



Training
Qualifications
Coaching
Consulting
Recruitment

Learner Handbook

Collaborate - Innovate - Educate

Company Name	Learning Partnerships in Business Pty Ltd
Trading Name	Learning Partnerships
ABN/ACN	73 107 683 545 107 683 545
RTO Registration Number	31719
Website	www.learningpartnerships.com.au
Office Contacts	Phone: + 61 7 47 281 555 Email: enquiries@learningpartnerships.com.au
Address	Suite 3A, 370 Flinders Street Townsville City, QLD 4810

Copyright

© 2020 Learning Partnerships in Business PTY LTD.

Information in this document is commercially sensitive.

All rights reserved. No part of this document or accompanying image files may be stored in a retrieval system, transmitted, or reproduced in any way, including but not limited to photocopy, photograph, magnetic, or other record, without the prior agreement and express written permission of the publisher.

The information contained within this document is confidential and may not be disclosed to any third party without prior written consent from Learning Partnerships. This document remains the property of Learning Partnerships and is subject to copyright.

Disclaimer

Learning Partnerships has used its best efforts in preparing this document. Learning Partnerships makes no representations or warranties with respect to the accuracy or completeness of the contents and specifically disclaim any implied warranties of merchantability or fitness for a purpose.

There are no warranties which extend beyond the descriptions contained in this paragraph. Learning Partnerships reserves the right to revise and update the content in this publication at any time, without obligation to notify any person or entity of such changes. No warranty may be created or extended by sales representatives or written sales materials.

The accuracy and completeness of information provided herein, and the opinions stated herein are not guaranteed or warranted to produce any results, and the advice and strategies contained herein may not be suitable for every individual. Learning Partnerships shall not be liable for any loss of profit or any other commercial damages, including, but not limited to special, incidental, consequential or other damages.

Developed and Printed in Australia by Learning Partnerships®

www.learningpartnerships.com.au



Welcome	5
Our Philosophy	5
Purpose of This Document	5
Learning Partnerships Staff	5
Contact	5
Program Overview	6
Completion Period	6
Traineeships	6
Delivery Options, Coaching and Support	6
Hard Copy Materials	8
Student Welfare	8
Fees and Payments	8
Fee Schedule	9
Concessions	9
Payments	10
Liability for Unpaid Fees	10
Fees Paid by A Company or Other Third-Party	10
Course Transfers	10
Course Extensions	11
Course Deferrals	11
Refund Policy for Qualifications	11
Cancellation & Refund Policy for Non-Accredited Workshops	11
Student Role and Responsibilities	12
Trainer and Assessor Role and Responsibilities	13
Supervisor Role and Responsibilities	13
Purpose and Scope of Assessment	14
Evidence Portfolio	14
Recognition of Prior Learning (RPL)	15
Training and Assessment Standards	15
Plagiarism	15
Trainer Support and Feedback	16
Marking and Feedback	16
Keep Your Own Copies	16
Rules of Evidence	17
Principles of Assessment	17
Issuing of Qualifications	17



QCAA Information for School Students	17
Language, Literacy and Numeracy (LLN) Assessment	17
Legislation	18
Unique Student Identifier (USI)	18
Privacy Statement	18
Inclusivity	19
Anti-Discrimination and Harassment	19
Complaints	20
Appeals Procedure	21
Safety	22
Continuous Improvement	22
Student Portal: Google Classrooms	23
Supplementary Information	23
LP Tutorial Room	24
Workstation Ergonomics	25
Your Chair	25
Your Keyboard	25
Screen, Document, and Telephone	26
Pauses and Breaks	26
Note Taking	27
Assignments and Note Taking	27
Note Taking for Workshops	28
Presenter Style	28
After the Lesson	28
Assignment Guides	29
Analysing a Question	29
Guidelines	30
Assignment Format	31
Task Words	33
Editing and Proof Reading	35



Welcome to Learning Partnerships, and congratulations on taking the next step to enrich your education and career potential. Learning Partnerships is a Talent Development Business and Registered Training Organisation (RTO) 31719. We provide training, qualifications, recruitment, coaching and consulting to help individuals and businesses thrive.

Our Philosophy

Our philosophy is that Collaboration, Innovation and Education are the pillars to success. That, those that work hard, never stop learning and look to the future with a growth mindset and consider the ability to innovate, change and adapt as critical. We have qualifications at all levels from a Certificate II in Skills for Work and Vocational Pathways, right through to a Diplomas in Business, and Leadership and Management. You can start while you are at school, with no prior qualifications, while you work from home, even thousands of kilometres away. Everyone's journey is different. We understand this and can help you pick the right pathways to thrive within the fields you are passionate about. It doesn't matter where you are, it's where you end up that counts. Run your own race and then, when you're done, keep going to really stretch yourself. This is where the real growth happens.

Purpose of This Document

The purpose of this document is to provide you with detailed information on the policies and procedures governing your qualification and assessment along with what you can expect from the Learning Partnerships team.

As learners, it provides you with:

- Details about the Learning Partnerships people with whom you'll work throughout the course.
- Details of relevant Learning Partnerships policies, procedures and behaviours.

In this handbook, we have included information that will be useful for you to be aware of before you begin training with us, so please read it carefully. If you have any questions, our facilitators will be happy to answer them for you so please contact us. Learning Partnerships is committed to making this course a rewarding and fulfilling experience and look forward to working with you.

Learning Partnerships Staff

As a Registered Training Organisation, Learning Partnerships are committed to an open and compliant relationship with the Federal and State Governments including ASQA and the Associated Legislation we operate under. Learning Partnerships employ staff who hold the TAE40116 Certificate IV in Training and Assessment or above in addition to the qualifications for the course they are delivering and are committed to their ongoing professional development and passion for lifelong learning. Our staff share a common core value system around customer focus, acknowledging that all individual learners bring existing skills, knowledge and expertise based on their experience in life. We value, respect and embrace the diversity and individuality of each of our partners and learners.

Contact

Learning Partnerships

3A, 370 Flinders St, TSV City 4810 QLD

Head Office: 1300 596 885

E-mail: enquiries@learningpartnerships.com.au



During a preliminary consult or following your enrolment, our Student Administration Officer and/or your Learning Partnerships Trainer will be in contact with you to assist in your understanding of this document and the options available to you to complete your qualification with us here at Learning Partnerships.

Completion Period

With the exception of User Choice Traineeships, you will have 12 to 18 months to complete the qualification as per your letter of confirmation and depending on the qualification. Nationally Accredited Skill Sets have a completion period of 3 to 6 months. Additional extensions on your nominal completion date can be organised within 30 days of expiration for a fee. The exception to this is trainees on an indentured training contract, and enrolments with associated specific funding. Extension can only be processed if a prior agreement, arrangement and approval has been made by all parties associated. You will be sent emails throughout your qualification period with advice and information to assist you in keeping on track. You will also be advised prior to your nominal completion date expiration and reminded of the extension requirements. It is your responsibility to provide us in writing if you are requesting an extension in accordance with the Extension Parameters in this handbook.

Traineeships

If you are a trainee, included in the evidence portfolio provided to you by Learning Partnerships, is a Training Record Book. This will require sign off by your Supervisor/Employer as well as your Learning Partnerships Trainer as you progress through the gathering of evidence and completion of tasks. The progress of your training will be monitored and shared with your employer/host employer.

Delivery Options, Coaching and Support

Learning Partnerships provides a range of delivery options as well as coaching and support for our students.

Our default by popular demand Mentored Delivery Option is perfect for those students that learn best with a bit more support. While still priced very affordable it provides more coaching and mentoring on a one-to-one basis with your trainer. Includes:

- Orientation meeting with Learning Partnerships
- Online delivery plus one hour individual coaching per unit (additional coaching available as fee for service)
- Tutorial Days
- Virtual Study Halls
- Student Forums
- Processing of eligible Credits and RPLs (pro-rata'd fees apply)
- Learning resources (except where a textbook is required)
- Three attempts to attain competency per unit of study (additional attempts available as fee for service)

This Delivery Option Excludes:

- Textbooks where required which can be purchased via our textbook list portal to Booktopia (<https://www.learningpartnerships.edu.au/text-book-list-for-2021/>) or sourced independently.



Our Online Self-Directed Option is for highly motivated fee-for-service students seeking an affordable, self-paced, online learning model with the ability to accelerate the completion of your nationally recognised qualification at your own time management. Please contact our Learning Partnerships Administration Staff should you wish to proceed with this option. This option includes:

- Orientation meeting with Learning Partnerships
- Online delivery only
- Virtual Study Halls
- Student Forums
- Processing of eligible Credits and RPLs (pro-rata'd fees apply)
- Learning resources (exception where a Textbook is required)
- Two attempts to attain competency per unit of study (additional attempts available as fee for service)

This Delivery Option Excludes:

- Workshops and Coaching (coaching available as fee for service)
- Textbooks where required which can be purchased via our textbook list portal to Booktopia (<https://www.learningpartnerships.edu.au/text-book-list-for-2021/>) or sourced independently.

Our Student Learning System provides support resources that you can use to work independently through your studies. We are committed to helping improve our students learning experience with products to support their studies. All students participating in the Mentored Delivery Option are eligible to attend, at no additional cost, Tutorial Days on Tuesdays and Thursdays. They are also eligible for one-hour personal coaching for each of their units of competency, which can be request via a booking for by contacting enquiries@learningpartnerships.com.au. Additional one on one coaching packages can be purchased by any student who may require it through the website via our online shop (<https://www.learningpartnerships.edu.au/shop/>), and is outlined in the Fee Schedule.

Workshops can be run online or in house for a team or group at flexible times upon demand and availability for students enrolled in our Mentored Delivery Option (Online Self-Directed students can register to workshops when/if they are available as fee for service). Contact us to discuss private team development, we provide a range of skills development workshops that may complement your qualification. (Please note that as workshops are delivered by demand, a minimum of 8 participants are required to proceed, and are not guaranteed to proceed). All students must register for these if you wish to attend, and they can be viewed via our website (<https://learningpartnerships.com.au/scheduled-events/>).

Assessment work completed during workshops and coaching sessions covers the main functional elements of the assignment. Students are still required to personally review and complete the assessment checklist requirements and reflections independently and submit the assignment for marking. If you need any support to complete any theory aspects and in understanding the assessment requirements, simply contact our Learning Partnerships Administration Staff to arrange at enquiries@learningpartnerships.com.au.



Hard Copy Materials

Learning Partnerships values sustainability and the ability to provide you with continuously updated materials that can keep pace with evolving resources. As such all of our learner materials are online through our Student Learning System. We appreciate that due to learning style or geographical location and technology challenges some students may prefer to receive hard copy materials. Bound hard copy manuals are available for purchase through our website, via our online shop (<https://www.learningpartnerships.edu.au/shop/>) and are outlined in the Fee Schedule. The manuals will be customised and aligned to your units of study within your qualification. Some qualifications may also require a mandatory textbook which is outlined in the requirements of the qualification and is available for purchased via our textbook list portal to Booktopia (<https://www.learningpartnerships.edu.au/text-book-list-for-2021/>) or sourced independently.

Student Welfare

Students are able to access learning support from their trainer. Assistance provided during the delivery of the training program includes repetition of content, provision of practice sessions and ensuring the student is progressing in their learning. Support services, welfare and guidance information for all students is available by contacting your trainer or Learning Partnerships Administration. Learning Partnerships has access to various support and welfare services for the assistance of its students, including internal counselling services in relation to your training, assessment or career opportunities. Learning Partnerships also has access to a full-time qualified LLN teacher who will be happy to assist you with any developmental needs that you may have. Please contact your trainer should you wish to discuss the services that Learning Partnerships provides.



Fee Schedule

A fee schedule for qualification costs and supplementary costs such as extensions, hard copy materials and additional support hours is maintained under each individual course description on the Learning Partnerships website. At the time of ordering, a course quote will be issued that will define the cost of the qualification taking into effect any discounts or concessions.

Concessions

For government funded programs, fee concessions may be available to you. Evidence of concession eligibility is to be provided at enrolment. Depending on the program, fee concessions may be available to you if:

- a. You have a Health Care concession card or Pensioner concession card issued under Commonwealth law, or are the partner or a dependent of a person who holds a Health Care concession card or Pensioner concession card; or
- b. You have an official form under Commonwealth law confirming that you, your partner, or person on whom you are dependent is entitled to concessions under a Health Care concession card or Pensioner concession card; or
- c. You are an Aboriginal or Torres Strait Islander person

Your final certificate will be withheld until all fees are paid.

Payments

The non-refundable enrolment fee (\$500.00 to \$1000.00 depending on the qualification) and the first quarterly payment (pro rata'd course fee) of the qualification cost must be paid prior to receiving learning materials and commencing training. Please send remittance to enquiries@learningpartnerships.com.au as payments made via Electronic Funds Transfer (EFT) can take up to several days to transfer. PAYRIGHT (Australian Payment Plan Provider) is also available for customer use with Learning Partnerships. The remainder of the course is to be paid in quarterly instalments in advance for the duration of the qualification period. A payment schedule will be outlined in your invoices for your course. If a quarterly instalment payment is missed, any outstanding marking for submitting assessments will be put on hold, and you will not be issued with any new unit materials until overdue fees are paid.



Liability for Unpaid Fees

Students who do not pay their fees on time are liable for:

- All unpaid fees; and
- All external costs of collection from appointed agencies.

If a quarterly instalment payment is missed, any outstanding marking for submitting assessments will be put on hold, and you will not be issued with any new unit materials until overdue fees are paid.

Fees Paid by A Company or Other Third-Party

Companies or other third parties, who have confirmed that they are paying a student's fees by producing a purchase/order number or a letter confirming payment, are liable for any outstanding fees, including where the student withdraws or transfers their enrolment. This applies even if the student no longer works for that company.

Course Transfers

Students may apply to transfer between courses of equal value within a month of enrolment. However, for a student wishing to downgrade their course to a course of lower value, the same conditions apply as for a Course Cancellation and Refund Policy and is only possible within 10 days of enrolment.

Students can only transfer between courses once. If a student requests a second transfer or wishes to transfer outside of the one-month period, it will need to be approved by Senior Management and an administration fee of \$150.00 + GST, and any difference in course value, will be charged. Students cannot transfer out of a course provided by Learning Partnerships through a partner RTO to another Learning Partnerships Course.

Course Extensions

The courses we offer are designed to be completed within specific time frames depending on the course. The enrolment start date and nominal completion date will be outlined within the Confirmation of Enrolment Letter that the student receives upon enrolment. If you wish to extend your course nominal completion date, an extension will need to be purchased from our online shop (<http://www.learningpartnerships.edu.au/shop/>).

Request for an extension must be provided within 30 days prior to the initial expiration period. Failure to notify intentions to extend will result in your enrolment expiring on the initial expiration date.

If students fail to complete their course within the required timeframe, their course will be suspended in their online learning portal, and they will cease to have access to the content. Access will resume only after students have paid for a course extension. A request for extension must be provided within 30 days of the expiration.

If the student enrolments have expired more than 30 days, they will be required to re-enrol. The enrolment cost will be at a pro rata'd rate depending on the credits for subjects previously completed.



Course Deferrals

Students can defer their course start date for up to 3 months. Payments for the course fees will be suspended until they resume their studies. However, this does not change the Cancellation or Refund policy. Students are only allowed to suspend their course **once** during their studies, and again for only a 3-month time period. Students enrolled in more than one course can request to have certain courses suspended until they have completed their first course.

Refund Policy for Qualifications

The following strictly outlines the Learning Partnerships Refund Policy:

- Cancellation of course within 10 days of the enrolment date: Refund of course fees (excludes non-refundable enrolment fee and any additional administration fees).
- Cancellation of course after 10 days of the enrolment date: No refund
- For Purchase Orders/Order Numbers, the period of cancellation to receive a refund will be within 10 days of the Purchase Order/Order Number date.
- Refunds on compassionate or exceptional grounds: No refunds will be made after the refund periods stated in the above statements except on compassionate grounds where the student's ability to study and complete their course has been significantly affected by events beyond their control, including but not limited to: Illness; Injury; or circumstances deemed exceptional by the Managing Director. To be considered for a refund on compassionate or exceptional grounds, the student must provide appropriate documentary evidence.

Cancellation & Refund Policy for Non-Accredited Workshops

- If Learning Partnerships cancels any non-accredited training workshops, then alternative dates are arranged. If this is not possible, then the learner will not be charged or refunded if costs have already incurred.
- If a learner cancels training, alternative dates will be arranged and if this is not possible then the total fee will need to be paid.
- If written cancellation is received more than 14 days prior to the scheduled training, no fee will be charged if costs have not been incurred. However, if costs have been incurred on preparing the clients training the costs will be deducted from the refund.
- If written cancellation is received between 14 and 7 days prior to training a 50% charge will be made.
- If written cancellation is received less than 7 days prior to training, the full charge will be made.
- No refund is available to participants who leave before finalising the course/competency/module, unless they can provide a medical certificate or show extreme personal hardship. In that case, fees may be refunded on a pro-rata basis. However, should participants wish to finalise incomplete modules in a future program, the original fee payment can be used as credit towards that course within six months of initial payment.



Student Role and Responsibilities

The following points serve as a reminder of aspects of your role that will help achieve success:

- Be open to learning and opportunities
- Be prepared to ask questions
- Treat facilitators and other learners with respect, fairness and courtesy
- Turn up to workshops and meetings as arranged and progress through your studies
- Communicate with your coach about assessment tasks
- Wear appropriate clothing and footwear and follow all WH&S instructions when on site
- Comply with all relevant visa conditions, local, State and Australian laws
- Complete assessment requirements within the period of your qualification

You are entitled to:

- Be treated fairly and with respect by facilitators and colleagues
- Learn in an environment free of discrimination and harassment
- Pursue your educational goals in a supportive and stimulating environment
- Have your records and personal information stored and maintained confidentially, securely and in a professional manner
- Have access to your records
- Receive information about assessment procedures and your progress in the course
- Offer feedback or make a complaint at any time during your training

As your course will lead to a nationally recognised qualification, there will be assessment tasks required. You will be supported in your journey, and part of the role of your coach is to help you work through the assessment tasks and identify the evidence required. In many cases you will be completing assessment kits that encompass different types of evidence. To give you an idea about what evidence might look like, tasks such as the following may be used:

- Completing workplace tasks
- Completing assessment responses
- Self-evaluations
- Professional conversations
- Current workplace documents and testimonials to show competency
- Past qualifications for cross credit
- Obtaining 3rd party reports



Trainer and Assessor Role and Responsibilities

Your course will be moderated by one or more Trainers and Assessors. Depending on your selected mode of training this could involve workshops, coaching, online tutorials and self-paced learning materials.

The Learning Partnerships Team are here to:

- Help you understand what is required of you in terms of tasks and assessments
- Guide you on your journey
- Help you identify appropriate evidence to use in assessments
- Answer any theory/content questions
- Formally assess the tasks and evidence provided against national competency standards and conduct reasonable adjustment if identified
- Keep you focussed and on task in terms of assessments
- Provide 1 on 1 coaching/development around specific issues as they arise
- Keep regular contact to check on progress
- Resolve any complaints in the first instance

Supervisor Role and Responsibilities

Depending on your training requirement, your workplace supervisor may play a role in the completion of your qualification, particularly if you are a trainee. Your supervisor should:

- Recognise your potential
- Participate in developing your training plan
- Support you on your journey
- Suggest projects and/or opportunities for you to work on
- Arrange training in the workplace
- Mentor and provide advice as appropriate
- Provide 3rd party reports and feedback about your work performance.



Purpose and Scope of Assessment

The purpose of assessment is to confirm that you have met the national competency standards for the training package and have provided the necessary evidence according to the principles of assessment and rules of evidence.

Each individual unit of competency in your requirement will require you to submit multiple pieces of assessment. These can include:

- Multiple Choice Short answer responses
- Workplace or Scenario tasks or projects
- Evidence portfolio
- Signed third party report

You are encouraged to read the Student Assignment Quick Guide for guidance on understanding and answering assignment questions.

Evidence Portfolio

Some assessments for units of competency, and all RPL assessment paths, require an Evidence Portfolio to substantiate competency in the workplace over a period of time.

Your Evidence portfolio will consist of all the completed records you can gather that will demonstrate your competence in the unit of competency. Typical evidence you may use can include:

- Resumé, work history, Position descriptions, performance appraisals
- Certificates/results of assessment
- Results/statement of attendance/certificates – in-house courses
- Results/statement of attendance/certificates – workshops, seminars, symposiums, etc
- Results/statements of attendance/certificates – club courses e.g. First aid, surf life saving
- Industry awards
- Photographs
- Emails
- Membership of relevant professional associations
- Minutes of meetings
- Policies and procedures
- Completed reports and documents
- Diaries/task sheets/job sheets/logbooks
- Feedback forms and comments
- References/letters from previous employers/supervisors
- Testimonials
- Hobbies/interests/special skills outside work
- Any other documentation that may demonstrate current, relevant industry experience. Evidence for your portfolio needs to meet four specific requirements. These are called the Rules of Evidence.



Recognition of Prior Learning (RPL)

If you possess skills and knowledge through previous training and/or experience that is relevant to your training and would like to receive RPL for them, you will be required to undertake an RPL interview to discuss this with your coach/assessor and determine eligibility for RPL.

In line with the National Vocational Education and Training Regulator Act 2011 and National Standards for RTOs 2015, Learning Partnerships recognises qualifications received from all Australian Registered Training Organisations. This includes Statement of Attainments from Registered Training Organisations within Australia. If you have any such qualifications, please bring them along to your initial interview (where appropriate) or inform Learning Partnerships before you begin your course. This will help determine what units you will need to complete to gain your qualification. If you are unsure whether your Statement of Attainment is relevant to your current course, please bring it along and discuss it with your assessor.

Training and Assessment Standards

Learning Partnerships has personnel with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered. Assessment will meet the Australian Qualifications Framework and Standards for RTOs (including Recognition for Prior Learning and Credit Transfer). Adequate facilities, equipment and training materials will be utilised to ensure the learning environment is conducive to the success of learners.

Learners will be provided with a full set of relevant course materials and templates electronically to complete and submit assessments (except where textbooks are required to be purchased). Learning Partnerships has reviewed the equipment and facility requirements for each unit of competency in the qualification and guarantees it has access to the plant and equipment needed to implement the program (except where textbooks are required to be purchased). Learning Partnerships' staff and learners have access to:

- Learning resources, assessment material, and tools (except where textbooks are required to be purchased)
- Equipment including computers, software, power point, digital projectors, smart TVs, whiteboards, flip charts
- The RTO has access to staff and training/assessment resources to meet the requirements of the learners with special needs and has an assessment process that incorporates reasonable adjustment procedures
- Workshop materials, including workbooks, PowerPoint presentations, handouts, run sheets, DVDs, activities and reference materials

Plagiarism

For each assessment item, you will be required to confirm the work you are submitting is your own, verified by your signature. Should it be discovered the work is not your own, you're Learning Partnerships assessor will discuss this with you and the employer notified if the employer is supporting or paying for training. All academic or behavioural misconduct will be addressed directly in the first instance with the trainer/assessor and recorded on the Learner's file. Depending on the extent of misconduct or plagiarism a review board of Trainers and Assessors will determine whether your enrolment is suspended without refund.



Trainer Support and Feedback

If you are enrolled in our Mentored Delivery Option, your qualification includes support hours per unit. If you have a question regarding your assignment or would like some guidance you can submit a support request or come to one of our tutorial days for additional face to face support. This does not count as a submission.

Marking and Feedback

Assignments once submitted for review are submitted to a marking queue in the order of first in first out. Our standard turn-around for marking is 14 business days. We at times can get very busy during peak submission periods. In these instances, we will advise when results can be expected.

Delays in marking may occur if assessments are not submitted directly to trainers, and not according to the standard process to enquiries@learningpartnerships.com and online, as our trainers may be training or out of the office, therefore the communication may be missed and it will not be put in a marking queue.

Assessment Submissions and Attempts

You need to submit all assessments through the Student Learning System or, where it has been prior arranged as a reasonable adjustment, through email to enquiries@learningpartnerships.com.au, or face to face to your trainer and assessor. You have multiple attempts to reach competency, depending on the chosen delivery option.

To demonstrate competency, your assessment must have met all of the performance outcomes, skills and knowledge requirements as described in the relevant unit descriptor(s) found at www.training.gov.au. Your assessor will be validating your submission to ensure that it correctly addresses the unit benchmarks to the standard required.

Your assessor will assess each response as satisfactory (S) or not yet satisfactory (NYS). If the response is deemed as being NYS, your assessor will provide feedback on ways of achieving a satisfactory result. Should you be deemed Not Yet Satisfactory, you may have the opportunity to undertake a supplementary assessment. You may appeal the final result if you disagree. If you feel you are not yet ready to be assessed, please contact your assessor to discuss your options. If you feel that we should change any aspect of the assessment to be fair, equitable or just, contact your assessor to discuss possible alternate arrangements.

After the final attempt, depending on the number of gaps and severity of gaps, your assessor may provide reasonable adjustment for additional attempts. Or, where the gaps are still considerable following the final attempt, you will be required to re-enrol in the unit of competency, with a re-enrolment fee per unit of competency.

Under no circumstance is a student to alter/remove questions within their assessments that have been issued to them. Depending on extent of the changes made, doing so can result in suspension from the course without refund.

Keep Your Own Copies

It is vital that you keep copies of all assessment evidence that you submit for your own records.



Rules of Evidence

The **Rules of Evidence** state that evidence must be:

- Valid – the assessor must be assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency
- Sufficient – this refers to the quality, quantity and relevance of the evidence needed to be supplied in order to ensure all aspects of the unit of competency are addressed as well as satisfying the need for repeatable performance
- Current – to satisfy currency, evidence provided reflects current or recent past performance. If you are not sure if you meet this aspect, please discuss this with your coach/assessor before you undertake this assessment
- Authentic – the assessor is assured evidence presented for assessment is the learner’s own work. To determine authenticity an Assessor may ask the learner to show them, for instance, when a particular document was accessed, or explain the process you followed when a document was created.

Principles of Assessment

For your assessor to make a determination of competency, or, not yet competent, the assessor, must be satisfied that the **Principles of Assessment** have been met within the assessment instrument. The Principles of Assessment state that assessors must ensure:

- Validity – in other words, the assessment instrument assesses what it claims to assess as outlined in the unit of competency outcomes, performance requirements, required skills and knowledge. Further, the assessment instrument must provide a range of occasions and contexts for you to provide the evidence to support this assessment. When making their determination of competency, the assessor must be sure that there have been different assessment methods used within the assessment instrument. That is why you are asked some short answer questions, are required to complete a task based in your workplace, or to provide a Third-Party Report.
- Reliability – this principle refers to how assessors maintain consistency in both the interpretation of the evidence you submit for this assessment, as well as in the assessment outcome. To achieve this, there are Assessor Guides developed and provided with suggested responses, so that different Assessors can achieve consistency in assessment outcomes. The assessor guides and mapping of the assessment to the Unit’s requirements are available upon request. The final aspect of this principle is addressed through Assessors at Learning Partnerships undertaking regular validation and moderation of the assessment instruments as well as randomly selected completed assessment responses and associated evidence.
- Fairness – to achieve fairness it is vital that you, as the candidate clearly understand the assessment process, what you are expected to do or provide, to what standard, in what time frame, as well as the review/appeals process should you disagree with your assessor’s determination or the assessment process. A crucial component of fairness is the candidate having the assessment option of RPL or Recognition of Prior Learning. If you would like to discuss your suitability for RPL for this or any other unit, please talk with your coach/assessor. If you feel that there is any conflict of interest between you, the assessor or the assessment process, please advise us immediately so that alternative arrangements can be made.



- Flexibility – as the assessment process involves a range of interested parties, Assessor’s need to make sure that the assessments reflect the needs of the candidate and their supervisor/manager (where applicable). Therefore, it is very important to us that the timing of the assessment, as well as your readiness to be assessed, are considered. That is why we ask you to complete the verification statement on the front of every assessment instrument.

Issuing of Qualifications

Upon completion of your Qualification and finalisation of course fees, you will be issued with an electronic copy of your official Nationally Recognised Qualification and Academic Transcript. It is your responsibility to look after these. Requests for duplicate copies or printing/reprinting of qualifications will incur a fee according to the fee schedule, and can be purchased through the website, via the online shop (<https://www.learningpartnerships.edu.au/shop/>).

If you have participated in an assessment either successfully or unsuccessfully for units of competency/modules only, a Statement of Attainment will be issued. These digital parchments will be sent to the email address identified on your enrolment form within 14 days of completion or advice on withdrawal/cancellation from a program provided all fees have been finalised. Please ensure you keep your details up to date. Please contact the RTO Administration for any printing requests in writing. Your details will also be automatically sent to your USI account.

QCAA Information for School Students

If you are enrolled in qualification whilst at school, you may be eligible to receive points towards your Grade 12 Certificate of Education by completing a qualification. Learning Partnerships do not directly upload completion of qualifications to the QCAA platform. This data will be transferred from the RTO data portal to the student’s QCAA account through the Department of Education, Small Business and Training. This can sometimes cause a delay between the transferring of data. To allow for faster data transfer, school students are asked to supply their Learner Unique Identifier (LUI) Number.

Language, Literacy and Numeracy (LLN) Assessment

This assessment demonstrates your knowledge and performance evidence of your understanding and application of the learning criteria. It does not contribute to any of your marks in your units of competency within your course but is more of an indicator for our trainers to understand where there may be opportunities for reasonable adjustment in the delivery of our training and assessments. The questions in this assessment cover the following elements:

- Literacy (spelling, grammar, business writing)
- Numeracy in a work situation
- Comprehension and following instructions in a work situation

Please access the assessment here (<https://forms.gle/pexWN3pnzsdFMzMD6>). If you have any concerns in regard to filling out this form, or have any questions about LLN, please contact us - enquiries@learningpartnerships.com.au



Learning Partnerships is a Registered Training Organisation #31719 and as such we need to provide you with the following information. If you have any questions, any of the facilitators will be happy to answer them for you.

Legislation

As a Registered Training Organisation, Learning Partnerships is required to follow many legislative requirements. These requirements underpin the policies and procedures in place. Policies and procedures for Learning Partnerships are regularly reviewed and updated. The latest versions of all policies and procedures are kept at Learning Partnerships' office, situated at Suite 3A, 370 Flinders Street, Townsville, with reference to:

- Anti-Discrimination Act 1991
- Disability Services Act 2006
- Further Education and Training Act 2014
- Information Privacy Act 2009
- National Vocational Education and Training Regulator Act 2011 (Cwlth)
- Work Health and Safety Act 2011
- Workplace Health and Safety Regulations 2011 (must be read in conjunction with Work Health and Safety Act 2011)
- Standards for Registered Training Organisations 2015 (Cwlth)

Full copies of the legislation and updates are available via:

www.legislation.qld.gov.au | www.scaleplus.law.gov.au | www.comlaw.gov.au

Unique Student Identifier (USI)

All learners studying a nationally recognised course in Australia from 1 January 2015 are required to have a Unique Student Identifier (USI). The USI links to an online account that contains all of the learner's training records and results completed from 1 January 2015 onwards with results available in 2016.

This transcript will be helpful when applying for jobs or enrolling into further study and will be accessible online from a computer, tablet or smartphone any time.

Learning Partnerships requires all learners to log onto the website www.usi.gov.au to create their unique student identifier, select Learning Partnerships as your 'Training Organisation' and provide the number to us on your enrolment form. Our staff are able to assist learners through this process.

Privacy Statement

Learning Partnerships is committed to ensuring compliance with the Australian Privacy Principles throughout the process of collecting, storing and sharing of personal information of our clients. As an Australian Registered Training Organisation 31719, Learning Partnerships is required to collect sufficient, authentic personal information to meet legislative obligations under State Government contracts and the Federal Government Standards for RTOs for the purpose of issuing and retaining records of results of assessment for a period of 30 years.



Personal information is protected from misuse, loss, unauthorised access, modification or disclosure on secure servers by staff informed of the responsibilities identified in the Australian Privacy Principles. Personal information will only be disclosed outside of contractual and legislative requirements, when required and authorised by Australian law:

- Hard copy learner files stored in locked premises
- Learner database and secure file server
- Statistics for reporting to government agencies for contractual purposes.

All personal details are kept in a secure location and if you wish to access your records, please contact Student Administration on (07) 4728 1555.

Inclusivity

Learning Partnerships is committed to promoting inclusiveness in training. Learning Partnerships will give you information about your course so that you are able to decide if you require adjustment or support for any of the following areas:

- Literacy and/or numeracy
- English language
- Disabilities

Your coach will support you through any learning needs.

Anti-Discrimination and Harassment

Learning Partnerships will not tolerate discrimination, victimisation or harassment. We believe that all people have the right to work in an environment free of discrimination and harassment.

Under Federal and State anti-discrimination laws, discrimination in employment on the following grounds is against the law:

Political belief and activity	Parental Status	Pregnancy
Marital Status Impairment	Criminal Record	Sex
Race	Social Origin	Religion
	Union Activity	Age

What to do if you feel discriminated against, harassed or bullied?

Process your complaint through Learning Partnerships' complaints procedure. Any of the facilitators/assessors are able to respond in the first instance.



Complaints

Learning Partnerships has strict guidelines to deal with behaviour which violates fellow workers and learners. This behaviour includes bullying, harassing or discriminatory behaviour. A complaint may be made around any element of training and assessment or marketing and follows the principles of natural justice. This involves the following stages which will be recorded and filed at each step:

Stage 1: (to be completed within 7 days of the complaint being recorded)

- Discussion with relevant staff member about the complaint
- If it is difficult to discuss the issue with the relevant trainer, the complaint can be taken to any of the trainers/managers at Learning Partnerships.

Stage 2: (completed within 7 days of the complaint progressing from Stage 1)

- If it is unable to be resolved, the complaint will be referred to the Managing Director of Learning Partnerships.

Stage 3: (completed within 7 days of the complaint progressing from Stage 2)

- If the complaint still cannot be resolved, then an external mediator will be employed to address the issue. Learning Partnerships will fund 1 session of 2 hours with an external accredited mediator.

Stage 4: (completed within 7 days of the complaint progressing from Stage 3)

- If the complaint cannot be resolved internally, Learning Partnerships will refer the client/learner to the Australian Skills Qualifications Authority, QLD Training Ombudsman, Fair Work Australia or appropriate Australian Government Authority
- Learning Partnerships will also seek legal advice at Stage 4 of the process.



Appeals Procedure

Learning Partnerships has a policy, which enables learners to fully explore their final assessment outcome. If you disagree with the assessment result you are able to appeal the decision or the process, you can use the following procedure within 7 days of receipt of the result:

Stage 1: (completed within 7 days of the appeal being lodged)

- Discussion with relevant trainer about the assessment result
- The trainer will explain the reasons for the assessment and provide the evidence needed. If it is a case of more evidence being required, then the learner will be given the opportunity to gather the evidence or complete an assessment task again.

Stage 2: (completed within 7 days of the appeal progressing from Stage 1)

- If the learner still feels that they have a case for appeal, the appeal can be taken to the Managing Director or delegate of Learning Partnerships
- The Director and another assessor will moderate the assessment tasks and outcomes and make independent assessments
- If the assessment is different to that of the original assessor, the result will be altered, and the assessment practice of the specific assessor be investigated.

Stage 3: (completed within 7 days of the appeal progressing from Stage 2)

- If the learner still feels that they have a case for appeal, then an external moderator will be used. Learning Partnerships will send the information and assessment to an independent RTO for moderation.

Stage 4: (completed within 7 days of the appeal progressing from Stage 3)

- If the learner still feels that there is a case for appeal, then they will be directed to take their case up with the Queensland Government Training Department or ASQA whichever Governing body is relevant.



Safety

Learning Partnerships follows relevant Workplace Health and Safety legislative requirements, risk management and guidelines. The most up to date versions of these policies are available from your trainer/assessor or the organisation.

The trainer/assessors will point out to you any safety issues related to the Learning Partnerships site of training.

It is your responsibility to comply with the workplace health and safety instructions given to you by the workshop facilitator, to avoid placing your own health and safety at risk or the health and safety of any other person at the workshop.

Continuous Improvement

Learning Partnerships is committed to providing quality learning experiences and is always looking for ways to improve its processes, procedures and program delivery. We will gather your feedback throughout the course using both formal and informal methods. At the end of every workshop, we will ask you to provide your views. This process does not stop you from letting us know that you think there is a process or procedure that could be improved at any other time. You can complete a Learning Partnerships Opportunity for Improvement form, your coach/assessor can get you a form and opportunities will be followed up internally and you will be informed of the outcome.

We look forward to a successful partnership with you on your journey towards achieving your Nationally Accredited qualification

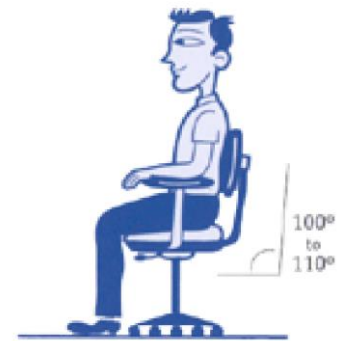


Supplementary Information

Workstation Ergonomics

Your Chair

- Push your hips as far back as they can go in the chair
- Adjust the seat height so your feet are flat on the floor and your knees equal to, or slightly lower than, your hips
- Adjust the back of the chair to a 100°-110° reclined angle. Make sure your upper and lower back are supported. Use inflatable cushions or small pillows if necessary. If you have an active back mechanism on your chair, use it to make frequent position changes
- Adjust the armrests (if fitted) so that your shoulders are relaxed. If your armrests are in the way, remove them.



Your Keyboard

An articulating keyboard tray can provide optimal positioning of input devices. However, it should also accommodate the mouse, enable leg clearance, and have an adjustable height and tilt mechanism. The tray should not push you too far away from other work materials, such as your telephone.

- Pull up close to your keyboard
- Position the keyboard directly in front of your body
- Determine what section of the keyboard you use most frequently, and readjust the keyboard so that section is centred with your body
- Adjust the keyboard height so that your shoulders are relaxed, your elbows are in a slightly open position (100° to 110°), and your wrists and hands are straight
- The tilt of your keyboard is dependent upon your sitting position. Use the keyboard tray mechanism, or keyboard feet, to adjust the tilt. If you sit in a forward or upright position, try tilting your keyboard away from you at a negative angle. If you are reclined, a slight positive tilt will help maintain a straight wrist position
- Wrist-rests can help to maintain neutral postures and pad hard surfaces. However, the wrist-rest should only be used to rest the palms of the hands between keystrokes. Resting on the wrist-rest while typing is not recommended. Avoid using excessively wide wrist-rests, or wrist-rests that are higher than the space bar of your keyboard
- Place the pointer as close as possible to the keyboard. Placing it on a slightly inclined surface or using it on a mouse-bridge placed over the 10-keypad, can help to bring it closer.

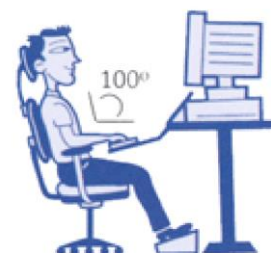
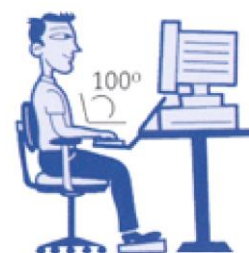


If you do not have a fully adjustable keyboard tray, you may need to adjust your workstation height, the height of your chair, or use a seat cushion to get into a comfortable position. Remember to use a footrest if your feet dangle.

Screen, Document, and Telephone

Incorrect positioning of the screen and source documents can result in awkward postures. Adjust the screen and source documents so that your neck is in a neutral, relaxed position:

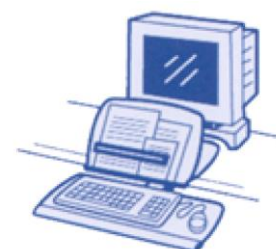
- Centre the screen directly in front of you, above your keyboard
- Position the top of the screen approximately 2-3" above seated eye level, (if you wear bifocals, lower the screen to a comfortable reading level)
- Sit at least an arm's length away from the screen and then adjust the distance for your vision
- Reduce glare by careful positioning of the screen
- Place screen at right angles to windows
- Adjust curtains or blinds as needed
- Adjust the vertical screen angle and screen controls to minimize glare from overhead lights
- Other techniques to reduce glare include use of optical glass glare filters, light filters, or secondary task lights
- Position source documents directly in front of you, between the screen and the keyboard, using an in-line copy stand. If there is insufficient space, place source documents on a document holder positioned adjacent to the screen
- Place your telephone within easy reach. Telephone stands or arms can help
- Use headsets and speaker phone to eliminate cradling the handset.



Pauses and Breaks

Once you have correctly set up your computer workstation use good work habits. No matter how perfect the environment, prolonged, static postures will inhibit blood circulation and take a toll on your body.

- Take short 1-2-minute stretch breaks every 20-30 minutes. After each hour of work, take a break or change tasks for at least 5-10 minutes. Always try to get away from your computer during lunch breaks
- Avoid eye fatigue by resting and refocusing your eyes periodically. Look away from the monitor and focus on something in the distance
- Rest your eyes by covering them with your palms for 10-15 seconds
- Use correct posture when working. Keep moving as much as possible.



Assignments and Note Taking

Note Taking

Note taking is an essential skill to assist you in collecting key ideas presented in class by a teacher and when researching for an assignment. Note taking methods vary with the purpose of the notes and the thinking style of the note taker.

Notes are your record of what is important to you from your reading. Good research analysis and accurate recording of your research helps you to:

- Assess the resource.
- Collect information.
- Determine the main sections or the headings of your assessment.
- Understand what you are reading.
- See relationships such as cause and effect, and comparison.
- Select what you need.
- Think through the information so you can use it appropriately.
- Learn new language and terms.
- Avoid plagiarism.
- Have a quick reference for details.

Good notes are:

- Personal - with your own structure and abbreviations.
- Well organised - easy to follow and read.
- Brief and to the point.

Taking notes when researching

- Skim read the paragraph before you commence writing. You may find there is no relevant information.
- Read the passage then write out in your own words to check your understanding.
- When reading, always look for a topic sentence in the introductory sentence of a paragraph to identify what the source is about. Then seek out answers to this topic. Essays generally follow the essay writing conventions with introduction, body of paragraphs and a conclusion.
- This makes it easier to follow the point the author is attempting to make.

As a student you will be confronted with vast amounts of information. You will need to ask yourself:

- How can I judge the value of what I am reading?
- How can I select what I need?
- What is the focus of the writing?
- Is the writing relevant?
- How can I remember what I need to know?
- How can I make sense of what I am reading?
- How can I revise and use my research?
- How can I use the language in the writing?



Note Taking for Workshops

Note-Taking from Lessons/workshops Before the workshops

- Look at the topic of your lesson and consider what the topic may be about.
- Complete any set readings for the class so that you are thinking about the topic.

During the Lesson

- Teachers have different ways of presenting information. Here are some ideas to help you make the most from the lesson.
- Identify the topic and write the main ideas– what is the main topic of the lesson? Listen carefully for cues. For example: *“Today I will discuss...”*, *“This lesson will focus on...”*. Read Power points or handouts to identify the main topic.
- Identify key terms–write down key words or phrases that are the focus of the lesson. Do not try to write everything down.

Presenter Style

Consider the structure of the presentation. Often teachers divide a lesson into an introduction where they introduce the key features of the lesson; a body where each key topic is discussed in detail and references and examples are presented. Finally, there should be a conclusion to draw ideas together.

- Write major ideas. Ideas are supported by evidence, examples and details, often included in the introductory and closing comments.
- Note any major perspectives or controversies discussed.
- Watch for signals of importance. Copy notes teacher writes. Always write definitions and listings.
- Make notes of repeated information.
- Write notes on every other line. This will make your notes seem clearer and leave you space to add to the notes at a later time.
- Read Handouts: If your teacher uses a Power point presentation, print out the slides and make notes against these.
- Use abbreviations: E.g., Etc, =, +, &, c.f.= compared with and there are many more.

After the Lesson

- Review your notes that same day/night. There is greater retention of information if notes are reviewed on the same day.
- Highlight key points.
- Edit notes and write a summary of the key points. Check and add to your summary from a textbook or other resource.



Assignment Guides

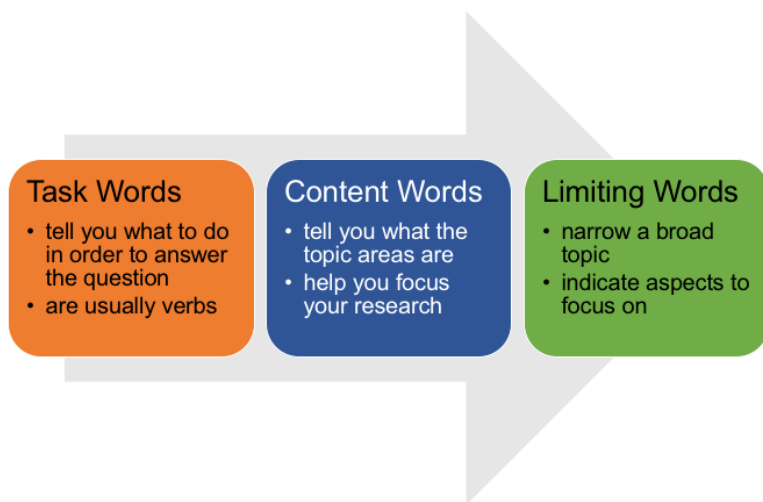
An important part of your qualification is completing assessments. Not only do they demonstrate competence, but they are also a very useful way for you to develop your own knowledge and, practice communicating and clarifying information that can be useful in the business environment.

Answering assignment questions can be challenging and sometimes stressful. However, assignment questions follow a method. When you understand the method, and you will find it a lot easier to successfully write competent Short Answer and Task responses.

Analysing a Question

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.

Key words are the words in an assignment question that tell you the approaches to take when you answer.



Make sure you understand the meaning of key words in an essay question, especially **Task words**. As Task words are verbs that direct you and tell you how to go about answering a question, understanding the meaning helps you to know exactly what you have to do.

- Content words tell you what the topic area(s) of your assignment are and take you halfway towards narrowing down your material and selecting your answer. Content words help you to focus your research and reading on the correct area.
- Limiting words make a broad topic workable. They focus the topic area further by indicating aspects you should narrowly concentrate on.

If you're not sure about any aspect of the question, ask your tutor/ trainer for clarification. Never start any assignment until you know and understand exactly what you are being asked to do.



Guidelines

It is important to understand what an essay question or assignment brief is asking of you.

Before you start to research or write, it is worth spending time considering the wording of the question and any learning outcomes that may accompany it. Failure to do this could result in an unfocused response which does not answer the question.

- Look for the keywords in your essay question
- Underline them
- Spend a little time working out what they mean. Use the Glossary of Terms help you.
- Craft a template for your response by paraphrasing (summarising) the different elements of the question.

? EXAMPLE

Discuss 3 ways to monitor personal performance. Give examples of how you have used each one to monitor your own performance.

Three ways that I could use to monitor personal performance in the workplace and in study are:

XX An example of how I have used this in the past is XX. This was effective because XX.

XX An example of how I have used this in the past is XX. This was effective because XX.

XX An example of how I have used this in the past is XX. This was effective because XX.

Before you start to research, plan or write:

- Check the word count, deadline and any guidance from your trainer
- Read through your learning guide and module materials
- Read through any learning outcomes or marking criteria
- If there is a choice of questions, make some initial notes on each one (or a few that appeal) and make a careful decision
- Unpick your chosen (or given) question and ensure that you understand exactly what it is asking you to do



Assignment Format

In order to decide how to answer a question, you need to identify what the question requires in terms of content and format.

TERM	DEFINITION
Short Answer	<p>Short Answer questions can vary considerably. The following guidelines apply</p> <ul style="list-style-type: none"> • Summarise the question in the answer • Use correct grammar and spelling • Incorporate Graphics and Bullet points correctly • Ensure that all parts of the question have been answered • The word count is the minimum depth of answer required. It is acceptable to go over.
Essay	<p>An essay is a "short formal piece of writing on a single subject written to persuade the reader using selected research evidence. In general, an essay has three components:</p> <ul style="list-style-type: none"> • An introduction that gives the reader an idea of what they are about to learn and presents an argument in the form of a thesis statement • A body, or middle section, that provides evidence used to prove and persuade the reader to accept the writer's particular point of view • A conclusion that summarises the content and findings of the essay
Business Documents	<p>Some short answers and task questions will require you to demonstrate an application of business writing. This could be a policy, procedure, email or training material. When answering these types of questions, it is important to demonstrate not just the content but the degree of professionalism that would be displayed in the workplace. You may be given a template to follow or, alternatively you can research one online or use a template from your workplace.</p>
Graphics and Diagrams	<p>Graphics and Diagrams are acceptable and useful ways to depict information. Graphics and Diagrams when used should follow the guidelines. They would usually form only part of a response.</p> <ul style="list-style-type: none"> • Apply to and answer the question • Be preceded with an introductory sentence that describes how the graphic or diagram applies to the question. • Have a title or caption that describes the table
Report	<p>A Business report is a document structure used regularly in business. The purpose is to present to an audience (usually business stakeholders) an analysis of a situation (either a real situation or a case study) and apply business theories to produce a range of suggestions for improvement. Business reports are typically assigned to enable you to:</p> <ul style="list-style-type: none"> • Examine available and potential solutions to a problem, situation, or issue. • Apply business and management theory to a practical situation. • Demonstrate your analytical, reasoning, and evaluation skills in identifying and weighing-up possible solutions and outcomes. • Reach conclusions about a problem or issue. • Provide recommendations for future action. • Show concise and clear communication skills.



TERM	DEFINITION
	<p>There is no right or wrong way to write a business report. Depending on the purpose or audience your sections may be different however a General rule is to ensure that the report is written in ACTIVE language appropriate for the audience. You should also use PLAIN ENGLISH, be SUSCINCT and avoid jargon or assumptions that the audience knows the background or purpose of the report. An example structure of a business report could include</p> <ul style="list-style-type: none"> • Title Page: Title of your report, your name, student number and your course. • Table of Contents: include headings, subheadings and page numbers • Executive summary: Summarises your whole report and gives your reader a clear idea of what your report says, without needing to read it. Start with the report’s purpose, then give your scope, main points, and a summary of your findings and recommendations. Some organisations provide a conclusion at the end of a report. Standard practice in the business environment is to wrap the conclusion up within the Executive Summary. The conclusion also provides direction in next steps for the audience. You should always write your Executive Summary last. • Introduction / Background summarises the issue or problem, its background and context, why it matters, why you’re looking into it and the scope of the task. You can also introduce your approach and explain your methodology in finding and sorting data. In this section may also reference methods of research. • Discussions: Explain the facts you discovered in your ‘Findings’ section and tell us what they mean. What implications do they have? What conclusions do you have about them? Once you answer these questions, it will be easy for you to plan the solutions. • Recommendations: explains the strategies you suggest dealing with the conclusion from your findings, or to solve the original problem. Indicate the benefits of each solution, e.g., return on investment or increase in sales. Recommendations are not your personal opinion. Your findings, your research and your data are the reasons (or evidence) behind your recommendations. • Appendices: Detailed charts, survey examples, transcripts, or related reports • Supplementary Information: Reference or links to supplementary information that is recommended for the audience to review and read to provide more context into the report findings, discussion and recommendations. • References: a list of sources you cited in your report, such as a book with data you used, or an article from an expert you quoted. As long as you read a piece of information somewhere and used it in your report, you should include it in the References section.



Task Words

It is important to understand the directive or task word used in your assignment. This will indicate how you should write and what the purpose of the assignment is.

The following table shows some examples of task words. It is important to note that none of these words has a fixed meaning. The definitions given are a general guide, but interpretation of the words may vary according to the context and the discipline.

If you are unsure as to exactly what a lecturer means by a particular task word, you should ask for clarification.

TERM	DEFINITION
Analyse	Break an issue into its constituent parts. Look in depth at each part using supporting arguments and evidence for and against as well as how these interrelate to one another.
Assess	Weigh up to what extent something is true. Persuade the reader of your argument by citing relevant research but also remember to point out any flaws and counterarguments as well. Conclude by stating clearly how far you are in agreement with the original proposition.
Clarify	Literally make something clearer and, where appropriate, simplify it. This could involve, for example, explaining in simpler terms a complex process or theory, or the relationship between two variables.
Comment Upon	Pick out the main points on a subject and give your opinion, reinforcing your point of view using logic and reference to relevant evidence, including any wider reading you have done.
Compare	Identify the similarities and differences between two or more phenomena. Say if any of the shared similarities or differences are more important than others. 'Compare' and 'contrast' will often feature together in an essay question.
Consider	Say what you think and have observed about something. Back up your comments using appropriate evidence from external sources, or your own experience. Include any views which are contrary to your own and how they relate to what you originally thought.
Contrast	Similar to compare but concentrate on the dissimilarities between two or more phenomena, or what sets them apart. Point out any differences which are particularly significant.
Critically evaluate	Give your verdict as to what extent a statement or findings within a piece of research are true, or to what extent you agree with them. Provide evidence taken from a wide range of sources which both agree with <i>and</i> contradict an argument. Come to a final conclusion, basing your decision on what you judge to be the most important factors and justify how you have made your choice.



TERM	DEFINITION
Define	To give in precise terms the meaning of something. Bring to attention any problems posed with the definition and different interpretations that may exist.
Demonstrate	Show how, with examples to illustrate.
Describe	Provide a detailed explanation as to how and why something happens.
Discuss	Essentially this is a written debate where you are using your skill at reasoning, backed up by carefully selected evidence to make a case for and against an argument, or point out the advantages and disadvantages of a given context. Remember to arrive at a conclusion.
Elaborate	To give in more detail, provide more information on.
Evaluate	See the explanation for 'critically evaluate'.
Examine	Look in close detail and establish the key facts and important issues surrounding a topic. This should be a critical evaluation and you should try and offer reasons as to why the facts and issues you have identified are the most important, as well as explain the different ways they could be construed.
Explain	Clarify a topic by giving a detailed account as to how and why it occurs, or what is meant by the use of this term in a particular context. Your writing should have clarity so that complex procedures or sequences of events can be understood, defining key terms where appropriate, and be substantiated with relevant research.
Explore	Adopt a questioning approach and consider a variety of different viewpoints. Where possible reconcile opposing views by presenting a final line of argument.
Give an account of	Means give a detailed description of something. Not to be confused with 'account for' which asks you not only what, but why something happened.
Identify	Determine what are the key points to be addressed and implications thereof.
Illustrate	A similar instruction to 'explain' whereby you are asked to show the workings of something, making use of definite examples and statistics if appropriate to add weight to your explanation.
Interpret	Demonstrate your understanding of an issue or topic. This can be the use of particular terminology by an author, or what the findings from a piece of research suggest to you. In the latter instance, comment on any significant patterns and causal relationships.



TERM	DEFINITION
Justify	Make a case by providing a body of evidence to support your ideas and points of view. In order to present a balanced argument, consider opinions which may run contrary to your own before stating your conclusion.
Outline	Convey the main points placing emphasis on global structures and interrelationships rather than minute detail.
Review	Look thoroughly into a subject. This should be a critical assessment and not merely descriptive.
Show how	Present, in a logical order, and with reference to relevant evidence the stages and combination of factors that give rise to something.
State	To specify in clear terms the key aspects pertaining to a topic without being overly descriptive. Refer to evidence and examples where appropriate.
Summarise	Give a condensed version drawing out the main facts and omit superfluous information. Brief or general examples will normally suffice for this kind of answer.
To what extent	Evokes a similar response to questions containing 'How far...'. This type of question calls for a thorough assessment of the evidence in presenting your argument. Explore alternative explanations where they exist.

Editing and Proof Reading

Editing and proof reading are not the same! Editing happens as you write your assignment, while proof reading is the last part of the writing process.

Editing your assignments can seem tedious but is necessary. Editing something you have written does make it better. It is actually a simple task if tackled in an organised manner.

Top Tip: *take it slow and check for one thing at a time.*

Print a copy of your essay and begin by looking at the content

- | | |
|------------------------------------|--|
| Begin with the introduction | Does it state your intentions and the structure of the essay clearly? |
| Look at each paragraph | Does it contain relevant information and have clear links to the next paragraph? |
| Look at the conclusion | Does it sum up your argument and answer the question? |



Read your work out loud or get someone to read it to you.

TIP: If you hear something you don't like, change it and see if it sounds better.

- **Pause in your reading as punctuation dictates.** This helps you determine how your essay flows and sounds and whether your punctuation needs changing.
- **Check for spelling errors.** Read the work backwards as it will not make sense and so the spelling will be easily noticed.
- **Set your essay aside for a few days.** This will allow you to go back and critique it with a fresh pair of eyes.

Aim for 3 drafts of your writing:

1. First draft: Focus on getting your main ideas and information down.
2. Second draft: Take a cold hard look at your first draft and edit it for content, structure, style, evidence and referencing.
3. Third draft: This is the proof-reading stage when you check carefully for errors in grammar, punctuation and spelling. This is the final refinement of your writing.

Editing your first draft

- Now's the time to take a good hard look at your first draft.
- What's your main point?
- Is it clear to someone reading the assignment?
- Could you write it in one sentence?
- Have you provided convincing evidence to support your main point?
- Have you acknowledged opposing views?
- Will your structure make sense to a reader?
- Does it follow the conventions for academic essays or reports?
- Check that all your information and ideas relate clearly to the assignment title and your main point.

Proofreading your second draft

- Now check for misspellings, mistakes in grammar and punctuation
- Read for only one error at a time, separating the text into individual sentences e.g., check for spelling first, then grammar, then punctuation. Find out the sort of errors you make and learn how to correct them.
- Read every word slowly and out loud. This lets you hear how the words sound together.
- Read the paper backwards, working from the end to the beginning. The focus then is entirely on spelling.
- Note: You might need to do more than two drafts

