner.
- Develop a brief outline of what your answer will cover, relating it to what you have been reading, and what you do in practice.
- Expand on your outline, ensuring your work is relevant, logical, technically correct (if appropriate), unambiguous and complete. To achieve this you may need to re-read the study notes, the supplied readings, or visit recommended websites for more information.
- You may also be able to source information from your workplace (provided you have approval and there is no risk of breaching confidentiality where sensitive information is concerned).
- Acknowledge your sources using **referencing** an important academic convention (see Referencing / Bibliography details below).
- No matter where you source information, you must make sure that there is no risk of plagiarism. Plagiarism is the use of someone else's work without acknowledgement and is considered dishonest and improper conduct that, if proven, is dealt with harshly by UNE Partnerships.
- Read through your work as if you were the assessor. Have you actually answered the whole question? Have you made certain assumptions about the reader's knowledge?
- Once you are satisfied with the content, check it for structure. Is the flow logical? Does it have a beginning (introduction), a middle (the essence of your response) and an ending (a conclusion)?

- Next, consider your writing style. Are sentences clear and concise? Have you used inappropriate language (for example, slang, sexist terms, acronyms that are not explained)? Is your tone friendly? Are technical terms fully explained?
- Symbols and contractions, such as ‘#’ or ‘eg’. should not be used in formal writing.
- Finally, check grammar and spelling. Have someone else read it for you as well.

## Referencing / Bibliography

It is essential to provide a reference for all information/data/facts taken from another source. This includes:

- paraphrasing (expressing another’s ideas in your own words)
- summarising (writing a short version of someone else’s ideas)
- quotes (using another’s exact words, tables or figures)

***NB: If you use a direct quote, it must be written exactly as the original.***

UNE Partnerships recommends a Harvard style of referencing for student assessments, also known as ‘author-date’ referencing. This style is also used throughout UNE Partnerships’ program materials.

### In-text citation

In the body of the notes, the reference is placed in brackets next to the relevant text and shows the author’s surname, year of publication, and page number (when appropriate\*) as follows:

This is a sample of how to use a reference in text (Katzenbach & Smith 2009, p1).

Page numbers are necessary when using a direct quote from a source, but are not necessary when reference is made to key ideas from the work as a whole.

Referencing at the end of your document

You must follow up any in-text references with a reference list or bibliography at the end of your document that cites the authors and their publications in full, in alphabetical order.

The presentation varies slightly depending on whether the source is a book, a journal or magazine article, a website, a newspaper, as shown in the following examples.

### Book

For example, for a textbook the sequence is: author’s surname, initials, year of publication, publication title [in italics], publisher’s name, place of publication, as shown here:

Katzenbach, J. R. & Smith, D. K. 2009, *The Wisdom of Teams: Creating the High-Performance Organization*, Harvard Business School Press, Boston USA.

### Journal article

Amer, T. S. 2008, ‘Making small business planning easier’, *Journal of Accountancy*, Vol. 170, no.1, pp53–60

### Newspaper article

Armitage, C. 2008, Management problems are returning, *The Australian*, 24 November, p23.

## Web site

Austrade 2010, Business assets, [www.dfat.gov.au/bus.brief.html](http://www.dfat.gov.au/bus.brief.html), viewed 20 March 2011

## Online help

The University of Melbourne has a comprehensive online referencing site that helps determine how to correctly cite and reference sources of information. To access, go to the following site and select 'Harvard', then continue through the options for your type of reference source: <http://library.unimelb.edu.au/recite>.

For more details see Commonwealth of Australia 2002, Style Manual, John Wiley & Sons Australia, Ltd

## Writing in Plain English

Have you ever read a document that was hard to understand because it was too long and used a lot of complex language or jargon? If you write in a manner that is complicated and unclear it can be detrimental because your core message can be lost.

Below is a link to the Plain English Foundation's free writing tools that have been developed to help you write clearly, coherently and with brevity in a manner that still successfully gets your message across.

- [The Plain English Foundation- Free writing tools<sup>15</sup>](#)

## PowerPoint Presentations

There is an increasing demand in both work and study to give presentations and of program have the skills necessary to do so in an engaging and informative manner. Microsoft PowerPoint software is considered a benchmark for supporting presentations.

It can be an extremely valuable tool, adding to the visual appeal of your presentation and making the addition of other media (such as video and audio) possible in a convenient manner. Consider the resources below to gain some tips on how to create an effective PowerPoint presentation.

Watch this amusing video by Don McMillan – it provides some useful tips on how not to kill your audience with Death by PowerPoint.

- ['Life After Death' by PowerPoint 2012 by Don McMillan<sup>16</sup>](#)

These three links below will take you to some useful tutorials provided by Microsoft that will help you with the basics to create a PowerPoint presentation. These tutorials will probably be useful no matter what version of PowerPoint you are using as a lot of the functions remain the same between versions, however if they do not match your version of PowerPoint and you would like to find tutorials that match yours, try a google search with the terms "PowerPoint tutorials (version/year of your PowerPoint software)". You are likely to find a range of videos and online articles that can help you create a PowerPoint presentation with your version of the software.

- [Create PowerPoint in Microsoft Office 2013<sup>17</sup>](#)

---

<sup>15</sup> <https://www.plainenglishfoundation.com/free-writing-tools>

<sup>16</sup> <https://www.youtube.com/watch?v=MjcO2ExtHso%20>

<sup>17</sup> <https://support.office.com/en-us/article/Create-your-first-PowerPoint-2013-presentation-42229250-6c66-44cd-adf8-2f5802c63f74>

- [PowerPoint 2016 Quick Start<sup>18</sup>](#)
- [Create PowerPoint in Microsoft Office for Mac 2011<sup>19</sup>](#)
- [Share and co-author a presentation in PowerPoint for Mac 2016<sup>20</sup>](#)

## Visual Aids

Visual aids are engaging and they can assist and deepen understanding. In this section there are some useful resources to help you create effective and interesting visual aids. They may be used to support written documents or presentations.

### Flowcharts

Flowcharts can be a useful way to graphically represent a process or workflow in either a presentation or just for your own benefit. In some of our courses you may be asked to complete a flowchart as a part of your assignments. If that is the case, the PDF linked below helps explain what a flowchart is, what it looks like and some ways that you can create one.

- [Flowcharts<sup>21</sup>](#)

### Posters

Posters are a visually attractive way to educate, inform or advertise. You may need to create posters during your learning or perhaps you use them at work. Click on the link below for some great tips on Poster design - and visual design in general.

- [Poster design<sup>22</sup>](#)

## Writing for work documents

Written communications in the work environment are often compiled using existing templates that guide you through the collation of most of the information that is required.

Nonetheless, there are times when you need to be creative and write explanatory or descriptive notes about events, people or actions. In such cases, there are some important considerations.

### Keep it factual and relevant

First and foremost, the information should be written in a **factual** and **objective** manner.

Note the following:

- Each fact or claim in your written communication should be supported.
- Hearsay and personal opinions do not represent facts.

---

<sup>18</sup> <https://support.office.com/en-us/article/PowerPoint-2016-Quick-Start-422250f8-5721-4cea-92cc-202fa7b89617>

<sup>19</sup> <https://support.office.com/en-us/article/PowerPoint-for-Mac-2011-training-ff79f439-5bc7-4633-95f5-f37c892400cb>

<sup>20</sup> <https://support.office.com/en-us/article/Share-and-co-author-a-presentation-in-PowerPoint-for-Mac-a7b37ef5-e786-43f8-85b9-62eef057c398>

<sup>21</sup> <http://downloads.unep.edu.au/documents/UNEP-Flowcharts.pdf>

<sup>22</sup> <https://venngage.com/blog/poster-design/>

- If you form an opinion after you have analysed all the facts, present it as your opinion or as a recommendation.
- Reports should not reflect personal interests or bias, feelings or emotions.
- Treat each event, person and action dispassionately.
- Information that may be very interesting but that is irrelevant to the issue should be omitted.

### Clarity for the reader

The written document must be **unambiguous** with little chance that the reader could misunderstand what you want to convey.

Ensure the document **does not make** too many **assumptions** – there may be pertinent information of which you are aware but that the reader is unlikely to know about.

### Use plain English

There are whole courses on writing in plain English but here we give you just a summary of some key points.

- Use appropriate language for the audience (avoid technical terms which are not commonly understood).
- Do not use 'colourful' language such as 'a stupid act' or 'an idiotic assumption'.
- Do not use discriminatory or derogatory language or stereotyping.
- Avoid complicated structure and unusual or ambiguous words. Keep your language neutral to allow the reader to focus on the facts.
- Use the appropriate tone (for example: formal, informal, polite, friendly, arrogant, angry, sarcastic, sincere etc) – some of these should probably never be used in work situations!
- Write consistently in either an active or a passive voice. It may be appropriate to write in the first person (e.g., I or we informed the manager ...). However, more formal communications would generally be written in the third person (e.g., the manager was informed ...).
- Plan your writing by listing the key points first. Write a draft and then edit it to express the message clearly and concisely. You might find reading it aloud will help you to check whether it is easily understood and the tone is appropriate.
- If it is a long piece of writing, use headings, subheadings or numbered points for clarity.
- Arrange ideas in a logical sequence. This can vary depending on the topic and the background information.
- Your writing must always be grammatically correct and free of spelling mistakes. If you are unsure, ask someone else to proof-read it for you.

The Hemmingway Editor is a great tool to help you to make your writing easier to understand:

- <https://hemingwayapp.com/>

## Document types

### Reports

Reports are usually written in **formal** business **language** rather than in colloquial or informal language.

Reports are structured and presented in a particular format. In some organisations, there is a 'standard' style for reports.

The **standard structure** will include all or most of the following:

- Title (simple but meaningful)
- Contents page
- Summary or abstract (see Note 1 below)
- Introduction or Terms of Reference (see Note 2 below)
- Body of the report (see Note 3 below)
- Conclusion
- Recommendations
- References
- Appendices (if appropriate)

*Note 1:* The summary (or abstract) is written last, but presented at the beginning. It contains comments on the main areas of the report, general conclusions and recommendations. It is generally no longer than half to one page in length.

*Note 2:* Terms of Reference should be set out with the exact wording and structure of the original report request document. If there are no written Terms of Reference, then the introduction will detail who requested the report, its precise purpose and subject, and its limitations.

*Note 3:* The body of the report will vary depending upon the subject matter, but it will be structured for a logical flow from beginning to end. As a general rule, the body of the report will contain background information, research or investigation activities undertaken, outcomes of such activities, arguments or discussion about the results obtained, diagrams or charts as appropriate.

### Discussion papers

As the name suggests, a discussion paper provides information in advance of a meeting to support the subsequent discussion of a topic. The language of a discussion paper will probably be less formal than for a report. Its main aim is to enhance the discussion by giving participants the opportunity to review pertinent information and perspectives beforehand and to prepare their own thoughts and suggestions. Such a paper may be in the form of a memorandum or a simple dot-point document. It would generally cover all or some of the following.

### **Introduction**

- Subject (reason for the document)
- Name of person who developed the paper
- List of the recipients – expected participants in the ensuing discussion
- Date of meeting at which it will be discussed (if available)

### **Body**

- Brief overview of the issue/topic – setting the scene – including relevant background
- Concepts, theories, models, examples, etc, that may assist
- Current status or procedure (reference to documentation if relevant)
- What the discussion might hope to achieve (non-specific outcomes)

### **Closing comments**

- A request for recipients to review the paper, make some notes and prepare their thoughts and recommendations.

## Glossary of terms

The table below covers a range of terms and abbreviations that you may come across during your study with UNEP.

Term	Definition
Australian Qualifications Framework (AQF)	<p>The framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.</p> <p>The AQF comprises titles and guidelines that define each qualification, as well as the principles and protocols covering cross-sectoral qualification links and the issuing of qualifications and statements of attainment.</p> <p><i><b>NB: Note that some UNEP courses do not fall under the AQF. Check course information on our web site for course specific details.</b></i></p>
Australian Skills Quality Authority (ASQA)	The national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.
Activities	Included in learning material to help develop the skills and knowledge covered in a course. Some activities are available in an interactive format online. Learning activities are not compulsory and do not contribute to course completion.
Assessment	The process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course. Assessments may be made up of a number of tasks.
Assessment task/s	Assessment components (may include - quizzes, short answer responses, long answer responses, reports, video/audio or face to face presentations or workplace / workshop observations).
Census date	Closing date for student to apply for VSL or withdraw from a module without incurring loan. The last day on which you can withdraw from your course or part of course without having to pay tuition fees for the course or part of the course.
Commencement date	Date you commenced your study with UNEP (in qualification/skill set)
Commonwealth Assistance Notice (CAN)	A notice to students enrolled under VSL arrangements. The CAN is issued after the census day and details the Commonwealth assistance (i.e. The loan) used for the study period.
Competent	Satisfactory completion of all assessment tasks in a Course. You have demonstrated competence for each of the unit/s covered in the Course.

Course	A module or unit of study. A course includes learning resources and assessment materials for one or more units of competency
Deferred	Means that you have chosen to delay commencement of study. Deferral is valid for up to 12 months. Students must re-commence study within 12 months and will have the balance of their study period in which to complete the course.
Due dates	Suggested dates for submission of assessment tasks. These dates are provided to keep you on track with your studies.
Electronic Commonwealth Assistance Form (eCAF)	The Australian Government’s electronic form students must use to request a VET Student Loan.
Expected completion date	Final date to complete your study program
Fee period	VSL approved courses must be split into at least three fee periods. Each fee period must contain at least one census day. The course’s tuition fees must be spread approximately equally between each of the fee periods.
Leave of Absence	Means that your course is put on hold for you to re-commence and complete after you've returned from leave. Leave is valid for up to 12 months. Students must re-commence study within 12 months and will have the balance of their study period in which to complete the course.
Module	Consists of a number of courses or units of competency. Modules each have a start and end date and census date.
my.unep	Online student resource site (Moodle). Log on details required.
Not Yet satisfactory / <100%:	Additional information/resubmission required.
Qualification	A qualification will be issued to successful students who have satisfied all assessment requirements for a program of study.
Recognition of Prior Learning (RPL):	RPL allows a student to demonstrate competency through the provision of evidence from previous personal and workplace experience, rather than completing the listed assessment tasks. This usually involves providing a current portfolio of evidence that might include providing projects and reports, presentations, written correspondence such as emails, written statements or testimonials from managers or colleagues and detailed interviews.
Record of Results	Record of assessment outcomes for each unit of competency enrolled in.
Registered Training Organisation (RTO)	A training organisation registered by a VET Regulatory body in accordance with the Standards for Registered Training Organisations. UNE Partnerships is your RTO.

Satisfactory/100%:	Assessment/Task completed no further submission required.
Skill set	Single or combination of units of competency
Statement of Attainment (SOA)	A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s).
Statement of Covered fees	A Statement of Covered fees provides details of the total course fee for approved VSL courses and how much will be covered by a VSL.
Study period:	Candidature period for enrolment. The length of time allotted to a student at enrolment in which to complete the requirements of the study program. (Has a commencement & completion date for study).
Tax File Number (TFN)	A tax file number is your personal reference number in the Australian tax and superannuation systems. To be eligible for a VET Student Loan a student must have a valid Australian Tax File number.
Training /Study Plan:	A documented program of training and assessment required for students enrolled under a funded training contract\ . Developed by UNEP in consultation with the parties to the contract (e.g. student/employer/trainer) as the basis for training and assessing a person undertaking training.
UNE Partnerships (UNEP)	Your training provider. UNE Partnerships is a Registered Training Organisation wholly owned by the University of New England
Unit of competency	Specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace as described in a Training Package.
University of New England (UNE)	The University of New England is a public university in Australia with approximately 22,500 higher education students. Its original and main campus is located in the city of Armidale in northern central New South Wales.  UNE was the first Australian university established outside a state capital city.
USI (Unique student identifier)	A unique national VET student number for all nationally recognised training. The system and details are yet to be implemented. However, some jurisdictions have a state VET student number. If RTOs are required to submit data as part of funding arrangements, then this will be part of the reporting requirements. RTOs will need to contact the appropriate jurisdiction which will advise on collection requirements.
VET Student Loan Statement of Covered fees	Written statement showing tuition fees for the course and whether or not they will be covered by a VET Student Loan. Where tuition fees are covered by a loan, they are known as 'covered fees'.
Vet Student Loan Fee notice.	Written statement advising a VSL student when they will become liable for the fees in the relevant fee period.

	Must be provided to students at least 14 days before the first census date in each fee period for VSL courses.
VET Student Loan (VSL)	A loan that allows eligible students to repay tuition fees for any approved diplomas or advanced diplomas or pay some of your tuition fees upfront and repay the balance when your income reaches the repayment threshold.
Vocational Education and Training (VET)	Vocational Education and Training (VET) qualifications have been developed with the specific goal of preparing students with skills for work. VET is designed to help people to join or re-join the workforce, move into a new career or gain additional skills in their existing career.