

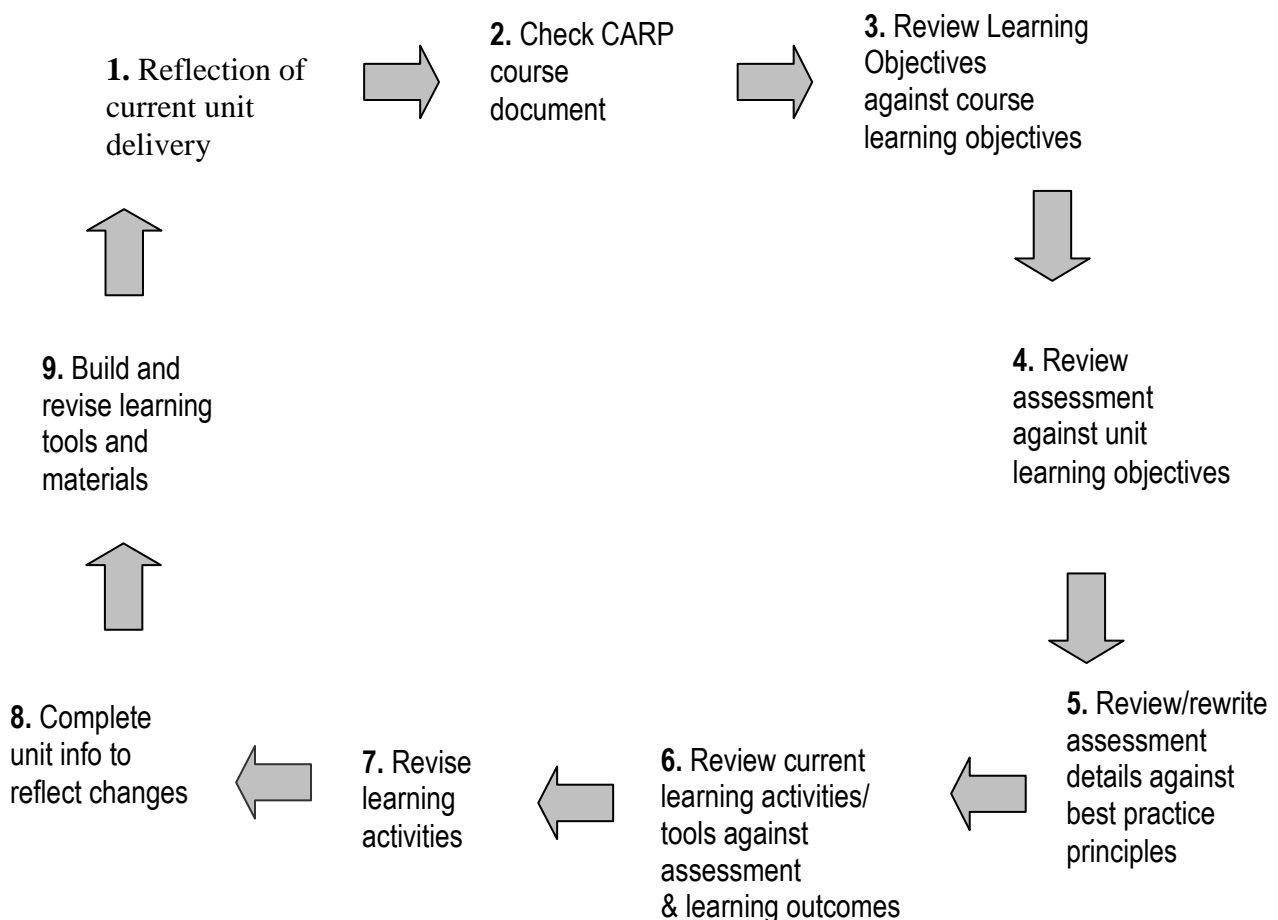
Steps to Developing/Reviewing a Unit of Study

To insure the process of developing assessments is efficient, productive and enjoyable it is important to follow a well defined process and essential to keep central records of each meeting. This suggested sequence of steps which can be adopted as part of an ongoing cycle of reflection.

This document includes templates to make the review easier and which allow you to clearly map learning objectives with assessments, graduate attributes and learning materials. We suggest you have the template available electronically at meeting so it can be projected for the team to view and updated as you go.

This review should be completed with the input of a team of 3-4 with expertise and experience led by the unit coordinator. The development team will need to meet regularly (weekly or fortnightly) for 1-3 hours to achieve each of the following steps through discussion and consensus. These requirements and stages are detailed within this document.

The following demonstrates the cycle and stages of unit development:



Steps to developing/reviewing your unit:

a/ Establish development team including: the unit coordinator (who facilitates review project), additional content expert (from teaching team), learnline technical expert, teaching and learning facilitator, quality officer, scribe and a discipline representative as an out of session participant.

b/ Establish roles, risk management, timeline and meeting schedules with reference to overall project milestones. Before beginning the review process outlined below, at the first meeting the coordinator should clarify goals, discuss and record roles and expectations and the team should agree on a schedule for meetings.

c/ Work through the following unit review steps.

At this point the group will be ready to start formulate the design using the templates provided in this document. These steps itemise each component of the unit's design and thus guide the team towards the requirements for a comprehensive unit review while at the same time compiling information that needs to be inserted into the *Unit Info Guide* for students. These steps include:

- 1. Reflection of unit delivery for Semester 1:** Brainstorm and share staff and students' experience of the unit in semester one and categorise the issues arising under headings which reflect the review process (learning outcomes, assessment, learning methodology, print/online learning materials, student support strategies). Establish which of these require immediate, short term and long term attention.
- 2. Read through and familiarise yourself with the CARP QA Course document,** particularly the items 9. learning outcomes and 15. approaches to learning.
- 3. Review unit learning outcomes** with reference to **course learning outcomes**
- 4. Review /consider appropriate assessment for meeting these objectives and to meet guidelines for good assessment:** formative, authentic, relevant.
- 5. Review/rewrite assessment details for students info:** weighting, word count, task, presentation, criteria
- 6. Consider current learning activities and tools, whether they augment achieve each learning outcome and assessment task according to guidelines for experiential learning.**
- 7. Think about what learning activities will help your students build their skills and knowledge to produce the assessment tasks and achieve learning outcomes**
- 8. Complete Unit information** sections for learning outcomes, learning approach, assessment summary and details, study plan

d/ Establish system and timeline for evaluation and continuous improvement

a/ Establish development team

Unit development for: CU106 Design and Innovation: Communicating Technology
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Project Team:

Role	Name
Project Manager	Nicola (Theme Leader)
Coordinator	Greg Williams & Jaimee Hamilton
Content Expert	Penny Wurm, Larissa Pickalla, Steve Farram
Technical/ learnline expertise	Helen Rysavy
Quality Facilitator	Sharon Bridgeman
Reference Group Members	Barbara White

Risk Management:

Risk	Mediation Strategy
Schedule Slippage	Arrange teaching/marking buy out
Changes in Team members availability	Ask them to elect proxy or participate by email
Problems with team participation/attendance	Email minutes for comment
Technical Problems	Utilise ITMS, LearnLine expertise

b/ Establish roles, risk management, timeline and meeting schedules

Timeline:

Date	Project Milestone	Notes
2010 June	<ul style="list-style-type: none"> ▪ Initiate groups ▪ Step 1: Reflection on feedback from students teaching staff and required adjustments 	

	<ul style="list-style-type: none"> Step 2: Review unit learning outcomes with reference to course learning outcomes 	
July	<ul style="list-style-type: none"> Step 3: Review assessment for meeting these objectives and to meet guidelines for good assessment: formative, authentic. Step 4: Review assessment details for students info: weighting, word count, task, presentation, criteria 	
August	<ul style="list-style-type: none"> Step 6: Consider current learning activities and tools, whether they augment/achieve each learning outcome and assessment task according to guidelines for authentic, project based learning principles. 	
Sept	<ul style="list-style-type: none"> Step 7: Think about what learning activities will help students build their skills and knowledge to produce the assessment tasks and achieve learning outcomes 	
Oct	Finalise Unit information	
Jan	<ul style="list-style-type: none"> Finalise learning materials / online learning tools 	

c/ Work through the following unit review steps.

Step 1. Reflection on unit delivery for Semester One - Brainstorm and share staff and students' experience of the unit in semester one and categorise the issues arising under the headings in the table below which reflect each stage in review process and can thus be incorporated in to your planning for the review of your unit. Establish which of these require immediate, short term and long term attention.

Review categories	Issues	Timing for response		
		Immediate SS	Short-term S1 2010	Long term S1 2011
Learning outcomes	Check off changes with team		✓	
Assessment	Check off changes with team		✓	
Learning methodology	Check off changes with team		✓	

Learning materials	Redesign of online web materials to reflect changes in focus and learning activities		✓	
Learnline/ICT	Adjust look and feel in Learnline as part of project by unit coordinators and theme leader to bring common units in line with one another.		✓	
Student support	On going explorations for the best mechanisms for supporting external and NESB students.			
			✓	

Step 2. Review unit learning outcomes with reference to **course learning outcomes using the template provided over the page.**

Your assessment choices and learning methodologies will be driven by the learning outcomes of the unit so it's important to check these first against the course learning outcomes and the learning outcomes of the partner unit in the other TEP stage. You may also wish to review the wording to make it more meaningful to students and more descriptive. If you need to review your learning outcomes UQ have a [useful guide for writing learning objectives](#).

3a. First map your existing unit learning outcomes with your course learning outcomes

	Unit Learning outcomes: Successful completion of this unit should enable students to:
1	Have the language and confidence to describe the cultural and social diversity of the region in which you live, work or study;
2	Analyse the implications of cultural, social and political diversity on the shaping of the unique characteristics of north Australia and the region where you live
3	Use a critical framework to evaluate the impact of the cultural, social, political, economic and historical conditions which have shaped the region where you live
4	Analyse the implications of cultural, social and political diversity on the shaping of the characteristics of the professional culture of your current or potential workplace.
5	Assess the role of government and broader society in the development and support of socially and culturally diverse communities
6	Identify, access, evaluate, organise and communicate information using contemporary technologies;

A tick (✓) in a cell means the L.O is relevant to the course level criterion, and a double tick (✓✓) means it is **very** relevant.

CU Program Learning Outcomes	Unit learning Outcomes					
At the completion of this course students will be able to demonstrate:	1	2	3	4	5	6
1 the practical skills required for successful university study, including: assignment writing, reading and thinking critically, referencing, researching and IT skills;		✓	✓	✓	✓	✓
2 graduate skills in communication, teamwork, leadership and social responsibility, and;	✓	✓	✓	✓	✓	✓
3 contextual & cultural knowledge applicable to their course of study and their professions.	✓					

3b. Now consider your unit learning outcomes against the learning outcomes of the partner units .

	CUC100 learning outcomes: Successful completion of this unit should enable students to:	CUC107 matching outcome
1	Reflect on 21 st century global trends and their effect on their proposed professions	1,2,3
2	Evaluate their needs and plans for success in their university study and as graduates,	-
3	Strengthen their research skills in regard to their ability to identify, access, evaluate, organise, reference and communicate information	1,6
4	Develop skills in reading, note taking, paraphrasing, writing, and critical evaluation for academic assignments	2.3.6
5	Complete assignments in a range of academic genres for the humanities	1,2,3,6
6	Apply commonly required computing skills, such as word processing, Internet, email, and create visual presentations and spreadsheets	6
7	Utilise a variety of learning technologies including university's online learning environment	6

	CUC106 Unit Learning outcomes: Successful completion of this unit should enable students to:	CUC107 matching outcome
1	Integrate key environmental, technical, economic and cultural considerations in the creation of a sustainable design for resource poor contexts.	1,2,3,4,5
2	Utilise creative and innovative problem solving techniques in design	3,4
3	Build and evaluate a design prototype in response to a real-world problem	-
4	Effectively work in a team to organise and complete your design brief and report.	-
5	Present the stages of the design project through a series of professional written reports and a formal oral presentation	6
6	Demonstrate effective researching, reading, critical thinking and analysis, and referencing skills in your written report and oral presentation.	2,3,6
7	Demonstrate professional IT communication skills	6
8	Address diversity through the key graduate skills: harmonious leadership, social responsibility, communication, creativity, and flexibility.	1,2,3,4,5,6

3c You should now be ready to review your unit learning outcomes

4. Review appropriate assessment for meeting these objectives and to meet guidelines for good

assessment: Think about ways to assess whether students have achieved these learning objectives taking in to consideration current thinking on effective assessment which includes an emphasis on formative assessment, criterion based assessment and assessment that is authentic, relevant and meaningful.

Assessment task	Due date	Grade / weighting	Why this task — what learning outcome does it assess?	Nature of planned feedback
1. Concepts of place CAT1: Text analysis	CAT1: Friday, Week 3	5%	1,2,3,6	Rubric and written comments Discussion in class for internals
CAT2: Dev position re concepts of place	CAT2: Friday, Week 6 Photo	5%		
Photo Analysis 1000 wds	Essay: Friday Week 7	20%		
2 Cultural Competence CAT3: ABS local demographics compared to personal perceptions CAT4: Cultural Competence Scenario questions Essay (1000 wds)	CAT3: Friday, Week 8 CAT4: Friday, Week 9 Essay: Friday, Week 10	5% 5% 30%	1,2,3,4,5,6	Rubric and written comments Discussion in class for internals
3 Verbal Presentation Arguing for Change in the workplace (10mins verbal or 900-1500 wds written)	Friday, Week 12	30%	1,2,3,4,5,6	Rubric and written comments Discussion in class for internals

5. Review/rewrite assessment details (as per table below) to include in unit information guide: Include weighting, word count, task, presentation, criteria. (Note **criteria** needs to be detailed so that students are informed up front exactly what points they will be marked on. You may also like include a standards table - two examples of layout for criteria with one that includes a standards table is provided at the end of attachment D)

Assignment 1: <u>Insert assessment title</u>	
See Attachment A for assignment details	
Due date:	<i>Monday, Week xx</i>
Length:	words
Value:	%
Task	Outline the task and criteria here
Preparation	
Presentation	
Assessment criteria	

6. Consider current learning activities and tools, whether they augment achieve each learning outcome and assessment task according to guidelines for experiential learning.

6a. *Ensure everyone is familiar with flexible learning principles and guidelines for experiential learning* before reviewing whether your current learning outcomes meet these principles. **Attachment E** provides a summary of experiential learning models with approaches to designing learning activities according to Kolb's learning cycle

6b. Check appropriateness of learning activities by mapping them to learning outcomes and assessment tasks using the table over the page.

To determine whether the learning activities augment the assessment tasks and unit learning outcomes fill out the following table and adjust learning activities if necessary.

Alignment of unit learning outcomes to learning activities and assessment		
Unit Learning Outcomes	Learning Activities	Assessment List formative and summative assessments
1. Have the language and confidence to describe the cultural and social diversity of the region in which you live, work or study;	Exploration of concepts and readings through experiential group work, discussion forums Reading and note-taking skills	2. Concepts of place CAT1: Text analysis (Christie Indig. knowledge reading) CAT2: Dev position re concepts of place
2. Analyse the implications of cultural, social and political diversity on the shaping of the unique characteristics of north Australia and the region where you live	Exploration of concepts and readings through experiential group work, discussion forums Essay writing	Photo Analysis (1000 wds #)
3. Use a critical framework to evaluate the impact of the cultural, social, political, economic and historical conditions which have shaped the region where you live	Exploration of concepts and readings through experiential group work, discussion forums	2 Cultural Competance CAT3: ABS local demographics compared to personal pereptions CAT4: Cultural Competance Scenario questions Essay (1000 wds)
4. Analyse the implications of cultural, social and political diversity on the shaping of the characteristics of the professional culture of your current or potential workplace.	Exploration of concepts and readings through experiential group work, discussion forums	
5. Assess the role of government and broader society in the development and support of socially and culturally diverse communities	Exploration of concepts and readings through experiential group work, discussion forums Verbal presentation skills	3 Verbal Presentation Arguing for Change in the workplace (10mins verbal or 900-1500 wds written)
6. Identify, access, evaluate, organise and communicate information using contemporary technologies.	Exploration of concepts and readings through experiential group work, discussion forums	

7. Think about what learning activities will help your students build their skills and knowledge to produce the assessment tasks and achieve learning outcomes. Consider learning activities, week by week under topics, which conform to best practice experiential learning models. These activities should be the same for both external and internal although they may be completing in a different forum or mode. Learning activities may include lectures on certain topics, group activities, individual exercises or commentary, online activities, reading tasks, field trips, guest lecturers, research activities, peer assessment tasks etc . *NB Use template below which can be inserted in your Unit Info Guide*

Weekly Study Plan

Week	Focus and Website Link	Study Topics and Workshop Focus	Reading	Activities/Assessments
1	Lecture Introduction and overview	Introduction to Northern Perspectives General Administration Issues Cultural Competence Definition Assessing "Why People Don't Listen"	Mackay(1994)	Online responses to Mackay (1994)
2	Knowledge as Culture	Exploring the concept of knowledge as perspective and culture Analysis of Christie text	Christis (1991)	Analysis of Christie (1991) text
3	Implications of Different Ways of Thinking	Analysis of Christie text Internally and externally referenced universes Case Studies		CAT1: Comparative text exercise DUE: Friday
4	Introduction to Place	Intro to the concept of place Theoretical structure for understanding place Intro to Assignment One Looking at Example Assignments	Memmott and Long (2003)	Developing a structure for Assignment One
5	Place as Culture	Role of language in understanding place Case Studies Referencing Skills	Seddon (1997)	Strategies for incorporating required information into Assignment One
6	Implications of Place as Culture	Economic and Social Implications of understanding place Online debate	Bowman (2000)	

7	Cultural Competence	Defining cultural competence Identifying culturally safe environments Introduction to Assignment Two	Eckermann <i>et al</i> (2006) -	Assignment One: Photo Analysis DUE: Friday Forming groups and developing plan for Assignment Two.
8	Demographics	Characteristics of local population structures Implications for Business and Government	ABS(2011)	CAT2: Demographic Exercise DUE: Friday
9	Culture and Identity	Identity Hegemony and representation Implications for cultural safety and cultural competence in the workplace	Reynolds (2003) Christie (2001)	
10	Introduction to Politics as Culture	Understanding the NT from different discipline perspectives	Jull (2003)	Assignment Two: Cultural Competence Essay DUE: Friday
11	Frameworks	Framework for critical analysis Political interactions as cultural interactions Developing a persuasive argument		Framework Analysis Template for Presentation
12	Persuasion	Planning for presentation Presentation for internal students		Assignment Three: Presentation Arguing for Change DUE: Friday

8. Complete Unit information

Insert sections completed above into relevant points in the Unit Information s for learning outcomes, learning approach, assessment summary and details, study plan. Edit the remainder of TLQG to customise for your particular course since some standardised information varies from course to course e.g. submission details, exams etc.

D/ Establish timeline and teams to build/review learning materials

Inevitably, despite best intentions and effort you will need to review and adjust your design for the unit and assessment as you gather feedback from the teaching staff and students and observe how the concept translate to practice.

You should do this at the end of each semester as an adjunct to reviewing the unit information booklet for each semester.

A thorough review should be done at the end of each year utilising SELT data, discussions with the teaching team, focus groups and discussions with the unit writing teams.

Attachment A

Assignment One: Analysis of the Meaning of Place

A photographic analysis of a place that is important to you.

Assessment Resource: *Assignment One Plan*

Due date: Friday Week 7

Length: 1000 words

Value: 30 % (25% for Essay and 5% for the CAT Exercise)

Assessment Resource: *Assignment One Assessment Criteria*

Task

Using relevant theory, write an essay that analyses a place that is significant to you. This task requires you to choose six (6) photos of one place and incorporate them into your analysis. Use the photos of your place to illustrate the arguments you make in your analysis. Your analysis will need to address the answers to the following four questions.

- Explain why this particular place you have chosen, is important to you.
- Who or what has influenced how you understand that place? Use the ideas raised by Memmott and Long (2002) and/or others to identify, explain and analyse why these factors have influenced your understanding of this place and the concept of place in general.
- Use your readings (particularly Seddon 1997) to explain and analyse how your understanding of this place is reflected in the language you use to refer to and describe it?
- How might other people and more particularly people from other cultures see this significant place differently? Give some examples of what you mean and attempt to explain how and why they might see this place differently to you.

Preparation

Make sure you have read through the relevant readings and notes on this website relating to Place and complete the CAT exercise related to this assignment. Both the readings and the CAT1 task will assist you in your thinking.

CAT 1 Activity can be found on this website under 'Perspectives: Knowledge as Culture' (CAT1). You can also find details of the two CAT Exercises on the Compulsory Assessment Task below

Assignment 3 details

Think about a place with which you are familiar. Your place can be somewhere with which you have either positive or negatives associations.

Presentation

This photographic analysis is an *academic essay* which means you must formulate an argument that supports your analysis of place and this argument has to be substantiated using theory. This means that what you present for this assignment needs to have a formal essay structure including an introduction, body and conclusion. The link to the right gives you a useful tool for structuring an essay.

Your aim is to develop an essay which analyses your choice of place and then links the analysis directly to the photos you choose to include. You need to refer to them in the text and explain why the particular photos you have chosen have been included. Identify what aspect of your analysis each photograph seeks to represent. The photos of your place therefore need to be near the paragraph in your analysis where you refer to them.

Consider the following points in relation to the presentation of your essay:

- Ensure that a coversheet is cut and pasted onto the first page of your document. *Marks will be deducted if a coversheet is not included in your essay document.*

Microsoft: Compression in Word 2007

- Images can be drawn from any legal source and their use should be properly referenced – even if they are your own photos. *Images must be referenced correctly both in the text where they are used and in the*

reference list. Use the Harvard referencing style (or an accepted format) for referencing or follow the guidelines in the link to the Library webpage on the right. Do not simply label photo's with a URL.

You Tube: Compression of Pictures in Word 2007

- Ensure that all images are compressed so that you final document is not larger than 1 to 1.5 megabytes. Follow the instructions in the [Compression Information for Word 2003](#) document if you are not sure how to do this. Use the links to the right to work out how to compress photos in Word 2007. Large document size is one of the determining factors in Learnline corrupting your document during upload, so ensure you have done all you can to compress your photos and minimise document size.

CDU Harvard (Author-Date) Referencing Style Guide

- The ideas used in your essay will always come from somewhere else so ensure that all sources of information are correctly referenced both in the text and in a reference list at the end of you essay. Each paragraph (except the conclusion) needs to include at least one reference. If you are not sure of how to reference correctly, check out the referencing style guides available on the [Charles Darwin University Library](#) website. It is recommended you use the Harvard (Author-Date) system. A Style Guide is available through the link on the right. ***Remember that a significant component of your marks is based on correct referencing and acknowledgement of the source of your information.***

Assessment Example: *Assignment One Example*

Once you have completed this assignment, you need to upload the document into the Assessment Section of Learnline, through the Assignment One link.

Guidelines

You will find detailed information on how to write an essay in the text for CUC100, Rolls and Wignell (2009) *Communicating at*

Assignment Two: Cultural Competence in your Profession

An essay to demonstrate an understanding of cultural competence and critically appraises policies and practices related to cultural competence in your chosen profession.

Assessment Resource:

Assignment Two Planning Checklist

Due date: Friday Week 10

Length: 1500 words

Value: 40% (35% for Essay, 5% CAT Exercise)

Assessment Resource:

Assessment Criteria: Cultural Competence Essay

Task

Explain the concept of cultural competence and provide an analysis of the way in which it is or could be implemented in your chosen profession. The essay should incorporate:

- an explanation of the concept of cultural competence, highlighting the relevance of this concept to the particular professional field you have chosen to explore;
- an explanation of the context within which you are analysing issues of cultural competence. What profession are you analysing and what are the characteristics of the culture of that profession. Is your essay analysing the professional/client relationships or the colleague/employee/ management relationships in your profession?
- background information that supports the need for cultural competence. This includes an explanation of the demographics of the community in which you practice your profession.
- an examination and analysis of workplace practices and policies that have been or could be implemented to promote cultural competence within that particular profession.

Preparation

Make sure you have read through the relevant readings and notes on the CUC107 website relating to Place and complete the CAT exercise related to this assignment. Both the readings and CAT 2 will assist you in thinking about the way in which you approach the work and write your essay.

CAT 2 Activity can be found in the Learning Materials on the 'People: Cultural Safety'. You can find details of the two CAT Exercises on the fourth tab link above.

Presentation

This is an *academic essay* which means you must formulate an argument that supports your analysis of the policies and practices supporting cultural competence and this argument has to be substantiated using theory. This means that what you present for this assignment needs to have a formal essay structure including an introduction, body and conclusion. The link to the right gives you a useful tool for structuring an essay.

The introduction will need to introduce the concept of cultural competence and provide a brief overview of what you intend to discuss through the essay. It needs to be engaging and able to capture the attention of the reader.

The body of the essay will need to address in detail the four points identified above. The aim is to demonstrate you understand the concept of cultural competence and your ability to apply your understanding in a professional context. What would that professional context be like if the staff and management were culturally competent? What policies would be in place and what sorts of professional practices would be employed?

Consider the following points in relation to the presentation of your essay:

- Ensure that a coversheet is cut and pasted onto the first page of your document. *Marks will be deducted if a coversheet is not included in your essay document.*

CDU Harvard (Author-Date) Referencing Style Guide

- The ideas used in your essay will always come from somewhere else so ensure that all sources of information are correctly referenced both in the text and in a reference list at the end of your essay. Each paragraph (except the conclusion) needs to include at least one reference. If you are not sure of how to reference correctly, check out the referencing style guides available on the [Charles Darwin University Library](#) website. It is recommended you use the Harvard (Author-Date) system. A Style Guide is available through the link on the right. ***Remember that a significant component of your marks is based on correct referencing and acknowledgement of the source of your information.***

Once you have completed this assignment, you need to upload the document into the Assessment Section of Learnline, through the Assignment Two link.

Guidelines

You will find detailed information on how to write an essay in the text for CUC100, Rolls and Wignell (2009) *Communicating at University: Skills for Success*, available through the [CDU Bookshop](#). This is a book you will have either already purchased for your CUC100 *Academic Literacies* common unit.

Assignment Three: Changing or Improving Cultural Competence

A presentation outlining and arguing for appropriate frameworks for policy development or practical changes in a workplace or the community.

Assessment Resource:

Assignment Three Planning Checklist

Due date: Friday Week 12

Length: **Internal Students:** Ten minute Powerpoint Presentation in class.

External Students: Powerpoint Presentation: 900 words in notes section.

(Max 12 slides)

Value: 30%

Assessment Resource:

Assessment Criteria: Presentation

Task

Prepare a presentation to give at a meeting with professional colleagues that identifies and argues clearly for a need for change/improvement in policies and/or practices relating to cultural competence in your profession.

The presentation will include:

- a description and brief analysis of the setting or situation you consider requires change or improvement;
- a description and brief analysis of the current (or lack of) policies and/or practices;
- a clear articulation of your position on the need for change or improvement;
- a clear argument for what changes should occur and how this can be implemented.

Preparation

Understanding cultural competence is crucial to our collective futures - arguing for and implementing change is another matter altogether. To complete this task, you will need to identify policies and/or practices related to cultural competence in your profession that you think need to change.

Your task is to develop a position and an argument to convince colleagues/your employer/staff of the need for change. You will need to consider all the concepts and theories we have covered during this semester when you construct your argument. Nearly every place of employment will be diverse, so you need to take into consideration your own position, the experience and position of others, the politics of the workforce and the social nature of knowledge production.

Make sure you have read through the relevant readings and notes on the CUC107 website relating to Politics. The background information and ideas there will help you in the process of understanding your listener, identifying your goals and developing your argument.

Presentation

This assessment item is a Powerpoint *presentation*. This means that you need to think about both *what* you are going to say and *how* you are going to say it. This assignment is marked on both the content of your argument as well as the way in which you present the information, either graphically and verbally.

Internal Students

You will be presenting this assignment verbally in your class during Week 12. The presentation will be strictly 10 minutes long and you will need to make sure that your Powerpoint document (including notes in Notes View) is uploaded to Learnline a minimum of 1 hour before the scheduled class starting time.

External Students

Assessment of your presentation will be based solely on the slides and the notes (in Notes View) in your Powerpoint document. The word limit for the notes is 900 words and must be written in a formal style with references. Your assignment needs to be uploaded to Learnline by midnight on the Friday of Week 12.

You will need to consider the following points in developing your presentation:

- Ensure that a coversheet is cut and pasted onto the first page of your document. *Marks will be deducted if a coversheet is not included in your Powerpoint document.*
- Images can be drawn from any legal source and their use should be properly referenced – even if they are your own photos. *Images must be referenced correctly both in the text where they are used and in the reference list.* Use the Harvard referencing style (or an accepted format) for referencing or follow the guidelines in the link to the Library webpage on the right. Do not simply label photo's with a URL.
- Ensure that all images are compressed so that you final document is not larger than 1 to 1.5 megabytes. Follow the instructions in the [Compression Information](#) document if you are not sure how to do this. Large document size is one of the determining factors in Learnline corrupting your document during upload, so ensure you have done all you can to compress your photos and minimise document size.
- The ideas used in your essay will always come from somewhere else so ensure that all sources of information are correctly referenced both in the text and in a reference list at the end of you essay. Each paragraph (except the conclusion) needs to include at least one reference. If you are not sure of how to reference correctly, check out the referencing style guides available on the [Charles Darwin University](#)

[Library](#) website. It is recommended you use the Harvard (Author-Date) system. A Style Guide is available through the link on the right. ***Remember that a significant component of your marks is based on correct referencing and acknowledgement of the source of your information.***

- Consider how the notes you produce will accurately reflect how you aim to present the talk. The notes need to be in a formal essay format. They should be logical, comprehensible, referenced where appropriate and most importantly, clearly assist you in delivering your presentation.

Once you have completed this assignment, you need to upload the document into the Assessment Section of Learnline, through the Assignment Three link.