COLLEGE AUSTRALIA

Learn for Life

Student Handbook

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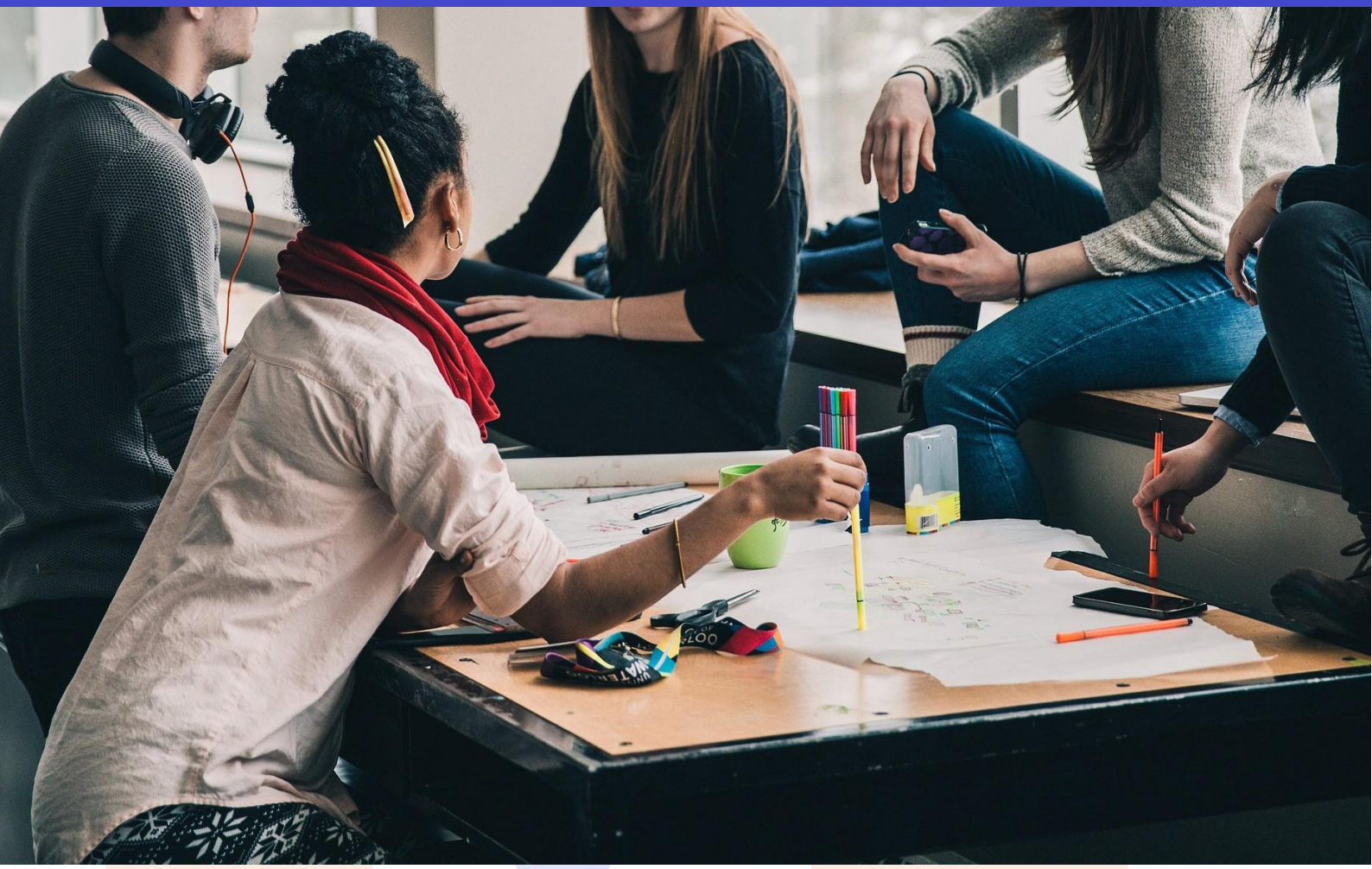


"CA provides a quality learning experience, focusing on the needs of our customers & delivering on our commitments."

OVERVIEW

Your Student Handbook

Your Student Handbook is designed to help you grasp an understanding of your learning experience with College Australia (CA).

It provides a summary of your obligations as a student, our obligations as a training provider, and the support mechanisms and services available to you. All of which will assist you through to the completion of your qualification or short course.

This book will be your go-to-guide throughout your time studying at College Australia. We have explained every step-in detail, to try and make your experience with us as easy and enjoyable as possible. Filled with helpful advice, rules, guides, overviews and much more; the Student Handbook is essential for every student.

ABOUT US

At College Australia we recognise the uniqueness of individual needs and desire for training. Our team will work closely with you to reach your goals the best way possible.

Our values ensure that we remain a leader in our field as an innovative training organisation registered with the Australian Skills Quality Authority (ASQA). Our training style ensures that our courses are not just courses but an evolutionary experience for students. We offer a multitude of options from Certificate II to Graduate Diploma within the vocations of Hospitality, Business, Retail, Health, and Community Services.

We believe that, in order to serve our customers, both internally and externally, we need dedicated, customer-focused professionals who will lead CA now and into the future.

CA's Training and Education Services are recognised nationally as a high-quality training course with a practical and hands-on approach to training. With years of experience in delivering courses, CA demonstrates experience and commitment in providing skills and expert knowledge to foster innovation, yield organisational productivity and efficiency gains, and enhance competitiveness of our members. As a Registered Training Organisation (RTO), College Australia continues to increase skills and knowledge of the various vocations through the provision of nationally recognised training and assessment services. This is done in collaboration with industry and in response to industry needs.

We are committed to providing individualized and flexible learning experience that allows you to balance your career, training and personal life with all the support you need. We hope that you find your time with us rewarding.

Opening Hours

9.00 am – 5.00 pm Monday – Thursday
8.30 am – 4.00 pm Friday

Get In Touch

P: 07 3255 0506 | 07 5628 0196
E: info@ca.edu.au

Visit us at www.ca.edu.au

OUR QUALIFICATIONS

"We off a range of qualifications relevant to the real world. You may be able to access funding for selected course through various government funding programs"

Health & Community

The health care and community assistance sector are one of the fastest-growing industries in Australia, with a wealth of job opportunities. Make a difference with a Community Services or Health course.

- CHC22015 Certificate II in Community Services
- CHC33021 Certificate III in Individual Support
- CHCSS00129 Individual Support Ageing Skill Set
- CHCSS00130 Individual Support Disability Skill Set
- HLT23221 Certificate II in Health Support Services
- HLT33115 Certificate III in Health Services Assistance
- HLT37315 Certificate III in Health Administration
- HLT47315 Certificate IV in Health Administration
- HLT33015 Certificate III in Allied Health Assistance
- HLT43015 Certificate IV in Allied Health Assistance

Business & Management

Business courses can take you from the reception desk to the executive lounge & anywhere in-between. From small family businesses to giant corporations, there are endless careers in the business world.

- BSB20120 Certificate II in Workplace Skills
- BSB30120 Certificate III in Business
- BSB40120 Certificate IV in Business
- BSB40520 Certificate IV in Leadership & Management
- BSB40320 Certificate IV in Entrepreneurship & New Business
- BSB40420 Certificate IV in Human Resource Management
- FNS40217 Certificate IV in Accounting and Bookkeeping
- BSB50120 Diploma of Business
- BSB50420 Diploma of Leadership & Management
- BSB50320 Diploma of Human Resource Management
- BSB80320 Graduate Diploma of Strategic Leadership

Hospitality & Tourism

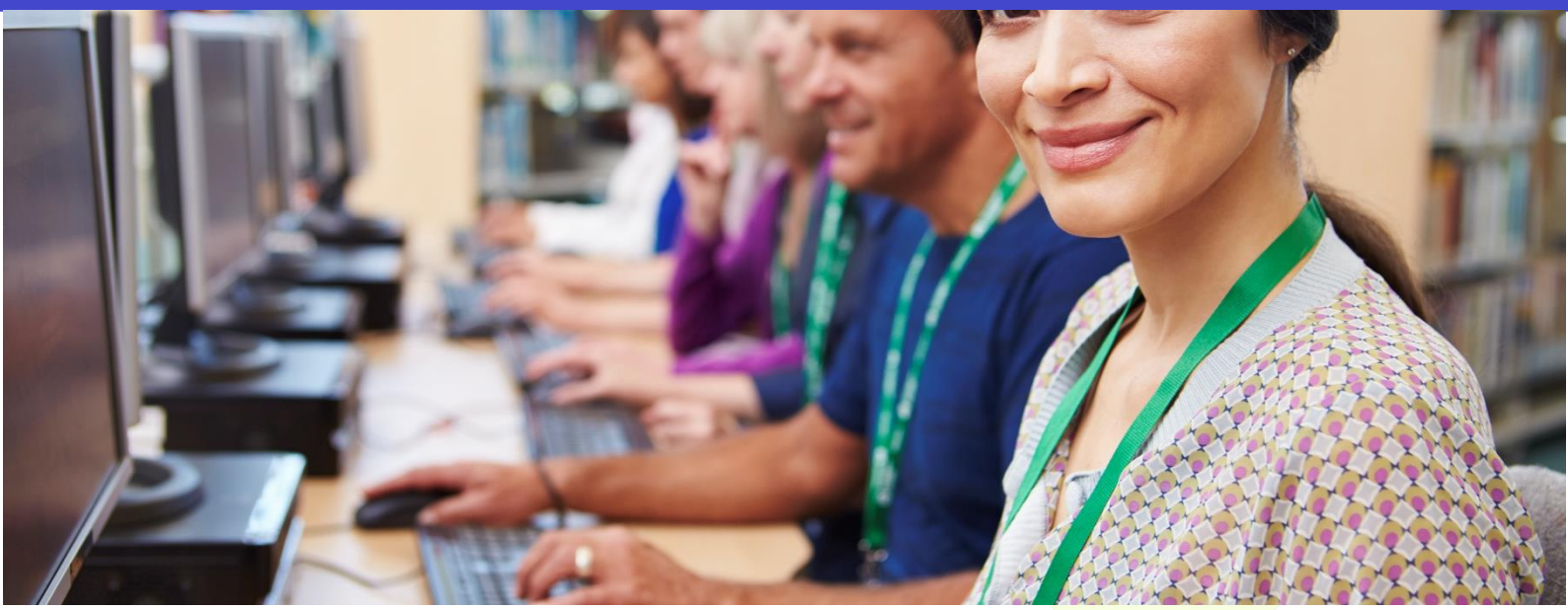
Hospitality and Tourism is a dynamic and fast-growing industry which offers many different career opportunities. With unprecedented demand for skilled professionals, Hospitality and Tourism is an exciting career option with any endless possibilities.

- SIT20122 Certificate II in Tourism
- SIT20322 Certificate II in Hospitality
- SIT30622 Certificate III in Hospitality
- SIT40422 Certificate IV in Hospitality
- SIT50422 Diploma of Hospitality Management

Retail

Working in the retail industry is not just about being a sales assistant; it can provide you with lots of options for an interesting, long-term career with excellent prospects for progression.

- SIR20216 Certificate II in Retail Services
- SIR30216 Certificate III in Retail
- SIR40316 Certificate IV in Retail Management



THE PROCESS

ENROLMENT STAGE

Online Enrolment & LLN Skills Test

Student Interview | Pay your invoice

Receive your logon details to access resources

TRAINING & ASSESSMENT STAGE

Login and commence your readings

Complete the Assessment Activities

Work through all your units

VOCATIONAL PLACEMENT STAGE

Some qualifications require Vocational Placement. This is where students enter a real working environment to gain industry experience.

Make sure to check if your course requires Vocational Placement.

COMPLETION STAGE

All units completed

Your file is reviewed for by our QA Department

Issue Certificate

ENROLMENT & INDUCTION

Upon enrolment, your trainer will provide you with essential information about course requirements and expectations. You will need this to have a learning experience which is safe, successful, and rewarding.

Use this checklist to check off as the following topics and processes are covered:

Induction

- Pre-Enrolment paperwork
- LLN
- Student interview | Induction | RPL
- Your trainers name and contact details
- Emergency procedures (Classroom Only)
- Completion of Enrolment Documentation

Conduct Requirements

- Student rights and responsibilities
- Occupational Health and Safety
- Plagiarism and Collusion
- Complaints and Appeals
- Misconduct and Disciplinary Procedures

Managing your study

- Learning Support
- Flexible Learning
- Assessment
- Recognition of Prior Learning
- Credit Transfer
- Course Requirements
- Quality Management

RIGHTS & RESPONSIBILITIES

When you sign your Enrolment Form and Training Agreement, you enter into an agreement that you will abide by the Code of Conduct and CA student guidelines which outline your roles and responsibility as a student undertaking a course through CA.

You must:

- Treat all staff and students with respect, fairness and courtesy
- Be punctual and regular in training course attendance
- Submit your assessment by the due date or request an extension of time, approved by your trainer
- Observe safety practice standards and wear appropriate clothing
- Make all payments on time according to your payment arrangement

You must not:

- Plagiarise, collude or cheat in any assessment event
- Swear
- Litter
- Harass fellow students, staff or the general public
- Be under the influence of alcohol or drugs while studying
- Engaging in behaviour which may offend, embarrass, or threaten or harm other students, staff or the general public.

You are entitled to:

- Be treated fairly and with respect by trainers, staff and other students
- Learn in an environment free from discrimination and harassment
- Pursue your education goals in a supportive and stimulating environment
- Have your training records and personal information stored and maintained in a confidential, secure and professional manner
- Get information about assessment procedures and your progress in the course

Feedback

At College Australia we value your feedback, please take the time to complete an Evaluation Survey at the completion of your training or any other time you feel it is required. This information will be analysed on a regular basis to ensure that College Australia is continuing to provide you with the exceptional standards of service and materials we aspire to.

Complaints

If you have a complaint, if in any way we fail to meet your expectations, we encourage you to relay your concerns to CA training staff. CA staff can advise you on the process.

Student Discipline

CA provides an approach to ensure the student is given a fair opportunity to address any issues that may arise. This document will be provided if required.

Further policies

Our full policies are available on our website at www.ca.edu.au

"We recognise the uniqueness of individual needs, and our team will work closely with you to reach your goals."

SUPPORT SERVICES

College Australia gives personalised tuition and support. We pride ourselves on our customer service and love interacting with our clients. We will:

- Provide you with all the information and resources to get started
- Tailor the course and training options to suit you
- Guide you through the entire process
- Assist you with on-going support
- Supply you with a Student Portal account to access your course materials
- Issue a Nationally Recognised Qualification or Statement of Attainment upon completion

PRE-ENROLMENT

All students will undertake a pre-enrolment eligibility assessment to ensure they have the skills to meet language, literacy & numeracy (LLN) demands and qualification entry requirements of their chosen training course.

YOUR TRAINER

Here at College Australia we are committed to giving you a great study experience, and part of that is being supported every step of the way. Your trainer is always here to help you with your studies and any questions your may have.

If you require assistance, we recommend that you use our online booking system via our website to book a time with your trainer. You can always call us here at the CA campus and our administration team will assist where possible. Please note our administration staff can only assist by providing you with guidance on where the information is located in the learning material.

STUDENT ADVISORS

Our student advisors are there to answer questions about your course or studying with us, and can be contacted by email or phone. They are available to help you if things don't go to plan. If you need an extension, change of study mode or course, or withdrawal, they'll advise you on the options available.

PERSONAL SUPPORT

We understand that there may be times when personal issues may affect your ability to undertake your training. We encourage students to advise us if there are personal issues which will impact their attendance or progression through the course. CA staff will ensure options are available to minimise the impact on your course progress and provide alternatives, dependant on the circumstances, e.g., deferring course for a period of time.

LEARNING SUPPORT

Should a student/potential student identify with a disability or learning support requirements which are considered to be sufficient, in that the student is unlikely to achieve the competency standards without significant customised delivery or assessment strategies, CA will liaise with the student and relevant support agencies/workers to assess the viability of the student to complete the course. If however providers are unable to accommodate the needs of the student, CA will endeavour to refer students to a RTO will be better able to support the student.

Assistance to the student and liaison with the RTO will be provided where applicable, to identify the specific support requirements.

In the event that you need to access an interpreter to assist with your learning or assessment you may need to contact the TIS National on 131 450 (24 hours, 7 days a week). Where an interpreter is accessed and the costs aren't covered by government funding, these costs will be met by the participant.

SOCIAL SUPPORT

Where social or personal circumstances may affect a participant's learning experience, College Australia will support the participant where possible, including referral to:

ORGANISATION	CONTACT
Centrelink	13 10 21
National Training Hotline	133873
Department of Immigration	131 881
Mission Australia Helpline	1300 886 999
Salvation Army Care Line	(07) 3831 9016
Lifeline	13 11 14
Beyond Blue	1300224636
Men's Line Australia	1300 789 978
Alcoholics Anonymous	(07) 3255 9162
Alcohol and Drug Information Service	(07) 3236 2414
Drug and Alcohol Helpline	1800 888236
Pregnancy Helpline	1300 139 313
Drug Arm	1300 656 800
Translation & Interpreter Service	13 14 50
Sexual Assault Helpline	1800 010 120
Gambling Helpline	1800 222 050
Youth Mental Health	1800 551800
Disability Services Queensland	1800 177 120
Legal Aid Queensland	1300 651 188
Adult Learning Australia	www.ala.asn.au

LEARNING & TRAINING

MODES OF DELIVERY

This refers to the way in which CA delivers training to its students.

Classroom based delivery is an interactive, trainer-led approach where the trainer and students meet in a classroom for a specific period of time. It allows students to engage in detailed conversations with the trainer on a particular subject matter.

Blended delivery can involve methods such as video link, teleconference, correspondence, workbooks, online self-paced learning, or an internet classroom link where training is delivered. It can be supported by simulated activities and practical workplace requirements.

Work based delivery advocates the active involvement of employers, students and the training organisation through a mixture of on-the-job, off-the-job, in-house and external learning experiences that best assists the individual and organisational needs.

BLENDED LEARNING

A number of learning strategies will be used throughout your course to help you achieve the necessary skills. Learning is a partnership that involves participation from all involved.

This program may include:

- Simulated Tasks/Games/Role Plays
- Practical Demonstration
- Self-Paced Activities
- Trainer Instruction
- Case Studies
- Practical Tasks

INDEPENDENT STUDY

As part of your studies with College Australia you will be expected to complete some of your assessments/activities in your own time.

It is important that you follow your commitment to College Australia and designate this time appropriately.

Your trainer will provide you with further instructions and assistance throughout your course to help you manage your studies.

ASSESSMENT CRITERIA

We employ broad learning & assessment procedures that can be contextualised or to suit:

ASSESSMENT

In order to obtain valid and reliable result, a range of methods will be used to assess that you have gained the necessary skills and knowledge for a unit.

These methods may include:

- Verbal
- Projects
- Written
- Quizzes
- Observation
- Scenario
- Logbook

Your trainer will provide your assessment items at the beginning of each unit. Read the instructions carefully and discuss any concerns or issues with your trainer.

Assessments can be completed at different stages of the course. Some may need to be completed in class, some you may undertake in your own time and others during vocational placement (if applicable).

TRAINING PLAN

At the start of your qualification, we will create a training plan for you. This usually consists of one unit per month, however, may vary depending on your circumstances. At the end of each unit, you must complete the assessment prior to starting a new unit.

COMPETENCY

Competency-based assessment is designed to ensure that students meet set requirements. It is based on the assembly of sufficient evidence that is valid, authentic and current.

All assessments are COMPETENCY BASED.

This means you will be marked either:

C Competent

NYC Not yet competent

To successfully complete a qualification, you will be required to achieve a Competent grade in ALL of the units.

WHAT IF I DO NOT PASS

If you do not manage to pass the assessment activities on your first attempt, that's okay! We will try to notify you either by phone or email as soon as possible to discuss your result and provide feedback. You will be given a chance resubmit the assessment.

PLAGIARISM

Plagiarism is copying or stealing the ideas or words of someone else and representing them as your own. This includes use of content without crediting the source.
Plagiarism is a serious offence and will be handled on a case-by-case basis.

RPL

WHAT IS RPL?

Recognition of Prior Learning (RPL) is a process that allows the skills and knowledge you already possess to be recognised.

RPL suits people who have industry relevant:

- work skills or knowledge
- paid or unpaid work experience
- life experience
- community work experience

If you already have some experience within the job role and industry, please do not hesitate to give us a call or send us an email.

For further information or to apply for RPL visit us at www.ca.edu.au

APPLICATION PROCESS

Subsequent to application submission, a CA representative will request evidence to support your prior learning and a third-party verification for any relevant employment or studies. Following this, they will create a booking for your competency conversation via telephone. These calls generally last up to two hours and cover the units you are claiming RPL for.

We will then send you a RPL offer to agree upon, before issuing a training plan to work through any units you have not received RPL for but require to complete your chosen qualification.

USI

WHAT IS A USI?

If you're studying nationally recognised training in Australia from 1 January 2015, you will be required to have a Unique Student Identifier (USI). Your USI links to an online account that contains all your training records and results (transcript) that you have completed from 1 January 2015 onwards.

When applying for a job or enrolling in further study, you will often need to provide your training records and results (transcript).

One of the main benefits of the USI is the ability to provide students with easy access to their training records and results (transcript) throughout their life. You can access your USI account online from your computer, tablet, or smart phone at any time.

ACTIVATING YOUR USI?

It's free and easy to create your own USI and will only take a few minutes of your time. To create your USI or for more information visit:

www.usi.gov.au/students

To expedite your enrolment into a qualification, please activate your USI and email it to us at your earliest convenience.

RESOURCES

At College Australia, we provide you with everything you require for training.

Depending on which method of delivery you have chosen, you may be given access to:

- Textbooks and/or Workbooks
- Online Platform login and content
- Classroom sessions
- Workshops
- Webinars.

ONLINE LEARNING

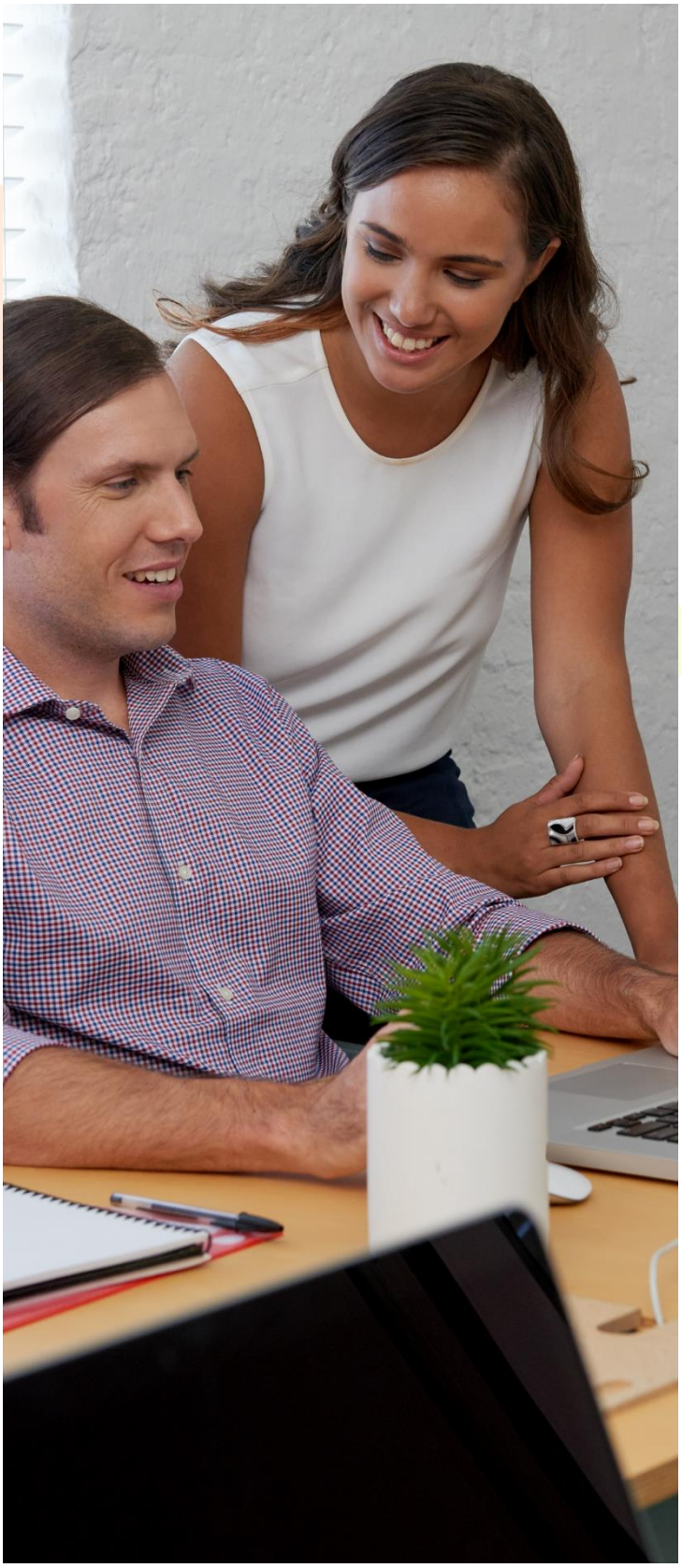
Our E-Learning content has been developed in consultation with industry partners to ensure you are studying current and relevant practices. We have optimised our training style to include virtual simulations, to emulate a real workplace experience.

SOCIAL MEDIA

Our social media pages and online learning platform give students a platform to communicate as a community. Post comments, ask questions, upload images, or stay up to date on any events.

We will also post updates on special offers or exciting changes that may affect you. So come join our pages to stay up-to-date and get involved in the CA community.

You can connect with using the tags below or via our website at www.ca.edu.au



VOCATIONAL PLACEMENT

"Vocational placement is a valuable opportunity for you to obtain firsthand experience working in industry, to test your skills and establish potential employment."

WHAT IS VP?

Vocational Placement (VP) gives you an opportunity to apply the knowledge and skill sets you have learnt throughout training directly. You will be placed in a working venue within the industry and given the chance to gain real experience.

Placement aims to provide:

- "Hands-on" experience in the workplace
- Knowledge of employer's expectations
- The opportunity to test career choices
- Establishing contacts for future job prospects
- Opportunity to gain confidence and better communication skills through learning
- Exposure to the real world of work and the opportunity to learn about a particular industry
- Improved employment prospects
- Employability skills

THE STUDENT LOGBOOK

Prior to commencement of the placement, you will be given a Student Logbook. You must always carry this logbook whilst undertaking your placement. You must fill out the required areas and have your supervisor sign off in the space provided.

Once you have completed your placement, you need to return the logbook to CA.

From here we will then verify with your placement supervisor. Once verified, it will form part of your competency for your chosen qualification.

WHAT ELSE?

More information is available on our website and in your Student Logbook. You can also talk to your trainer directly or call or email College Australia at any time if you have any questions.

REFUND POLICY

Domestic

College Australia is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (SRTOs 2015). As such, College Australia is required to have and provide detail of a fair and reasonable refund process.

The purpose of this policy is to provide for the appropriate handling of client refunds.

Upfront Payment

Please see the above Policy Principles (section 3) for definitions. The following refunds only apply if the Refund Request Form is received with the specified time frames.

Reason for Refund	Notification requirements	Refund
Client withdraws	In writing, prior to course commencement.	100% of the course fee less administration fee ($150)
Client withdraws	In writing, after course commencement but prior to engaging with training and assessment activities in the first unit or previewing unit.	100% of the course fee less administration fee ($150)
Client withdraws	In writing after course commencement and engagement with unit activities including previewing unit.	Nil Refund
Client withdrawn from the course by College Australia (All students)	After course commencement, due to inappropriate behaviour	Nil Refund
Course cancelled by College Australia (All students)		100% of the course fee (paid by the client)
Client withdraws from course after 6 months and has not met training plan requirements		Nil Refund

Pay by Unit Payment

Please see the above Policy Principles (section 3) for definitions. The following refunds only apply if the Refund Request Form is received with the specified time frames.

Reason for Refund	Notification requirements	Refund
Client withdraws	In writing, prior to course commencement.	Full unit fee payable by client. Nil refund Administration Fee non-refundable
Client withdraws	In writing, after course commence but prior to engaging with training and assessment activities in the first unit.	Full unit fee payable by client. Nil refund Administration Fee non-refundable
Client withdraws	In writing after course commencement and engagement with any unit activities including previewing unit.	Full unit fee payable by client for each unit commenced, regardless of outcomes of unit. Nil refund Administration Fee non-refundable

Course cancelled by College Australia (All students)		100% of the course fee (paid by the client)
Client withdraws from course after 6 months and has not met training plan requirements		Nil Refund

Recognition of Prior Learning

Please see the above Principles for definitions. The following refunds only apply if the Refund Request Form is received with the specified time frames.

Reason for Refund	Notification requirements	Refund
Client withdraws	In writing, prior to Initial Interview (refer to RPL Process Stage One)	100% of the course fee less administration fee ($150)
Client withdraws	In writing, after Initial Interview (refer to RPL Process Stage One) prior to Supervisor Conversation (Stage Two)	100% of the course fee less administration fee ($150)
Client withdraws	In writing RPL Stages Two - Four	Nil refund
Client withdrawn from the course by College Australia (All students)	After course commencement, due to inappropriate behaviour	Nil Refund
Course cancelled by College Australia (All students)		100% of the course fee (paid by the client)
Client withdraws from course after 6 months and has not met training plan requirements		Nil Refund

Government Funded Courses

This includes Certificate 3 Guarantee, Higher Level Skills, User Choice, or other funding as current at the time of enrolment.

Please see the above Policy Principles (section 3) for definitions. The following refunds only apply if the Refund Request Form is received with the specified time frames.

Reason for Refund	Notification requirements	Refund
Client withdraws	In writing, prior to course commencement.	Nil refund
Client withdraws	In writing, after course commence but prior to engaging with training and assessment activities in the first unit.	Nil refund
Client withdraws	In writing after course commencement and engagement with any unit activities including previewing unit.	Nil refund
Client withdrawn from the course by College Australia (All students)	After course commencement, due to inappropriate behaviour	Nil Refund
Course cancelled by College Australia (All students)		100% of the course fee (paid by the client)
Client withdrawn from the course by College Australia (All students)	After course commencement, due to inappropriate behaviour	Nil Refund
Course cancelled by College Australia (All students)		100% of the course fee (paid by the client)

Other Charges

This includes fees applicable to deferrals and re-commencement of enrolments.

Reason for Charges	Notification requirements	Amounts
Client wishes to defer enrolment for a period over 3 months	Deferral commences from the date application has been received	$300
Client has dis-engaged and wishes to recommence	Student has made no contact for a period of 3 months or more. This is commenced from the last day of contact.	$300

Please review the full refund policy at www.ca.edu.au

International students

Please refer to the full refund policy for further details.

Our full Refund Policy along with the Access & Equity, Appeals, Complaints, Privacy and Recognition Policies are available on our website at www.ca.edu.au 129

LEARNING MAP

SUCCEEDING WITH YOUR QUALIFICATION

It is important to us that you succeed! Our courses are tailored to make your study here at CA enjoyable, so the time that you dedicate towards study is a rewarding experience.

This section is a guide to understanding how your assessments should be completed.

FOUR STEPS TO LEARNING MATERIAL

Learning material is an integral part to achieving competency in your course. It provides a wealth of information pertaining to your area of study, to guide you towards success in your qualification and aid you in your chosen career.

Use these steps to get the most out of your course material:

1. SURVEY

Peruse the chapter titles & learning objectives. This will provide an overview of the chapter and create a mental framework for understanding the chapter more thoroughly as you read.

2. QUESTION

Write down any questions you have throughout the learning material, along with any information, words, or concepts that you find difficult to understand. This will help you when it comes to your assessment.

3. READ

Read through the rest of the sections. If you can't find an answer in the rest of the content, do some research online. After this, if you still are unsure about the content then ask your trainer!

4. REVIEW

Review the content you found difficult to understand. Research and spend time studying these topics prior to completing your assessment, and don't be afraid to ask questions.

Referencing

At College Australia, we expect you to cite any material you use for research or reference within your assessments. You must use either APA or Harvard style for all your assessments.

"In higher education whenever you include a fact or piece of information in an assignment or essay you must also include where and how you found that piece of information. Even if you 'just know it' - it must have come from somewhere. This is because in higher education assignment writing you are not just being tested on what you know, but rather what you are able to find out and what you think it means.

Details about where you found the information utilised to write your assignment are kept in two chapters right at the very end, called the reference list and bibliography. The reference list is where you list the direct quotes or paraphrased findings of another author. The bibliography is where you list sources you've read for background information but did not directly include in your work. In addition, a small mention to the author and publish year, within brackets, must be given in the main body of your assignment wherever you make a reference. " (CTFM, 2017).

Not citing a reference that has heavily influenced your assessment, or one that you have directly quoted will be considered plagiarism.

Below are two sample references for the quote above.

APA

Save Time and Improve your Marks with CiteThisForMe, The No. 1 Citation Tool. (2017). Cite This For Me. Retrieved 12 December 2017, from http://www.citethisforme.com/guides

HARVARD

Cite This For Me. (2017). Save Time and Improve your Marks with CiteThisForMe, The No. 1 Citation Tool. [online] Available at: http://www.citethisforme.com/guides [Accessed 12 Dec. 2017].

INTERNET RESEARCH

WHY DO INTERNET RESEARCH

By undertaking internet research, you will learn additional information about the topic. Researching is a great way to further explain some points from your learning material. It is especially helpful to expand upon explanations of complex topics, as well as find examples on how to apply a theory or how it is used in a workplace.

You may find sites that will be useful not only in your studies, but in your workplace and for on-going professional development.

INTERNET RESEARCH TIPS

How do I search the Internet?

1. Narrow your topic and its description; Identify key words, phrases and categories
2. Enter these key words or a question into Google
3. Refer to multiple websites, and be aware not all sites will have accurate information
4. Use quotes to search an exact phrase. For example Business Admin will search for content containing Business and/or Admin, however "Business Admin" will search the exact phrase
5. Check the date the website was updated to make sure the information is current
6. Take note of any link you use for an assignment, you will need this for your citations

SOURCES & CITATIONS

There are two different types of sources, Academic and Non-Academic.

An Academic source is a peer reviewed piece of content. This means that after information or has been written, that multiple other professionals and scholars have reviewed the content to verify it is factual. These sources are great for factual information and research studies.

For example, to gauge the effectiveness of a SWOT analysis, you may look up a case studies on its use within business, such as *asdjlakmsdaskmdlasmdklasmdalkds*.

You can find many of these sources in Library books, or through Google Scholar.

All other sources are Non-Academic. This doesn't necessarily mean that the information they contain isn't factual or helpful, just that it hasn't been peer-reviewed. Non-academic sources can be useful when you need a simple explanation of a topic or to quote a particular individual, such as in an interview. They are also essential to reviewing laws and legislation.

If you are completing your Responsible Service of Alcohol (RSA) and would like to revise the Liquor Act 1992, * would be a useful and credible non-academic source. These sources can be found all over the internet and in published materials.

Wikipedia is a source that is commonly confused with academic material. Articles on Wikipedia can be edited by anyone, thus making the information on it unreliable. However, it can provide a good starting point for grasping a complex topic. Additionally, you may find helpful links down the bottom in the Citations section. Facebook is another tricky website when it comes to research. It is definitely not an academic or a reliable source of information, however it can be very useful when referencing an informal survey or a particular opinion.

HELPFUL LINKS

Grammarly	www.grammarly.com	Resource for checking the spelling and grammar of your assessment prior to submission. A much more comprehensive check than the spellcheck feature in Word
BibMe	www.bibme.org	A great website for creating a references list. It finds most information needed for a citation automatically.
CTFM	www.citethisforme.com	Another great site for creating citations.
QUT cite|write	www.citewrite.qut.edu.au	Guide on referencing everything, from social media to the content in your learning material. Refer to this if you are unsure how to cite a source.
Google Scholar	www.scholar.google.com	A comprehensive search tool for finding Academic sources online.

ANSWERING QUESTIONS

MULTIPLE CHOICE

Strategies to use with multiple choice questions:

1. Re-write the questions into your own words.
2. Read each option carefully.
3. Use a strategy.

Attack unfamiliar words by sounding them out, breaking them into familiar parts with meanings you know and looking at the surrounding words or sentences for clues to the meaning of the word. You may also use a dictionary or refer to your textbook.

Use your general knowledge.

Ask yourself, "What do I already know about "?

You may not always find the exact choice you're looking for, so choose the best option available.

Use logical reasoning.

For each possible answer, ask yourself, "What would happen if . . . "?

Use process of elimination for multiple choice questions, particularly when more than one option is correct.

- Pick out the options you are sure are correct.
- Pick out the options you are sure are incorrect.
- Rule out all answers which contain wrong options.
- Rule out all answers which omit options you are sure of.
- Select the best remaining answer.

If you take a guess at an answer, check your guess against what you already know and against what your logical reasoning tells you.

PLAN YOUR RESPONSE

Planning a response requires you to plan both the content and the structure of your assignment.

This involves:

- Identifying the specific tasks that will need to be completed.
- If the question allows for flexibility of choice, determine exactly what topic areas you will be researching.
- Identify the main sections or broad subject matter headings that will need to be included (sometimes you may not feel confident undertaking this step until after you have begun your research and have a feel for the topic. Your research should allow you to see what areas within your topic are considered important)
- Arrange the main points into a logical order!
- Get started!

UNDERSTANDING QUESTIONS

ANALYSING A QUESTION USING KEY WORDS

Assignment questions can be broken down into parts so that you can better understand what you are being asked to do. It is important to identify key words and phrases in the topic.

WHAT ARE KEY WORDS?

Key words are words in a question that tell you the approach you should take when answering an essay question. Make sure you understand the meaning of all the key words in an essay question. If you're not sure about any aspect of the question, ask your Trainer for clarification.

TASK WORDS	Tell you what to do; the action(s) you need to perform. Are usually verbs.	Direct you and tell you how to go about answering a question, understanding the meaning helps you to know exactly what you must do.
CONTENT WORDS	Tell you what the topic area is Limit and define the essay, making it workable. Help you to focus your research and reading on the correct area.	Define the scope of your assignment and take you halfway towards narrowing down your material and selecting your answer.
LIMITING WORDS	Tell you what area(s) to focus on Define the topic area further Indicate aspects of the topic area you should narrowly concentrate on.	Focus the topic even further.

HOW TO USE KEY WORDS

1. Look for the keywords in your essay question
2. Underline them
3. Work out what they mean. Use the **Glossary** at the back of this handbook to help you.

HOW TO ANSWER A CASE STUDY

ONE

BEFORE looking at the questions, **read the text thoroughly in the Sample Case Study** below and highlight any information that you feel is important.

Sample Case Study:

Mrs Goldstein has started going to a day program. She is picked up in a bus. She is driven to the centre. She enjoys many activities during the day. She is driven home at night. One of the aged care workers notices Mrs Goldstein does not eat her lunch. Mrs Goldstein is very polite. She does not complain about the meal. She just does not eat it. The worker takes Mrs Goldstein aside. She asks why she is not eating her lunch. Mrs Goldstein says she is not hungry. The worker thinks there must be more to it than that. She reads Mrs Goldstein's care plan. The plan says Mrs Goldstein is Jewish. She can only eat Kosher food.

TWO

Think about the important words and relate them to what you have learnt in reading your textbook. For example:

- Day program – you have just been studying about day programs for aged people in your text. You are aware of what they are. Think about the policies and procedures of Day Programs, what the purpose is and what your responsibilities are.
- Enjoys many activities – Mrs Goldstein had a good day. From this you may presume she was not sick, unhappy, had disagreements with people, or was not too tired.
- Does not eat her lunch – this seems unusual and not consistent with the above statement, enjoying her day.
- Does not complain – Although Mrs Goldstein does not complain or seem unhappy, the worker thinks that perhaps the fact that she doesn't complain, there may be a deeper issue, that she does not want to talk about, even when asked.
- Must be more to it – see above. The worker wants to find out why and is not satisfied with. Mrs Goldstein's simple answer because of the inconsistency in her actions.
- Care plan – you have learnt about care plans and know that these are an important part of supporting older people and of workplace policies and procedures.
- Only eat Kosher food – although the food type is not important in this case study, you have identified that Mrs Goldstein has her own unique needs and requirements which is found in care plans.

THREE

Read the first question below and **highlight** the important words.

Is the worker right to read Mrs Goldstein's care plan?

This is a short answer question. You have not been asked to explain any information; therefore, you can answer with either a Yes or No. Refer back to your textbook for information regarding care plans and rights of the individual.

ANSWER: Yes

FOUR

Read the next questions and **highlight** the important words.

What should the worker do now?

This is an open-ended question and is asking for what actions should be taken. You are to answer this question based on what you have learnt from your textbook / internet research / workplace. You will have learnt about communication, policies and procedures, care plans, rights of the individual, reporting, etc for this unit. Your text may not give you the exact answer, as you are being asked to make a decision to solve a problem and demonstrate your understanding of the unit and this particular problem.

Consider that you are to address the actions of the worker from this point forward. These are the important highlighted words. When you read the case study, you identified several important points based on the scenario and what you have learnt.

These key points fall into different categories including:

Communication *– does not complain, asking questions, feedback, build rapport*

Rights of individual *–choice, special requirements, specific needs,*

Aged care services *– care plans, day programs, food services*

Workplace Obligations *– policy and procedures, client rights, internal communication, reporting and responsibilities*

You are being asked **do now**. This means **what actions from this point forward** should take place, so that this situation does not happen again. Your answer should relate to the identified categories (e.g., Communication, rights of individual aged care services, obligations of the workplace)

ANSWER:

The worker should now report the problem to her supervisor and request that they **discuss** providing Kosher food for Mrs Goldstein. The worker could also **talk to Mrs Goldstein** and ask her if she would like Kosher food to be prepared for her. If Mrs Goldstein had an **advocate,** the worker could also speak to them about the problem.

WRITING REPORTS

HOW TO WRITE A REPORT

During your studies you may be required to research a particular area and produce a report. For instance, depending on your area of study, you might be asked to write a report on the performance characteristics of an aircraft engine, the classroom management practices of a teacher, the cost benefits of using a particular type of software in a company, etc.

Some of the reasons we write reports are to:

- inform
- make proposals or recommendations for change
- analyse and solve problems
- present the findings of an investigation or project
- record progress

Your Trainer will usually provide you with the following information:

- the topic or subject of the report
- the required length and due date
- a clear idea of its purpose and who will read it
- the format headings to be used and their order.

STEPS IN WRITING THE REPORT

Writing your report is an ongoing process of writing and re-writing. Therefore, it's important to realise that you don't need to begin at the introduction and write until you get to the conclusion. Often the body is written first. Also, you're not expected to produce the perfect report the first time you put pen to paper – expect to have to redraft your report.

A useful writing process for longer reports is to:

1. Organise your information
2. Write an outline
3. Write a first draft
4. Re-write to improve the draft
5. Edit and proofread

You'll also need to consider the presentation of the report, in particular:

- format and layout
- inclusion of graphics and visuals

ORGANISATION & WRITING AN OUTLINE

For many students, the main difficulty in writing a report is to organise the information.

By the time you've finished researching, you've often gathered an incredible amount of information. So, what do you do with this large pile of papers? You must break down the information using headings and sub-headings, then decide upon a logical order. You need an overall plan, which will also keep you on the subject.

SAMPLE OUTLINE

HERE'S A SAMPLE OUTLINE:

Topic: The Australian Wine Industry Today

Introduction

- why this report is written
- what it will cover

History

- first vineyards in Australia
- where/when/who
- what they produced
- quality of the wine
- progress from then until now
- very brief
- per state/development of major areas
  - SA
  - NSW
  - Victoria
  - Tasmania
  - Western Australia

Consumption of wine in the 1990s

- comparison with other decades
- by types of wine
- popularity table
- by areas
- how the wine drinker profile has changed in recent times

The export industry

- early exporting
  - What?
  - Where?
- response from overseas
- exports trends in the 90s
  - What?
  - Where?
  - How much?
  - Trend chart

The future of the industry

- domestic markets
- international markets
- threats
- opportunities
- what is required of growers and government

LEARNING ACTIVITIES

"All reports must have the material organised into a logical order. Here are two Learning Activities to practice this."

LEARNING ACTIVITY 1

You've been asked to write a report on skills and strategies you need to be a successful student. You've brainstormed and come up with these:

taking notes from texts *organizing the information*

reading *report writing* *note-taking*

writing a draft *scanning*

formatting *taking notes from presentations* *skimming*

Now you need to organise this information into headings and sub-headings. When you've done it, check out the answer on the last page. **Hint:** There are 3 headings.

LEARNING ACTIVITY 2

This one's a bit more difficult. As with the first activity, the idea is to organise the list into headings and sub-headings. This time, the list will become the contents page for a report outlining strategies for managing a national park. You might want to try a numbering system (see information below) with this one. When you've completed it, check out the answer on the last page.

Defence Forces Training *General Recommendations* *Introduction*
General Management Strategies *Management for Conservation of Resources*
Recommendations *Conservation of Native Fauna* *Recommendations*
Contents *Management for Visitor Use* *Conclusion*
Monitoring and Minimising Visitor Impacts *Recommendations* *Management for Resource Use* *Conservation of Native Flora*
Timber Harvesting *Recommendations* *Recreation Opportunities*
Management of Authorised Uses *Sponsorship and Advertising*
Mining and Mineral Exploration

Hint: There are 4 Recommendations sections as well as a General Recommendations, which means that there are at least 4 main sections in the body of the report.

CONTENTS

FORMATTING A FIRST DRAFT

As with most other writing formats, reports should all have an introduction, a body, and a conclusion. However, many reports may have all or some of the following sections (but note that your trainer / assessor may want the report in a quite different structure – always check first):

Title page, which includes:

- the title of the report (avoid long titles)
- student's name and number
- trainer / assessor's name
- date of submission

Abstract or Summary:

- is often written after the rest of the report is finished, but is usually read first
- gives us the bare facts of the report including the findings and the conclusions
- is typically very short

Table of contents if your report is longer than a few pages. This:

- lists the sections and sub-sections and page numbers
- provides a list of diagrams, tables and appendices (if used)

SAMPLE TABLE OF CONTENTS

CONTENTS	
1. Introduction	1
2. The lobbying campaign	2
2.1 Professional lobbyists	3
2.2 Petitions	5
2.3 Letters	7
2.4 Demonstrations	9
3. Forming a lobby group	12
3.1 Incorporated associations	14
3.2 Co-operatives	15
3.2.1 Objectives	16
3.2.2 Size	17
4. Using the media	18
4.1 The media release	20
4.2 Media conferences	22
5. Conclusion and Recommendations	25

WRITING DRAFTS

Introduction	Introduction, which: gives the background explains the purpose, scope and methods usedoutlines the terms of reference It should be a brief, accurate background for the body of the report
The body	The body, which covers the work done and what you found. It's dividedinto topics which are arranged in a logical order with headings and sub-headings
Conclusion	Conclusion covers the writer's judgement based on information in the body of the report.
	Recommendations: gives solutions to the problems suggests possible courses of action as a result of the conclusions, e.g.,who should take action what should be done when and how it should be done
Appendices	Appendices contain evidence which supports the report but is not essential because it's either too long or too technical for the audience.
Bibliography	Bibliography includes all sources of information used in the report andoften those used for background reading as well.
Glossary	Glossary is an alphabetical list of special words, phrases and terms usedin the report, accompanied by a short explanation of each. These are common in technical reports.

When you begin writing your report, you don't have to begin with the introduction and write until you reach the conclusion. In a report, it's often better to write parts of the body first, then the conclusions, and write the introduction last, when you're sure you know what you're introducing.

Don't expect to produce a perfect report the first time you write. It's usually an on-going process of writing and re-writing.

HELPFUL HINTS:

- Use a computer – even if you're slow, it saves time in the end.
- Write your first draft quickly to establish a 'flow'.
- Don't stop to fix errors – do your editing and proofreading later
- Use short, clear sentences – you can decide to join some of them in a later draft.
- Use bullet point form for important information to make it easy for the reader.

EDITING AND PROOFREADING

Check through your work for style and correctness. Use the checklist below to help you correct and improve your report.

EDITING CHECKLIST

Have you:

- clarified the purpose and audience?
- selected the most appropriate text type (memo report, long report, etc)?
- used the correct format?
- explained the purpose of the report?
- defined the problem?
- included all the information needed?
- deleted unnecessary information?
- presented factual and objective information?
- organised the information logically and clearly?
- formatted appropriate headings and subheadings?
- written language appropriate to the purpose and audience?
- used 'spell check' and 'grammar check'?
- written paragraphs with clear subjects and purposes?
- summarised the contents and findings?
- made recommendations that offer solutions to any problems mentioned?

FORMATTING

STANDARD STRUCTURES

If you're writing a formal research or investigative report, there are often standard structures for formal reports that you'll follow. Ask your Trainer if you are unsure about an assessment type. They will provide some guidelines and samples of acceptable structures.

Consider this!

When you format your document, you'll need to consider:

- font (type and size)
- line spacing
- margins
- the amount of white space around and within the text
- the fonts of headings and sub-headings
- types of graphics.

INCLUDING GRAPHICS AND VISUALS

Below are the guidelines for using visuals such as diagrams, graphs, or tables in your report.

- Tables and other illustrative figures, such as graphs diagrams and charts, should be included to assist with the clear presentation of data.
- Tables and figures should enhance the written information, not simply repeat it or stand separate from it.
- Tables and figures should be placed next to the written information that they relate to.
- If there isn't enough space, tables and figures should be placed on the opposite page.
- Detailed results, statistical analysis, transcripts, and other details should be placed in an appendix at the end of the document.
- References to figures and the appendix are generally put in brackets
  - e.g. (see Appendix)
- All figures and tables should have an informative title.
- Figures and tables should also be numbered sequentially, e.g., Table 1, Table 2 and usually
- only the first letter of the title is capitalised.
  - e.g., Figure 1. Infant mortality from measles
  - e.g., Table 1. Healthcare rates in South Australia
  - e.g., Table 7: Average family expenditure in Victoria (%)
- The axes and key features of graphs should be clearly labelled.
- Units of measurement should be stated
  - e.g., Size (KB), cost US$

ANSWERS TO ACTIVITIES

EARNING ACTIVITY 1 ANSWERS:

- Report writing
  - Organising the information
  - Writing a draft
- Reading
  - Scanning
  - Skimming
- Note-taking
  - Note-taking from presentations
  - Note-taking from texts

LEARNING ACTIVITY 2 ANSWERS:

CONTENTS

1. Introduction
2. General Management Strategies
3. Management for Conservation of Resources
   3.1 Conservation of Native Flora
   3.2 Conservation of Native Fauna
   3.3 Recommendations
4. Management for Visitor Use
   4.1 Recreation Opportunities
   4.2 Monitoring and Minimising Visitor Impacts
   4.3 Recommendations
5. Management for Resource Use
   5.1 Timber Harvesting
   5.2 Mining and Mineral Exploration
   5.3 Recommendations
6. Conclusion
7. General Recommendations

ASSESSMENT VOCABULARY

GLOSSARY

Use this guide to vocabulary to better understand what teachers are asking for in their assignments.

Information questions ask for nothing more than information and are the most direct way to find out how much someone knows about a reading.

Questions of application and speculation are among the most difficult questions because they ask you to apply what you know to solve a problem.

WORD	MEANING	EXAMPLE
Define	Give the exact meaning of the topic. How is it different from everything else of its type?	Define Marx's concept of alienated labor.
Describe/discuss	Tell what happened or what the topic is. Concentrate only on primary or most important features.	Describe the conditions on the ships that brought slaves to America and discuss one rebellion that took place on a slave ship.
Explain why	Tell the main reason why the topic happened or happens.	Explain why the ocean tides are not at the same time every night and why they are not always the same height.
Illustrate	Give one or more examples of the topic, relating each to the topic.	Primitive tribes usually have rigid family systems. Illustrate this point, using one of the tribes studied this semester.
Relate	Show how the topic has an effect on something else; the connection(s) between two things.	Relate the evolution of the horse to the changes in its environment.
Summarise	To give all the main points of a topic; to reduce it without changing it.	Summarize Galileo's main discoveries.
Trace	Give a series of important steps in the development of a historical event or a process or any sequence of happenings.	Trace the events that led up to the Civil War.
Compare	Show how two things are both alike and different.	Give two examples of biological polymers and compare them.
Contrast	Show only the differences between two things.	Contrast the sculpture of Renaissance Italy with that of Baroque France.
Agree or disagree:	Give your opinion about a topic, expressing either a positive or negative opinion. Support your opinion from appropriate sources.	The first six months of a child's life are the most important period in its emotional development. Do you agree or disagree with this?
Analyze:	Break down the topic into its parts and explain how the parts relate to each other and to the whole topic.	Analyse the structure of Beethoven's Fourth Symphony.
Critique/ criticize	Break the topic into its parts (analyse); explain the meaning	Critique Peter Singer's argument that all animals are equal.

	(interpret); and give your opinion (evaluate).	
Evaluate	You may make both positive and negative points, but you must come to some conclusion about the relative weight of good and bad points.	Evaluate the importance of protein molecules in a cell.
Interpret:	Explain the meaning of the topic. Give facts to support your point of view.	Interpret the meaning of the election statistics given on page 12 of your textbook.
Justify/ prove	Give reasons to show why the topic or assertion is true. Use examples.	Justify, from a Southerner's point of view, the need for slaves in the ante bellum South.
Could. . .?	Determine if the topic is capable of what is being asked. Your response should include a yes or no answer.	Could Hitler have won World War II if he had defeated Great Britain in 1940?
How would. . .?	Determine the probable reaction to the topic in the circumstances provided.	How would President Clinton have reacted upon discovering the Watergate break-in?
What would happen if. . .?	Based on what you have already learned, determine the probable outcome of a new set of circumstances.	Concentrated solutions of urea (8M) act as denaturing agents for proteins by disrupting non-covalent bonds. What would happen to the configuration of a protein dissolved in 8M urea?
List/state the following:	Answer the question in dot points or as a numbered list.	1. Stop 2. Drop 3. Roll