

# Studying with UNE Partnerships



 **unepartnerships**

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Studying with UNE Partnerships Version 1.0

Published 5 February 2019

*Studying with UNE Partnerships* developed by UNE Partnerships

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## 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 courses and short courses which can be directly applied to the workplace. Many of our courses provide articulation into higher qualifications to enable a structured career path.

With this guide to studying with UNE Partnerships, we hope to provide an overall reference source to provide answers that might arise during your study, and to provide suggestions on how you might approach your study. Good luck with your studies!

## Our educational philosophy

We apply adult learning principles and an action learning approach to course 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 courses 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.

Support Service	How to access	Contact details
Study guidance and support	Phone or email your allocated teacher / assessor as you need. Your assessor will respond within 24 hours if not available at the time.	You are able to send messages to your allocated teacher / assessor through your online study site.
Administrative support	Phone or email a member of the student services team as you need 9am to 5pm EST Monday to Friday.	Phone: 02 6773 0000 Email.
Student contact plan Induction to the course – telephone call and online site. Courtesy calls – plan goals, review progress and achievements. Follow up on non-completion of assessment tasks.	Initiated by the student services team	NA
Online student resource site	Online resource site	<a href="https://my.unep.edu.au/login/index.php">https://my.unep.edu.au/login/index.php</a> Log on details sent with confirmation of enrolment
Study materials	Study materials are available online, but are also available for download so you can chose to print or access offline if preferred.	<a href="https://my.unep.edu.au/login/index.php">https://my.unep.edu.au/login/index.php</a>

## Approaching your study

To maximise your learning in this course 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 modules.
- Always 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

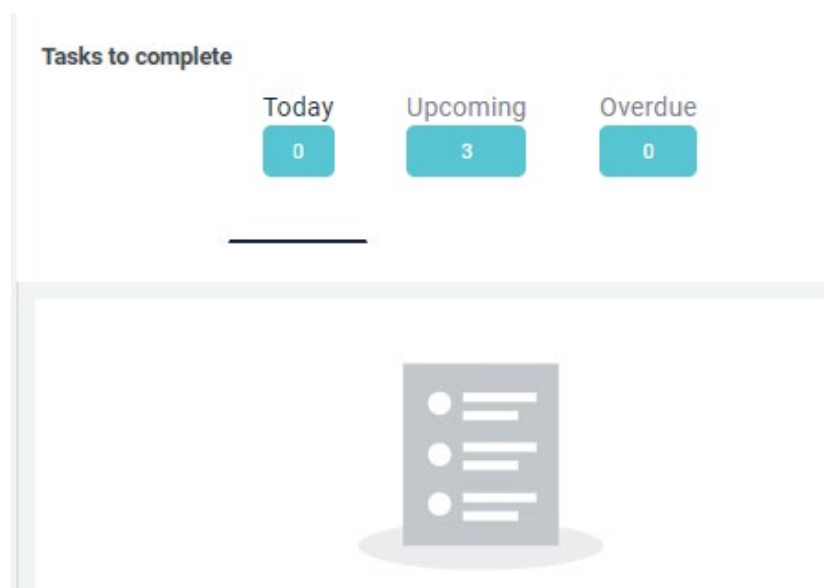
Once you have read through your Assessments and want to start working on your responses, you may find the following points useful.

### Assessment due dates

Due dates are set for submission of assessment tasks. 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 these fall within the study period, and are permissible according to the nature of your enrolment.

Details of the due dates for your assessment tasks are available in two main locations.

For due date for all modules, go to the 'Tasks to complete' section of your online Dashboard, click on 'Upcoming' and scroll through the tasks displayed and their due dates.



*Figure 1: Example of the 'Tasks to complete' section of your dashboard where you can click on 'upcoming' to view due dates of assessments for all Modules.*

Within an individual Module, clicking on each Assessment item 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 2: 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 section of each module or unit. 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 Module will be 'Competent' or 'Not yet competent' and this will be the result for the unit/s of competency that are addressed by the units the Module covers.

- 'Competent' means that you have satisfied the requirements for the Unit/s of Competency covered by the module.
- '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 (online via webinar or



face-to-face in workshops as relevant to your course) 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.
- The recommended approach is 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.
- If you prefer to upload your video / audio via the online upload:
  - Select low-quality setting to minimise the size of your recording.
  - The file size must be less than 20MB. You may split a recording to have a number of items that are less than 20MB.

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.

## 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 course.

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 course.

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 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.

## Foundation Skills

Foundation Skills are those skills relating to learning, reading, writing, oral communication and the course (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.

## 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 include:

- oral response to questions rather than written
- 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.

## Language Literacy and Numeracy

All UNE Partnerships courses require a moderate level of English literacy and numeracy skills to successfully complete learning and assessment requirements. The information collected at enrolment is used to assess the suitability of applicants and identify any barriers to successful completion prior to enrolment.

Where language, literacy and/or numeracy skills are not sufficient for the selected study level and support needs cannot be met by reasonable adjustment UNE Partnerships will direct students to a specialist service provider. The student will be invited to contact the service provider specialist to organise an interview determine the most appropriate course of action. Additional support can be provided by the service provider and will incur a fee.

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

## 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, though we recommend that you discuss the evidence requirements with your assessor prior to making an application. Please not however, that you cannot complete some of a module by RPL and some through completion of assessment tasks provided. If you believe you have existing skills and knowledge for one or more Units of Competency, please discuss you situation before commencing assessment tasks. Contact the Student Services team for further information.

## Mutual Obligation / 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 units in the qualification have been achieved and after verification by the issuing organisation.

## Extension to the study period

UNE Partnerships ensures that students are allocated a reasonable period of time in which to successfully complete their chosen course of study. The nominal duration for each course 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

The following factors will be considered when deciding the outcome of an application. In all cases the final decision rests with the program manager, and fees may apply.

- Consideration will only be given to students who have made a genuine attempt to complete the course 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.

## Course accreditation dates

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

## Other factors

If, due to illness or other extenuating circumstances, a student has difficulty meeting the course requirements within the allocated study period they may apply for a Special Extension of Time of up to six months. If approved, the Extension Policy stipulates a fee of \$50 per month, up to a maximum of six months.

Applications for a Special Extension of Time should be submitted using the application form available from UNE Partnerships and received in writing at least 6 weeks prior to and no earlier than 12 weeks prior to the Study Period expiry date and be accompanied by payment. Advice on the outcome of the

application will be sent to the student in writing within one week of receipt of the completed application form.

## 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 courses 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

UNE Partnerships undertakes to deal with complaints fairly, providing advice and guidance for a satisfactory and unbiased outcome. 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. The Director of Education will review the complaint, confer with the staff involved and provide a written response within five working days of receipt.

## 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.

## 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.

## Course evaluation

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

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 course, 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 course review process and we value the small amount of time you will need to devote to this.

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

# General resources

## Writing your assessment tasks

As you embark upon this course 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 course 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).
- 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. Acknowledging your sources is achieved by **referencing**, an important academic convention (see Referencing / Bibliography details below).
- 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' course 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 text book 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](#)

## PowerPoint Presentations

There is an increasing demand in both work and study to give presentations and of course 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.](#)

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](#)
- [PowerPoint 2016 Quick Start](#)
- [Create PowerPoint in Microsoft Office for Mac 2011](#)
- [Share and co-author a presentation in PowerPoint for Mac 2016](#)

## 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 units you may be asked to complete a flowchart as a part of your assignments. If that is the case, the information below helps explain what a flowchart is, what it looks like and some ways that you can create one.

### Flowcharts: What they are and how to use them

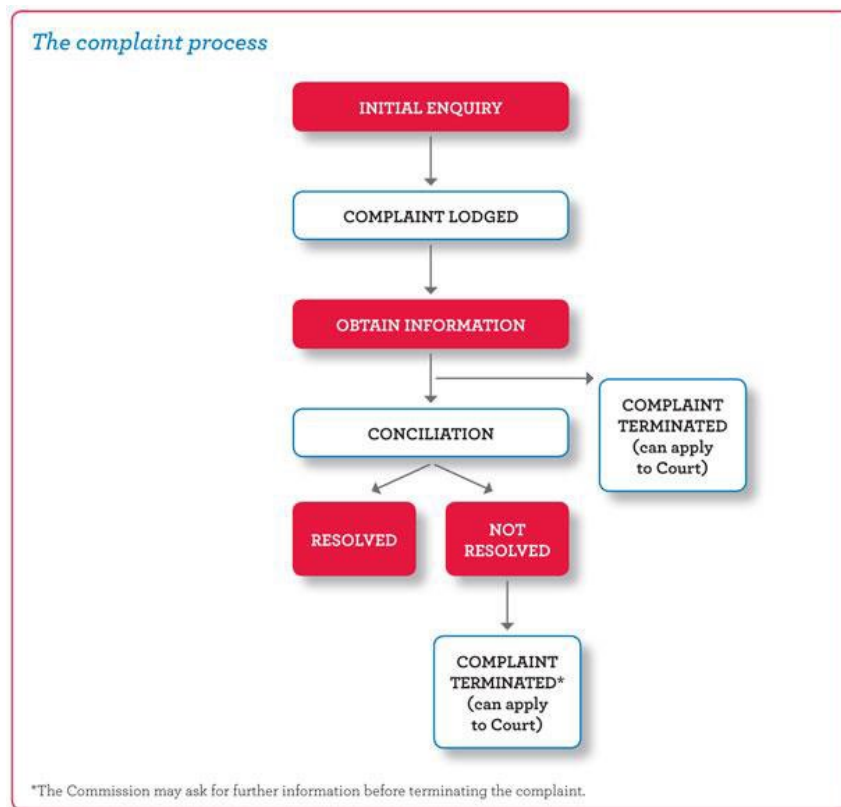
In some of your upcoming assessments you will be required to present some of your answers in the format of a flowchart. This document will help you what a flowchart is and the types of processes it displays. This document will also show you what a flowchart can look like and give you some suggestions as to what software you can use to create your own flowcharts.

What is a flowchart?

A flowchart is a diagrammatic representation of a process or workflow. It uses shapes which are connected by lines and arrows to show the steps in a process. Flowcharts can be used analysing, designing, documenting and mapping a process and by doing so can also help identify inefficiencies or problems in the process.

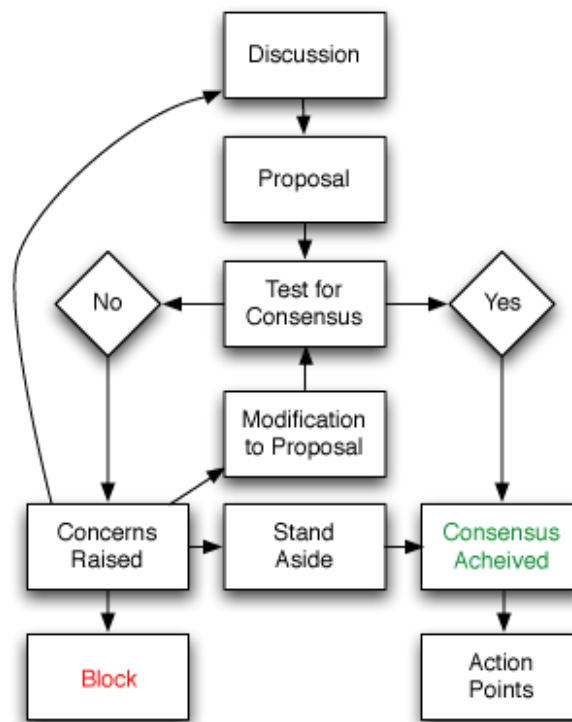
Below are two examples of flowcharts presenting different types of information. Notice how both images use shapes and arrows to show the steps in a process.

Image 1



Australian Human Rights Commission. (n.d). [The complaint handling process](#). Retrieved on 30/03/15. [CC BY](#).

Image 2



Panic2k7. (2007). [Consensus-flowchart](#). Retrieved on 30/03/15. [CC BY-SA](#).

How can I create a flowchart?

There are various types of software in which you can create a flowchart. Below are some software suggestions with links to corresponding tutorials to help you create professional looking flowcharts on your own.

**Lucid Chart** Easy to use, this is a free web based software that does not need to be downloaded. Click [here](#) and sign up for the free version and then click [here](#) to access a video tutorial and learn how to create a new flowchart of your own. Completed flowcharts can be downloaded in PDF, PNG, JPEG or Visio formats.

**Drawlo** This is a free online program that allows you to create flowcharts, progress diagrams and org charts. Click [here](#) to access.

**Popplet** Also a free online software to create flowcharts, though it has less flexibility and shapes compared to Lucid chart, and there is a limitation to how many free popplet flowcharts you can make. Click [here](#) to access the software and click [here](#) to experiment with a demo version. You can also watch this [tutorial](#) to give you some more ideas about how to use popplet. Popplets can be exported in PDF, JPEG and PNG format.

## 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](#)

## 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.
- 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 vocabulary for the audience (avoid technical terms or jargon that is 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.

## Brief overview of report writing

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 'house' 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.

## Brief overview of 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.

# Policies and Procedures

Full details of UNE Partnerships policies and procedures are available through our website:

- Policies: <https://www.unep.edu.au/get-started/policies/>

An overview of policies as they relate to your studies is provided below.

## 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](#)
- 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 course
- 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 \(APPs\)](#) and have access to that information on request
- are fully informed of fees and charges to complete the training course, 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 \(where applicable\)](#)
- 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

- 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 and request for a refund must be made in writing to the Director of Education by letter or email. The notification must include the following information:

- Full name
- Student number
- The name of the course from which the student wishes to withdraw
- Documentary evidence where withdrawal is based on exceptional circumstances.

It is the student's responsibility to keep a copy of the letter/fax/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 will incur an administrative fee.

### Blended delivery programs

Students enrolled in blended delivery programs incorporating workshop or tutorial sessions may request a refund where notification of withdrawal is received at UNE Partnerships between 7 - 10 working days prior to course commencement.

- Withdrawal will incur an administration fee equal to 50% of the full course enrolment fee.
- Withdrawal seven (7) or fewer days prior to course commencement will incur the full course fee.
- If, for any reason, UNE Partnerships cancels a course, a full refund will be granted.

### Online programs

Refunds can be requested within 21 days of enrolment (an administration fee of 15% of the total course fee applies). Partial refunds may be granted after 21 days in exceptional circumstances such as medical grounds. A formal request with supporting documentation is required.

## 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, equal opportunity and vocational education and training legislation.

## 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.



## 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.
- Cash reserves equal to all delivery costs for unearned income is retained to ensure full teach-out capability for enrolments.

## Quality assurance

UNE Partnerships will provide quality training and assessment services that are fit for purpose and meet the requirements of the [VET Quality Framework](#) 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

- [UNE Partnerships – About us](#)

### Access and equity

UNE Partnerships has always prided itself on offering students maximum administrative and academic support services and resources throughout their study period. This includes regular review of student study status and communication via the online sites, telephone, email, facsimile etc.

UNE Partnerships abides by the Access and Equity Policy of the University of New England (UNE) and follows its disciplinary, grievance, mediation and welfare mechanisms. Further information can be obtained by contacting UNE Partnerships or visiting UNE's website.

- [University of New England – Student Equity](#)

## 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
- 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](#).

## 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.

## 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.

## Glossary of terms

Abbreviation	Full title
AQF	Australian Qualifications Framework
ASQA	Australian Skills Quality Authority
NVR	National VET Regulator
RTO	Registered Training Organisation (UNE Partnerships)
UNE	University of New England
VET	Vocational Education and Training