



Vocational Institute  
of Australia

## **STUDENT HANDBOOK**

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# **Welcome to the Vocational Institute of Australia**

## **The Vocational Institute of Australia (VIA)**

VIA has been a Registered Training Organisation (RTO) since 1995. As a National Training provider we are subject to the rules and regulations of the Australian Qualifications and Training Framework (AQTF) and the Vocational Education and Training Board. VIA has an internal Code of Practice that all employees are bound to abide by and a quality assurance system that demands the highest standards from our team.

This handbook contains information about the VIA relating to the requirements you must meet to successfully complete your chosen course of study. Please read all the information carefully. After reading this information, should you require further information or assistance please telephone VIA on +61 2 4950 4744.

VIA 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. By VIA providing accessible and equitable vocational education and training, students will be able to develop knowledge and skills to enhance life and promotion opportunities.

## **VIA Code of Practice**

VIA 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.

VIA maintains a learning environment that supports the success of students. VIA has the capacity to deliver the nominated courses, is committed to providing adequate facilities and using appropriate methods and materials.

You are entitled to be treated fairly and with respect by trainers, assessors, other students and the staff of VIA. 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.

## **Introduction**

Upon receipt of your completed enrolment form you will be provided with all materials required for you to undertake your elected course of study including this student handbook.

## **Enrolment**

You will not be able to commence any study until you have been enrolled. Our postal address is:

Vocational Institute of Australia  
Post Office Box 1120  
Toronto NSW 2283

Telephone: 02 4950 4744  
Fax: 02 4950 4844  
Email: [info@viatraining.com.au](mailto:info@viatraining.com.au)  
[www.viatraining.com.au](http://www.viatraining.com.au)

## **Student Support**

VIA encourages students who are experiencing any difficulty with reading writing and numeracy to speak to their trainer or contact VIA or discuss specific needs. Individual support is available to any student if required.

## **Attendance**

Students are required to attend scheduled classes. In the event that you are unable to attend, please contact VIA as soon as practicable.

As part of VIA's compliance requirements, attendance records are taken for each class. These records may also be used in Occupational Health and Safety situations (such as evacuation from a building) to account for all people present.

## **Change of personal information**

Students must notify VIA of any changes to their personal information required by VIA as soon as possible after the change.

## **Program Fees**

### ***Payment of Fees***

Payment (full or installment) must be received fourteen days prior to the program commencement date. Once payment is received, your place in the program will be confirmed. Qualifications will not be issued until all fees and charges are paid in full.

## **Cancellation and refunds**

### **Cancellation**

Cancellation of enrolment can occur when:

- The full balance of the fee is not paid
- The student voluntarily withdraws from a course.

In either case, whether a refund will be accepted depends on the timing of the application for cancelling the course as follows:

Notification of Withdrawal	Refund policy
Student withdraws more than 14 days prior to commencement	Full refund
Student withdraws within the period of 14 days prior to commencement	Full refund less 20% administration fee
Student withdraws after commencement	No refund

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

## **Refunds**

For providing Recognition Services, the administration fee of \$150 is non-refundable.

Once the RPL Guides are issued, a 50% refund per unit assessment is available providing assessor time has not been issued.

VIA may refund program fees in the following exceptional circumstances:

- Student has overpaid;
- Student has enrolled in a program that has been cancelled by VIA; or
- Student advises VIA that they are withdrawing from the program 14 days prior to commencement.

A request for a refund should be made in writing and forwarded to VIA. Where VIA has agreed to refund the program fees, the refund will be issued within two (2) weeks of receiving the written request.

## ***Cancellation of Training Programs by VIA***

VIA holds the right to cancel courses not filled to the minimum requirement (8 people) by the closing date for payments.

## **Student Rights**

Students attending VIA courses have the right to a learning environment which encourages them to pursue their learning goals without distraction. All students 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

## **Student Responsibilities**

VIA 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 refrain from engaging in collusion or cheating in any assessment event
- To be punctual and regular in attendance
- To observe the OHS requirements in all areas
- To submit assessment material by agreed date, or seek approval for an extension of the date
- To avoid any behavior which may offend, embarrass or threaten others
- Not to use mobile phones in during training

## **VIA Policies and Procedures**

### **Access and Equity**

VIA promotes access and equity in education and training opportunities for all students by:

- Treating students fairly in an environment free from discrimination and harassment
- Respecting students rights to privacy and confidentiality

- Providing relevant information to students on how to lodge a complaint or to make suggestions for improvement of services without fear of being victimised

VIA will not tolerate discrimination towards any group or individuals in any way, and complies with the following legislation:

### **NSW Legislation**

- Privacy and Personal Information Protection Act 1998
- Vocational Education & Training Act 2005
- NSW Anti Discrimination Act 1977
- Commission for Children and Young People ACT 1998
- Occupational Health and Safety Act 2001

### **Commonwealth Legislation**

- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Sexual Discrimination Act 1984
- Copyright Act 1968

Students taking part in VIA programs are expected to comply with all legislative requirements.

## **Program Material**

Throughout the duration of your program you will be provided with all relevant learning material, this may include text books, assessment guides and readings.

## **Recognition of Prior Learning Options**

Opportunities are available for recognition of prior learning (RPL) to prevent students from having to re-learn competencies they already know or can do. Recognition of prior learning covers skills learned not only from formal education but also from work, family and community experience. VIA is committed to the following five principles that RPL is based on:

1. **Competence** RPL must focus on the competencies – gained through training – not on how or where the learning was acquired.

2. **Commitment** Competency based training implies that existing competencies should be acknowledged. VIA is committed to recognising student's prior learning.
3. **Access** Assessment for RPL is available to everyone who applies.
4. **Fairness** RPL processes must be fair.
5. **Support** VIA will support making an RPL application.

## Recognition of other RTO's Qualifications

VIA accepts the decisions made by other registered bodies (RTO or other approved course accrediting bodies). This means that we recognise and accept any qualifications issued by any other RTO.

VIA students will be given the opportunity to seek Recognition of Prior Learning (RPL) for industry skills or life skills for which they believe some credit or credit transfer may apply to the courses they wish to access

## Assessment

The elements of competency and performance criteria for all units are contained within your learning manuals. There are a series of assessment tasks set for each unit, you must complete:

- The formal training program where applicable;
- Nominated activities; and
- All assessment tasks

## Assessment Materials

Your trainer will provide you with the minimum evidence required to attain competency in each unit being undertaken. The assessment materials provided will be relevant to the mode of training delivery and assessment process you have elected to undertake. Assessment materials may include:

- Portfolios for each unit (for students undertaking an RPL process)
- Case studies
- Formal assignment tasks
- Knowledge questions
- Self assessment templates
- Checklists

## The Assessment Process

The assessment tasks are designed to meet the elements and performance criteria of each of the units being undertaken. All assessment tasks must be completed and submitted by the agreed due date.

- Seek advice from supervisors, mentors, colleagues and your facilitator as you go.
- Gather evidence for assessment tasks.
- Complete all learning and research assessment tasks.

### Assessment in the workplace

In some qualifications and units of competency, you may be assessed in the workplace, or your workplace supervisor may be asked to provide a report on your workplace activities.

Your assessment tasks and the process will be discussed with you at enrolment and throughout the training program. Upon submission of assessment activities your appointed assessor will mark your work against the unit of study, the elements and performance criteria and your results will be recorded.

Your assessor will provide you with feedback and discuss your results with you including any further evidence if required. Remember, if you have any questions at any time during your training discuss them with your appointed trainer.

### Penalties for Plagiarism

VIA awards students with Nationally Recognised Qualifications and accordingly must maintain the integrity of the underlying systems of fairness, and transparency of award decisions, and pursue high academic standards and goals. Whatever the form of assessment, it is essential that the work you are assessed on is your own.

**Merriam-Webster Online Dictionary, to “plagiarize” means**

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

*In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.*

*Cited, [http://www.plagiarism.org/plag\\_article\\_what\\_is\\_plagiarism.html](http://www.plagiarism.org/plag_article_what_is_plagiarism.html)*

You are encouraged to discuss your work and ideas with other people. Where you are working in a team on a joint assessment task, your facilitator will explain how each student's contribution will be assessed.

## **Assessments and Extensions**

If you consider you will have a problem completing an assessment by the due date please contact VIA or your learning facilitator. While generally we wish to discourage requests for extensions, it would be unrealistic to assume that the need for an extension will never occur for some students. However you must request an extension prior to the due date.

Contact your program Coordinator at:

Vocational Institute of Australia

Ph: +61 2 4950 4744 Fax: +61 2 4950 4844

Email: [info@viatraining.com.au](mailto:info@viatraining.com.au)

## **Grading**

It is the policy of VIA to grade assignments for qualifications above the level of Certificate III. The exception to this rule is the Certificate IV in TAE10, Recognition Prior Learning (RPL) pathways and some integrated assessment and workplace projects. Your course coordinator will advise you of what, if any units of study will be graded.

Assessment grades are used to indicate student performance and are categorised as follows:

- Below 50 not yet competent
- 50 – 69 pass
- 70 – 84 credit
- 85 – 100 distinction

## **Ungraded Pass**

An ungraded pass simply means it is not graded as a pass, credit or distinction as it is an integrated assessment. Generally most vocational qualifications are not graded, they are deemed either competent or not yet competent. However VIA prefers to offer where applicable, a graded marking system.

## **Not yet competent**

Assignments with a grade lower than 50 are deemed as 'not yet competent' and will need to be re-submitted. It is your responsibility to contact the nominated program co-ordinator and make an appointment for a mentoring session where your assignment/performance will be discussed.

Where a due date has been set it is important to note that assessments submitted after the due date without an agreed extension granted will achieve only a pass mark.

## **Assignment Presentation Requirements**

When preparing and presenting assignments, please ensure that your work:

- Uses straightforward and plain English
- Is clearly presented on A4 paper
- Has a substantial left-hand margin of at least 2 cm to allow for feedback
- Is word processed or in typeface format
- Clearly addresses each task required
- Has a title page, table of contents and numbered pages
- Includes a bibliography and that any appendices are clearly labelled
- Where supplied the correct completed assignment sheet is attached
- Is not submitted in folders or spiral bound unless requested

Your assistance with these requirements will enable assessors and administrative staff to complete and co-ordinate the marking process effectively.

## **Example of cover sheet**

VOCATIONAL INSTITUTE OF AUSTRALIA  
Post Office Box 1120  
Toronto NSW 2283

Jane Doe  
Plant Supervisor  
2 Utopia Street Eden NSW 2876  
02 987351 – 0415 987021

TAEASS402A Assess Competence  
Due Date: 26 March 10

## General Assessment Criteria

Assessment of your assignments will take into account:

- Logical planning and sequence
- Demonstrated understanding of topic, units of competency, elements and performance criteria
- Relevance of your answer to the question or task
- Appropriate use of language
- Clarity of expression
- Supporting documentation
- Referencing and bibliography
- Correct spelling, grammar and punctuation
- Overall presentation

## Workplace Project Assessment Guidelines

These guidelines are provided for students undertaking a group project. It is essential that documentation is kept that clearly identifies individual roles and tasks throughout the project duration.

### Project Types

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

### 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.
- The structure of documentation, the quality of the media used for any presentation.
- While there is no maximum word limit, as a guide we would expect the reports to be at least 3,000 words in length.

## Submission of Assessments

In order to achieve an acceptable turnaround time for assignments, it is essential that they are submitted by the due date. You are required to attach the assessment cover sheet (provided in your kit) firmly to the front of your work. You should allow sufficient time for postage to meet this deadline. Use of express post, priority-paid mail or private couriers should be considered to avoid being late.

Occasionally assignments may go astray. For this reason, it is essential to **keep a copy of your assignment**. Make sure this is the final version and not an earlier draft.

Upon successful completion of the units of study you will be issued with the relevant statement of attainment or qualification detailing all units achieved.

## Feedback

During your training you will be given feedback both written and verbal. Written feedback will be provided on the Assignment Cover Sheet, which will be returned to you with your assignment. Your ongoing results will be recorded in VIA's Student Data Base.

## Assessment Results

Assessment results will be notified. In the event that a "not yet competent" result is recorded, your appointed assessor will discuss the requirements needed to attain competency. Additional support will be provided to any student where required.

## Assignment General Planning Strategy

The following guidelines have been developed to assist your assignment preparation, writing and presentation. The assessor will expect you to demonstrate your knowledge of concepts and views presented and your ability to present a reasoned and substantial argument with an emphasis on *critical analysis*.

### 1. **Analyse the Task**

- Look for key words that define the focus and scope
- Identify the important concepts on which the task is focused
- Consider carefully what the task involves and the sequence of subtasks

### 2. **Be Aware of your Assessor's Expectations**

- Stay focused on the topic and set tasks
- Base your argument on relevant research and accurate information
- Submit an assignment which is well presented and has a reasoned argument

### 3. **Research information soundly**

- Gather information and ideas broadly from your study materials, textbooks, journal articles, the web, interviews, surveys, etc
- Prepare notes in your own words to avoid plagiarism
- Record the full citation of any useful material at this stage as this will save time later when writing up your work

### 4. **Plan your approach**

- From your notes, identify key points related to the requirements of the task
- Identify the main aim of your argument and which key points can be used to support it
- Structure these points into a logical order

## **Grievance and Complaints Policy**

All courses delivered by VIA will meet the following stated standards:

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

## **Grievance and Complaints Procedure**

- Each complaint and/or grievance is placed on a register.
- Each grievance and appeal will be handled by an independent person.
- Each appellant must formally present his or her case in writing.
- Each appellant is to be given a written statement of the outcomes, including reasons for the decision.

## **Appeals Reassessment Procedure**

Should a Student disagree with the assessment findings they can request a reassessment for that unit or assignment. Should you need to request a reassessment, please contact VIA.

## **Occupational Health and Safety**

VIA has a duty to ensure the health, safety and welfare of all staff, students and visitors. You are required by law to take reasonable care for the health and safety of others. Please report any safety concerns to your trainer as soon as possible. For further information regarding Occupational Health and Safety, please refer to the WorkCover web site [www.workcover.nsw.gov.au](http://www.workcover.nsw.gov.au)

## **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, national 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, national or ethnic origin, sex, disability, sexual preference, or some other characteristic specified under anti-discrimination or human rights legislation. It can also happen if someone is working in a 'hostile' or intimidating environment.

All students 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](http://www.humanrights.gov.au)

## **Program Completion**

It is your responsibility to check course completion dates. Should you fail to complete all requirements by the due date, you may be required to re-enrol. Re-enrolments incur a fee of \$100.

At the completion of the course you will receive a testamur produced by VIA which certifies that you have successfully completed your course. You will receive either a **Statement of Attainment** or an **Academic Transcript** which will show the names of all of the modules and/or competencies you have enrolled in and the results you have achieved, together with a **Certificate, Diploma, Advanced Diploma** (depending upon the course undertaken and the level achieved).

## **Re-issue of Academic Records**

Take care of your documents, should you require the re-issuing of any statements of attainment, academic transcripts or a Certificate, Diploma or Advanced Diploma qualifications, there will be \$85 re-issue fee. The re-issue of an Academic Record will not occur until the re-issue fee has been received by VIA.

## **Freedom of Information (FOI)**

The Freedom of Information Act 1989 gives you the right to access documents held by VIA. Under the Act, you are also able to ensure that records held concerning your personal affairs are not incomplete, missing, out of date or misleading. If you wish to access documents held by VIA, you will need to contact the Administrator at the Institute. Written permission from students shall be obtained prior to providing information to an employer.

## **Privacy**

When you enrol with VIA, the personal information you provide is protected under the Privacy and Personal Information Protection Act 1998. This Act imposes obligations on agencies regarding their collection, storage, use and disclosure of your personal information.

The information we ask you to provide will only be that which is necessary for the purposes of your course enrolment, learning and study records.

We are obliged to tell you the purpose of collecting personal information, who receives this information and where it is held. We must also provide for your ongoing rights to access this information about yourself and make corrections if necessary. We are also obliged to protect your personal and private information and not disclose it without your knowledge and approval.

This means we will not reveal personal details without your authority. Results and attendance details will be provided to the employers of Apprentices and Trainees.

## 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 (eg. 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; Kowlesky, 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)...

## 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 (eg. 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).

- [Sic] indicates that the original has been reproduced exactly, even though it appears to have an error. Sic means 'so' or 'thus'.

For example:

'this was a commonly [sic] held view in the nineteenth century' (Green, 1991, p23).

## 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 italicised 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.

## 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 student, 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 students, 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) 2<sup>nd</sup> edition, St Louis, C.V. Mosby Company.

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

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