STUDENT HANDBOOK

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Items detailed in this student handbook are subject to change.

This document was last updated 02 January 2018

INTRODUCTION

This student handbook aims to provide Career Training Institute (CTI) students with guidelines and information that is designed to assist them to meet the needs of the Registered Training Organisation (RTO) based on the *Standards for Registered Training Organisations 2015* and other authorities.

CTI offers nationally recognised vocational education and training (VET) qualifications and other business skills courses. CTI aims to provide students with quality education and training, pathways to further education, employment and lifelong learning.

All courses focus on practical knowledge and skills that can be applied to the workplace immediately. Programs encompass training and assessment practices which enable students to gain current and specific industry knowledge and skills. The focus of training should not only cover the specific training package requirements but should also assist students to develop the personal qualities of independence, initiative and self-determination which will benefit them in employment and life.

In offering training programs, CTI considers:

Presenting a range of courses which respond to industry, community and employment needs.

Ensuring equity in the offerings.

Providing students with the opportunity to work towards a nationally recognised qualification.

Providing students with the opportunity to participate in programs and activities which foster and develop industry skills.

Providing quality of education and an environmental framework to empower students to complete their training.

CTI's Code of Practice is provided in this handbook. This Code of Practice exists as a stand-alone document. Some sub headings are repeated throughout the student handbook to provide detail on how the code is put into practice.

CODE OF PRACTICE

OUR COMMITMENT

CTI is committed to this Code of Practice to ensure high standards in the provision of vocational education and training, alternative business skills courses and other student services. The RTO adopts policies and procedures which maintain quality in all areas of operation. All stakeholders are required to show a commitment to upholding the principles which underpin this Code of Practice.

LEGISLATION

CTI must comply with relevant Australian government and state/territory legislation on:

- Occupational Health and Safety
- Workplace harassment, victimisation and bullying
- Anti-discrimination
- Equal opportunity
- Vocational Education and Training
- Traineeships and apprenticeships

Policies and procedures meet the requirements of such legislation. Staff, students and clients are made aware of policies and procedures relevant to their duties and participation.

ACCESS AND EQUITY

Access and equity is based on providing opportunities to people with different needs and abilities. In training it means offering the same access to gaining knowledge, skills and experience through education irrespective of a person's age, disability, colour, race, gender, religion, sexuality, family responsibilities or location. Access and equity involves offering differences in training with the same benefit for participants.

CTI will uses the same application process for all participants in a particular program (postgraduate, Career Advantage Program, VET in Schools). Admission will be based solely on availability of places and the applicant meeting course entry requirements. If an individual does not meet course entry requirements, all attempts will be made to assist them to identify alternative pathways.

OCCUPATIONAL HEALTH AND SAFETY

CTI recognises its moral and legal responsibility to provide, so far as is reasonably practicable, a work and training environment that is safe and without risk to health. This duty of care extends to employees, students and external stakeholders.

The RTO is committed to providing a safe and healthy environment. Procedures for safe handling, use and storage of plant and equipment will be implemented and monitored. Information and training will be given to relevant personnel and regular audits/inspections will be conducted to maintain health and safety standards.

HARRASSMENT, VICTIMISATION AND BULLYING

CTI is committed to providing a safe and healthy environment free from bullying, harassment and victimisation. The organisation recognises its legal obligation to provide an environment which meets appropriate standards and codes of conduct.

Processes are in place to ensure that staff and students are aware of their rights and responsibilities. All staff, students and other persons associated with the organisation are entitled to fair and equitable treatment.

PRIVACY

CTI recognises its obligation to adhere to privacy legislation, following principles for the fair and lawful management of personal information. Staff in the organisation are guided in responsible collection and handling of personal information. It is recognised that individuals have the right to access their own personal information and to correct any errors in that information.

The RTO will only collect personal information that is necessary to fulfil its functions. This information will only be used for its primary use of collection unless permission is gained from individuals to use their information for a secondary purpose.

MANAGEMENT AND ADMINISTRATION

CTI ensures compliance with sound financial management practices to ensure the financial viability of the organisation. The RTO draws on the experience of specialists in the financial services industry to meet requirements for RTOs. The RTO will have relevant insurance necessary for the operational needs of the organisation.

The RTO must assure the integrity, accuracy and currency of all records. Personnel records are managed to ensure confidentiality and the security of information contained. Hard copy records are held in locked filing cabinets in the RTO office with access limited to RTO office staff. Electronic records are password protected and backed up off site.

MARKETING

CTI adopts ethical and accurate marketing practices. The RTO will market its products and services with integrity, accuracy and professionalism, avoiding vague and ambiguous statements.

Marketing materials give an accurate representation of training products and services, ensuring that advertised outcomes are consistent with AQF qualifications or Statements of Attainment. The RTO will only advertise AQF qualifications or units of competency if they are on the RTO's scope of registration. Prior written permission will be obtained from any person or organisation for use of marketing or advertising material which refers to them. Clients are provided with full details of conditions in any contractual agreements with the organisation.

ENROLMENT AND INDUCTION

The RTO conducts an enrolment and induction program for all students. This program includes an explanation of aspects of the code of practice with particular attention to the rights and responsibilities of students, duties of staff with respect to students, an outline of the complaints and appeals processes, explanation of credit transfer and recognition of prior learning and the role of the RTO in providing student support.

DELIVERY

CTI is committed to providing quality training to its students. The significance of industry consultation to develop training and assessment strategies is well recognised.

Training and assessment strategies are developed to ensure consistent use of resources to meet the requirements of the relevant endorsed training package(s) and/or accredited course(s). Effective consultation with a variety of stakeholders occurs in development of training, in particular with members of relevant industry areas. Quality materials, facilities and equipment are used to suit the mode of delivery. Trainers and assessors are professionally developed so they possess the required competencies to conduct quality training. Due consideration will be given to the learning style of the student and where necessary additional learner support will be given to students with individual needs.

ASSESSMENT

CTI is committed to providing quality assessment to assess for competency in the units undertaken. Assessment is developed according to the guidelines contained in the relevant Training Package or for accredited courses in the areas of recognition sought.

The RTO ensures that all assessment conducted is valid, reliable, fair and flexible.

Valid
The evidence relates to the unit competency, addresses essential skills and knowledge, dimensions of competency.

Reliable
The assessment tool and process will produce consistent outcomes when applied by a range of assessors in a range of contexts.

Fair
The assessment will not disadvantage any person and will take into account the characteristics of the person being assessed.

Flexible
The assessment tool and process allows for assessment in a range of assessment contexts.

The assessment pathways include off-the-job assessment, recognition of prior learning and credit transfer.

Assessors possess the appropriate competencies required for the delivery of vocational education and training. If staff members do not possess these, appropriately qualified personnel will provide expertise and work in a supervisory and consultative role to these staff members. Every reasonable effort will be made to support staff members to obtain the appropriate competencies and qualifications.

Assessment results will be recorded on the Student Management System. Students will receive feedback via their and result by the return of their Assignment Cover Sheet, and in cases, the return of the full assessment item.

The RTO conducts assessment review, validation and moderation as a means of continuous improvement.

CREDIT TRANSFER

Recognition of AQF awards issued by a registered training provider for previous training will be given. Recognition will be for training included on CTI's scope of registration.

RECOGNITION OF PRIOR LEARNING

Recognition of prior learning, also referred to as RPL, is the formal acknowledgement of a person's current skills and knowledge, no matter how, when or where the learning occurred. CTI recognises awards issued by registered training providers, and will award RPL for units deemed equivalent to those being applied for.

LITERACY AND NUMERACY

Consideration is given to the level of literacy and numeracy required of students. Materials, resources and assessment tools will not require students to have literacy and numeracy skills of greater complexity than those in the workplace for the competencies being taught. For those experiencing difficulty, appropriate learner support will be provided. At enrolment student are given the opportunity to provide information on their learning styles and abilities to assist their trainer to provide them with useful support.

FEES AND REFUNDS

CTI will collect fees for services provided on terms understood by the RTO and the client in accordance with legislation and regulatory requirements.

Clients are made aware of the fee schedule and payment terms. They are sent an invoice following student commencement of a module of units in their chosen course. Full course fees are not collected at the commencement of the course. Clients will be refunded for any services paid for and not provided by the RTO in the case where the RTO is unable to provide the service.

ISSUING AWARDS

CTI will issues credentials, qualifications and/or Statements of Attainment, to students who satisfactorily complete the requirements of the nationally recognised qualification or unit of competency within the RTO's scope of registration and pay for services provided by the RTO.

COMPLAINTS AND APPEALS

Any person with a grievance should follow the RTO's process to lodge a complaint or appeal.

The RTO aims to respond to complaints and appeals efficiently, ensuring that outcomes are consistent, fair and just. Information collected from the complaints and appeals process is used to help facilitate continuous improvement.

AUSTRALIAN QUALIFICATIONS FRAMEWORK

An AQF qualification is recognised across Australia and by other countries. The framework links together all qualifications. It aims to promote life-long learning and a seamless and diverse education and training system.

Qualifications certify the knowledge and skills that a person has achieved through study, training, work and life experience. This is extremely important in Australian society where continuous up skilling is required in professional and day-to-day life.

The AQF comprises national qualifications issued in:

- the senior secondary schools sector
- the vocational education and training (VET) sector, and
- the higher education sector.

AFQ Qualification by sector of Accreditation		
AQF Level	**Vocational Education and Training Sector Accreditation**	**Higher Education Sector Accreditation**
Level 10		Doctoral Degree
Level 9		Masters Degree
Level 8		Bachelor Honours Degree
	Vocational Graduate Diploma	Graduate Diploma
	Vocational Graduate Certificate	Graduate Certificate
Level 7		Bachelor Degree
Level 6	Advanced Diploma	Associate Degree, Advanced Diploma
Level 5	Diploma	Diploma
Level 4	Certificate IV	
Level 3	Certificate III	
Level 2	Certificate II	
Level 1	Certificate I	

Note: The Senior Secondary Certificate is not prescribed an AQF level.

ACCESS AND EQUITY

CTI is committed to integrating principles of access and equity into policies and procedures. Access and equity is based on providing opportunities to people with different needs and abilities. In training it means offering the same access to gaining knowledge, skills and experience through education irrespective of a person's age, disability, colour, race, gender, religion, sexuality, family responsibilities or location. Access and equity involves offering differences in training with the same benefit for participants.

The RTO provides fair access to all applicants by:

- using the same application process for all applicants within the same program.
- basing admission to courses solely on availability of places and the applicant meeting course entry requirements.
- providing the applicants with adequate and suitable information to select the most suitable program to meet their needs and ability.

The RTO offers equitable training by being flexible and responsive to client needs. This may involve:

- providing RPL or credit transfer.
- offering multiple entry and exit points.
- providing inclusive and non-discriminatory training and assessment materials.
- granting participants more time to complete training and assessment due to family commitments.
- providing training support to suit client needs.

OCCUPATIONAL HEALTH AND SAFETY

CTI is committed to providing and maintaining a safe and healthy working environment for staff, students and external stakeholders. Our policy is to ensure that this environment is provided at all times.

CTI aims to:

- provide and maintain a safe and healthy environment and safe systems of work
- implement and monitor procedures for the safe use, handling and storage of plant, equipment and substances
- provide information, training and supervision to ensure that operations can occur safely
- ensure compliance with all relevant acts, regulations and codes of practice.

Staff and students are required to comply with all regulations, to follow safe work practices and to report potential and actual hazards to the OHS representative at their site in accordance with agreed procedures. CTI seeks the co-operation and active participation of all employees so as to ensure occupational health and safety.

Any OHS issues should be reported in writing to the OHS Manager.

HARASSMENT, VICTIMISATION AND BULLYING

CTI is committed to providing a safe and healthy environment free from harassment, bullying and victimisation. The organisation recognises its legal obligation to provide an environment which meets appropriate standards and codes of conduct.

Protection of the human rights and wellbeing of all people associated with the organisation is essential to the creation of an environment free of harassment, bullying and victimisation.

CTI considers harassment, bullying and victimisation as inappropriate and unacceptable behaviour. The organisation recognises that all workplaces have the potential for harassment, bullying and victimisation to exist. Effective management of these issues relies on:

- the acknowledgement and recognition of that potential
- active implementation of preventative strategies
- providing clearly understood guidelines and procedures for dealing with any such issues.

Any member of the organisation found to have conducted or condoned this behaviour may be subject to disciplinary action.

Any person who feels that they are being bullied, harassed or victimised should inform the other party that they find their behaviour offensive.

If any person with a complaint feels that they cannot approach the other party because their behaviour is so demeaning or offensive, the person with the complaint should report this to the RTO Manager, CEO or OHS Coordinator.

An interview will be conducted and an OHS incident report will be filled in to document the report.

ANTI-DISCRIMINATION

Any difference in the treatment of a person based on a personal characteristic specified under anti-discrimination and human rights legislation will not be tolerated. CTI will take all reasonable precautions to prevent discrimination. Disciplinary action will be taken against any member of the RTO that is found in breach of anti-discrimination legislation.

In this case, the organisation will not be held vicariously liable for the discriminatory action of any employee, contractor or agent.

Where a person feels that they are being discriminated against, they should submit a complaint to the RTO Manager or CEO.

PRIVACY

CTI assures compliance with relevant privacy legislation. The RTO has established principles for the fair and lawful management of personal information. Staff in the organisation are guided in responsible collection and handling of personal information. It is recognised that individuals have the right to access their own personal information and to correct any errors in that information.

The RTO is committed to upholding the requirements of privacy legislation, including the responsible management of personal information and to protecting the right to privacy of those whose information the RTO holds.

In doing so the RTO staff will:

- collect only information necessary to fulfil its function.
- advise individuals of the purpose and collection and their rights to access that information.
- use the information only for the purpose that it is collected and related secondary purpose/s.
- disclose it only as required or permitted by the law.
- endeavour to show that information is accurate, complete and current.
- ensure the security of information and proper archiving and disposal.

Any suspected breach of privacy should be reported in writing to the RTO Manager or CEO.

STUDENT RECORDS MANAGEMENT

The RTO must assure the integrity, accuracy and currency of student records. Student records are managed to ensure confidentiality and the security of information contained. Hard copy records are held in locked filing cabinets in the RTO office with access limited to RTO office staff. Electronic records are password protected and backed up off site.

An AVETMISS compliant database is used to record student enrolments, student progress and all qualifications issued. The following information will be retained electronically for 30 years and will be retrievable for students or regulatory bodies as required:

- Full student name
- Residential postcode
- Date of birth
- Enrolment/commencement date
- Code and title of course
- Code and title of units of competency/modules
- Assessment results
- Credentials and date issued

Access to these records by the students may be obtained upon written request to the RTO Manager.

Except as required under the Standards for Registered Training Organisations 2015 or by law, student information will not be disclosed to a third party without the consent of the student.

CREDIT TRANSFER AND RECOGNITION OF PRIOR LEARNING

CTI has procedures to recognise AQF qualifications and statements of attainment issued by other training providers for previous training. Recognition will be for training that relates to CTI scope of registration.

The student will be required to supply copy of the previously issued certificate or statement of attainment unless issued by CTI (including awards issued under previous trading names). The training organisation named on the copy will be checked on training.gov.au to verify authenticity and if necessary the organisation will be contacted for further verification.

The online course application requests this information from the student so that credit transfers and recognition of prior learning can be applied prior to the student undertaking a training program so as to avoid a duplication of training previously completed.

CONTINUOUS IMPROVEMENT

CTI is committed to meeting the needs of clients and stakeholders through effective and efficient operation. Continuous improvement in all aspects of operation is necessary for the successful running of the organisation.

CTI will enact its commitment to quality operation by actively and consistently engaging in continuous improvement.

Review of existing operations and resources and analysis of feedback will occur continually to improve the quality of education and training and management systems.

The following data will inform the continuous improvement process, including identifying opportunities for continuous improvement:

- Student evaluation/feedback
- Employer evaluation/feedback
- Staff evaluation/feedback
- Market analysis
- Data from complaints/appeals cases
- Validation, moderation and professional development activities
- Regular informal monitoring and communications

Continuous Improvement is discussed regularly RTO meetings.

Any suggestions for improvement should be directed to the RTO Manager.

COMPLAINTS AND APPEALS

CTI acknowledges the importance of establishing a transparent and consistent process for managing and responding to complaints and appeals. All complaints and appeals will be managed using the procedure for complaints and appeals in conjunction with other relevant policies and procedures.

It is recognised that complaints and appeals may be minor or major in nature. The Complaints and Appeals Policy applies to complaints and appeals of staff members and clients/students. In certain circumstances this procedure may be used to deal with an external stakeholder somehow involved in the training program.

Strict confidentiality will be maintained in all matters relating to a complaint or appeal. Information will be provided to relevant and appropriate parties only if necessary.

The following steps should be followed by all relevant stakeholders in the complaints/appeals process.

COMPLAINANT/APPELLANT
Raise the complaint or request an appeal by putting it in writing and submitting it to the RTO Manager. In the case where the complaint is against the RTO Manager, the complaint should be submitted to the CEO.

RTO MANAGER
- Contact the complainant/appellant to acknowledge the complaint/appeal (within two business days).
- Investigate the complaint/appeal.
- Develop a plan of action to resolve the complaint/appeal.
- Document the complaint/appeal, contact with relevant parties and the resolution plan AND place a copy in the student file and the complaints and appeals file.
- Implement the resolution plan.
- Respond in writing to finalise the complaint/appeal (within seven days of the acknowledgement).

If the matter was not resolved…

RTO MANAGER
Go back to the stage of contacting the complainant/appellant and work through the process again.

If the processes above fail to resolve the complaint or appeal, at the request of the individual making the complaint or appeal, the RTO must provide for review by an appropriate party independent of the RTO.
Where the RTO considers more than 60 calendar days are required to process and finalise the complaint or appeal, the RTO:
- informs the complainant /appellant in writing including reasons why more than 60 calendar days are required and
- regularly update the complainant or appellant of the progress of the matter.

CTI's Complaints and Appeals Policy, Complaints and Appeals Procedure and Complaints and Appeals form are available for download on the CTI website.

FEES AND REFUNDS

CTI will collect fees for services provided on terms understood by the RTO and the client in accordance with legislation and regulatory requirements.

CTI aims:

- to ensure that clients are aware of the fee schedule and payment terms.
- to ensure that clients are refunded for services paid for and not provided by the RTO in the case where the RTO is unable to provide the service.
  Payment of refunds will be made to the person or organisation that paid the fees by cheque or EFT.

Students have a maximum period to complete a course from the date of commencement.

If this maximum period is taken to complete the course, this could mean that the client has incurred additional fees. This is dependent on the course structure.

The following is a schedule of fees for students undertaking study at CTI under the Postgraduate Program. Students participating in the Career Advantage Program and VET in Schools program are not subject to these fees.

FEE SCHEDULE

FEES

Certificate IV level courses	
Single unit enrolment*	$400
Diploma of Accounting	
Single unit enrolment*	$400
Other charges	
Re-issue of award	$50
Re-enrolment in a single unit	$200

*The fee structure is based on enrolment in a module of units at one time. Refer to specific course information for the structure for particular courses.

All course material will be supplied for Certificate IV level courses.
Text books must be purchased by students for Diploma level courses.

Payment terms
GST is not applicable to these fees.
Payment is to be made within 14 days of the invoice issue date.
Clients are invoiced for training on a module basis (group of units) following the commencement of training.

Non-refundable (unless the RTO is unable to provide the service)
Single unit enrolment/module enrolment
Re-issue of award
Re-enrolment in a unit

Refundable
In the case where CTI is unable to provide a service that has been paid for, payment will be refunded to the client.

Fee for re-enrolment
Students who are deemed 'not yet competent' on the completion of training and assessment of a single or co-assessed unit, are provided additional support and the opportunity to be re-assessed to achieve competency. Students who do not complete all units within the six month enrolment period will be required to re-enrol in any incomplete units in that module and the party paying for the training will be required to pay the fee for re-enrolment.

Refundable

In the case where CTI is unable to provide a service that has been paid for, payment will be refunded.

DELIVERY OF COURSES

CTI is committed to providing quality training and assessment to its students. The significance of industry consultation to develop training and assessment strategies is recognised. The RTO aims:

- to develop comprehensive training and assessment strategies.
- to consult with industry/enterprise stakeholders in the development of training and assessment strategies
- to use quality resources, both human and physical in training and assessment.

Training and assessment strategies and supporting documents are designed to provide trainers and assessors with sufficient information to ensure that learners receive training and assessment that meets their needs and current industry requirements.

Effective consultation with a variety of stakeholders occurs in development of training and assessment, in particular with members of relevant industry areas.

Quality materials, facilities and equipment are used to suit the mode of delivery.

Trainers and assessors are professionally developed so they possess the required competencies to conduct quality training and assessment.

Support staff members are employed to help meet the needs of learners.

Training and assessment strategies are monitored and improved in line with the organisation's continuous improvement policy and procedures.

TRAINING

Students are provided access to a secure online learning management system (LMS) from which they can download a range of course materials.

Eligible students are sent additional materials, such as textbooks, to their nominated postal address.

It is recommended that students access course materials and then work through the material as they require to achieve competency. It is expected that students are self-directed.

Trainers make contact with students during their training period by telephone and email to help keep students engaged, monitor progress of the students, and provide training assistance and feedback.

Students should contact their trainers to seek assistance with training and assessment.

Note: VET in Schools students participate in training and assessment in timetabled classes under the direction of a qualified teacher. This comes under a Third Party Agreement.

ASSESSMENT

For each unit of competency in which students are enrolled, they will need to complete assessment items which collectively form evidence that they are *competent* (C) in that unit. If students do not complete each item of assessment to a satisfactory standard then they will remain as *not yet competent* (NYC). Students will receive 1-4 assignments for each unit. Each of these items is a piece of assessment evidence.

Assignments may be in the form of:

- workbook/short answer questions
- reports
- computer exercises
- presentations

- practical activities
- simulated workplace documents
- case studies
- trainer interviews/observation

The idea behind vocational education and training is that the skills gained through structured training through the RTO will underpin what students learn and experience at their workplace and fully round off their professional training. One type of training supports the other. Where practical, assignments will relate to the student's specific workplace.

Submission of assessment evidence

- Students must attach a completed assignment cover sheet to each submission.
- Assignments should be submitted to the trainer/assessor on or before the due date set by the RTO.
- Students that send assessment evidence to their trainer must retain a copy of all assessment items.

Note for Postgraduate students:

If modules of units are incomplete within the enrolment period, the student will need to re-enrol in incomplete units and the party paying for the training program will be invoiced accordingly.

Students have a maximum period to complete their course from the date of commencement.

LEARNING SUPPORT

CTI will take appropriate measures to ensure that students receive training, assessment and support that meet their individual needs. Training and assessment strategies are designed to meet student needs however we recognise that individuals may have additional needs.

CTI will attempt to identify barriers which people with a disability encounter when accessing programs and services and develop strategies to minimise the impact of these barriers.

CTI will:
- provide the student with information to make informed decisions about the training they are going to undertake
- encourage student to disclose needs prior to enrolment or during the conduct of their training
- monitor student progress to identify student needs
- make changes or "reasonable adjustments" necessary for the student to undertake training and assessment. If a student has additional needs that CTI is not aware of they should communicate these needs to their trainer or the RTO Manager.

PLAIGIARISM AND CHEATING

CTI is committed to maintaining high education standards. Students should only be awarded competency on the basis of their own achievement.

To plagiarise is to take the intellectual property of another person(s) and use it as one's own. Plagiarism can arise from failing to understand research methodology and referencing protocol (unintentional plagiarism) or dishonest attempts to use and obtain recognition for someone else's work (intentional plagiarism).

To cheat is to wilfully and knowingly gain an unfair advantage by breaching rules and guidelines set down for assessment.

To maintain the integrity of assessment, CTI will put in place measures to prevent plagiarism and cheating.

The RTO will take appropriate action in response to any suspected form of plagiarism or cheating. Students found to have been in breach of the rules will be subject to disciplinary action appropriate to the particulars of the individual case.

Students are provided with acceptable referencing systems to acknowledge thoughts and ideas that are not their own.

REFERENCING

Educational conventions and copyright law require that ideas of others are referenced. Referencing is a standardised method of acknowledging information sources that have been used in assignments and other written work. Referencing serves two key purposes:

1. acknowledges the source of the information
2. allows the reader to trace the source.

The following guidelines reflect the APA style of referencing.

Books

The details required in order are:

1. **Name(s)** of author(s), editor(s) as (Eds), compiler(s) or the institution responsible
2. **Date of publication** in parenthesis. **( ).**
3. *Title* of publication and *Subtitle* if any (all titles must be italicised).
4. **Edition in parenthesis**. (if other than first).
5. **Page numbers** preceded by the abbreviation for pages pp. contained within the edition parenthesis **( ).**
6. **Place of publication** (followed by a colon) **:**
7. **Publisher** - when the author and publisher are identical, use the word Author as the name of the publisher.

Examples

Two authors:

Hellcott, G. J., & Casey, J. (2007). *Business and beeswax* (3rd ed.). Melbourne, VIC: Lawson Education.

Author as the publisher:

Lawson Education. (2007). *Business and beeswax* (3rd ed.). Melbourne, VIC: Author.

No author and no editor:

Lawson Education Dictionary (3rd ed.). (2007). Melbourne, VIC: Author.

Edited book:

Hellcott, G. J., & Casey, J. (Eds.). (2007). *Business and beeswax* (3rd ed.). Melbourne, VIC: Lawson Education.

Brochure:

Lawson Education. (2007). *Creative Training* [Brochure]. Melbourne, VIC: Author.

Article or chapter in an edited book or an encyclopaedia

The details required in order are:

1. **Article or chapter author/s.**
2. **Date of publication** in parenthesis. **( ).**
3. Article or chapter **Title.**
4. Book **authors** or **editors** (preceded by the word In)
5. *Book title* (italicized) and article or **chapter page numbers.**
6. **Place of publication** (followed by a colon) **:**
7. **Publisher** - when the author and publisher are identical, use the word Author as the name of the publisher.

Examples

Harriott J. (2005) Creative Thinking. In *The new Encyclopedia Academia* (Vol. 23, pp.394-396). Melbourne: Encyclopedia Academia.

Harriott J. (2005) Creative Thinking. In *Business Monthly* (Autumn Ed., pp.54-56). Melbourne: Casper Publications.

Journals or newspaper articles

The details required in order are:

1. **Article author/s**
2. **Date** of publication in parenthesis **( ).**
3. **Article title.**
4. *Periodical Title* and *volume number* (italicised),
5. **Issue (or part) number** for journals without continuous pagination, which goes in brackets followed by a comma e.g. **( ),**
6. **Page number(s)** - finish the element with a full stop (period).

Web documents and sites

Author and date known

Author, A. A. (**date**). *Title of work*. Retrieved **month day, year**, from **source**

Example

Crusoe, E. L. (2003). *Business off the Radar*. Retrieved September, 2010, from http://www.business elephant.com

No author and no date known

Title of work. (n.d.). Retrieved **month day, year**, from **source**

Example

Business off the Radar. (n.d.). Retrieved September, 2010, from http://www.business elephant.com

> *Refer to your trainer or RTO office if you require any further information on referencing.*