



Learner Handbook

A guide for new learners



'Grow your career, Grow your business'

CREATE INNOVATE ACCELERATE

Table of Contents

WELCOME TO SKILLS STRATEGIES INTERNATIONAL	4
MESSAGE FROM THE DIRECTORS	4
ABOUT SKILLS STRATEGIES INTERNATIONAL	5
Code of Practice	5
Our Commitment to our Learners	5
Contact Details	6
Learner Support	6
CODE OF CONDUCT	7
Learner Rights	7
Learner Responsibilities	7
Unique Student Identifier	7
Personal Information	8
Attendance	8
Mobile Phones	8
Dress and Personal Presentation	8
Smoking, Alcohol and Drugs	8
Disciplinary Action	9
Access and Equity	9
Legislation, policies and procedures	10
Grievance and Appeals Policy	10
Grievance and Appeals Procedure	11
Appeals	11
Copyright	12
Confidentiality and Privacy	12
Freedom of Information	12
Learner Records	12
Discrimination and Harassment	13
Course registration and fees	14
Cancellation, Transfer and Refund	14
Course Changes	15
Reissue of Testamur	15
Course information	16
Course Induction	16
Course Materials	16
Provision for Language, Literacy & Numeracy Assessment	16
ELearning using Moodle	16

Competency based training and assessment	17
What is competency based assessment?	17
Assessment Results	17
Recognition of Prior Learning	17
Credit Transfer	18
Skills Strategies International Assessors	18
Suggested Assessment study and completion timeframes	18
Before starting the assessment	18
Completing the Assessment	19
Attempt every question and task	19
Project Assessment Guidelines	19
Project Types	19
Key Assessment Requirements	20
Assessment Criteria	20
Assessment Guide	21
Before submitting the assessment	22
Submitting your Assessment	22
Resubmission	22
Providing Feedback	23
APPENDIX 1	24
Referencing	24
APPENDIX 2	26
Quotations	26
Reference List	27
APPENDIX 3	28
Bibliography	28
Sample reference list:	28
Skills strategies international courses	29

Welcome to Skills Strategies International

Message from the Director

Congratulations on your decision to study with Skills Strategies International and taking the step to improve your business or your career.

Whether you are working towards achieving a nationally recognised Qualification or Statement of Attainment or a business development or personal development program with us, your experience with us is our highest priority. We strive to provide you with every possible opportunity to successfully complete your studies with us.

Our programs are focused on you our Learner and are designed to add value to your personal development as well as to meet the overall goals and objectives of your organisation. If there is any way we can assist you to maximise your experience we would like to hear from you.

If you have any other queries about any issue that may arise over the time that you spend with us, please direct these concerns initially to your trainer or assessor. If they cannot assist you, you are welcome to speak to any member of our administration or management team.

Again, we thank you for your enrolment and I wish you an enjoyable and rewarding experience with SSI.

Yours sincerely



Sandra Robinson



Skills Strategies International Pty Ltd

About Skills Strategies International

Skills Strategies International Pty Ltd (SSI) is a leading registered training organisation with offices in Perth and Mandurah, providing training services throughout Regional Western Australia and Australia

Since 1992 Skills Strategies has been providing innovative and futuristic training and business development services across both the corporate and public sectors. Skills Strategies International's consultative approach to effective skills development for your workforce is supported by linking the highest quality industry standard and linking solutions to our clients' strategic goals.

Skills Strategies International is committed to achieving best practice in the provision of vocational education and training. We acknowledge that this is dependent upon non-discriminatory access to services and comparable educational outcomes by all groups in society.

Code of Practice

Skills Strategies International adopts policies and management practices which maintain high professional standard in the marketing and delivery of vocational education and training services, and which safeguard the interests and welfare of trainees.

Skills Strategies International maintains learning environments that supports the success of Learners. SSI has the capacity to deliver the nominated courses, is committed to providing adequate facilities, well qualified staff and using appropriate methods and materials.

You are entitled to be treated fairly and with respect by trainers, assessors, other Learners and staff of Skills Strategies International. You are entitled to learn in an environment which is free of discrimination and harassment and to pursue your educational requirements in an environment which is both supportive and stimulating.

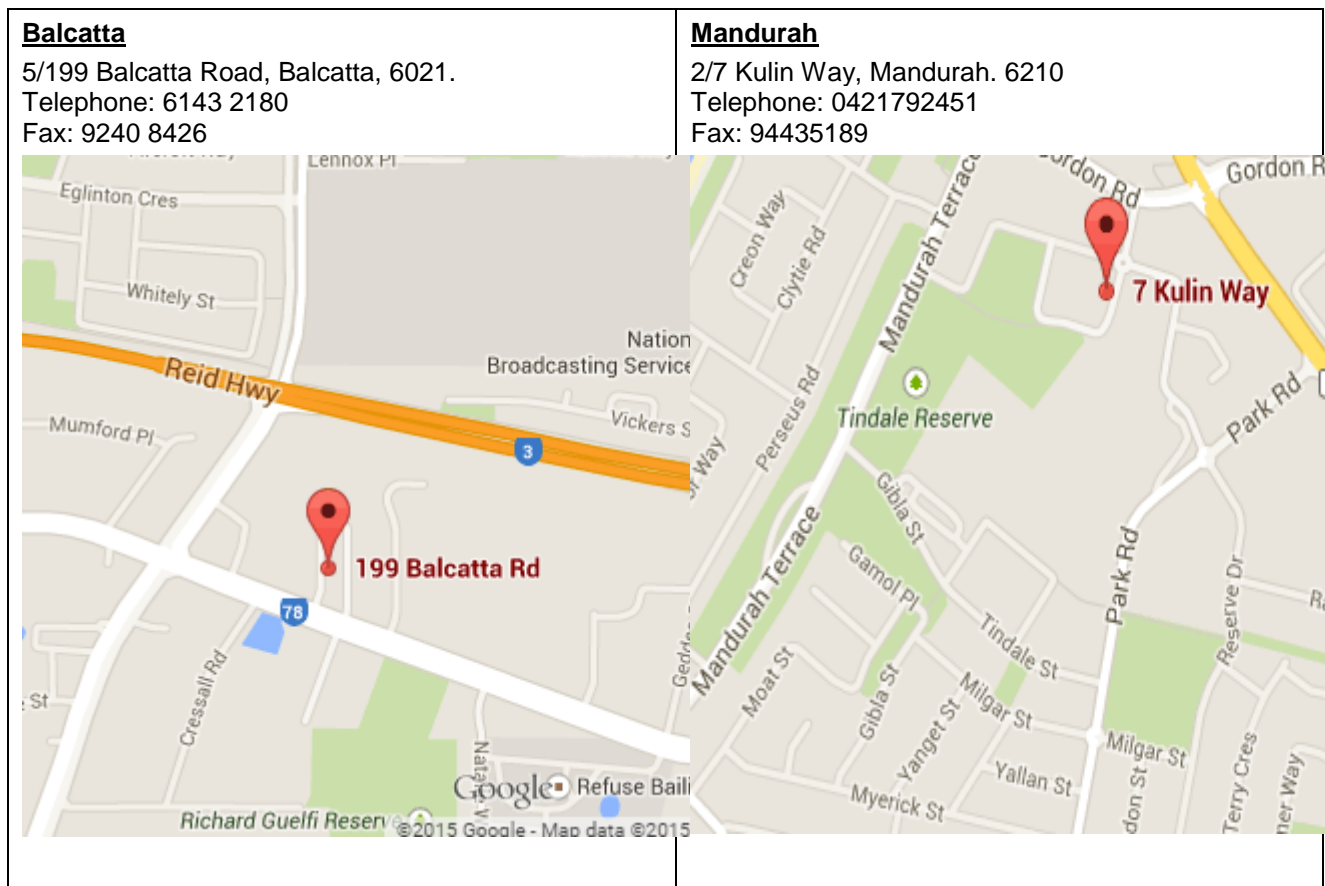
Our Commitment to our Learners

Skills Strategies International is committed to providing every Learner with a supportive learning environment in order to achieve their qualification or desired outcome. We will provide quality facilities for our delivered programs, learning materials will be appropriate to the needs of the Learners; we will monitor and evaluate our Learner's progress, and ensure our staff involved in the learning process has a high level of quality skills and experience.

It is through our commitment to high standard that we are able to provide a high quality training service to all Skills Strategies International Learners.

Contact Details

Skills Strategies International's two offices:



Learner Support

Sometimes learners need extra support to engage and get maximum benefit from their learning program. Skills Strategies International is committed to supporting participants with individual needs and provides support services below:

- Career Planning
- Study Skills
- Work placements
- LLN Strategies
- Disability support
- Networks with other learners through social media

Participants with individual needs or requirements for support services are encouraged to advise Skills Strategies International when enrolling. (Information will be treated with strictest confidentiality). This will assist with venue, delivery mode allocation and lesson planning.

SSI encourages Learners who are experiencing any difficulty with reading, writing and numeracy (LLN) to speak to their trainer or contact SSI to discuss specific needs. Individual support is available to any Learner, if required.

*There may be an additional charge for support services depending upon the requirements.

Code of Conduct

Learner Rights

Learners attending Skills Strategies International courses have the right to a learning environment which encourages them to pursue their learning goals without distraction. All Learners have the right:

- to be treated with respect
- to learn in an environment free from discrimination and harassment
- to pursue their learning goals in a supportive and stimulating environment
- to have privacy concerning assessment records and personal information
- to readily access assessment procedures and results
- to have complaints handled appropriately and promptly
- to appeal for the review of assessment outcomes

Learner Responsibilities

When you participate in training delivered by Skills Strategies International you are expected to respect all other Learners, the trainer, and any other staff members and treat them, as you would expect them to treat you. Remember we are all different and have a right to be so.

Skills Strategies International promotes access and equity in all learning and development opportunities. Learners will be treated fairly, irrespective of their sex, race, religion, political beliefs, age, disability, sexual preference or marital status.

Discrimination and harassment are not acceptable in the workplace and/or training environment or in the provision and delivery of our services within the community.

Skills Strategies International encourages a learning environment where integrity, respect, fairness and care are essential. It is your responsibility:

- to treat other people with respect, courtesy and fairness
- to be honest and ethical and refrain from engaging in collusion or cheating in any assessment event
- to be punctual and regular in attendance to face to face courses
- to observe the health and safety requirements in all areas
- to submit assessment material by the agreed date, or seek approval for an extension of the date
- to avoid behaviour which may offend, embarrass or threaten others

If you feel you are improperly treated in any dealings with SSI, please discuss these issues with your trainer and if necessary indicate that you wish to make a complaint in writing.

Unique Student Identifiers (USI).

Since 2014 it is a government requirement that all students provide training providers such as Skills Strategies International with their USI. If you don't have a USI or want to find out more about it go to: <https://www.usi.gov.au/>

Personal Information

Learners must notify Skills Strategies International of any changes to their personal information required by Skills Strategies International, as soon as possible after the change.

Unique Learner Identifier

As from January 2015 Learners are required to provide the Unique Learner Identifier (USI) to Skills Strategies International. Follow the steps to create you USI here:

<http://usi.gov.au/Learners/Pages/steps-to-create-your-USI.aspx>. Email your USI to reception@skillstrategies.wa.edu.au

Attendance

You are required to attend your training at the time and place nominated by Skills Strategies International and contact your Trainer or Skills Strategies International local office to inform of any delays or inability to attend as soon as you become aware of either of these circumstances.

Failure to meet your attendance obligations may result in failure to complete your course. Please also see our cancellation policy.

If you cannot contact your Trainer you should contact the local branch and leave a message with reception.

Mobile Phones

Out of courtesy and consideration for other participants and staff, mobile phones must be switched off or put on silent during classes.

Dress and Personal Presentation

Skills Strategies International will advise you of any required dress for your training course. A standard of personal presentation is required. It is important to understand that these standards exist for a reason, be it for health and safety or the professional presentation of the organisation and yourself. Suitable footwear must be worn at all times. Thongs are not acceptable for safety reasons.

Smoking, Alcohol and Drugs

There is no smoking in any Skills Strategies International training room or building. Please consult with your trainer to identify designated smoking areas.

No alcohol or drugs should be consumed prior to commencing and/or participating in training and assessment with SSI.

If a Learner is found to be under the influence of drugs or alcohol, disciplinary action will take place and can include removal from class, expulsion from the course and cancellation of enrolment.

Disciplinary Action

All participants are entitled to access face to face sessions and workshops free from disruption by others.

Should a participant disrupt a course, it will be brought to the attention of the Director. After this has been noted on three occasions on the day of delivery, the participant will be removed. On more serious occasions, the participant may be directly removed from the class at the discretion of the trainer, in consultation with the SSI representative. The disciplinary action that is taken will be recorded on their Learner record for future reference.

Access and Equity

Skills Strategies International promotes access and equity in education and training opportunities for all Learners by:

- treating learners fairly in an environment free from discrimination and harassment
- respecting learners' rights to privacy and confidentiality
- providing relevant information to learners on how to lodge a complaint or to make suggestions for improvement of services without fear of being victimised

Skills Strategies International will not tolerate discrimination towards any group or individuals in any way, and complies with all legislative requirements.

Legislation, Policies and Procedures

Skills Strategies International has policies and procedures in place that support participants and SSI's accreditation as a Recognised Training Organisation.

SSI are subject to a range of legislation relating to training and assessment as well as general business practice including matters such as your safety, privacy, and rights to name a few.

There are a number of legislative requirements that you will be made aware of throughout your course.

The legislation is continually being updated and all staff are made aware of any changes through our internal processes.

The legislation that particularly effects your participation in Vocational Education and Training includes:

- Age Discrimination Act 2004
- Copyright Act 1968
- Disability Standards for Education 2005
- Disability Discrimination Act 1992
- Human Rights and Equal Opportunity Commission Act 1986
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Privacy Act (2001) including the National Privacy Principles
- Skilling Australia's Workforce Act 2005
- Work, Health and Safety Act 2011 and Regulations (2011)
- Fair Trading Act 1989 (advertising and marketing) (QLD)
- Vocational Education, Training and Employment Act 2000 (VET practice and RTO management) (QLD)
- Security Industry Amendment Act 1997 NSW

Grievance and Appeals Policy

All courses delivered by Skills Strategies International will meet the following stated standards:

- Client specific courses will be subject to prior agreement by Skills Strategies International and the client, and subject to the policies of the organisation
- Skills Strategies International undertakes to provide an appropriate venue, suitable trainers and relevant content to meet the learning outcome identified for the courses advertised
- The Skills Strategies International Grievance and Appeals Policy is issued and explained to each Learner at the commencement of their course
- All Learners have the right to appeal an assessment decision

Grievance and Appeals Procedure

- Each complaint and/or grievance is recorded
- Each grievance and appeal will be handled initially by the trainer/assessor and then by an independent person
- Each appellant must formally present their case in writing
- Each appellant is to be given a written statement of the outcomes, including reasons for the decision

In the event of a complaint, you can:

- Talk directly with the person concerned to resolve the problem
- Seek the assistance of your Training Facilitator/Assessor
- Consult the Training Manager

If the complaint is unresolved, you can seek arbitration by a third party acceptable to all parties to the complaint. If the complaint is not satisfactorily resolved within 60 days from the occurrence of the complaint, the Learner may request SSI to seek the services of a third party. If you are not happy with the choice of the third party by Skills Strategies International, you may select a third party of your choice.

Arbitration will be undertaken when both Skills Strategies International and the Learner agree on a third party. If the complaint is still unresolved, you will be advised of external organisations of appeal. All appeals and complaints are taken seriously and treated in the strictest confidentiality.

Appeals

An appeal is a grievance about an assessment outcome (sometimes called an academic appeal). Skills Strategies International has a process for re-evaluating assessment outcomes if the Learner is unhappy with the outcome. All re-assessments involve an assessor who is independent of the initial assessment which is subject to the appeal.

If you are unhappy with the outcome of assessment you should first approach your initial assessor and make sure that the reasons for being unsuccessful are understood. Once that has been done or you are still not sure why the assessment was unsuccessful, contact any other staff member to discuss the procedure for lodging an appeal.

You have the right to appeal within 14 days of receiving notification of the decision made in relation to the assessment outcome. Skills Strategies International will deal with any appeal in an effective and timely manner, aiming to resolve all appeals within 14 days of the appeal being lodged in writing by the Learner.

- Each appeal must be lodged in writing and the outcome of the resolution will be made in writing
- Any person who lodges an appeal will be given the opportunity to present their case in an unbiased and independent environment. The independence of the party or panel must be mutually agreed
- We will act upon any substantiated complaint or appeal and may see the result as an improvement opportunity for us

The Directors or Training Manager are responsible for managing the resolution of any appeal or complaint and will be able to supply and assist with the relevant appeal or complaint form as required. All appeals and complaints including their resolutions are reviewed at our management meetings and, if appropriate, will result in a continuous improvement activity.

Copyright

No part of Skills Strategies International's publications may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information or retrieval system, without the prior permission of Skills Strategies International. Requests for permission to use material contained in any publications should be directed to Skills Strategies International (info@skillstrategies.wa.edu.au) Some resources are created specifically for you to modify, however if in doubt please contact us.

Confidentiality and Privacy

Skills Strategies International sets the highest standards in relation to confidentiality of training records and achievements. SSI respects your right to privacy. We advise that the information that you may provide to us could be "Personal Information" as defined in the Privacy Act 1988 ("the Act").

The provision of the information is voluntary, but if this information is not provided SSI may not be able to process your enrolment or respond to your enquiry.

We may use your Personal Information to inform you about our products and services and may disclose it to Approved Third Parties (see our Privacy Policy). If you would like further information on Skills Strategies International's privacy practices, or on how to access your Personal Information, please ask the Skills Strategies International staff.

If you have concerns over the confidential nature of the information in your assessment submission, please speak to us. SSI assessors and other staff are bound by the Privacy Act. When you submit an assessment with SSI you can be assured that we will treat all workplace information with care.

Freedom of Information

The Freedom of Information Act 1989 gives you the right to access documents held by Skills Strategies International. If you wish to access documents held by Skills Strategies International, you will need to contact the SSI administration team. Written permission from Learners shall be obtained prior to providing information to an employer.

Learner Records

Skills Strategies International retain records for qualifications and statements of attainment issued for a period of 30 years which is a requirement under the standards applied to Registered Training Organisations

Learner assessment records are kept for a period of 6 months from the completion of the program as required by the Australian Skills Quality Authority (ASQA).

Learner records relating to funded training programs will be kept by Skills Strategies International for a period of 2 years after the qualification or statement of attainment has been issued in accordance with State funding contractual requirements.

Discrimination and Harassment

Under federal and state legislation unlawful discrimination occurs when someone or a group of people, is treated less favourably than another person or group because of their race, colour, nationality or ethnic origin, sex, pregnancy or marital status, age, disability, religion, sexual preference, membership of a trade union activity, or some other characteristic specified under anti-discrimination or human rights legislation.

Under federal and state legislation unlawful harassment occurs when someone is made to feel intimidated, insulted or humiliated because of their race, colour, nationality or ethnic origin, sex, disability, sexual preference, or some other characteristic specified under anti-discrimination of human rights legislation. It can also happen if someone is working in a 'hostile' or intimidating environment.

All Learners are entitled to work and learn in an environment which is free from discrimination and harassment. For further information please refer to www.humanrights.gov.au

Course Registration and Fees

When you commence any study with SSI you will need to complete an enrolment form which will be provided online. This will record your personal details, training history and contact information.

All enrolments received are firm bookings. Tentative enrolments are not accepted. Nonattendance after enrolment will incur a \$100 administration fee.

Payment (Instalment as specified by SSI) must be received fourteen days prior to the program commencement date. Once payment is received, your place in the program will be confirmed. Please see SSI Learner fees policy for payment terms, or contact your nearest SSI Branch.

Qualifications will not be issued until all fees and charges are paid in full.

Cancellation, Transfer and Refund

Cancellation of enrolment can occur when:

- the full balance of the fee is not paid
- the learner voluntary withdraws from a course

In either case, whether a refund will be accepted depends on the timing of the application for cancelling the course. If you wish to cancel your enrolment in a course with Skills Strategies International, a refund for the program fees may apply using the following time guidelines:

Notification of Withdrawal	Refund Policy
Learner withdraws more than 14 days prior to commencement	Full refund
Learner withdraws within the period of 14 days prior to commencement	Full refund less 20% (or \$100) administration fee depending on the course
Learner has enrolled in a program that has been cancelled by Skills Strategies International	Full refund
Learner withdraws after commencement	No refund

Skills Strategies International is unable to accept responsibility for changes in Learner's personal circumstances. No refund is available to Learners who leave before the end of their course unless the Learner can provide a medical certificate for illness, or show extreme personal hardship. The decision to provide a Learner a refund on compassionate grounds is at the sole discretion of SSI.

Course Changes

Course dates, times and course content are occasionally subject to change. Should the need for such changes occur, every effort is made to inform course participants with sufficient time prior to the commencement of training. It is hence important that your contact details provided at enrolment are correct and accessible.

Where nationally accredited programs are changed in line with changes to competency standards and/or curriculum, a 12 month transition phase is provided to allow existing participants to complete their qualifications. Skills Strategies International staff are available to discuss the impact of changes to competency standards.

Reissue of Testamur

To replace a Statement of Attainment or Qualification please contact SSI. Prices are as follows:

Certificate	Definition	Cost
Statement of Attainment	For submitting an assessment and being deemed competent for the unit(s) of competency	\$50.00
Qualification	For submitting assessment(s) and being deemed competent across a number of units of competency that make up a qualification	\$50.00

Course Information

Course Induction

Upon commencement of your training SSI will share additional information regarding your course, the assessment requirements, our services, expectations and responsibilities

You will receive a site specific induction according to where your training is taking place. This includes where relevant:

- Evacuation procedures
- First Aid procedures/ personnel
- Personal protective equipment requirements
- Hazard identification
- Standard operating procedures and safety precautions for operating plant or equipment

Course Materials

Each participant in a SSI course will receive a set of comprehensive course materials, including handouts and relevant reference materials. If a text book is required for the course, you will be given adequate notice of the cost and where it can be purchased.

Provision for Language, Literacy & Numeracy Assessment

Learners undertaking study with SSI are encouraged to participate in the Language, Literacy and Numeracy screening process. For some courses, participation in the Language, Literacy and Numeracy assessment process is compulsory, for others it may be an interview or part of the first assessment. Wherever possible it will be an integral part of the course work.

Learners needing language, literacy and numeracy (LLN) support are identified on application. In most cases, LLN support can be provided. Where only a low level of support is needed, the Training Manager may arrange for the Learner to receive extra-curricular assistance from the trainer or other staff member. Where extensive support is needed, specialised LLN classes may be set up or you may be referred to another provider who can provide this support. This may attract a fee.

Where a Learner's LLN deficiency will clearly inhibit achievement of learning outcomes and the applicant refuses LLN support, enrolment may be declined.

For more information see our Language, Literacy and Numeracy Policy.

ELearning using Moodle

When you enroll in an Elearning course with SSI, you will be provided access to the Moodle Learner Portal. Moodle provides upload (or download) assignments & documents.

Moodle allows Learners to engage online 24 hours a day, 7 days a week to:

- Access course resources and assessments
- Upload assessments
- Communicate with their trainer Check outstanding invoices and payments

Learners will be emailed their username and password upon enrolling in SSI Elearning programs.

Competency Based Training and Assessment

What is competency based assessment?

Qualifications are made up of units of competency. Units of competency prescribe the required skills and knowledge necessary to perform effectively in a particular job role. The National Competency Standards provide a framework for training and assessment and describe what skills and knowledge an employee at a particular level within a particular industry should be reasonably expected to achieve.

So competency can be described as:

“The ability to perform a job to the required level of performance expected in the workplace”:

Each participant enrolled in Nationally Recognised Training may choose to undertake assessment, with the aim of obtaining a Statement of Attainment or Qualification.

Assessments have been designed with a focus on workplace outputs. Each nationally recognised training program has its own Assessment Kit which provides an assessment tool designed to help you collect evidence of your competency.

To assist in the evidence gathering process a variety of assessment methods are used. These may include

1. Tasks or projects or workplace observations
2. Required knowledge questions
3. Documentary evidence
4. Third party reports

Each assessment method provides a different type of evidence. Taken together, the complete assessment provides a well rounded picture of your ability to perform competently and confidently in the workplace to the level set down in the Competency Standards.

Assessment Results

Vocational qualifications are not graded; they are deemed either competent or not yet competent and are defined as follows:

- **Competent** - If your assessments successfully meet all elements and performance criteria for the unit of study a 'Competent' mark is achieved.
- **Not yet competent** - Assessments deemed as 'not yet competent' need to be re-submitted with further evidence to meet the performance criteria for the unit of study. It is your responsibility to contact the nominated program coordinator and make an appointment for a mentoring session where your assignment/performance will be discussed.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a legitimate assessment pathway that enables candidates to demonstrate competence from prior experience and learning. The experience and learning can be work based and/or non-work based. RPL candidates submit a portfolio of evidence to SSI for assessment and undergo a competency conversation as part of the assessment process.

RPL is available for every accredited course that SSI offers. For further advice, please contact your local SSI branch.

Credit Transfer

Statements of Attainment and Qualifications issued by other RTOs will be recognised by SSI and may count as credit towards a qualification with SSI.

For further advice, please contact your local SSI branch.

Skills Strategies International Assessors

Skills Strategies International assessors comply with the governing body standards and legislation requirements for assessors. Our assessors come from a range of different professional backgrounds and have appropriate vocational qualifications and direct industry and management experience.

Assessors are looking for evidence of your competence and your knowledge in the assessed area.

Suggested Assessment study and completion timeframes

SSI understands the time constraints that participants are under to complete assessments and go about their daily lives. SSI strongly supports Learner's complete assessments when the information is still fresh and relevant in your mind.

For each unit of study there is approximately a 4 week time limit from the day the course is run to when the assessment should be submitted.

Set yourself approximately:

8 – 10 hours per competency to complete each Certificate IV level assessment

10 – 15 hours per competency to complete each Diploma or Advanced Diploma level assessment

If you cannot submit the assessment by the due date you will need to contact SSI to discuss your circumstances.

Before starting the assessment

Before commencing work on any assessment item, we recommend that you:

- Carefully read through the Assessment requirements
- Think about what is being asked of you
- Become familiar with the resources linked to the assessment
- Plan the time you will need to answer the questions
- If you have any problems understanding or answering a question or task please seek clarity from your SSI representative

Completing the Assessment

When completing an assessment item, it is important that you:

- Read each question carefully.
- Answer all parts of the question fully. Sometimes a question may have more than one part to it. For example: 'list the three barriers to communication and discuss one method to overcome each of those barriers'.
- One word answers are not acceptable unless asked for.
- Use the word "I". The assessor wants to know what you did, how you did it, why you did it and how well you did it.
- Gather and attach relevant evidence of what you have done and achieved. Back up what you say with evidence such as emails, feedback, diary notes, reports and plans.
- When asked to provide an example from your workplace, be specific. Try to avoid broad, generalised statements about what happens generally in the workplace and discuss actual examples.
- Don't let assessments build up. If you are experiencing difficulties talk to your manager and trainer
- Any queries relating to assessment tasks, assessment administration, or your assessment results should be directed to your ssi representative.

Attempt every question and task

If you are unable to answer based on your current role please think into the future or use past roles. You may consult and work collaboratively in the planning phases on work based projects, however the completion of the assessment tasks must be entirely your own work.

Project Assessment Guidelines

In certain courses Learners will undertake a group project. It is essential that documentation collected clearly identifies individual roles and tasks throughout the project duration.

Project Types

There are a number of project types that can be completed as a group including feasibility studies, process improvement and research studies among others. Remember the project type is determined in consultation with your managers.

Key Assessment Requirements

The table below provides a description of key assessment requirements that each Learner must consider while completing an assessment or project.

Analyse	Break the subject down into its parts and then consider each individually and/or into the inter-relationships between components
Choose	Pick one
Comment	Make critical observations about the subject
Describe	Provide a description of facts, processes and events. Do not attempt to explain, interpret or analyse them.
Discuss	Examine both sides of the concept or theory: for and against. Back up with examples of what happens in your workplace. Or use strengths and weaknesses format.
Explain	In your own words make the concept clear by using workplace examples
List	Make a dot point list of items, one after another (like a shopping list or footy ladder)
Outline	Provide an organised description or an ordering of information stating the main point but omitting the details
Review	Re-examine, analyse and comment briefly, in an organised sequence, on the major points of an issue
State	In your own words. Copying directly from the course materials or other sources will result in you having to resubmit the assessment.

Assessment Criteria

Projects must meet the minimum requirement for assignments (course requirements). The report must clearly outline all aspects of the project including all analysis.

Each team is to keep records of the progress of the project, including minutes of meetings and action plans that demonstrate role and task allocation for each team member for the duration of the project. These are to be submitted with the final project report or reviewed by the course coordinator or nominated assessor throughout the project duration.

While there is no maximum word limit, as a guide we would expect the reports to be a minimum of 1,500 words in length.

Assessment Guide

Use the table below as a reference point for your assessment. It is important to note that the volume of words is less important than answering the question fully and accurately.

	Guide to assessment answers	Approximate guide to length of answers
Certificate II and III	<ul style="list-style-type: none"> Assessments at this level will demonstrate knowledge and skills for work in a defined context Learners should demonstrate basic factual, technical and procedural knowledge of a defined area of work and learning. They will have foundational cognitive, technical and communication skills to: <ul style="list-style-type: none"> undertake defined routine activities identify and report simple issues and problems Graduates at this level will apply knowledge and skills to demonstrate autonomy in structured and stable contexts and within fairly narrow parameters. 	<ul style="list-style-type: none"> Required knowledge questions one paragraph
Certificate IV	<ul style="list-style-type: none"> Your answers may include lists using bullet points; however sentences and short paragraphs are preferred. Examples of how you apply concepts at work are required. The examples you give must be realistic and achievable for your organisation. If you use material from other sources, the material must be referenced. Work-based projects – 1 to 1½ pages per task 	<ul style="list-style-type: none"> Required knowledge questions ½ to 1 page
Diploma and Advanced Diploma (AQF level 5-6)	<p>At this level you must demonstrate technical and theoretical knowledge and concepts, with depth in some areas within a field of work and learning.</p> <p>You will need to demonstrate the following skills:</p> <ul style="list-style-type: none"> cognitive and communication skills to identify, analyse, synthesise and act on information from a range of sources cognitive, technical and communication skills to analyse, plan, design and evaluate approaches to unpredictable problems and/or management requirements specialist technical and creative skills to express ideas and perspectives communication skills to transfer knowledge and specialised skills to others and demonstrate understanding of knowledge Reference to training concepts and how you have applied (or may apply) them at work is expected. Answers may include bullet points, however descriptive answers are expected. Work-based examples are expected. Complete description of attachments is expected. If you use material from other sources, the material must be referenced. For example: Smith, J (2004) The Guide to Assessments, Academic Press. Work-based projects – 1½ to 2½ pages per task 	<ul style="list-style-type: none"> Required knowledge questions 1 page per question

Before submitting the assessment

Before submitting any assessment, you must:

- Check that all of your evidence is labelled clearly.
- Check that every question is answered fully.
- Check that every answer is preceded with the question it is answering.
- Make sure you have a complete copy of your assessment before sending to Skills Strategies International in case it goes astray and you have to resubmit.

Submitting your Assessment

Candidates should submit their assessment electronically to Skills Strategies International through the Moodle drop box or email assessment@skillstrategies.wa.edu.au

You may also submit your electronic assessment by post in a padded bag or in person at our office

Resubmission

- If your assessment has been deemed, 'Not Yet Competent' you will need to resubmit it, addressing the issues outlined by the assessor. There may be a fee of \$30 for resubmissions
- Read all the comments from your assessor. These comments will identify exactly what you need to resubmit.
- Some participants' work is returned because it is disorganised and difficult for the assessor to read. Please present your work to a standard that would be acceptable in your workplace.
- Please note when resubmitting work:
- Include an email or note that indicates what was required in the resubmission and how this has been presented.
- You may resubmit twice in the assessment process.
- If you include additional documents, label each one clearly and identify the Questions or Tasks to which they relate.
- Make sure you make a copy of your assessment and resubmission so that if it goes astray you will be able to resubmit it without having to redo the whole assessment.
- If you are not clear about what extra evidence you need to provide please contact your trainer. Make sure you are clear about the requirements before you spend time recreating the work.

Providing Feedback

Skills Strategies International utilises a formal and an informal process for documenting participant feedback on the course or assessment process. This feedback is analysed at planning stages of any new courses.

If you wish to provide feedback to us please choose from the following methods:

- Email your trainer or info@skillstrategies.wa.edu.au
- Online – Complete the online evaluation form that is sent to you SSI an email link at the end of each course
- Provide information in the suggestion box at reception

All of us at Skills Strategies International would like to wish you well in your chosen study options.

If you would like any further information about SSI and the services we provide, please don't hesitate to ask staff or visit our website www.skillstrategies.wa.edu.au

Appendix 1

Referencing

When you write an assignment it is necessary to provide references for all material you did not think of yourself. References are cited (identified) briefly in your essay and in a detailed list at the end. You must cite all references to:

- acknowledge your sources
- allow the reader to verify the data
- provide information so the reader can consult your source independently

One commonly used system is **the Harvard or Author-date System**. It is generally used in the sciences and social sciences.

When you write an assignment you must include in your text references to all material you have used as sources for the content of your work.

These references must be provided wherever you quote (use exact words), paraphrase (use ideas in different words) or summarise (use main points of) someone else's opinions, theories or data.

Your references may be to things such as books, periodicals, articles, newspapers, reports or personal communications (e.g. letter or conversation).

To identify references within your text, the author's surname, year of publication of the material cited, and page numbers if appropriate, should be stated. Page numbers are necessary when you quote or paraphrase particular passages, lists or figures, for example in the following quote:

Smith (1982, p45) has argued 'the relative seriousness of the two kinds of errors differs from situation to situation.'

Or

It has been argued that 'the relative seriousness of the two kinds of errors differs from situation to situation' (Smith, 1982, p45).

If you **paraphrase** material you must make it clear that you are referring to someone else's work:

A recent study (Jones and Chan, 1986) has shown...

Reference to material written by more than two authors should include the surnames of all authors the first time it is cited. In later citations of the same reference, include only the surname of the first author and the abbreviation et al. (meaning 'and the others'):

A recent study (Lim, Smith, Brown and Nguyen, 1983) has shown...

The research previously cited (Lim et al. 1983) suggests...

Reference to different authors with the same surname should be distinguished by using the authors' initials or full names:

A recent study (C.L. Jones, 1985) has shown...but A.G. Jones (1979) has suggested...

When you have read an account of original work by one author (primary reference) in another book or article (secondary reference), both sources must be acknowledged in your reference. In these examples, Marini is the primary reference and Jones is the secondary reference:

a) Marini (Jones, 1986) states...

Or

b) Marini's study in 1975 (cited in Jones, 1986) states...

Or

c) Jones (1986), in reporting Marini's 1975 study, states...

If you need to cite several references at the same point, separate the authors' names with semi-colons, with surnames in alphabetical order:

Recent studies (Brown, 1981; Kwlesky, 1978; Wong and Smith, 1983;) have shown...

References to two or more publications in the same year by a given author should be distinguished by adding a, b, etc.

A recent study (Jones, 1987b) has shown...

Recent studies (Jones, 1985, 1987a and 1987b) have shown...

References to personal communications should include initial, pers. comm. and date.

They probably represent distal turbidities (K.A.W. Crook, pers. comm., 1989)...

Appendix 2

Quotations

When the exact words of a writer are quoted they must be reproduced exactly in all respects: wording, spelling, punctuation, capitalisation and paragraphing.

Quotations should be carefully selected and sparingly used, as too many quotations can lead to a poorly integrated argument.

The intention of the original text must not be altered by your context for the quotation.

Unless it is clearly stated otherwise, the citation of another's opinions or conclusions signifies your acceptance of the point of view as your own.

Use of a direct quotation is justified when:

- changes, through paraphrasing, may cause misinterpretation;
- the original words are so concisely and convincingly expressed that they cannot be improved upon;
- a major argument needs to be documented as evidence;
- it is important to comment on, refute or analyse the ideas expressed.

In **short quotations** (fewer than thirty words) incorporate the quotation into the sentence or paragraph without disrupting the flow of the text. Use single quotation marks and acknowledge the source:

A number of different languages are used to define data. These include 'free narrative, key word, separator, and fixed-position forms' (Senn, 1990, p339).

In **long quotations** (more than thirty words) do not use quotation marks. Indent the quotation from the remainder of the text. Use smaller type, or italics if available. Introduce the quotation appropriately, and acknowledge the source. For example:

These types of problems have been identified in the area of information communication:

Semantic: How precisely do the transmitted symbols convey the desired meaning?

Effectiveness: How effectively does the received meaning affect behaviour in the desired way? (Shannon & Weaver, 1949, p96).

When words in the original text need to be added or changed (e.g. replacing a pronoun with a noun) to fit in with the essay, the changes are enclosed in square brackets:

'Some [scientists] believe this is the most likely outcome' (Lam, 1991, p73).

An irrelevant section can be omitted from a quotation, but must be replaced by three spaced dots, called an ellipsis:

'To avoid this tax when ethanol is used for other commercial or industrial purposes, manufacturers must denature the alcohol' (Bailey & Bailey, 1989, p241).

could be quoted as:

'To avoid this tax ... manufacturers must denature the alcohol' (Bailey & Bailey, 1989, p241).

Reference List

The reference list is placed at the end of the assignment. It is arranged in alphabetical order of authors' surnames and chronologically for each author.

The reference list includes only references cited in the text.

The author's surname is placed first, immediately followed by the year of publication. This date is placed in brackets. The title of the publication, either italicized or underlined (be consistent), appears after the date, followed by place of publication, then publisher. Titles of journal articles are enclosed in single quotation marks; volume and page numbers are given.

Appendix 3

Bibliography

A bibliography uses the same format as a reference list. While the reference list includes only those texts actually cited in your essay, a **bibliography includes all material used** in the preparation of your assignment.

Sample Reference List:

Beasley, V. (1984) Eureka! or how to be a successful Learner, Bedford Park, South Australia, Flinders University.

Betts, K. and Seitz, A. (1986) Writing essays in the social sciences, Melbourne, Thomas Nelson.

Bransford, J., Sherwood, R., Vye, N. and Rieser, J. (1986) 'Teaching thinking and problem solving.' American Psychologist, October, pp 1078-1086.

Clanchy, J. and Ballard, B. (1981) Essay writing for Learners, Melbourne, Longman Cheshire.
Or

Lapidus, G. (1989) 'Can Gorbachev bridge the gap?' Weekend Australian. 23-24 September, p23.

Marshall, L.A. and Rowland, F. (1981) A guide to learning independently. Melbourne, Longman Cheshire.

Mosby's medical and nursing dictionary. (1986) 2nd edition, St Louis, C.V. Mosby Company.

Pinter, K. (1983) 'Support systems for health professions Learners.' Journal of Nursing Education 22.6. pp232-236.

Adapted by the Language and Learning staff of the University of South Australia, 1991.

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